

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: PGDE (S) School Experience			
Code: EDUC10031	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points:	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Stewart		
Summary of Module			
<p>This module will prepare students for their school experience placements. It will explore generic aspects of curriculum, pedagogy and assessment, as well as facilitating understanding of the schools and learning communities in which students will teach and their professional responsibilities within them.</p> <p>Students will know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing, and the methods and underlying theories for effective modelling and teaching of these cross-curricular priorities. Students will learn about specific learning needs and how to remove barriers to learning from classroom practice.</p> <p>A variety of strategies to build relationships with learners, promote positive behaviour and celebrate success will be explored and the importance of applying the school's behaviour policy, including strategies for understanding and preventing bullying, emphasised.</p> <p>Students will develop knowledge and understanding of the principles of assessment for formative and summative assessment purposes.</p> <p>Students will be directed to read and analyse a range of appropriate educational and research literature and encouraged to engage with wider reading through accessing literature independently. Students will be supported to use what they have learned to critically examine their personal and professional attitudes and beliefs, to challenge, justify, evaluate and inform practice and to ask critical questions of educational policies.</p> <p>Learning activities will encourage students to reflect and engage in self-evaluation using the Standard for Provisional Registration (GTCS, 2021). Students will maintain a record of their own professional learning and development in the placement portfolio.</p>			

- Through participating in this placement module, students work towards attaining all professional standards as outlined in the Standard for Provisional Registration.
- They also develop UWS Graduate Attributes and demonstrate, in particular, that they are critical thinkers, effective communicators, problem-solvers, socially responsible and research-minded.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Term 2	Term 3
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	Use a wide range of the principal skills, techniques, practices and materials associated with achievement of the Standard for Provisional Registration.
L2	Use a selection of skills, techniques, practices and materials which are specialised, advanced or at the forefront of classroom practice.
L3	Work effectively under guidance in a peer relationship with qualified practitioners.
L4	Exercise autonomy and initiative in professional activities.

L5	Reflect on professional learning and development, culminating in a clear indication of intended future action.
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 Level 10</p> <p>Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of secondary education.</p> <p>Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links.</p> <p>Understanding in detail one or two subject areas within the secondary 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>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Designing, delivering and assessing effective, appropriate and stimulating programmes of work, in one or two subject areas within the secondary curriculum, which are suitable for children at different stages of secondary 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 secondary 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 in one or two subject areas within the secondary curriculum.</p>

<p>Generic Cognitive skills</p>	<p>SCQF Level 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 Level 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 Level 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</p>

	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.	
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	36
Tutorial/Synchronous Support Activity	36
Personal Development Plan	12
Asynchronous Class Activity	16
Work Based Learning/Placement	300
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	400 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 (including National Qualifications) at www.educationscotland.gov.uk

National Qualifications documentation at www.sqa.gov.uk

Brooks, V, Abbott, I and Huddleston, P (eds) (2019) Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education. London: Open University Press.

*Capel, S, Leask, M and Younie, S (2019) Learning to teach in the secondary school: a companion to school experience (8th ed). Abingdon: Routledge.

Cohen, L, Manion, L, Morrison K and Wyse, D (2010) A guide to teaching practice (revised 5th ed). Abingdon: Routledge.

Pollard, A (2018) Reflective teaching in schools (5th ed). London: Bloomsbury Academic.

Pollard, A (ed) (2014) Readings for reflective teaching in schools. London: Bloomsbury Academic.

Zwozdiak-Myers, P (2012) The teacher's reflective practice handbook: becoming an extended professional through capturing evidence-informed practice. Abingdon: Routledge.

(**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:

All full-time students (all students on the programme) 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/>

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 will be liaison between module co-

ordinator, personal tutor and the student to identify steps to support engagement and success.

UWS Regulations, Chapter 1, 1.64 – 1.67 also applies to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum requirement may be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, may not be eligible for assessment on that placement. The required school experience placement would normally be completed in the autumn term of the following academic session.

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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

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

(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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Education
Moderator	E Wotherspoon
External Examiner	TBC
Accreditation Details	General Teaching Council for Scotland

Changes/Version Number	<p>1.05</p> <p>Indicated HybridC as delivery method</p> <p>Updated Learning and Teaching to reflect the Curriculum Framework principles</p> <p>Updated hours to better reflect methodology</p> <p>Updated Equality and Diversity statement, including reference to SPR Updated attendance requirements for placement to remove reference to Covid flexibility</p> <p>Removed name of external examiner and added 'tbc'</p>
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Assessment: (also refer to Assessment Outcomes Grids below)

Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school. The overall result decided jointly by the partner school and the University tutor accounts for 100% of the assessment of the module.

Placement One will be assessed formatively. Students will receive written formative feedback from the partner school and the visiting University tutor.

Placements Two and Three will be assessed summatively. In addition to written feedback, students will receive Satisfactory or Unsatisfactory grades for each of the benchmark areas of the Standard for Registration.

Subject-specific planning, assessment and evaluation will be taught and practised within the Subject Studies modules and formative feedback provided. Throughout this module, students will participate in discussions with teaching staff and peers and will receive formative feedback in relation to their developing thinking on issues relating to school experience.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

Assessment 1 – Free Text

Assessment 2 – Free Text

Assessment 3 – Free Text

(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
Performance / Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	100	0

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)