Module Descriptor

Title	School Experience - Upper		
Session	2025/26	Status	
Code	UGED10003	SCQF Level	10
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	L Nisbet		

Summary of Module

This module is a core element of level 10 of the B.A. Education Programme. The module will help to prepare students for their school experience placement by exploring 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. The module aims to provide students with opportunities to show competence in Professional Knowledge and Understanding, Skills and Abilities, Values and Personal Commitment, ultimately satisfying the Standard for Registration.

Time will be allocated during module inputs to ensure that students are adequately prepared for placements. (Some students may be allocated to a composite class depending on the size/organization of the school). There will be two periods of school placement consisting of a 4-week period of work-based learning in an upper primary class, and a 6-week period of work-based learning in the same upper primary school class. Students will be expected to demonstrate confidence and competence, and take full responsibility for planning, assessing and evaluating the learning.

•   Module inputs cover a wide range of areas, selected to support the students' professional development and build a growing understanding of some of the wider aspects involved in primary education. Delivery of the programme is enhanced by selection of highly experienced guest speakers will provide insight and expertise in many key and relevant areas. Students have the opportunity to work collaboratively as well as individually in a range of different learning environments. A range of assessment opportunities provide formative feedback throughout the module in addition to the final summative assessment during placement.

•   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 inclusion and social justice. Placement opportunities will help students to develop action competence.

•   Through participating in this placement module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, emotionally intelligent, innovative and collaborative. At level 10, students should also demonstrate that they are creative, socially responsible and resilient.

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 across the curriculum
L2	Exercise autonomy and initiative by planning, implementing and assessing across the curriculum
L3	Work effectively with a variety of peers and professionals to progress understanding of current professional practice.
L4	Reflect on professional development with clear identification of future CPD
L5	Demonstrate competence in all GTCS Standards for Provisional Registration

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 10 Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of Primary Education. A critical understanding of the requirements which underpin the Standard for Registration knowledge and understanding in subject specialism

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[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

Practice: Applied Knowledge and Understanding	**SCQF 10** Practice in a range of professional level contexts which include a degree of unpredictability and specialism. Use a range of the principal skills, practices and materials associated with the role of a member of the teaching profession.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex professional level problems and issues. Offer professional solutions to problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicate with professional level peers, senior colleagues and specialists. Use a range of ICT applications to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional activities. Practise in ways that show awareness of own and others' roles and responsibilities.

Prerequisites	**Module Code** UGED09007	**Module Title** Leading Learning at the Early Level
	Other UGED09008	School Experience - Early
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, research-based learning, placement-based learning, reflective practice, enquiry-based learning, microteaching, student presentations and engagement with a range of guest speakers. 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 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)
Please select	

Tutorial / Synchronous Support Activity	96
Practice-based Learning	144
Practice-based Learning	160
n/a	
n/a	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Cremin, T., Burnett, C. and Arthur, J. (eds.) (2018) Learning to teach in the primary school. 4th edn. London: Routledge. (Also available as e-book)
Hattie, J. (2008) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge (Available as e-book)
Sobel, D. and Alston, S. (2021) The Inclusive Classroom: A new approach to differentiation. London: Bloomsbury (Available as e-book)
(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 will be 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. 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 the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module students are encouraged to demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning

Student teachers will develop their knowledge and understanding of pedagogical and learning theories and draw on these appropriately to inform curriculum design and content relevant to the education of every learner whilst recognising the need to take account of learners with additional support needs

Student teachers will develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to enable all learners to access curriculum content. This will entail planning coherent, progressive and engaging teaching programmes which address the needs of learners. In addition to this student will be able to identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.

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	Undergraduate Initial Professional Programmes
Moderator	Yvonne White
External Examiner	Linda Craig
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.03

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Placement - Pass/Fail awarded in May.   100% of overall result
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	96

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%	96 hours

Change Control

What	When	Who
Transfer to new template	Feb 25	L Nisbet