

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Middle Primary Work Based Learning			
Code: UGED08013	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Y White		
Summary of Module			
This module is a core element of level 8 of the B.A. Education Programme. The module will help to prepare students for their period of school experience, by exploring generic aspects of curriculum, pedagogy and assessment. Students will gain an understanding of the schools and learning communities they work in and their professional responsibilities as an educator. Students may undertake a block placement in school. They will complete an alternative written assessment to complete this module. Students will 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 teaching of these cross-curricular priorities. There will also be a focus on learning out-with the classroom. A variety of strategies to support productive communication, encourage effective questioning, build relationships with learners, build community, and celebrate success will be explored. The importance of applying the school's specific policies will be emphasised. Students will develop knowledge and understanding of the principles of assessment. Students will be directed to read and analyse a range of appropriate educational and research literature. They will be encouraged to engage with wider reading independently. Students will be supported to use what they have learned to examine their personal attitudes, beliefs and professional practice. The module will support students towards meeting the GTCS Standard for Provisional Registration. Module inputs will link on-campus learning to specific professional actions. During placement, students will be expected to evidence impact of their professional knowledge, skills and attributes through focused observation and in-depth self-reflection. They will maintain a record of their professional learning and development within the Placement Observation of the Standards (POTS) and Reflection and Evaluation of the Standards (RETS) documentation. The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Being a Teacher in Scotland (1); Curriculum and Pedagogy (2.1); Professional Responsibilities (2.2); Curriculum and Pedagogy (3.1); The Learning Context (3.2); Professional Learning (3.3).			

- In relation to learning for sustainability, students will engage in critical reflection and use enquiring/critical approaches. They will also explore inclusion and social justice. Placement opportunities will help students to develop action competence.
- Through participating in this placement module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, emotionally intelligent, incisive, ambitious and research-minded. At level 8, students should also demonstrate that they are creative.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒
--------	-------------------------------------	--------	-------------------------------------	--------	-------------------------------------

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	Gain and apply knowledge, skills and understanding in the main concepts and pedagogies underpinning effective teaching of Literacy/English and Numeracy/Mathematic.
L2	Exercise autonomy and initiative by planning, implementing and assessing individual lessons in the context of Literacy/English, Numeracy/Mathematics and IDL.
L3	Demonstrate awareness of own role, responsibilities and effectiveness when critically reflecting on teaching and learning.

L4	Work with a variety of professionals to progress understanding of current professional practice in teaching and learning.
L5	Apply knowledge, skills and understanding in the main concepts and pedagogies underpinning effective teaching of Health & Wellbeing and the Arts.
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 Level 8 Demonstrating knowledge of the defining features underpinning effective teaching and learning of Literacy/English and Numeracy/Mathematics within the primary curriculum. Understanding a range of core theories, concepts and principles. Understanding research and academic processes.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Using professional skills, techniques, practices and materials associated with effective teaching and learning of Literacy/English and Numeracy/Mathematics within the primary curriculum. Adapting routine practices within accepted standards.
Generic Cognitive skills	SCQF Level 8 Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues within the primary curriculum. Using a range of approaches to critically evaluate educational issues.
Communication, ICT and Numeracy Skills	SCQF Level 8 Using a wide range of specialist skills associated with effective teaching and learning of Literacy/English and Numeracy/Mathematics within the primary curriculum. Communicating effectively, using a variety of media including digital technologies, to promote positive relationships, and to support pupils and achieve the objectives of lessons. Communicating effectively with peers, children, staff and others in school. Engaging in professional dialogue with peers, university staff and school colleagues.
Autonomy, Accountability and Working with others	SCQF Level 8 Exercising autonomy and initiative in professional activities, including planning and managing resources. Working effectively under guidance of qualified practitioners to understand current professional practice. Demonstrating an awareness of own and others' roles, responsibilities and contributions.

	Dealing with complex ethical and professional issues in accordance with the needs of schools and wider communities.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: UGED08008	Module Title: Professional English and Maths (module not assessment)
	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 BA Education 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 and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning, micro-teaching, student presentations, experiments, games and placement-based learning. 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 and feedback, where appropriate, provide students with choice, such as group number and membership, negotiation of submission and evidencing learning through various products.	
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)
Laboratory/Practical Demonstration/Workshop	48
Personal Development Plan	20
Independent Study	32
Practice Based Learning	100

	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Dearsbury, J. and Jones, J. (2020) <i>The Playful Classroom</i>. New York: Jossey-Bass. Hattie, J. and Clarke, S. (2019) <i>Visible Learning Feedback</i>. London: Routledge Sobel, D. and Alston, S. (2021) <i>The Inclusive Classroom: A New Approach to Differentiation</i>. London: Bloomsbury.	
(**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: In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% 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. UWS Regulations, Chapter 1, 1.64 – 1.67 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 the GTCS and, therefore, may not be eligible for assessment on that placement. The required school experience placement would normally be completed in term 3 of the academic session.	
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 VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). 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 (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers will:

- commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality
- consider pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs, child protection, and wellbeing
- contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school

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	Division of Education / BA (Hons) Education
Assessment Results (Pass/Fail)	Yes ☒ No ☐
School Assessment Board	School of Education and Social Sciences / BA (Hons) Education
Moderator	R Fotheringham
External Examiner	L Waddell
Accreditation Details	GTCS
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)
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.
Assessment 1 The module undertaken is Professional English and Maths. The WBL assessment allows the module to be assessed in an alternative format, if students no longer wish to undertake placement, or if they have no further attempts. A written assessment of 2000 words is completed to critically reflect on the skills and attributes developed in the primary school and identify their transferability to other academic or real work situations.
Assessment 2
Assessment 3
(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	Timetabled Contact Hours
Placement (WBL)	x	x	x	x	x	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%	XX 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)