

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: PGDE School and Professional Studies			
Code: EDUC10032	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Barrett		
Summary of Module			
<p>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.</p> <p>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 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, local and global citizenship, and career education and enterprise. Students will explore how to develop realistic and coherent interdisciplinary contexts for learning and opportunities to take learning out of the classroom. Students will explore the teacher's role as leader of learning and in leadership for school improvement.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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)	<p>SCQF Level 10</p> <p>Understanding knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education.</p> <p>Understanding critically the principles and evolving theories of teacher leadership, curriculum design, contexts for learning and cross-curricular links.</p> <p>Understanding current educational issues and effective approaches to leading learning.</p> <p>Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry.</p>

	<p>Demonstrating knowledge of how to access and apply relevant findings from educational research.</p> <p>Understanding critically the requirements of the Standard for Provisional Registration.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances.</p> <p>Practising in a range of professional contexts, which include a degree of unpredictability and specialism.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.</p> <p>Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources.</p> <p>Reflecting on and acting to improve the effectiveness of their own practice.</p> <p>Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in relation to teacher leadership in educational contexts.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicating effectively, using a variety of media including digital technologies, with peers and university staff.</p> <p>Communicating and reporting effectively, both orally and in writing.</p> <p>Engaging in professional dialogue with peers, university staff and school colleagues.</p> <p>Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercising autonomy and initiative in professional activities.</p> <p>Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to education.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	16
Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	40
Independent Study	328
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	400
**Indicative Resources: (eg. Core text, journals, internet access)	

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

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

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

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

Cowan, P and Maitles, H (2012) *Teaching controversial issues in the classroom*. London: Continuum.

Cowan, P and Maitles, H (2016) *Understanding and teaching Holocaust education*. London: Sage.

Davies, B (2011) *Leading the strategically focused school: success and sustainability*. London: Sage. [Online]

Forde, C, McMahon, M, McPhee, A and Patrick, F (2011) *Professional development, reflection and enquiry*. London: Sage.

Harris, A (ed) (2009) *Distributed leadership: different perspectives*. Dordrecht: Springer.

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

Northouse, P G (2009) *Introduction to leadership: concepts and practices*. London: Sage.

Northouse, P G (2016) *Leadership: theory and practice*. London: Sage.

Zwozdiak-Myers, P (2012) *The teacher's reflective practice handbook: becoming an extended professional through capturing evidence-informed practice*. Abingdon: Routledge.

British Educational Research Journal, journal of the British Educational Research Association

Educational Management Administration & Leadership

Management in Education: The Journal of Professional Practice

School Leadership and Management

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.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

All full-time students (all students on the programme) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

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 across academic modules 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 the GTCs.

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 Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, 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.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are

designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education
Moderator	J Ellis
External Examiner	L Stewart
Accreditation Details	GTC Scotland
Changes/Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)

Throughout this module, students will participate in discussions with teaching staff and peers and will receive formative feedback in relation to their developing thinking on educational issues.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

Summative assessment will be based on an essay of 6,000 words, worth 100% of the final mark, offering critical discussion of teacher leadership in relation to key educational issues featured in the module. Students will be expected to demonstrate understanding of underpinning theories and concepts; justify a personal stance by referring to appropriate evidence from a range of set readings and other relevant sources; and demonstrate some originality and creativity in relation to teacher leadership in educational contexts.

Assessment 2 – Free Text

Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
Essay	✓	✓	✓	✓	✓	100	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)