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<tr>
<th>Name of Institution</th>
<th>University of the West of Scotland</th>
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<tbody>
<tr>
<td><strong>List of Teacher Education</strong></td>
<td><strong>Programmes offered</strong></td>
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<td>BSc (Hons) Physics with Education*</td>
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**Question 1 - School Placements**

For each programme: the number of school placements, the length of time of each placement and the place of the placement in each programme

| BA1  | 2 weeks |
| BA2  | 8 weeks |
| BA3  | 10 weeks|
| BA4  | 10 weeks|
| PGDE | 18 weeks|

The UWS school placement calendar is available below at Appendix A

**Proportion of study time used for practical experience**

| PGDE | 50% (18 weeks) |
| BA   | 21% (30 weeks) |

**University arrangements for travel and subsistence for school placements**

Where students’ travel to placement is greater in distance than their normal travel to campus, they are reimbursed for the difference. We abide by the agreed GTCS norm that no student be expected to travel more than 90 minutes to placement school. We have no experience in relation to students requiring accommodation during placement, or their being reimbursed for that.

**Question 2 – Additional Support Needs, Behaviour Management and Online Safety**

Programme content and time given to these areas

See Appendix B for overview of courses

In responding, two initial points need to be rehearsed.

(1) We are committed to teacher education, not training. There is an important difference. Students cannot be ‘trained’ for every possible eventuality which they may face in the classroom but we can equip them as beginning professionals so that they know what to do when faced with the unexpected or the unusual, how to get support, where to seek advice, and so on. That is how they develop as professionals: it is not a matter of being trained for situation x or y. Schools are complex contexts demanding a much deeper level of knowledge and professional judgement than that which ‘training’ would allow.

(2) Our courses are permeated with key issues. Trying to unpick how many minutes’ ‘training’ students ‘receive’ is misguided and largely unhelpful.

For example, there are sessions on aspects of behaviour management which are timetabled inputs (see below) but these will be supplemented massively, and differently, for the needs of different students, by
related activities and assignments, which are not 'timed' events. In addition, the preparation and support for placement which students receive, both from tutors and school staff, will inevitably focus on behaviour management issues but, again, without a clock being set. The same applies to ASN; there are named inputs supplemented by various activities, assignments, and focused reflection and support during placement. Coverage of 'inclusion', which we use as a heading, and which includes ASN, is listed in Appendix B.

Students are repeatedly counselled about use of social media and online behaviour. Advice in relation to pupil online safety comes as part of the IT elements of the course but has not been 'counted' in minutes thus far.

**Behaviour management:**

**BA Education** - This is an issue that permeates our programme, and is difficult to quantify. The main points to consider: all school experience modules (see overall timetable Appendix B) contain specific inputs on behaviour management. In addition, within the Professional English and Maths module (BA2) we have a 2 hour workshop. Within the Early School Experience module (BA3) we have a one hour lecture. Within the Upper School Experience module (BA4) we have a one hour lecture. Other modules contain specific themes that relate specifically to building relationships and managing behaviour. Within the Situated Communication module (BA1) we explore communication in great depth. Students consider (and self and peer assess) their oral, non-verbal and written communication. We make links to engaging and managing pupils. Within the Pedagogy and Practice module (BA3) we spend 8 hours on critical skills. The foundation of this is a collaborative learning community with positive relationships. We relate this directly to SfR 3.2.2. Other main themes across all year groups also make links (learner engagement/resource management/planning/SfL). During each placement, students attend a learning community meeting. There are opportunities to focus the discussion on behaviour management. Students are given the opportunity to share experiences, and support each other by making suggestions on next steps. During placement, teachers can give weekly formative feedback on SfR 3.2. This area is assessed summatively by the tutor and class teacher.

**PGDE Primary:** Prior to each of the four placements, there is a 1.5 hour workshop on behaviour management. This is then supplemented during the collaborative learning communities which are designed to support placement, where small groups of students and a tutor explore all aspects of placement, often with a major focus on behaviour management, over the weeks of the placement. Further support and
input from university tutors and placement mentors continues throughout placement (18 weeks), and in the post-placement briefings. The extent of this varies according to student need and cannot be quantified in any set way.

**PGDE Secondary:** There are three lectures 1.5 hour lectures on behaviour management. There are also associated preparation and reflection tasks that add up to 8-10 hours. Alongside this, each subject tutor will consider subject specific behaviour issues within the subject studies sessions. Again, this would be estimated to be around 8-10 hours. A significant amount of time on placement (18 weeks) is spent on behaviour management but it is difficult to quantify this.

The three lecture inputs look at principles of behaviour management appropriate to different stages in the secondary school and students contextualise these in their specific placement schools. In the generic issues log aligned to school experience, behaviour management is the first issue and students are encouraged to familiarise themselves with school policy in both placement schools at the first opportunity. Students choose their own PDP (Professional Development Planning) targets and many focus on behaviour management throughout the year.

Students also have a series of sessions on critical skills, totalling 5 hours of input. Another aspect which permeates the programmes is that we emphasise the importance of ensuring learners are engaged at the right level of challenge to pre-empt behaviour issues. There are also inputs on topics which relate to specific reasons why challenging behaviour may arise and how to address it, such as engaging the most marginalised young people (2 hours), autism spectrum disorders (1.5 hours) and the online session on GIRFEC (4 hours).

**Question 3 – Numeracy qualifications for entry to primary education programmes**

*University perspective on the numeracy entrance requirements for primary teaching*

We do not think there is any requirement for a Level 5 Maths qualification for entry to primary education. There is no research evidence to support the view that increasing the entry tariff to Higher Maths would make a difference to teacher quality. Work by Day & McKechan (2010), for example, found that student teachers’ subject knowledge showed no significant difference between those with a Higher Maths and those with Standard Grade Credit. Students with an Intermediate 2 pass were less secure but that qualification no longer exists.

**The Complete University Guide** (2018), where 5 Scottish institutions featured in the top 10 courses for education in the UK (n=77), showed the high level of qualifications held by entrants to undergraduate teaching degrees. For the Scottish institutions listed, the average entry tariff is 423 (equivalent to more than 5 A passes at Higher) and so more than many UK universities require for entry to law, accountancy, or architecture. Students entering ITE courses have very high academic qualifications, therefore. At UWS, entry tariffs for the undergraduate education degree have risen over the past five years from the equivalent of 2 A and 2 B passes at Higher (UCAS tariff 291) to more than 5 A passes (UCAS tariff 425). In addition, for our PGDE courses an honours degree is now a requirement for consideration for selection. [https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=Education](https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=Education)

<table>
<thead>
<tr>
<th>Time spent on numeracy during primary programmes</th>
<th>This information is available in the NIF Report available online at: (link to follow) The UWS data was incomplete and fuller details can be seen in Appendix B</th>
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**Question 4 – Literacy and Numeracy**

University perspective on the practical techniques of how to deliver literacy and numeracy

That is what all the literacy and numeracy content of our PGDE courses focus on. We concentrate on how to teach these curricular areas, not on developing content knowledge which is covered by the entry qualifications. On the BA Education there is input on literacy and numeracy in addition to input on related pedagogy (see Appendix B). We have no concerns about our capacity to support student teachers’ development in these areas and our rankings in the National Student Survey shows remarkably high levels of student satisfaction with our BA Education degree. The percentage of UWS students expressing themselves ‘satisfied’ or ‘very satisfied’ with their undergraduate teaching course is as follows:

- 2016 - 95.7%;
- 2015 - 100%;
- 2014 - 94.3%;
- 2013 - 90.7%
Appendix A: Placements

**TRIMESTER 1**
DRAFT – subject to amendment. Any changes made will be announced via Moodle

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**SCHOOL OF EDUCATION CALENDAR: 2017-18**
PGDE (Sec), PGDE (Pr), BSc Phys, BSc Chem, BA, BACS
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## APPENDIX B : Course content

University of the West of Scotland : **B.A. (Hons.) Education**

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<th>Level 8</th>
<th>Level 9</th>
<th>Level 10</th>
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<td>Sustainable Development</td>
<td>Integrated Wellbeing</td>
<td>School Experience&lt;br&gt;Middle and Upper&lt;br&gt;(double module)</td>
<td>Dissertation&lt;br&gt;Action Research&lt;br&gt;(double module)</td>
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<td><strong>Situated Communication</strong>&lt;br&gt;One week school experience</td>
<td>Integrated Arts</td>
<td>Pre-school Learner in Context&lt;br&gt;Half of the core module focuses on early literacy pedagogy&lt;br&gt;Pre-school placement (four weeks)</td>
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<td><strong>MFL</strong>&lt;br&gt;(French, German or Spanish)</td>
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<tr>
<td><strong>Trimester 2</strong></td>
<td><strong>Social Studies</strong></td>
<td>Professional English and Mathematics&lt;br&gt;Pedagogy</td>
<td><strong>Critical Analysis of Teaching</strong>&lt;br&gt;(focus on HWB, Literacy, Languages, Mathematics, or Science)&lt;br&gt;Students choose to focus on one of the five curricular areas. Approximately half of the current cohort intends to focus on Literacy or Mathematics.</td>
<td>Leadership of Learning</td>
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<tr>
<td><strong>Society and Lifestyles</strong></td>
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<td>Middle school placement (six weeks)</td>
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<tr>
<td>Mathematics for Understanding</td>
<td>MFL (French, German or Spanish)</td>
<td>Education Option</td>
<td>Pedagogy and Practice</td>
<td>Theory in Educational Studies</td>
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<td>Core module: knowledge at students’ level, not pedagogy</td>
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<td>Science in Society</td>
<td>Early School Experience</td>
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<td>The Arts</td>
<td>Early school placement (six weeks)</td>
<td>School Experience Middle and Upper</td>
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<td></td>
<td></td>
<td>Mathematics</td>
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<td>(double module)</td>
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<td>Children’s Literature</td>
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<td>Upper school placement (seven weeks)</td>
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<td>Learn to Move</td>
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<td>Controversial Issues and Citizenship</td>
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<td>Option</td>
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<td>Develop a Physical Lifestyle</td>
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<td>General Option</td>
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<tr>
<td>Digital Technology</td>
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<td>MFL (French, German or Spanish);</td>
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<td>Sequences and Patterns</td>
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<td>Scottish Studies; Bilingualism; Scientific Investigation; Digital Technology;</td>
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<tr>
<td>Scientific Investigation</td>
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<td>Develop a Physical Lifestyle</td>
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Students who choose at levels 9 and 10 (in Critical Analysis and Dissertation) to focus on a curricular area, such as Health and Wellbeing, Languages, Literacy, Mathematics, or Science, graduate with a B.A. (Hons.) Education with (their specialism) i.e. B.A. (Hons.) Education with Mathematics.

Green areas: specific literacy or numeracy inputs
These can be quantified in the following way, although such an approach is not fully appropriate for the integrity of the programme design:

**NB: 0 entries indicate n/a rather than zero.**

**Understanding and skills assessments**

Formative feedback; Formal written assignment; Coursework; Class test (listening / comprehension / writing / interview); Group/Individual Presentation; Learning Log; Exam; Placement; Dissertation.

**Pedagogies**

Building on prior knowledge; Action research; Data collection, reporting and analysis; Focus on student outcome; Range of communicative / collaborative platforms; Face-to-face inputs facilitated by external agencies and school colleagues; Scenario challenges; Focus on student outcome (as a teacher and a learner); Connecting areas of the primary curriculum; Formative and summative assessment approaches to support learning and development; Consideration of student voice; Active learning approaches; Experiential learning; Use of technology; Professional Enquiry.
PGDE Primary and Secondary – overview

**PGDE: Literacy and Numeracy**

On the PGDE(P) programme, Literacy/English and Numeracy/Maths each have 24 hours of teaching time within the Primary Curriculum module. Naturally, more time is given to these two core subjects than any others. Assessment of the module includes class tests in literacy and numeracy, which have to be passed at a raised pass mark of 50% and a report of a project of professional enquiry which focuses on classroom organisation and management within the context of a literacy or numeracy lesson. Students also have a separate input on dyslexia within the School Experience module.

On the PGDE(S) programme, all students have three inputs on literacy across learning, focusing on spoken language, reading and writing. They also have a separate input on dyslexia. Similarly, all students have two inputs on numeracy across learning. Consideration is also given to literacy and numeracy in Subject Studies classes, eg using short stories to consider issues relating to managing money and avoiding debt.

Students’ own literacy skills are considered as part of the assessment of school experience with a statement of satisfactory or unsatisfactory made on the report form. Serious issues may result in an unsatisfactory grade for teaching and learning in relation to communication. For written assignments, 5% of the total mark is allocated to written English. Although this is a small percentage, poor literacy skills will often result in failure to communicate ideas properly.

The School of Education Literacy Strategy, which outlines the expectation on students to demonstrate good literacy skills, and to take action if they have concerns about those skills, is shared with students at the outset of the programme and students are enrolled on the Promoting and Developing Literacy Moodle site, which provides advice on a range of aspects of spoken and written language.

**PGDE: ASN**

We collect data on this as part of input on inclusive education. The figures can be seen in the attached documents relating to equity and equality.

**NOTES**

1. Actual hours are highlighted in red, but must be placed within the context of the programme as a whole, the expectation of independent study, and of additional student preparation for assignment tasks.
2. The courses are deliberately entitled ‘Initial Teacher Education’. We do not provide ‘training’ as that term would suggest that teaching is routine, predictable, repetitive. Instead, we prepare students for professional life and to be able to cope with, and adapt to, the unpredictability and challenge of the various scenarios, needs, and demands which they will face in a context marked by ‘uncertainty, complexity, uniqueness, and value conflict’ (Schön, 1983).

PGDE Primary
University of West of Scotland
PGDE (primary)

Literacy

Number of hours
The total number of hour of explicit instruction is 20 hours
This includes
- Literacy across learning
- A focus on spoken language
- A focus on reading and writing

Subject specific literacies will also be implicitly address through the following areas
- Social Studies
- Science
- MFL
- RME
- Music
- Art
- Drama

Understand and skills assessments
Student teachers will be assessed on their literacy skills in the following ways:

Formative assessments:
- During on-campus classes, as part of the pedagogy of the programme, students have the opportunity to demonstrate, and receive formative feedback, on personal literacy skills. They make informal presentations, lead discussions, post on online fora.

Summative assessments:
- Class test on literacy (50% threshold)
- School experience will report on literacy level as satisfactory or unsatisfactory
- All written assignments have 5% of total mark allocated to written English

Numeracy

Number of hours
The total number of hour of explicit instruction is 20 hours
Subject specific mathematics will also be implicitly address through the following areas
- Social Studies
- Science
- Digital Technology

Understand and skills assessments
Student teachers will be assessed in mathematics Is in the following way;
- Class test on literacy (50% threshold)
Health and Well-being

Number of hours
The total number of hour of explicit instruction is 20 hours
This included input on topics in all areas of the Health and Wellbeing Experiences and Outcomes, including Nutrition, Sexual Health Education, Substance Abuse.

HWB will also be implicitly address through the following areas
- Literacy
- Social Studies
- Science
- MFL
- ICT
- RME
- Music
- Art
- Drama

Understand and skills assessments
Student teachers will be assessed on their understanding of the HWB agenda in the following assignment:

“The Getting it Right for Every Child (GIRFEC) approach, as illustrated in the eight indicators in the Wellbeing wheel, recognises that children and young people will have different experiences in their lives, but every child and young person has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential” (Scottish Government, 2016, p.3).

Considering this quote, you are asked to discuss the curricular area of Health and Wellbeing and your responsibility in promoting the wellbeing of your learners. To do this, you are expected to address the following three areas:

Section A
Define the nature and scope of Health and Wellbeing. Outline the significance of Health and Wellbeing in the contemporary Scottish education setting (early learning and childcare setting and primary school). Refer to government guidelines, curricular guidelines, academic reading, and observed practice within and outwith the classroom. (1600 - 2000 words)

Section B
Choose one Experience and Outcome and outline how it could be developed from Early through First to Second Level. Use the template provided to outline three mini-sequences of lessons i.e. one mini-sequence for each level that demonstrate coherence and progression within and across levels. (800 - 1000 words)

Section C
Evaluate your own knowledge and skills as an educator in the curricular area of Health and Wellbeing. Draw on on-campus inputs, observations during school experience, your own
planning and teaching of Health and Wellbeing lessons, and other relevant life experiences. Writing in the first person, identify your strengths, areas for development, and specific strategies for continuing professional development. (1200 - 1400 words)

Throughout this assignment, you are expected to communicate effectively, clearly and coherently, adopting Standard English spelling / grammar. You should adhere to the UWS referencing guide.

You should not identify a placement school, member of staff or pupil by name, nor should you include your own name or student ID number.

Equality (and equity)

Number of hours
The total number of hours of explicit instruction is 19 hours. Every module carries an expectation of independent study.

This includes input on the following topics:
- Introduction to inclusion and social justice
- GIRFEC
- Cultural and religious identities
- Dealing with difference
- Working with pupils with hearing and visual impairment

Equality will also be implicitly address through the following areas
- Literacy
- Mathematics
- HWB
- Social Studies
- Science
- MFL
- ICT
- RME
- Music
- Art
- Drama

Understanding and skills assessments
Student teachers will be assessed on their understanding of the equality agenda in the following ways:
- Students will be expected to demonstrate inclusive values and teaching in order to meet the Standard for Provisional Registration; comments will be made on the report form relating to progress in this area on each placement.
• Students are able to choose inclusion/social justice as one of three topics they must discuss critically in one of their two major written assignments; the assignment requires critical discussion of placement experiences in relation to policy and research.

• The School and Professional Studies assignment offers students the option of a topic related to social justice and inclusion. The remit follows:

This module is assessed by a 6000 word assignment. You are asked to choose two (Level 11) or three (Level 10) key educational issues - inclusion and social justice; citizenship; sustainability; enterprise; interdisciplinary learning; learning beyond the classroom - and discuss their implications for learning and teaching. You should reflect on school experience and wider academic reading. Further guidance on this assignment, and the marking criteria, is given in the School and Professional Studies module.

Throughout this assignment, you are expected to communicate effectively, clearly and coherently, adopting Standard English spelling / grammar. You should adhere to the UWS referencing guide.

**Pedagogies**

Pedagogies employed to support student learning are:
- Lectures, workshops and online learning activities with suggestions for follow-up reading
- Use of Moodle to provide resources, links and opportunities for discussion and questions
- Students are introduced to the National Framework for Inclusion at an early stage in the programme and encouraged to use the questions to develop their thinking and practice.
- School experience, supported by university tutors and school colleagues
- Students are encouraged to disclose any support requirements at the earliest opportunity, so that a support plan can be agreed with the Disability Service and made known to staff teaching on the programme.

**Data literacy**

**Number of hours**

The total number of hour of explicit instruction is 2 hours

This included input on the following topics;
- Critical writing
- Assignment briefing

This will rise in 2017-18 to 6 hours of explicit instruction

Data literacy will also be implicitly addressed through the following areas
- Literacy
- Mathematics
- HWB
- Social Studies
- Science
- MFL
- ICT
- RME
- Music
- Art
- Drama

**Understanding and skills assessments**
Student teachers will be assessed on their understanding of data literacy in the following ways:
- The Primary Curriculum and School and Professional Studies assignments require students to analyse and evaluate school experiences in relation to theory and policy.
- Data literacy will be relevant to different aspects of the curriculum; students’ understanding and skills will be assessed, as appropriate, on school experience.
- Evidence-based evaluation of teaching and learning is required of students whilst on placement in order to meet the Standard for Provisional Registration.

**Pedagogies**
Pedagogies employed to support student learning are:
- Lectures and subject-specific workshops to prepare for the assignments
- Use of Moodle to provide resources, links and opportunities for discussion and questions
- School experience, supported by university tutors and school colleagues
- Detailed feedback comments on the completed assignments
**University of West of Scotland**  
**PGDE (Secondary)**

**Literacy**

**Number of hours**
The number of hours of explicit instruction related to secondary English is **72 hours**. The total number of hours of explicit instruction on literacy across learning is **5 hours**. Every module carries an expectation of independent study with students engaging with **24 hours** of independent research / study in this area.

Subject specific literacies will also be implicitly addressed through the following areas:
- Art and Design
- Biology with Science
- Chemistry with Science
- Mathematics
- Modern Languages
- Physical Education
- Physics with Science

These form part of tutor directed workshops and will amount to around **6 hours** of tutor directed activities and workshops.

**Understanding and skills assessments**

Student teachers will be assessed on their literacy skills in the following ways:
- On Teaching Placements 2 and 3, students are required to complete sequence planners for each class, which include reference to ways in which literacy, numeracy and health and wellbeing are developed through the sequences of lessons.
- School experience reports will indicate, as appropriate, the extent to which students have met their responsibility for literacy across learning.
- School experience reports require indication of literacy level as satisfactory or unsatisfactory; progress across placement is indicated in the Personal Record of Progress agreed each week with the school mentor.
- Students complete a generic issues log which forms part of the assessment of the benchmark relating to education systems and professional responsibilities; one of the topics is literacy across learning and students are expected to reflect on placement schools’ approaches.
- Secondary English students complete a 6,000-word written assignment relating to summative and formative assessment of English.
- All written assignments have 5% of total mark allocated to written English.

**Pedagogies**

Pedagogies employed to support student learning are:
- For secondary English, small group tutorials and workshops, with suggestions for follow-up reading
- Lectures and workshops on literacy across learning, including listening and talking, reading and writing, with suggestions for follow-up reading
- Lecture on critical writing to support assignment completion
• Use of Moodle to provide resources, links and opportunities for discussion and questions
• All ITE students have access to the Promoting and Developing Literacy Moodle site, with links to resources relating to a broad range of literacy skills.
• School experience, supported by university tutors and school colleagues

Numeracy

Number of hours
The number of hours of explicit instruction related to secondary Mathematics is 72 hours. The total number of hour of explicit instruction is 2.5 hours. Every module carries an expectation of independent study with students engaging with 24 hours of independent research / study in this area.

Subject specific numeracy will also be implicitly addressed through the following areas
• Art and Design
• Biology with Science
• Chemistry with Science
• English
• Modern Languages
• Physical Education
• Physics with Science

These form part of tutor directed workshops and will amount to around 6 hours of tutor directed activities and workshops.

Understanding and skills assessments
Student teachers will be assessed in numeracy in the following ways:
• On Teaching Placements 2 and 3, students are required to complete sequence planners for each class, which include reference to ways in which literacy, numeracy and health and wellbeing are developed through the sequences of lessons.
• School experience reports will indicate, as appropriate, the extent to which students have met their responsibility for numeracy across learning.
• Students complete a generic issues log which forms part of the assessment of the benchmark relating to education systems and professional responsibilities; one of the topics is numeracy across learning and students are expected to reflect on placement schools’ approaches.
• Secondary Mathematics students complete a 6,000-word written assignment relating to summative and formative assessment of Mathematics.

Pedagogies
Pedagogies employed to support student learning are:
• For secondary Mathematics, small group tutorials and workshops, with suggestions for follow-up reading
• Lectures and workshops on numeracy across learning, with suggestions for follow-up reading
• Use of Moodle to provide resources, links and opportunities for discussion and questions
• School experience, supported by university tutors and school colleagues

Health and Well-being

Number of hours
The number of hours of explicit instruction related to secondary Physical Education is 72 hours. The total number of hours of explicit instruction related to health and wellbeing across learning is 14 hours. Every module carries an expectation of independent study with students notionally engaging with 24 hours of independent research / study in this area. For HWB there are also 14 hours of tutor directed independent tasks such as pre-class readings and post-class reflections.

This includes input on the following topics:
• Health and wellbeing across learning
• Child protection
• GIRFEC
• Promoting positive behaviour, eg rules and routines, relationships
• Emotional literacy

Subject specific HWB will also be implicitly addressed through the following areas
• Art and Design
• Biology with Science
• Chemistry with Science
• English
• Mathematics
• Modern Languages
• Physical Education
• Physics with Science

These form part of tutor directed workshops and will amount to around 6 hours of tutor directed activities and workshops.

Understanding and skills assessments
Student teachers will be assessed in health and wellbeing in the following ways:
• On Teaching Placements 2 and 3, students are required to complete sequence planners for each class, which include reference to ways in which literacy, numeracy and health and wellbeing are developed through the sequences of lessons.
• School experience reports will indicate, as appropriate, the extent to which students have met their responsibility for health and wellbeing across learning.
• Students complete a generic issues log which forms part of the assessment of the benchmark relating to education systems and professional responsibilities; one of the topics is numeracy across learning and students are expected to reflect on placement schools’ approaches.
Secondary Physical Education students complete a 6,000-word written assignment relating to summative and formative assessment of Physical Education.

**Pedagogies**

Pedagogies employed to support student learning are:

- Lectures, workshops, online learning activities and practical classes with suggestions for follow-up reading
- Use of Moodle to provide resources, links and opportunities for discussion and questions
- School experience, supported by university tutors and school colleagues

**Equality (and equity)**

**Number of hours**

The total number of hours of explicit instruction is 25.5 hours. Every module carries an expectation of independent study with students engaging with 12 hours of independent research / study in this area.

This includes input on the following topics:

- Introduction to inclusion and social justice
- GIRFEC
- Cultural and religious identities
- Dealing with difference
- Working with pupils with hearing and visual impairment
- Working with other adults in the classroom
- Dyslexia
- Autism spectrum disorders
- Understanding and preventing youth offending: engaging with the most marginalised
- Gender inequality

Equality will also be implicitly address through the following areas:

- Art and Design
- Biology with Science
- Chemistry with Science
- English
- Mathematics
- Modern Languages
- Physical Education
- Physics with Science

These form part of tutor directed workshops and will amount to around 3 hours of tutor directed activities and workshops.
Understanding and skills assessments

Student teachers will be assessed on their understanding of the equality agenda in the following ways:

- Students will be expected to demonstrate inclusive values and teaching in order to meet the Standard for Provisional Registration; comments will be made on the report form relating to progress in this area on each placement.
- On each placement, students are required to complete an inclusive education task, gathering and reflecting on information about the needs of pupils in a class and the support provided to a particular pupil. This forms part of the file requirements and will contribute towards the relevant benchmarks.
- Students are able to choose inclusion/social justice as one of three topics they must discuss critically in one of their two major written assignments; the assignment requires critical discussion of placement experiences in relation to policy and research.

Pedagogies

Pedagogies employed to support student learning are:

- Lectures, workshops and online learning activities with suggestions for follow-up reading
- Use of Moodle to provide resources, links and opportunities for discussion and questions
- Students are introduced to the National Framework for Inclusion at an early stage in the programme and encouraged to use the questions to develop their thinking and practice. Some of the questions are built into the inclusive education task undertaken on each placement.
- School experience, supported by university tutors and school colleagues
- Students are encouraged to disclose any support requirements at the earliest opportunity, so that a support plan can be agreed with the Disability Service and made known to staff teaching on the programme.

Data literacy

Number of hours

The total number of hours of explicit instruction is 3 hours.

This includes input on the following topics:

- Using professional enquiry
- Critical writing
- Assignment briefing

This will rise in 2017-18 to 6 hours of explicit instruction

Every module carries an expectation of independent study with students notionally engaging with 16 hours of independent research / study in this area.

Alongside this students will receive subject specific support for data literacy in the following areas
• Art and Design
• Biology with Science
• Chemistry with Science
• English
• Mathematics
• Modern Languages
• Physical Education
• Physics with Science

These form part of tutor directed workshops and will amount to around **3 hours** of tutor directed activities and workshops.

**Understanding and skills assessments**
Student teachers will be assessed on their understanding of data literacy in the following ways:

- Subject Studies assignment includes a report of professional enquiry undertaken on Teaching Placement 1, the focus of which is formative assessment
- Data literacy will be relevant to different aspects of the curriculum in many of the secondary subjects; students' understanding and skills will be assessed, as appropriate, on school experience.
- Evidence-based evaluation of teaching and learning is required of students whilst on placement in order to meet the Standard for Provisional Registration.

**Pedagogies**
Pedagogies employed to support student learning are:

- Lectures and subject-specific workshops to prepare for the assignment
- Subject tutors provide support to their subject cohorts; small groups enable good working relationships and opportunities for students to ask questions
- Use of Moodle to provide resources, links and opportunities for discussion and questions
- School experience, supported by university tutors and school colleagues
- Students submit a draft professional enquiry proposal at the end of week one of placement to which tutors provide feedback; they are encouraged to discuss their proposals with school mentors and class teachers.
- A timetabled opportunity to seek tutor and peer support for and feedback on a draft of part of the assignment
- Detailed feedback comments on the completed assignment