

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Theory in Education Studies			
Code:	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points:20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Linda Bell		
Summary of Module			
This module develops students' capacity to attend to the world around them by deepening their understanding of the role of theory in education studies through the four foundation disciplines of education: psychology; sociology; philosophy and history.			
Students are introduced to the work of key theorists in the field and invited to explore structural inhibitors to educational progress. This guides them towards questioning the kinds of assumptions that place undue burdens on beginning teachers (e.g., that reflecting on practice necessarily leads to enhanced performance). We distinguish between the two senses of learning identified by Socrates: the acquisition of new knowledge and the exercising of knowledge that has already been acquired in the past. We also explore the ethical value of not knowing, as an antidote to the prevailing view in teacher education that successful teachers are only those armed with codified knowledge. The module's guiding principle is that learning proceeds through inquiry, in dialogue with others.			
The module will support students towards meeting the GTCS Standard for Provisional Registration with a particular focus on informed and critical engagement with issues pertinent to the following key parts of the SPR: 1.1 Professional Values: social justice; 1.2 Personal Commitment 2. Professional Knowledge and Understanding: curriculum design and development; how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners; develop an understanding of the principal national and international influences on Scottish education; have a working knowledge of the teacher's pastoral and legal responsibilities; know how to access and apply relevant findings from educational research; know how to engage appropriately in the ethical investigation of practice. 3. Professional Skills and Abilities: plan effectively to meet learners' needs; demonstrate the ability to promote and develop positive and purposeful relationships with learners; identify and source appropriate literature, research and policy; engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system; reflect and engage critically in self-evaluation and enhance learning and teaching by taking account of feedback from others.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input 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 a critical understanding of the principal theories, concepts and principles of educational theory within advanced education studies.
L2	Demonstrate a detailed knowledge of one or more specialisms at the forefront of educational theory within advanced education studies.
L3	Critically review and consolidate knowledge, skills, practices and thinking in educational theory within advanced education studies.
L4	Apply knowledge, skills and understanding in using a few skills, techniques, practices and materials that are specialised, advanced and at the forefront of educational theory within advanced education studies.
L5	Click or tap here to enter text.

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>Demonstrate a critical understanding of the principal theories, concepts and principles of educational theory within advanced education studies.</p> <p>Demonstrate a detailed knowledge of one or more specialisms at the forefront of educational theory within advanced education studies.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Apply knowledge, skills and understanding in using a few skills, techniques, practices and materials that are specialised, advanced and at the forefront of educational theory within advanced education studies.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Critically identify, define, conceptualise and analyse complex/professional problems and issues (in the context of educational theory within advanced education studies). Demonstrate some originality and creativity in dealing with professional issues (in the context of educational theory within advanced education studies). Critically review and consolidate knowledge, skills, practices and thinking (in the context of educational theory within advanced education studies).</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Present or convey, formally or informally, information about specialised topics to informed audiences. Communicate with professional peers through tutorial presentations. Use a range of ICT applications to support and enhance work at this level.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercise autonomy and initiative in professional activities. Work with others to bring about change, development and/or new thinking.</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	
<p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	18
Independent Study	146
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bryce, T.G.K., Humes, W.M., Gillies, D., and Kennedy, A. (Eds.). (2018), <i>Scottish Education</i> (5th ed.). Edinburgh: Edinburgh University Press.</p> <p>Aubrey, A., and Riley, R. (2022), <i>Understanding and Using Educational Theories</i> (3rd ed.). London: Sage</p> <p>Aubrey, A. and Riley, R. (2020), <i>Understanding and Using Challenging Educational Theories</i> (2nd ed.). London: Sage</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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	
<p>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.</p>	

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

All students 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. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator and year group leader maintain an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, year group leader, personal tutor and the student to identify steps to support engagement and success.

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 the Aula 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

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 (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

(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 checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	ESS
Moderator	Carol Bignell
External Examiner	L. Craig
Accreditation Details	GTCS

Changes/Version Number	2.04
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Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 The summative assessment takes the form of a live, oral presentation, accompanied by a short (500-600 words) summary relating to course content.
Assessment 2
Assessment 3
<p>(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.)</p>

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	Timetabled Contact Hours
	√	√	√	√	√	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	Timetabled 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	Timetabled 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)