

## University of the West of Scotland

Session: 2024-2025

Title of Module: Pedagogy and Practice 2			
Code: UGED09011	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Killen		
Summary of Module			
<p>This module is a core element of Level 9 of the BA (Hons) Education and is designed to enable participants to develop personal and applied knowledge and understanding.</p> <p>The module will further development of students' personal knowledge, understanding, practice and skills in the expressive arts, languages, and religious and moral education curriculum. There will be reference to current curricular guidelines, with particular emphasis on pedagogical approaches including group teaching and differentiation. There are five educational themes that will permeate the module, and these are: Innovation; Creativity and Enterprise; Global Citizenship; Affective Learning; Critical Pedagogy,</p> <p>Visible Learning and Collaborative Learning.</p> <p>The development of skills in planning for teaching and learning will demonstrate an ability to synthesise the key elements of the module.</p> <ul style="list-style-type: none"><li>• The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (Trust and Respect; Integrity) (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); Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning (3.1.4); 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); Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2).</li><li>• In relation to learning for sustainability, students will develop the concept of what makes a good life, capacity to deal with uncertainty or incomplete information,</li></ul>			

connections to other disciplines, critical reflection, inclusion and social justice and global citizenship.

· Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate that they are inquiring, transformational, culturally aware, daring, innovative, enterprising, resilient, collaborative, socially responsible and imaginative. They will also explore elements of leadership and have opportunities to solve problems.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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### 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 and critical understanding of the scope, defining features and main areas of the curriculum in expressive arts, languages, and religious and moral education.
L2	Reflect critically on the theoretical and pedagogical components of the course.
L3	Construct integrated learning activities linking these curriculum 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  Demonstrate specialist knowledge of languages, expressive arts, and religious and moral education relevant to the primary curriculum. Develop a critical understanding and knowledge of its main areas and boundaries.	
Practice: Applied Knowledge and Understanding	SCQF Level 9  Apply knowledge, skills and understanding to planning for teaching and learning in the primary classroom. To practise in a range of professional level contexts that includes a degree of unpredictability.	
Generic Cognitive skills	SCQF Level 9  Critically analyse, evaluate and synthesise the key ideas, concepts and theories addressed in the module. Identify and analyse routine professional problems and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 9  Present planned teaching and learning in a suitable format that conveys all the required information appropriately. Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.	
Autonomy, Accountability and Working with others	SCQF Level 9  Exercise autonomy and initiative in the planning process. Work, under guidance, with specialist practitioners. Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

## **Learning and Teaching**

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, concept visualisation (eg 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 21<sup>st</sup> 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 which specialism they focus on for their assignment.

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.

## **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**

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
- use a range of differentiated assessment strategies that ensures support and challenge for all learners

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	40
Independent Study	160
	200 Hours Total
<b>*Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p><b><u>Expressive Arts</u></b></p> <p>Burnard, P (2017) Building interdisciplinary and intercultural bridges: where practice meets research and theory. <a href="https://www.repository.cam.ac.uk/handle/1810/266165">https://www.repository.cam.ac.uk/handle/1810/266165</a></p> <p>Ingold, T (2016) Lines. London: Routledge.</p> <p>Hickey, I and Robson, D (2013) The Leonardo effect: motivating children to achieve through interdisciplinary learning. London: Routledge.</p> <p>The International Society for Education Through Art (InSEA) <a href="http://insea.org/">http://insea.org/</a></p> <p>The Rhode Island School of Design STEAM initiative <a href="http://stemtosteam.org">http://stemtosteam.org</a></p>	

**Religious and Moral Education**

Bowker, D (2006) World religions: the great faiths explored and explained. London: Dorling Kindersley.

Webster, M (2010) Creative approaches to teaching primary RE. Essex: Pearson.

**Languages**

Driscoll, P (2013) Debates in modern languages education. London: Routledge.

Hunton, J (2015) Fun learning activities for modern foreign languages: a complete toolkit for ensuring engagement, progress and achievement. Carmarthen: Crown House Publishing.

Kirsch, C (2008) Teaching foreign languages in the primary school. London: Bloomsbury.

Maynard, S (2011) Teaching foreign languages in the primary school. London: Routledge.

Smith, S and Conti, G (2016) The language teacher toolkit. CreateSpace Independent Publishing Platform.

Smith, S (2017) Becoming an outstanding languages teacher. London: Routledge.

National Framework for Languages (Initial Teacher Education) [Online] Available at <http://www.nffl.ed.ac.uk/>

**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 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:  
<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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..

P&P2 is 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.

When studying this module BA3 are encouraged to 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.

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	Education
<b>Moderator</b>	TBA
<b>External Examiner</b>	L. Waddell
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Changes/Version Number</b>	1

**Assessment: (also refer to Assessment Outcomes Grids below)**

The 3000-word assignment is in two parts to achieve the practical-theory nature of the module:

- Part 1: Design an hours' lesson plan targeting early years children on a selected curriculum area (RME, Art or Language) amounting to 1000 words (40%).
- Part 2: Academic essay of 2,000 words using/reflecting on peer-reviewed materials (no grey literature or policy papers) for (60%).

***Part 1 Designing a Lesson Plan for Children in Early Primary (40%)***

Part 1 of the assignment demonstrates a practical application assessing professional knowledge and understanding of planning a coherent lesson for one hour for children in early primary school (P1-3). For this part of the assignment, students are required to submit a concise single lesson plan (following UWS structure) on a well-defined topic from any part of a curricular area (RME, Arts or Languages) curriculum (based -on relevant Es and Os in the curricular area selected. For this part of the assignment, key will be to assess students' demonstration of basic competence to plan a coherent lesson on a defined/single topic. The lesson plan should be organised to ensure that it meets/addressed the following principles (not an exhaustive list):

- (a) Specificity of what is planned to be taught, including how the title of the lesson is presented.
- (b) How what is planned to be taught is aligned to Standards for Registration.
- (c) How learning intentions and success criteria are stated, and how these are connected to the specificity of topic to be taught and learnt bound by the time allocated for the lesson.
- (d) Time allocation and management of the lesson.
- (e) Progression of teaching and learning (development), including how core knowledge and ideas are delivered.
- (f) Planning for differentiation.
- (g) Effective planning of learning tasks (activities).
- (h) Assessment of knowledge acquisition.
- (i) How the lesson is concluded
- (j) How the plenary is planned and will be executed.
- (k) How the lesson plan demonstrates effective use of resources, including what kind resources are planned for the lesson.



**Part 2: Critical Essay (60%)**

Part 2 of the assignment is an academic essay of 2000 words (+/-10%) long that draws on a critical reading of and reflection on relevant literature (peer-reviewed articles only) focus on a curricular area/input delivered in the course. Students should select two areas from the following areas/inputs they covered in the lecture:

- (a) Planning and lesson preparation
- (b) Teaching in early years
- (c) Effective assessment
- (d) Effective pedagogical strategies (e.g., active learning).

The essay should go straight to the point. It should be written in such a way that demonstrates a critical understanding of the challenges and opportunities for the curricular area selected. Where relevant, the essay should address the impact of these opportunities and challenges on learning, teaching, pupils, teachers, schools, status of the subject, policy, and practice (this list is not exhaustive but simply indicating areas of possible impact/need, and neither does list suggest that the student should address all of them).

(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.)

**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
	X	X	X	X		100%	

Component 2							
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

Component 3							
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
Combined Total for All Components						100%	XX hours

**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)**