

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: School Experience - Upper			
Code: UGED10003	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:	L Nisbet		
Summary of Module			
<p>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.</p> <p>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.</p> <ul style="list-style-type: none">• 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

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 checked="" 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	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 Level 10 Choose an item. 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	
Practice: Applied Knowledge and Understanding	SCQF Level 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 Level 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 Level 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 Level 10 Exercise autonomy and initiative in professional activities. Practise in ways that show awareness of own and others' roles and responsibilities.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: UGED09007	Module Title: Leading Learning at the Early Level
	Other:	School Experience - Early
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 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)
Tutorial/Synchronous Support Activity	96
Work Based Learning/Placement	144
Work Based Learning/Placement	160
	400 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>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)</p> <p>Hattie, J. (2008) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge (Available as e-book)</p> <p>Sobel, D. and Alston, S. (2021) The Inclusive Classroom: A new approach to differentiation. London: Bloomsbury (Available as e-book)</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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.

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

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
Assessment Results (Pass/Fail)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Education
Moderator	Y White
External Examiner	L Craig
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	2.03

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 Placement - Pass/Fail awarded in May. 100% of overall result

(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
Placement	x	x	x	x	x	100%	96

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%	96 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)