Module Descriptor

Title	School Experience - Early		
Session	2026/27	**Status**	
Code	UGED09008	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Nisbet		

Summary of Module

This module is a core element of level 9 of the B.A. Education Programme. It is designed to extend the knowledge and experience gained from the 'Professional English and Mathematics' module and the 'Leading Learning at the Early Level' module.

Students will undertake a block placement in school.

This module will help to further prepare students for their school experience placement by exploring generic aspects of curriculum, pedagogy and assessment within the early stages, as well as facilitating understanding of the schools and learning communities in which students will teach and their professional responsibilities within them.

Students will know and understand the content of the curriculum and the methods and underlying theories for effective teaching across all areas. Revision of early reading, writing, numeracy and mathematics will be evident.

A variety of strategies to support pupil assessment, learner engagement, differentiation, partnership working, play pedagogy, pupil participation and resource management will be explored. The importance of applying the school's specific policies will be emphasised.

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 and challenge, justify, and evaluate 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 inter-disciplinary learning. They will be faced with uncertainty and incomplete information.
- 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 9, students should also demonstrate that they are driven.

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 early primary setting.
L2	Exercise increased autonomy and initiative by planning, implementing and assessing sequences of lessons within early and first 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 variety of professionals to further progress understanding of current professional practice in teaching and learning.
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:**

[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

Knowledge and Understanding (K and U)	**SCQF 9** Demonstrating knowledge of the defining features underpinning effective teaching across the primary curriculum. Understanding a range of core theories, concepts and principles.
Practice: Applied Knowledge and Understanding	**SCQF 9** Using professional skills, techniques, practices and materials associated with effective teaching and learning across the primary curriculum. Adapting routine practices within accepted standards.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues within the primary curriculum. Identifying and analysing routine professional issues, drawing on a range of sources to make judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Using a wide range of skills associated with effective teaching and learning across the primary curriculum. Presenting or conveying information to a range of audiences. Using a range of ICT applications to support and enhance teaching and learning.
Autonomy, Accountability and Working with Others	**SCQF 9** 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. Demonstrating an awareness of own and others' roles, responsibilities and contributions. 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.

Prerequisites	**Module Code** UGED08008	**Module Title** Professional English and Maths
	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. Students also co-create the content of 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** (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
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Alcock, S. and Stobbs, N. (2019) Rethinking Play as Pedagogy. London: Routledge.

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

Dearsbury. J., Jones. J., (2020) The Playful Classroom. New York: Jossey-Bass.

(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:

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.

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.

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	TBC
External Examiner	F Hendry
Accreditation Details	GTCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school. In addition to written feedback, students will receive Satisfactory or Unsatisfactory grades for benchmark areas of the Standard for Provisional Registration.
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**
Placement	☒	☒	☒	☒	☐	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**

Transferred to new Template	Feb 25	Y White