



Module Descriptor

Title	PGDE(P) School Experience		
Session	2025/26	Status	
Code	EDUC10028	SCQF Level	10
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	L Bell		

Summary of Module

This module complements the Primary Curriculum module in preparing students for school experience placements and a teaching career.

Students develop an understanding of the education contexts in which they work, and acquire knowledge of teachers' contractual, pastoral and legal responsibilities. The module develops students' understanding of connections between curricular areas, stages and sectors, and enables them to plan for effective teaching and learning across different contexts and experiences.

Students learn how to work co-operatively with school colleagues, parents/carers and partners to promote learning and wellbeing and remove barriers to children's learning.

Students consider how to provide safe, secure, well organised learning environments; and explore different strategies to build relationships with learners, promote positive behaviour and celebrate success.

Students develop understanding of the principles of assessment, how to record assessments appropriately, use assessment information to review progress, inform and enhance teaching and learning, identify strengths and development needs, and produce clear, informed and sensitive reports of assessment.

Student learning aligns with professional standards as outlined by GTC Scotland in the Standards for Provisional Registration (2021). They develop UWS Graduate Attributes and demonstrate that they are critical thinkers, emotionally intelligent, incisive, ambitious, and research-minded.

The module supports students towards meeting the GTC Scotland Standard for Provisional Registration (2021). Learning and teaching activities are explicitly linked to relevant aspect(s) of the Standard. During placement, students are expected to evidence impact of their professional knowledge, skills and attributes through focused observation and in-depth self-reflection. They maintain a record of their professional learning.

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate the values, knowledge and understanding, and skills and abilities in the Standards for Provisional Registration.
L2	Collaborate with fellow professionals.
L3	Exercise autonomy and initiative in professional activities.
L4	Reflect on professional learning and development, culminating in a clear indication of intended future action.
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)	<p>SCQF 10</p> <p>Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links.</p> <p>Understanding in detail the primary curriculum, current educational issues and effective approaches to teaching and learning.</p> <p>Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry.</p> <p>Demonstrating knowledge of how to access and apply relevant findings from educational research.</p>

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

<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF 10</p> <p>Designing, delivering and assessing effective, appropriate and stimulating programmes of work across all areas encompassed by Curriculum for Excellence and suitable for children at all stages of pre-school and primary education.</p> <p>Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances.</p> <p>Executing a defined project of action research related to teaching and learning in a chosen subject area of primary education.</p> <p>Practising in a range of professional contexts, which include a degree of unpredictability and specialism, and maintaining a safe, caring and purposeful learning environment within these contexts.</p> <p>Understanding and applying the principles of assessment, recording and reporting and using the results of assessment to evaluate and improve teaching, and to improve standards of attainment across the curriculum.</p>
<p>Generic Cognitive skills</p>	<p>SCQF 10</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.</p> <p>Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources.</p> <p>Reflecting on and acting to improve the effectiveness of their own practice and contributing to the processes of curriculum development, school development planning and meeting the educational needs of school communities.</p> <p>Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues.</p> <p>Maintaining a record of personal professional learning and development.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF 10</p> <p>Communicating effectively, using a variety of media including digital technologies, to promote and develop positive relationships, and to stimulate pupils and achieve the objectives of lessons.</p> <p>Communicating effectively with peers, children, staff and others in school.</p> <p>Communicating and reporting effectively, both orally and in writing.</p> <p>Engaging in professional dialogue with peers, university staff and school colleagues.</p> <p>Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.</p>
<p>Autonomy, Accountability and Working with Others</p>	<p>SCQF 10</p> <p>Exercising autonomy and initiative in professional activities.</p> <p>Working effectively under guidance in a peer relationship with qualified practitioners and other agencies and individuals.</p> <p>Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to an aspect of primary education.</p>

	<p>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.</p> <p>Demonstrating achievement of all aspects of the Standard for Provisional Registration.</p>
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>In all modules on the PGDE Primary 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, placement based learning, enquiry-based learning, micro teaching, and student presentations. 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 curricular areas/topics on which to plan lessons; pedagogies employed during micro-teaching tasks.</p>	
Learning Activities	Student Learning Hours
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	48
Tutorial / Synchronous Support Activity	48
Work-based Learning	304 - actual minimum 630
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p>

Curriculum for Excellence documentation and support materials at www.educationscotland.gov.uk

Arthur, J. & Cremin, T. (2018) Learning to Teach in the Primary School. 4th edition. London: Routledge

Scottish Government. (2016) National Improvement Framework for Scottish Education. Edinburgh: Scottish Government.

Pollard, A (2018) Reflective teaching: evidence-informed professional practice 5th edition. London: Continuum.

Bryce, T.G.K., Humes, W.M., Gillies, D., Kennedy, A. (2018) Scottish Education 5th edition. Edinburgh: Edinburgh University Press.

(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. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there is liaison between module co-ordinator, 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](#).

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.

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 demonstrate a commitment to motivating and including all learners, and promote and engender a rights-respecting culture. They develop knowledge and understanding of pedagogical and learning theories; curriculum content and its relevance to the education of every learner, and the need to take account of learners with additional support needs. They 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; and employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner.

Learners.

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	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	E Wotherspoon
External Examiner	M Beaton
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.08

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

School placement

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
School placement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
new template, no changes	Mar 25	L Bell