Module Descriptor

Title	PGDE Applied Education Studies		
Session	2026/27	**Status**	Proposed
Code	EDUC10056	**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.	
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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:

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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