**Module Descriptor**

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| **Title** | School Experience | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | UGED07007 | **SCQF Level** | SCQF 7 |
| **Credit Points** | 10 | **ECTS (European Credit Transfer Scheme)** | 5 |
| **School** | **Education & Social Sciences** | | |
| **Module Co-ordinator** | **L Nisbet** | | |

**Summary of Module**

The module will help to prepare students for their period of school experience, by exploring generic aspects of curriculum, pedagogy and assessment. Students will also gain insight into educational influences and relevant national guidance. There will be specific links with Learning for Sustainability, giving students' knowledge and understanding of outdoor learning, global citizenship and sustainable development within primary school contexts.

The module supports students towards meeting the GTC Scotland Standard for Provisional Registration by working towards the following standards: Being a Teacher in Scotland (1); Professional Knowledge and Understanding (2); Professional Skills and Abilities (3). 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.

| **Module Delivery Method** | **On-Campus[1]** ☒ | **Hybrid[2]** ☐ | **Online[3]** ☐ | **Work -Based Learning[4]** ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
|---|---|---|---|---|---|---|

[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

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| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Gain and apply knowledge, skills and understanding in curriculum and pedagogy. |
| **L2** | Exercise initiative in planning and implementing across key curricular areas. |
| **L3** | Demonstrate increasing awareness of own role, responsibilities and effectiveness when critically reflecting on teaching and learning. |
| **L4** | Show an awareness of key policy and guidance e.g. inclusion and learning for sustainability |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | SCQF 7<br>Demonstrate knowledge of the scope, defining features and relevant pedagogies of key curricular areas.<br>Demonstrate knowledge of the significance and impact of key policy and guidance. |
| **Practice: Applied Knowledge and Understanding** | SCQF 7<br>Apply knowledge, understanding and skills to plan and implement learning experiences. |
| **Generic Cognitive skills** | SCQF 7<br>Undertake reflection of and teaching and learning. |
| **Communication, ICT and Numeracy Skills** | SCQF 7<br>Use a range of communication skills and make use of relevant ICT and information. |
| **Autonomy, Accountability and Working with Others** | SCQF 7<br>Develop skills in planning and implementing across key curricular areas.<br>Demonstrate increasing awareness of own role, responsibilities and effectiveness when reflecting on teaching and learning |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| In line with current learning and teaching principles, a 10-credit module includes 100 learning hours, normally including a minimum of 18 contact hours and maximum of 24 contact hours.<br><br>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. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, microteaching, student presentations 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 skills such as communication, collaboration, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as content or mode of delivery. |

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Tutorial / Synchronous Support Activity | 24 |
| Asynchronous Class Activity | 24 |
| Practice-based Learning | 52 (notional) |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| **TOTAL** | 100 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Medwell, J. and Simpson, F. (2008) *Successful teaching placement in Scotland: primary and early years*. Learning Matters.<br><br>Kyriacou, C. (2009) *Effective teaching in schools: theory and practice*. 3rd edn. Nelson Thornes. |
| **(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** |
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| **In line with the Student Attendance and Engagement Procedure, 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, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Given the professional nature of the programme, 100% attendance and engagement is expected. Attendance at all classes is recorded and collated centrally and, if there are concerns, there will be liaison between the programme leadership team, personal tutor and the student to identify steps to support engagement and success.<br><br>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 GTC Scotland.<br><br>UWS Regulations, Chapter 1, 1.58 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 GTC Scotland 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** |
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| The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.<br><br>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.<br><br>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.<br><br>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 pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs; plan coherent, progressive and engaging teaching programmes which address the needs of learners; employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner.<br><br>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** |
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| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Education |
| **Moderator** | tbc |
| **External Examiner** | Tbc |
| **Accreditation Details** | General Teaching Council for Scotland |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| A presentation, assessed on a Pass/Fail basis |
| **Assessment 2** |
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| **Assessment 3** |

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| (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 | ☒ | ☒ | ☒ | ☒ | ☒ | 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% | 0 hours |

**Change Control**

| **What** | **When** | **Who** |
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