Module Descriptor

Title	**Pedagogy and Practice 1**		
Session	2026/27	**Status**	Validated
Code	UGED09004	**SCQF Level**	SCQF 9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	L Griffiths		

Summary of Module

This module is a core element of Level 9 of the BA (Hons) Education and is designed to enable participants to develop in the following areas of personal and applied knowledge and understanding.

The module will support further development of students' personal knowledge, understanding, practice and skills in the sciences, social studies and technologies curriculum with reference to current curricular guidelines and with particular emphasis on pedagogical approaches including group teaching and differentiation. It will also support development of skills in planning for teaching and learning, which will demonstrate an ability to synthesise the key elements of the module.

The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (Social Justice, Trust and Respect) (1.1); Have knowledge and understanding of pedagogical theories and professional practice (2.1.1); Have knowledge and understanding of curriculum design (2.1.3); Have knowledge and understanding of planning for assessment, teaching and learning (2.1.4); Have knowledge and understanding of research and engagement in practitioner enquiry (2.1.2); Plan effectively to meet learners' needs (3.1.1); Utilise pedagogical approaches and resources (3.1.2); Utilise partnerships for learning and wellbeing (3.1.3); Appropriately organise and manage learning (3.2.1); Build positive, rights respecting relationships for learning (3.2.3); Engage critically with literature, research and policy (3.3.1).

In relation to learning for sustainability, students will engage in outdoor learning, develop community partnerships, engage in critical reflection and plan lessons for interdisciplinary learning.

Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are autonomous, incisive, emotionally intelligent, culturally aware, resilient, driven, transformational, innovative and imaginative. They will also problem-solve and develop the capacity to lead.

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	Demonstrate a broad knowledge of the scope, defining features and main areas of the curriculum in sciences, social studies and technologies primary curriculum.
L2	Reflect critically on the theoretical and pedagogical components of the course.
L3	Construct integrated learning activities linking these curricular areas with consideration of the pedagogical issues and to evaluate the value of such learning experiences.
L4	Apply the knowledge, understanding and skills to a suitable standard for accreditation at an advanced level by an appropriate body.
L5	

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 9 Demonstrate specialist knowledge of sciences, social studies and technologies relevant to the Primary curriculum. Develop a critical understanding of some of the pedagogical principles and theories.
Practice: Applied Knowledge and Understanding	SCQF 9 Apply knowledge, skills and understanding to planning for teaching and learning in the primary classroom.

[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

Generic Cognitive skills	SCQF 9 Critically analyse, evaluate and synthesise the key ideas, concepts and theories addressed in the module.
Communication, ICT and Numeracy Skills	SCQF 9 Present planned teaching and learning in a suitable format that conveys all the required information appropriately. Make use of a suitable range of digital technologies to support and enhance the planned teaching and learning
Autonomy, Accountability and Working with Others	SCQF 9 Exercise autonomy and initiative in the planning process. Demonstrate awareness of their role in the teaching and learning process.

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. Lectures, tutorials, workshops and use of the VLE, employing a range of learning and teaching methodologies including exposition, whole-class discussion, paired and group work, problem-based learning, science experiments, student presentations, and resources such as subject-specific equipment, interactive whiteboards, laptops and the outdoors, will be used, as appropriate, to develop student learning.

Student handbooks and other material made available to students will give more detailed information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

P&P, in line with all modules on the BA Education programme, takes 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. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Brightspace VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning, micro teaching, student presentations, concept visualisation (e.g. drawing and collage). 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, assessment and feedback, where appropriate, provide students with choice, such as student can choose the focus for their assessments and the pedagogies they wish to focus on.

With respect to students' Professional Knowledge and Understanding:

Through studying this module, student teachers develop knowledge and understanding of the following.

- pedagogical and learning theories and draw on these appropriately to inform curriculum

- design and content where appropriate taking account of additional support needs
- curriculum content and its relevance to the education of every learner
- the need to take account of learners with additional support needs
- pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs, child protection, and wellbeing
- biases and their impact on people and practices and challenge these

Professional Skills and Abilities are also developed within the module's teaching and assessment:

Through studying this module, student teachers develop the professional skills and abilities to.

- plan coherent, progressive and engaging teaching programmes which address the needs of learners
- identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner
- employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner
- create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views
- contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school
- evaluate the impact of the learning environment on every learner and learning and challenge assumptions, surface bias and adapt provision, as appropriate

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	**12**
Tutorial / Synchronous Support Activity	**24**
Asynchronous Class Activity	**24**
Independent Study	**140**
Choose an item.	
Choose an item.	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

A variety of academci texts and researh material aligned to the curricular areas and made available on the Brightspace 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 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.

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

All full-time students (part-time and distant learning students should check with their programme leader for any queries) 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/

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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 Brightspace 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. Through studying this module, student teachers develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner; and build positive, rights respecting relationships for learning. 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	**Education**
Moderator	**L Barrett**
External Examiner	M Sangster
Accreditation Details	**General Teaching Council for Scotland**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	**v2.**

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
This module is assessed by a written assignment. The assignment, comprising a lesson plan sequence and accompanying sequence contextualisation and justification statement should total 3000 words (+/- 10%). The sequence contextualisation and justification statement should be approximately 1000 words and should make reference to academic reading to contextualise the lesson sequence with justification of included pedagogies and practices, organisations, management strategies and resources. The assignment and supporting appendices should be uploaded to Turnitin. Assessment of work, feedback and grading will all refer to the UWS standard marking and grading scheme, and to the relevant SCQF Level 9 descriptors. Please note that a pass in this module will require an assignment mark of no less than 40%. 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. 1. Demonstrate a broad knowledge of the scope, defining features and areas of the curriculum in aspects of the Sciences, Social Studies and Digital Technologies primary curriculum 2. Construct integrated, progressive learning activities linking these curriculum areas with consideration of the pedagogical issues and review the value of such learning experiences 3. Exercise autonomy and initiative in the planning process 4. Reflect critically on the theoretical and pedagogical components of the learning context 5. Make use of a suitable range of digital technologies to support and enhance the planned teaching and learning 6. Adhere to academic conventions and used an appropriate standard of written English.

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**
Written Assignment	☒	☒	☒	☒	☒	**100**	N/A

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 2026 27 template – new module coordinator, internal and external moderator.	Mar 26	L Griffiths