University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: PGDE (P) School Experience			
Code: EDUC10027	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 40**	**ECTS: 20 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Jennifer Ellis		

Summary of Module
This module complements The Primary Curriculum module in preparing students for their school experience placements and for a career in teaching.

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

Students learn how to work co-operatively with school colleagues, parents and partner agencies to promote learning and wellbeing and remove barriers to learning from classroom practice.

Students consider how to provide a safe and secure, well organised learning environment and explore a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success.

Students develop understanding of the principles of assessment (formative and summative), 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.

Through participating in this placement module, students work towards attaining all professional standards as outlined by GTC Scotland in the Standards for Provisional Registration (2021). They also develop UWS Graduate Attributes and demonstrate, in particular, that they are critical thinkers, emotionally intelligent, incisive, ambitious, and research-minded.

The module supports students towards meeting the GTC Scotland Standards for Provisional Registration (2021). All learning and teaching activities are explicitly linked to the relevant aspect(s) of the Standards. 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 in a reflective log.

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 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	Click or tap here to enter text.

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 10. Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links. Understanding in detail the primary curriculum, current educational issues and effective approaches to teaching and learning. Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry. Demonstrating knowledge of how to access and apply relevant findings from educational research.
Practice: Applied Knowledge and Understanding	SCQF Level **10** 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. Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances. Executing a defined project of action research related to teaching and learning in a chosen subject area of primary education. 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. 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.
Generic Cognitive skills	SCQF Level **10** Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts. Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources. 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. Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues. Maintaining a record of personal professional learning and development.
Communication, ICT and Numeracy Skills	SCQF Level **10** 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. Communicating effectively with peers, children, staff and others in school. Communicating and reporting effectively, both orally and in writing. Engaging in professional dialogue with peers, university staff and school colleagues. Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.
Autonomy, Accountability and Working with others	SCQF Level **10** Exercising autonomy and initiative in professional activities. Working effectively under guidance in a peer relationship with qualified practitioners and other agencies and individuals. 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. 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. Demonstrating achievement of all aspects of the Standard for Provisional Registration.

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.

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.

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)
Lecture/Core Content Delivery	48
Tutorial/Synchronous Support Activity	48
Work Based Learning/Placement	304 (actual minimum 630)
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
	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:

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.

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:

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.

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..

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: http://www.uws.ac.uk/equality/

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.

(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	Elaine Wotherspoon
External Examiner	L Stewart
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are**

recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1
Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school, measured against the Standards for Provisional Registration (GTC Scotland, 2021). University tutors and school-based student supporters jointly assess students. This comprises 100% of the assessment of the module.

(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	4

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%	4 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)