Module Descriptor

Title	Upper Primary Work Based Learning		
Session	2025/26	**Status**	
Code	UGED10005	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Y White		

Summary of Module

This module is designed to extend the knowledge and experience gained from all other placement modules and periods of school experience.

This module will help to further prepare students for their school experience placement through in-depth exploration of aspects of curriculum, pedagogy and assessment within the upper stages, as well as facilitating understanding of the schools and learning communities in which students will teach. There is significant focus on professional responsibilities and transferrable skills.

A variety of strategies to support reduced planning, pupil assessment, recording and reporting, enhanced critical reflection, digital literacy, learner engagement, differentiation / SfL, partnership working and adult literacy will be explored and the importance of applying the school's specific policies will be emphasised. To enhance critical reflection, students will be introduced to the concepts of data literacy and data handling in order to make evidence-based professional judgements.

Students will be directed to read and analyse a range of appropriate educational and research literature and be encouraged to engage with wider reading independently. Students will be 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.

A written assessment, considering transferable skills, will replace a pass in the practical school based assessment. Students will be encouraged to liaise directly with library and academic skills staff.

- 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); Professional Responsibilities (2.2); 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.
- Through participating in this placement module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, emotionally intelligent, and research-minded. At Level 10, students should also demonstrate that they are autonomous and motivated.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
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 knowledge, skills and understanding in the main concepts and pedagogies underpinning effective teaching in an upper primary setting.
L2	Exercise increased autonomy and initiative by planning, implementing and assessing programmes of learning and progression within First and Second Level, across all areas of the curriculum.
L3	Demonstrate increased awareness of own role, responsibilities and effectiveness when critically reflecting (through the 4 lenses) on teaching and learning.
L4	Work with a wide variety of professionals to further progress understanding of current professional practice in teaching and learning.

[1] 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.

[2] 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.

[3] 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.

[4] 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

L5	Recognise and critically assess the personal development and application of essential employability skills and attributes within the primary school and their transferability to other real work situations.

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 of the defining features and conventions underpinning effective teaching across the primary curriculum. Understanding a range of core theories, concepts and principles. Demonstrating detailed knowledge and understanding within an identified specialism.
Practice: Applied Knowledge and Understanding	**SCQF 10** Using professional skills, techniques, practices and materials associated with effective teaching and learning across the primary curriculum. Using professional skills, techniques, practices and materials associated with effective teaching and learning within an identified specialism. Undertaking practitioner research and identifying relevant outcomes. Adapting routine practices within unpredictable contexts.
Generic Cognitive skills	**SCQF 10** Identifying, defining, conceptualising, analysing and finding original or creative solutions to professional issues.
Communication, ICT and Numeracy Skills	**SCQF 10** Using a wide range of skills associated with effective teaching and learning across the primary curriculum. Handling data in order to make evidence-based professional judgements. Communicating with peers, colleagues and partners on a professional level. Using a range of ICT applications to support and enhance teaching and learning.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in a wide range of professional activities. Demonstrating managerial responsibilities in relation to staff and resources. Working effectively under guidance of qualified practitioners to understand current professional practice and bring about change. 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. Critically assessing personal development and application of essential employability skills and their transferability to other real work situations.

Prerequisites	Module Code	Module Title
	Other All BA (Hons) Education modules The School Experience Upper placement assessment will be replaced by the WBL assessment. This is a final opportunity to transfer programme and graduate with a BA (Hons) Education Studies.	
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 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)
Laboratory / Practical Demonstration / Workshop	96
Personal Development Plan	40
Independent Study	64
Practice-based Learning	200
n/a	
n/a	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brookfield, S. (2017) Becoming a critically reflective teacher (2nd ed). San Francisco: Jossey Bass.

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

Cremin, T. and Burnet, C. (eds) (2018) Learning to Teach in the Primary School (4th ed). London: Routledge

(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:

• Respect individual difference and support learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society • curriculum content and its relevance to the education of every learner • create and sustain effective working relationships with colleagues, parents/carers, families and the wider school community and partner agencies where appropriate, to support learning and wellbeing across the 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	**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	School of Education and Social Sciences
Moderator	L Nisbet
External Examiner	L Craig
Accreditation Details	GTCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The module undertaken is School Experience Upper. 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 3000 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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☒	100	0

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

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

Change Control

What	**When**	**Who**
Transfer to new template	Feb 25	Y White