University of the West of Scotland

Module Descriptor

Session: 2023-24

<table>
<tr>
<td colspan="4">Title of Module: Pedagogy and Practice</td>
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<tr>
<td>Code: UGED09004</td>
<td>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</td>
<td>Credit Points: 20</td>
<td>ECTS: 10 (European Credit Transfer Scheme)</td>
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<tr>
<td>School:</td>
<td colspan="3">School of Education and Social Sciences</td>
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<tr>
<td>Module Co-ordinator:</td>
<td colspan="3">A Killen</td>
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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					
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	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.
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 **9** SCQF Level 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 Level **9** Apply knowledge, skills and understanding to planning for teaching and learning in the primary classroom.	
Generic Cognitive skills	SCQF Level **9** Critically analyse, evaluate and synthesise the key ideas, concepts and theories addressed in the module.	
Communication, ICT and Numeracy Skills	SCQF Level **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 Level **9** Exercise autonomy and initiative in the planning process. Demonstrate awareness of their role in the teaching and learning process.	
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
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.

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	40
Independent Study	160
200	Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Scoffham, S (2010) Primary geography (2nd ed). Sheffield: Geographical Association.

Cooper, H (ed) (2012) Teaching history creatively. London: Routledge.

Harlen, W and Qualter, A (2014) The teaching of science in primary schools (6th ed). London: Routledge.

Younie, S, Leask, M and Burden, K (ed) (2014) Teaching and learning with ICT in the primary school.

London: Routledge. (available as an ebook).

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

For the purposes of this module, academic engagement equates to the following: All fulltime 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: https://www.uws.ac.uk/home/

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.

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.](#)

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 ☒ No ☐
School Assessment Board	Education
Moderator	R Fotheringham
External Examiner	L Waddell
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This module is assessed by 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**. All resources referred in the lesson sequence should be accessible to the assessor via ePortfolio e.g. as embedded or linked photographs, video files. The assignment and supporting appendices should be uploaded to OneNote BA3 Pedagogy and Practice portfolio. Portfolios should be submitted to the **BA3 Pedagogy and Practice** group. 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%. For more information please refer to the BA programme handbook, which is available in the BA Hons information site on Aula: https://uws.aula.education/#/dashboard/543f7309-c32f-4b7d-8ed8-7f2d4ed01cdf/journey/materials/1c9e01bb-4664-477b-b06d-baa1f14938ae
(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.

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.

(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
Essay	√	√	√	√	√	100	

Equality and Diversity

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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link:

https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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)