Module Descriptor

Title	PGDE(S) School Experience		
Session	2026-27	**Status**	Active
Code	EDUC10031	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	Education and Social Sciences		
Module Co-ordinator	J Stewart		

Summary of Module

This module prepares students for their school experience placements. It explores generic aspects of curriculum, pedagogy and assessment, and facilitates understanding of the schools and learning communities within which students teach and develop their professional responsibilities.

Students know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing, and the methods and underlying theories for effective modelling and teaching of these cross-curricular priorities. Students learn about specific learning needs and how to remove barriers to learning from classroom practice. Strategies to build relationships with learners, promote positive behaviour and celebrate success, and the importance of applying the school's relationships and behaviour policy, are explored.

Students develop knowledge and understanding of the principles of assessment for formative and summative assessment purposes.

Students are directed to read and analyse a range of appropriate educational and research literature and encouraged to engage with wider reading through accessing literature independently. Students are supported to use what they have learned to critically examine their personal and professional attitudes and beliefs, to challenge, justify, evaluate and inform practice and to ask critical questions of educational policies.

Learning activities encourage students to reflect and engage in self-evaluation using the Standard for Provisional Registration (GTC Scotland, 2021). They maintain a record of professional learning and development in the placement portfolio. Students work towards attaining all professional standards as outlined in the Standard for Provisional Registration. They also become critical thinkers, effective communicators, problem-solvers, socially

responsible and research-minded.

Module Delivery Method	**On-Campus**[17] ☒	**Hybrid**[18] ☐	**Online**[19] ☐	**Work -Based Learning**[20] ☒
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Apply a wide range of the principal skills, techniques and practices associated with achievement of the Standard for Provisional Registration, underpinned by educational principles/theory.
L2	Use a selection of skills, techniques, practices and materials which are specialised, advanced or at the forefront of classroom practice.
L3	Work effectively under guidance in a peer relationship with qualified practitioners.
L4	Exercise autonomy and initiative in professional activities, including a small-scale professional enquiry.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of secondary

[17] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[18] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[19] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[20] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	education. Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links. Understanding in detail one or two subject areas within the secondary curriculum, current educational issues and effective approaches to teaching and learning. Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry. Demonstrating knowledge of how to access and apply relevant findings from educational research.
Practice: Applied Knowledge and Understanding	**SCQF 10** Designing, delivering and assessing effective, appropriate and stimulating programmes of work, in one or two subject areas within the secondary curriculum, which are suitable for children at different stages of secondary education. Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances. Executing a defined project of professional enquiry related to teaching and learning in a chosen subject area of secondary education. Practising in a range of professional contexts, which include a degree of unpredictability and specialism, and maintaining a safe, caring and purposeful learning environment within these contexts. Understanding and applying the principles of assessment, recording and reporting and using the results of assessment to evaluate and improve teaching, and to improve standards of attainment in one or two subject areas within the secondary curriculum.
Generic Cognitive skills	**SCQF 10** Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts. Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources. Reflecting on and acting to improve the effectiveness of their own practice and contributing to the processes of curriculum development, school development planning and meeting the educational needs of school communities. Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues. Maintaining a record of personal professional learning and development.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively, using a variety of media including digital technologies, to promote and develop positive relationships, and to

	stimulate pupils and achieve the objectives of lessons. Communicating effectively with peers, children, staff and others in school. Communicating and reporting effectively, both orally and in writing. Engaging in professional dialogue with peers, university staff and school colleagues. Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in professional activities. Working effectively under guidance in a peer relationship with qualified practitioners and other agencies and individuals. Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to an aspect of secondary education. Dealing with complex ethical and professional issues in accordance with current professional and/or ethical codes of practice and in accordance with the needs of schools and wider communities. Demonstrating achievement of all aspects of the Standard for Provisional Registration.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In all modules on the PGDE programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, appropriate methodologies are employed, such as, for example, collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, micro-teaching and student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with the knowledge, understanding, skills and competences to overtake the requirements for the Standard for Provisional Registration.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	36
Personal Development Planning	12
Asynchronous Class Activity	16
Work-based Learning	300 (notional)
Please select	
Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Curriculum for Excellence documentation and support materials (including National Qualifications) at www.educationscotland.gov.uk National Qualifications documentation at www.sqa.gov.uk Abbott, I., Huddleston, P. and Middlewood, D. (eds) (2019) *Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education.* 4th edn. Open University Press. *Capel, S., Leask, M., Younie, S., Hidson, E. and Lawrence, J. (2022) *Learning to teach in the secondary school: a companion to school experience.* 9th edn. Routledge. Cohen, L., Manion, L., Morrison, K. and Wyse, D. (2010) *A guide to teaching practice.* Revised 5th edn. Routledge. Pollard, A. (2018) *Reflective teaching in schools*. 5th edn. Bloomsbury Academic. Pollard, A. (ed) (2014) *Readings for reflective teaching in schools*. Revised 2nd edn. Bloomsbury Academic.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities and school experience placements, using course-related learning resources, and completing assessments and submitting these on time.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance (below 80%) in an academic module within the learning block prior to a placement may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

UWS Regulations, Chapter 1, 1.48 also applies to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum requirement may be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland and, therefore, may not be eligible for assessment on that placement. In this case, the required school experience placement would normally be completed in the autumn term following the academic year of study.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the programme specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTC Scotland, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers demonstrate a commitment to motivating and including all learners and promote and engender a rights-respecting culture. They develop knowledge and understanding of pedagogical and learning theories, curriculum content and its relevance to the education of every learner, and the need to take account of learners with

additional support needs. They plan coherent, progressive and engaging teaching programmes which address the needs of learners; identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner; and employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	E Wotherspoon
External Examiner	J Munro
Accreditation Details	GTC Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school. The overall result, decided jointly by the partner school and the University tutor accounts for 100% of the assessment of the module. Placement One is assessed formatively. Students receive written formative feedback from the partner school and the visiting University tutor. Placements Two and Three are assessed summatively. In addition to written feedback, students receive Satisfactory or Unsatisfactory grades for each of the eight benchmark areas of the Standard for Provisional Registration.
Assessment 2
n/a

Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Placement	☒	☒	☒	☒	☐	100	n/a

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	n/a

Change Control

What	**When**	**Who**
Transfer to 26/27 template.	Jan 2026	J Stewart

Module Descriptor

Title	PGDE Applied Education Studies		
Session	2026/27	**Status**	Proposed
Code	EDUC10XXX	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	L Barrett		

Summary of Module

This module will enable students to develop a thorough understanding of the Scottish education system and to engage critically with complex issues arising from recent national policy in relation to early learning, primary and secondary education. It will prepare students to take up roles as teacher leaders within their classrooms and within the wider school community. In doing so, it asks students to critically engage with key leadership concepts and educational policies that are understood to inform and shape the way that leadership happens in schools.

The module will enable students to develop a critical understanding of socially just and inclusive education. An understanding of relevant legislation and guidance such as the UNCRC and GIRFEC will be encouraged. Educational issues arising from diversity relating to disability, gender and gender identity, race, ethnicity, religion and belief, and sexual orientation will be explored. The importance of learning for sustainability and engaging learners in real world issues to enhance learning experiences and outcomes will be emphasised through the exploration of sustainable development education, global citizenship education and outdoor learning. Students will explore how to develop realistic and coherent interdisciplinary contexts for learning. Students will explore the teacher's role as leader of learning and in leadership for school improvement.

Students become critical thinkers, inquiring, collaborative, research-minded, socially responsible and potential leaders.

Module Delivery Method	On-Campus[21] ☐	Hybrid[22] ☒	Online[23] ☐	Work -Based Learning[24] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of teacher leadership and key educational issues and a critical understanding of the principal theories, concepts and principles.
L2	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.
L3	Justify a personal stance on educational issues by referring to appropriate evidence from a range of sources.
L4	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in relation to teacher leadership in educational contexts.
L5	Construct and sustain reasoned and coherent arguments about teacher leadership and educational issues.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Understanding knowledge that covers and integrates most of the principal

[21] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[22] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[23] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[24] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	areas, features, boundaries, terminology and conventions of education. Understanding critically the principles and evolving theories of teacher leadership, curriculum design, contexts for learning and cross-curricular links. Understanding current educational issues and effective approaches to leading learning. Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry. Demonstrating knowledge of how to access and apply relevant findings from educational research. Understanding critically the requirements of the Standard for Provisional Registration.
Practice: Applied Knowledge and Understanding	**SCQF 10** Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances. Practising in a range of professional contexts, which include a degree of unpredictability and specialism.
Generic Cognitive skills	**SCQF 10** Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts. Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources. Reflecting on and acting to improve the effectiveness of their own practice. Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in relation to teacher leadership in educational contexts.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively, using a variety of media including digital technologies, with peers and university staff. Communicating and reporting effectively, both orally and in writing. Engaging in professional dialogue with peers, university staff and school colleagues. Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in professional activities. Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to education.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In all modules on the PGDE programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, appropriate methodologies are employed, such as, for example, collaborative working, real-world tasks, research based learning and online tutor/student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the topic to be discussed in the assessment presentation.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	54
Asynchronous Class Activity	12
Independent Study	316
Please select	n/a
Please select	n/a
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Curriculum for Excellence documentation and support materials at www.educationscotland.gov.uk Arshad, R., Wrigley, T. and Pratt, L. (eds) (2020) *Social justice re-examined: dilemmas and solutions for the classroom teacher.* 2nd edn. ICL Institute of Education.

Black-Hawkins, C., Florian, L. and Rouse, M. (2017) *Achievement and inclusion in schools.* 2nd edn. Routledge.

*Bryce, T. G. K., Humes, W. M., Gillies, D. and Kennedy, A. (eds) (2018) *Scottish education*. 5th edn. Edinburgh University Press.

Christie, B. and Higgins, P. (2020) *The educational outcomes of learning for sustainability: a brief review of literature.* Scottish Government. Available at: https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/

Hunzicker, J. (2017) 'From teacher to teacher leader: a conceptual model', *International Journal of Teacher Leadership*, 8(2), pp. 20-46.

Northhouse, P. G. (2024) *Introduction to leadership: concepts and practices.* 6th edn. Sage.

Northhouse, P. G. (2021) *Leadership: theory and practice.* 9th edn. Sage.

Scottish Educational Review at www.ser.stir.ac.uk

National Framework for Inclusion at www.frameworkforinclusion.org

Access to internet - as module delivery is blended, students must have access to an internet-connected computer to access the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities and school experience placements, using course-related learning resources, and completing assessments and submitting these on time.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance (below 80%) in an academic module within the learning block prior to a placement may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the

following link: UWS Equality, Diversity and Human Rights Code. Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTC Scotland, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers are encouraged to demonstrate a commitment to motivating and including all learners, understanding the influence of social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, and commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics and intersectionality. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PGDE
Moderator	tbc
External Examiner	M Beaton
Accreditation Details	GTC Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	**1**

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation of 10-12 minutes, worth 50% of the final mark, offering critical discussion of a key educational issue featured in the module. The pass mark for this component is 40.
Assessment 2
Essay of 3,000 words, worth 50% of the final mark, reflecting on the student's development of the characteristics of teacher leaders.
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☒	50	0.25

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☒	50	n/a

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	0.25 hours

Change Control

What	**When**	**Who**
New module	08/02/2026	L Barrett

Module Descriptor

Title	PGDE Applied Education Studies L11		
Session	2026/27	**Status**	Proposed
Code	EDUC11XXX	**SCQF Level**	11
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	L Barrett		

Summary of Module

This module will enable students to develop a thorough understanding of the Scottish education system and to engage critically with complex issues arising from recent national policy in relation to early learning, primary and secondary education. It will prepare students to take up roles as teacher leaders within their classrooms and within the wider school community. In doing so, it asks students to critically engage with key leadership concepts and educational policies that are understood to inform and shape the way that leadership happens in schools.

The module will enable students to develop a critical understanding of socially just and inclusive education. An understanding of relevant legislation and guidance such as the UNCRC and GIRFEC will be encouraged. Educational issues arising from diversity relating to disability, gender and gender identity, race, ethnicity, religion and belief, and sexual orientation will be explored. The importance of learning for sustainability and engaging learners in real world issues to enhance learning experiences and outcomes will be emphasised through the exploration of sustainable development education, global citizenship education and outdoor learning. Students will explore how to develop realistic and coherent interdisciplinary contexts for learning. Students will explore the teacher's role as leader of learning and in leadership for school improvement.

Students become critical thinkers, inquiring, collaborative, research-minded, socially responsible and potential leaders.

Module Delivery Method	On-Campus[25] ☐	Hybrid[26] ☒	Online[27] ☐	Work -Based Learning[28] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge that covers and integrates most, if not all, of the main areas, features, boundaries, terminology and conventions of teacher leadership and key educational issues and a critical understanding of a range of specialist theories, concepts and principles.
L2	Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in educational contexts.
L3	Justify a personal stance on complex educational issues by referring to appropriate evidence from a range of sources, including policy documentation and academic research publications.
L4	Adopt an enquiring approach to professional practice and develop original and creative responses in relation to teacher leadership in educational contexts.
L5	Construct and sustain reasoned and coherent arguments about teacher leadership and complex educational issues informed by forefront developments.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**

[25] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[26] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[27] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[28] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Knowledge and Understanding (K and U)	**SCQF 11** Demonstrating knowledge that covers and integrates most, if not all, of the main areas, features, boundaries, terminology and conventions of education. Understanding critically a range of specialised theories, concepts and principles of teacher leadership, curriculum design, contexts for learning and cross-curricular links. Demonstrating extensive, detailed and critical understanding of developments at the forefront of teacher leadership of learning. Demonstrating knowledge of how to access and apply critically relevant findings from educational research. Demonstrating critical understanding of the requirements of the Standard for Provisional Registration.
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a range of specialised skills, techniques, practices and materials that are informed by forefront developments in classroom practice in a variety of settings, environments and circumstances. Practising in a wide and often unpredictable variety of professional level contexts.
Generic Cognitive skills	**SCQF 11** Applying critical analysis, evaluation and synthesis to issues that are informed by forefront developments in educational contexts. Justifying a personal stance on complex educational issues by referring to appropriate evidence from a range of sources, including policy documentation and academic research publications. Critically reviewing, consolidating and extending knowledge, skills, practises and thinking, and recording personal professional learning and development. Adopting an enquiring approach to professional practice and developing original and creative responses to teacher leadership in educational contexts.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating effectively, using advanced and specialised skills in a wide variety of media including digital technologies, with peers and university staff. Communicating and reporting effectively, both orally and in writing, to a range of audiences including peers and university staff. Engaging in professional dialogue with peers, university staff and school colleagues. Constructing and sustaining reasoned and coherent arguments about complex educational matters and professional practices informed by forefront developments.

Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in professional activities. Taking responsibilty for own work and demonstrating initiative in making an identifiable contribution to change, development and new thinking relating to education.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In all modules on the PGDE programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, appropriate methodologies are employed, such as, for example, collaborative working, real-world tasks, research based learning and online tutor/student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the topic to be discussed in the assessment presentation.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	54
Asynchronous Class Activity	12
Independent Study	316
Please select	n/a
Please select	n/a
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Curriculum for Excellence documentation and support materials at www.educationscotland.gov.uk

Arshad, R., Wrigley, T. and Pratt, L. (eds) (2020) *Social justice re-examined: dilemmas and solutions for the classroom teacher.* 2nd edn. ICL Institute of Education.

Black-Hawkins, C., Florian, L. and Rouse, M. (2017) *Achievement and inclusion in schools.* 2nd edn. Routledge.

*Bryce, T. G. K., Humes, W. M., Gillies, D. and Kennedy, A. (eds) (2018) *Scottish education*. 5th edn. Edinburgh University Press.

Christie, B. and Higgins, P. (2020) *The educational outcomes of learning for sustainability: a brief review of literature.* Scottish Government. Available at: https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/

Hunzicker, J. (2017) 'From teacher to teacher leader: a conceptual model', *International Journal of Teacher Leadership*, 8(2), pp. 20-46.

Northhouse, P. G. (2024) *Introduction to leadership: concepts and practices.* 6th edn. Sage.

Northhouse, P. G. (2021) *Leadership: theory and practice.* 9th edn. Sage.

Scottish Educational Review at www.ser.stir.ac.uk

National Framework for Inclusion at www.frameworkforinclusion.org

Access to internet - as module delivery is blended, students must have access to an internet-connected computer to access the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities and placement, using course-related learning resources, and completing assessments and submitting these on time.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance (below 80%) in an

academic module within the learning block prior to a placement may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTC Scotland, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers are encouraged to demonstrate a commitment to motivating and including all learners, understanding the influence of social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, and commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics and intersectionality. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PGDE
Moderator	tbc

External Examiner	M Beaton
Accreditation Details	GTC Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	**1**

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation of 10-12 minutes, worth 50% of the final mark, discussing critically and in depth a key educational issue featured in the module.
Assessment 2
Essay of 3,000 words, worth 50% of the final mark, reflecting on the student's development of the characteristics of teacher leaders.
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☒	50	0.25
Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☒	50	n/a

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	0.25 hours

Change Control

What	When	Who
New module	08/02/2026	L Barrett