**University of St Andrews**

**ID4002 Communication and Teaching in Arts & Humanities**

**Semester 1, 2025-2026**

15 credit module, i.e. 150 hours of work for the average student at this level. This means averaging 10 hours a week, including Orientation Week, Weeks 1-11 of semester, revision week, and exam weeks.

# Module Handbook

For downloadable templates, copies of this handbook and other module information see [ID4002 webpage](https://www.st-andrews.ac.uk/students/academic/interdisciplinary-modules/communication-teaching-arts/). These documents are held on this publicly accessible site (rather than Moodle) so that they are available to teacher-mentors and other placement personnel in local schools.

The module is run under the University’s regulations, including the 2016 policy on Managing Work Placements, and the University of St Andrews’ Safeguarding of Children, Vulnerable Adults and Prevention of Radicalisation Policy. For 2025-2026 the Head of the Virtual School of ID4002 is Dr Madhavi Nevader as the Pro-Dean Arts (Curriculum). Dr Stephen Tyre is the module coordinator. The placement mentor for each student is their subject-area representative. The work-based supervisor for each student is their mentor teacher.

The University’s public liability insurance policy is relevant to placement students, and this requires that students are supervised in placement schools at all times, and that students have gone through a selection process and through the Disclosure (PVG) process. A generic risk assessment for the University is in the module handbook; specific risk assessments may need to be written for some activities.

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## Introduction

Welcome to the Communication and Teaching in Arts & Humanities module. This is a rather different module from most others that you have taken. Much of the work is *learning by doing*. It might be considered a vocational module in as much as you will be learning on the job. The skills that you should develop are highly useful in many areas outside teaching, as well as in education-focused careers.

Those of you considering teaching as a career should find this module to be particularly useful in letting you see whether or not this is for you, and to give you useful experience in this profession. Those of you who are considering a career in which communication is important (that is almost all careers), should find this module very useful in helping you develop those skills, and give evidence of your development. You should all find that thinking about your subject in a way that you can present it to school pupils should enhance your understanding of your degree topic.

You will be in the classroom in a professional role, and you should look and act the part. Your work in this role is not just for your degree, but is also important to the pupils with whom you will be working. This again makes this module different, and we expect full commitment from students to the module for the sake of the pupils and our ongoing relations with the schools involved – that is part of professional practice. You are a University Ambassador in the school in which you work, as well as being someone who is being relied upon to contribute to the education of young people. You are in this module to learn, but you are also in the module to teach, and both roles have important responsibilities associated with them.

You will be working with young people with a wide range of learning abilities, and you will be developing ways of communicating your subject effectively with them all. You will need to read and think carefully about a range of educational issues and how they matter in your role. You will need to prepare well for your sessions in the schools, and reflect after each session on your performance. This reflection should include recognising things you have done well, noting what you have learnt from the experiences, and what areas you need to improve your performance and how. You will be interacting with your teacher-mentor (and other staff) in the school, and it is your job to ensure that you learn from them, and work safely and effectively under their guidance. In this module you need to take care of your learning – you will not generally find people telling you what you need to know because each context is unique. The experiences that you should gain should serve you well in your future studies and employment.

You have taken the decision to enroll on this *different type of module* – embrace the opportunities and get as much out of the experience as you can for yourself and for those you interact with in the schools.

This is an interdisciplinary module for final year undergraduate students a number of subject-areas within the Faculties of Arts and Divinity. I, the coordinator, am in the School of Divinity and the module itself sits in a “quasi-School” with the Associate Dean Arts & Divinity Curriculum, as the Head of the quasi-School. There are departmental representatives from each of the participating subject areas, and these people also act as tutors with their subject groups. These tutors are key points of contact for you throughout the module so please do turn to them and to your teacher-mentor for guidance and discussions.

Dr Stephen Tyre,

Module Coordinator

## Overview

### How to use the module handbook.

This Handbook is intended to give you the details of how the module will run and to help you prepare for the challenges ahead. It contains important information about the organization of the module, the assessments, marking systems and deadlines. It also contains information that will help you with your placement in the classroom. Read it carefully and use it as a reference throughout the duration of this module. You will also find copies of the forms that you are asked to sign during the induction session. Use these as guidance during your school placement but also make sure that you aware of the guidelines in place at the school in which you are working. Ask your teacher-mentor if you are unsure of any issue that affects your safety or that of any pupil with whom you are working. You will find further information about school safety issues in the Supplementary Handbook.

### How the module works.

The module will reward you with academic credit for working as a ‘student-tutor’ with teachers in local schools and will help you to develop some valuable transferable skills. You may already know about ‘student tutoring’ schemes that work on a voluntary basis. Most of these run very successfully without giving academic credit for taking part, but do provide immense satisfaction to the truly committed undergraduates who get involved. This module is different in that you are rewarded with credits towards your degree for the work you do in the classroom. More importantly, you are an ambassador for the University and a positive role model to school pupils. You are different from a teacher or a parent. This additional perspective is one of the most important things that you bring to your role. The pupils will enjoy sharing your enthusiasm for your subject and this is an excellent opportunity for you to let them what it is like to be a student at St Andrews.

Do remember that you are not a qualified teacher and there is no intention that you should be seen in any way as substituting for a teacher. You are there to learn from your teacher-mentor(s). Your work in the classroom should always be supervised by a teacher.

The module will involve:

* Attendance at an induction session in orientation week giving you an introduction to the fundamentals of working with children and conduct in the school environment.
* Undergoing an Enhanced Disclosure (Disclosure Scotland) check prior to entering the classroom, and ideally well beforehand.
* Being paired with a specific teacher-mentor at your host school who will work with you to identify your aims and objectives for the term.
* Spending a minimum of 20 and not normally more than 30 hours of pupil contact time in the host school, developing your role within the classroom.
* Completion of a Special Project.
* A series of tutorials with your subject-area representative at the University.
* Completion of four assessed elements - special project proposal, end of module report, teacher’s assessment and assessed talk.

### Reimbursing of Travel Expenses

The University is willing to [reimburse students for reasonable travel expenses](https://www.st-andrews.ac.uk/students/money/otherinformation/paymentofstudentexpenses/) for attending their placement schools (use the form linked here). It is not normally possible to provide funding in advance. Travel claims may be submitted to the module co-ordinator by the start of Week 6 and but definitely by the start of Week 13. Claims not submitted by the end of Week 13 may be rejected.

Students are expected to use public transport in most cases. Claims must not be for more than the amount spent. It is expected that the claims will be for up to one round trip journey for each week that the school placements are running as part of the module. The maximum claim is expected to be equivalent to the return bus fare from St Andrews to the placement school. When buses are used the tickets should be provided with the claim.

With the prior agreement (in writing) of the module coordinator, a student may use their own car for travel to and from their placement. If a student’s own vehicle is used, then the University mileage charge can apply – limited to one return each week. If a student uses a vehicle they should note that it is at their own risk, and that they should check that the vehicle insurance includes these journeys that insurers may regard as being outside the “default” social, domestic, and pleasure use of the vehicle.

## Module Aims and Outcomes

By taking part in this module you will have the opportunity to apply your subject knowledge in a very different way to what you have experienced in most other modules at St Andrews. You will be working alongside teachers and other educational professionals to learn how to communicate your subject to pupils with a range of learning abilities. You will need to understand how to do this, how to address the varied needs of others and how to reflect on your own progress and to adapt accordingly. You will also need to gain a high level of understanding of current educational issues. This is a very different type of module. It will be challenging and it will require you to take note of your environment and to work in a mature and professional manner. The extent to which you learn from this experience, and express your knowledge and understanding in the various assessments will provide you with a module grade that is associated with the formal learning outcomes (below). The experience that you gain are expected to serve you well for future employment, whatever career pathway you choose to take.

### Module Aims

* Experience and demonstrate knowledge of working in an educational establishment.
* Gain opportunities to apply subject knowledge and demonstrate understanding of addressing the educational needs of others.
* Demonstrate the capacity to reflect upon progress in the education of others.
* Gain experience in and demonstrate a capacity for lesson planning and management.
* Further develop your work-related transferable skills.
* Develop and demonstrate your capacity to distil relevant data and writing a significant report.
* Gain educational experience (and possible referee) for your CV and future job applications.

Of equal, or greater, importance to the grades and credits that you achieve is the experience that you will gain from taking part in this module. You will learn important, marketable and transferable skills of benefit to you in employment and in life, whether or not you decide to enter the teaching profession. A good degree is no longer enough in the competitive world of work, and involvement in a module like this will be of great interest to many potential employers. The specific and transferable skills you will be able to gain include:

* Public speaking and communication skills.
* Organizational and interpersonal skills.
* Time management skills.
* Team-working.
* Working in a challenging and unpredictable environment.
* Staff responsibilities and conduct.
* Addressing the needs of individuals.
* Taking the initiative and problem-solving.
* The ability to improvise.
* Providing constructive feedback, receiving and acting on formative feedback.
* Handling difficult and potentially disruptive situations.
* Experience of teaching methods.

### Intended learning-outcomes

1. Improved communication and related professional skills.
2. An understanding of some of the issues associated with communicating with and teaching school pupils.
3. Improved professional skills of the type needed in communicating and teaching.
4. The ability to work professionally in a potentially challenging educational environment, including the ability to communicate effectively with educational professionals and young people.
5. The ability to address the needs of individuals, and to choose methods of explanation and presentation relevant to the individual or group with which they are working.
6. An improved ability to determine what the student involved needs to do in order to prepare for planned work in the educational establishment.
7. An indication as to whether or not work in this field would be something of interest to them in the future.

You will have the satisfaction of making a positive impact on the education of pupils of a range of ages and the chance to act as a role model for your subject. It is a chance to put something back into the community by sharing your knowledge and helping to motivate young people and to raise their aspirations towards your subject. You should develop your confidence in answering questions about your own subject and in devising appropriate ways to communicate a principle or concept that may be difficult for school pupils to understand. You should develop your communication skills and gain a better understanding of your own level of expertise. You should learn to devise and develop subject specific projects and teaching methods appropriate to engage the relevant age group. For those of you who are interested in teaching as a profession, this will be an opportunity to explore whether it is a path you want to pursue. Hopefully, you will also get a lot of enjoyment out of this module.

### When the Module is Over: Next Career Steps

Some students may wish to move in to school teaching following graduation. There are various routes to this, and these may be discussed with our invited speakers or with staff in the University Careers Centre. The following web sites may also be a useful start.

* [St Andrews Careers](https://www.st-andrews.ac.uk/careers/)
* [Scottish Government ITE](http://www.gov.scot/Topics/Education/Schools/Teaching/ITE)
* [Get Into Teaching](https://universityofstandrews907-my.sharepoint.com/personal/es61_st-andrews_ac_uk/Documents/ID4002%202024-2025/handbooks/•%09https:/getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes)
* [TeachFirst](https://www.teachfirst.org.uk/)
* [UCAS – Teacher Training](https://www.ucas.com/postgraduate/teacher-training/train-teach-scotland)
* [Teach in Scotland](https://teachinscotland.scot/)
* [GTCS Student Teachers](https://www.gtcs.org.uk/student-teachers/)

## Roles and Responsibilities

This module is a partnership between the University, schools in Fife Dundee and Angus, and students. Your first duty in this module is to the school and your teacher-mentor. You also have a responsibility to the University in terms of the need to submit and have assessed work on a well-conducted set of educational activities and to act as an ambassador.

You should note the role of the subject-area representatives who are members of academic staff of the University and who convene the three tutorials held during the module. After your teacher-mentor at your placement, they are your first port of call for help with the module from the University’s side. It is often the case, but not always, that the subject-area representative was the other interviewer along with the module coordinator when you were interviewed back in March or April when you applied for a place on this module.

### Students’ Responsibilities

* Ensure that they understand and act within the placement school’s rules and regulations in all areas, and specifically including Confidentiality, Responsibilities, Child-protection, Appropriate use of Social Media, Inter-personal Relationships, and Health and Safety.
* Ensure that they understand and act within the University’s rules and regulations in all areas, specifically including both Child Protection and Placement policies.
* Be aware of, and act upon, the material in the University’s generic risk assessment that is given in the module handbook, and any relevant risk assessments in their placement school.
* Be proactive in working with their departmental rep and their mentor teacher to create a risk assessment for any activity that would require a specific additional risk assessment.
* Work in a team and/or as an individual as appropriate towards achieving the module goals in a timely manner, taking note of the module calendar and its deadlines as published later in this booklet.
* Work with their mentor teacher and their University subject-area representative to plan and deliver and reflect upon an appropriate set of educational experiences for their pupils.
* Ensure that they understand in depth the theory related to their work.
* Be applying their academic knowledge to their work and showing initiative.
* Be recording their work appropriately, and submitting work to be assessed by the specified deadlines.
* Reflect on their experiences, and use this in their preparation for future work in the school.
* Ask to have information re-confirmed if they are not sure.
* Define boundaries and responsibilities with their teacher mentor.
* Ensure that their timekeeping is good, and that they undertake at least the minimum amount of time in the placement school required for the module.
* Arrive in good time for each school visit, and inform the placement school immediately if they are unable to attend, or are likely to be delayed
* Be aware that by accepting a place on the module that there will be some sharing of relevant academic and contact information about them between the University and the placement school.
* Be aware of their rights to a safe workplace environment, and be aware of local safety regulations
* Be aware of their rights to be treated in accordance with applicable legislation for the workplace
* Be aware that they should never be left alone with a pupil or pupils

### Teacher Mentors’ responsibilities.

* Discuss with the student how the student should work to assist in the teaching, and with the student plan a series of activities that will provide experiences suitable for this module.
* Ensure that appropriate arrangements are in place for the student to work safely and productively.
* Support the student in their project work, including discussions and constructive feedback.
* Provide opportunities that range from the student observing classes at the start of the module, through a role similar to that of a classroom assistant, to a supervised teaching session (or equivalent) towards the end of the module where the student has had significant input to the planning of the session. We ask that students are provided with opportunities to lead between one and three hours of lessons.
* Liaise with the University course team in the case of any problems, or if advice is needed with regard to the University requirements etc.
* Ensure that students are not left alone with school pupils.
* Fill in in and return the mid-semester report.
* Fill in and return the assessment pro-forma at the end of the placement.

There are some responsibilities of teacher-mentors that fall at certain stages during the placement.

#### At the start of the module

* If necessary, to communicate with the ID4002 module coordinator to briefly discuss ways in which the teacher can make most effective use of the undergraduate student and help them to achieve his or her objectives
* To meet with the student at the start of the module to discuss their aims and objectives, their role and what will be expected of them, and to outline the areas of teaching to be covered during the autumn term. The student should contact the teacher directly to arrange a convenient time for this meeting
* To agree with the student a suitable time for their weekly visit as soon as school and university timetables are available

#### During the module

* The level and nature of the interaction that the teacher mentor has with the student will be largely up to the teacher. However, the teacher should be a source of guidance and advice to the student, and it is expected that the teacher will provide some level of briefing to the student about each forthcoming lesson. This briefing could occur at the end of the preceding lesson, during a phone call or through email. Throughout the term, the teacher should provide feedback to the student on areas of the work that are going well and where improvements could be made and how. The teacher should also provide advice to the undergraduate with respect to the planning and implementation of the special project.
* The Liaison Officer may wish to be present at one of the student’s visits in the latter part of the module to gain some insight into the student’s experience at the school in order to aid the assessment process. Where this is the case, they will contact the teacher-mentor in advance to agree a convenient day.

#### After the module

* At the end of the module, the teacher mentor will be asked to complete a brief assessment of the undergraduate’s performance and progress during the term. This will be a brief ‘tick-box’ form with space allocated for comments. An example is included at the end of this Handbook. This assessment constitutes 25% of the total mark given to the undergraduate for this module. The mark will be moderated by the module coordinator and subject-area representatives to ensure parity of standards.

### The University subject-area representatives’ responsibilities.

* Be available as a point of contact, advice and information for the student, particularly with regard to the University’s expectations of the placement.
* Provide tutorial support to the student subject group.
* Assess the student’s work fairly.
* Liaise with the module coordinator.

### The Module Coordinator’s responsibilities.

* Be available as the principal point of contact, advice and information for the teacher mentors, particularly with regard to the University’s expectations of the placement.
* Liaise with the module coordinator and subject representatives.
* Manage and administer the module
* Oversee the organization of the placements in conjunction with the Liaison Officer.
* Report the module grades to the University systems.

**Link teacher**- some schools have also identified a link teacher who will act as the

coordinator for communication between the school and University. The link teacher may also

serve as an additional contact for the undergraduate within the school.

## Student Representation

This module and ID4001 have a joint Student Staff Consultative Committee chaired by the two Faculty School Presidents. ID4002 representatives are elected early in the module – details will be sent by the Arts & Divinity School President. These representatives can take matters to the subject-area representatives, the module coordinator, and the SSCC. All students on the module, however, are also invited and encouraged to talk directly to their subject-area representative or the module coordinator if they have any queries, concerns, or suggestions.

As a result of discussions in the last couple of years we have put a parallel session in to the induction event to cover the specifics of primary school placements, we have made explicit the possibility of applying for travel claims twice in the semester, and we have added additional comments in this handbook to explain a number of things.

## Your time in the classroom

### Overview

You should arrange a first visit to the school to which you have been assigned so that you can meet your teacher-mentor and discuss which classes you will work with and how you might organise your time in the school. You should aim for a minimum of 25 hours in the classroom (including observation time), though the absolute minimum is 20. We would not normally advise students to spend significantly more than 30 hours in the classroom. Your visits should be spaced across several weeks to allow you to learn from and reflect on each experience. The day and time of the school placement will be decided on an individual basis to match the timetable of you and the teacher and it is your responsibility to organise the timetable and to alert the teacher in the event of any problems. It is important that once you have agreed to take part in the school’s work at particular times, your timekeeping is excellent. If you are unable to keep the agreed time, for example due to illness, you must make every effort to communicate with the host school immediately. You will be able to review progress and discuss your work with your subject-area representative at the University, both through timetabled tutorial sessions and during their office hours.

Your role in the classroom should progress through the semester from initial observation sessions to constructive support of the teacher. It is expected that students will progress to leading part, if not all, of a lesson under the supervision of the class teacher by the end of the module. You should expect to become more involved in school activities possibly by working with small groups of pupils on specific topics or activities, or in delivering a lesson to a whole class. As you gain experience and confidence, you may be asked to take a more responsible role such as using equipment to demonstrate a principle or phenomenon, by helping in extracurricular activities such as clubs and presenting a talk about undergraduate experiences.

Throughout the module, the level of interaction with the pupils must be agreed with the teacher and should at all times be under the teacher’s direction. You will be expected to plan your own role in each lesson and to discuss your plans with the teacher mentor. Although your plans will not be formally assessed, they are often needed in order to ensure good outcomes to your teaching sessions, and they will be a useful source of information for your end of module report and for tutorial discussions with your departmental representative. An example of a lesson plan is provided in this handbook.

You will be required to plan, prepare and implement a Special Project. The choice of the project should be made following discussion with the teacher and with the departmental representative. This project should allow the student to develop their ideas gained through the placement, and should not normally be “just” following an existing lesson plan from the school. The special project should be targeted, where possible, at a specific concept or activity for which there is a perceived need in the school. You are required to submit a proposal for the special project, and your University departmental representative will provide comments on this. Further information about the special project is given in the next section.

### The Reflective Journal

You must keep a reflective journal of your experiences in the school.

Your **first day** is primarily focused on **observation** of the teacher’s interaction with pupils and how topics and concepts are introduced and developed. Use the First (Observation) Visit template as a guide to record and begin to reflect on your first observation session in the classroom. If possible, specific situations should be discussed with the teacher.

Each visit should be documented and summarised in a set of reflective journal entries. *You should complete one for each visit to the school* and you will find it helpful to use the structure given in this handbook as a guide – but personalise it; it’s your journal.

The purpose of the reflective journal is to provide you with a structured approach evaluating your visits to the school and to allow you to map your own progress and improvement during the course of your placement. Aim to demonstrate how your skills have developed over the period of the placement. Use the learning criteria as guidance for completing journal entries. Do not feel as if you have to complete each section each time - they may not always be relevant to that particular visit. You might also like to reflect on the method that you are required to use and how your understanding of it has been challenged or changed in dealing with school pupils.

Your reflective journal is your way of gathering the vital data needed to give your oral presentation and write your ‘end of module report.’ *You should make time after each school visit to reflect on what has happened.* What went well? What did not go so well, and what might you do on a future occasion to try to get greater success? What have you learnt from that school visit?

As an element of the module you use it to determine the extent to which you have made progress within each of the learning outcomes (see Section 7.1 below) the extent to which you have developed an understanding of the school environment, and how well you have approached the work in a structured and systematic manner.

You should identify examples of achievement or progress in each of the learning criteria and

identify how you might improve on a weakness in a particular area:

* Refer to the example and assessment guidelines to help you use an appropriate content style and layout.
* Be selective in what you choose to write about. You are not expected to be able to report everything you do in the classroom, but you are expected to *select the experiences that you can write about in a reflective/evaluative way*. Remember that you will be using your journal to select, describe and critically discuss particular experiences during the module.
* Certainly keep notes of what you did. But do not limit yourself to mere description. Each example of your work should follow the process of what you did, why you did it, and what happened as a result. Importantly, you should reflect on how the activity went. You should comment on what went well and why, and where appropriate also include suggestions of how you might improve things next time. Think: What, Why, How and Result.
* You should aim to link each situation or example of your work with the specific assessment criteria outlined in the assessment briefing.
* Do not be vague in writing up your evidence. Sing your own praises and don’t be afraid to say ‘I did this’, ‘I did that’. Do not write passively as though anyone could have done what you are writing about.

It is not expected that the teacher will read your reflective journal unless you wish them to, but you might find it helpful to refer to your journal entries when you meet with your teacher mentor.

Each time you visit the school you must record the visit on the Attendance log sheet (available for download from the module website) and ask your teacher mentor to initial each entry to confirm your attendance. This sheet is a formal record of the hours that you have spent in the school and it will be used to determine whether or not you have completed the minimum contact hours required for this module. Bring your reflective journal to the tutorial sessions so that you can refer to your notes. The reflective journal should also include a copy of the Observation log sheet, the signed copy of the Attendance log sheet and a copy of the Special project log sheet.

Reflective practice and reflective writing will be covered in the module’s Induction Afternoon. There are various resources in the public realm on reflective writing that may be of use:

* [The University of Portsmouth’s introduction to reflective writing](https://www.port.ac.uk/student-life/help-and-advice/study-skills/written-assignments/reflective-writing-introduction).
* [The University of Nottingham’s reflective writing resource](https://www.nottingham.ac.uk/studyingeffectively/writing/writingtasks/reflective.aspx).
* [University of Reading’s reflective writing resource](https://libguides.reading.ac.uk/reflective/writing).

### The Special Project

You undertake a Special Project towards the end of the placement, after consultation with your teacher-mentor, and following feedback from their subject-area representative on a “Proposal” for the Special Project.

The Special Project should be seen as a ‘climax’ to your placement within the school, allowing you to practise some of the skills you have learned. The choice of the project must be agreed with the teacher mentor and may follow a suggestion from the teacher, an original idea of the student, or originate elsewhere. It must be more than just following a lesson plan provided by the school. The University department representative may be consulted about the topic. As part of the planning process the student is required to submit a project proposal for discussion with the departmental representative in advance of the special project, and the departmental representative will provide feedback on this document. The student should be able to deliver the project in the classroom or with a group of pupils before the end of the module, subject to approval by the teacher mentor.

Some suggestions for special projects include:- a novel method of presentation appropriate to the topic, a particular experimental demonstration or a pupil activity, the preparation of special materials, an extracurricular activity (e.g., helping to run or set up an after-school club or arranging a visit to the student’s University department). The nature of the project and materials must be discussed fully with the teacher and agreed with them, and through the work associated with the “proposal” for your special project also with your University departmental representative. The special project must involve you leading pupil learning for their benefit, and it must not be primarily an educational research project. Safety issues must be addressed, including for the use of equipment, fieldwork, etc., and the teacher’s advice should be carefully followed. The University department may require a University risk assessment, as may the host school.

Delivery of the project is not assessed directly but it will be a component of the teacher mentor’s assessment of the student’s performance in the classroom and it will be the subject of the oral presentation. In addition, the student will use elements of the project in the written report that is assessed within the University; and the project proposal carries 10% of the module marks.

When you are thinking about how to define your project you should consider how you can evaluate it at the end. How could you highlight the strengths of your work and where things could have been better when it comes to preparing both your oral presentation and ‘end of module report’? Here are some examples of defining a project in this way:

* The effectiveness and challenges of a cross-curricular project involving languages (French) and Home Economics (Food).
* The challenges of engaging S3 school pupils in ethical debates (for example, regarding capital punishment).
* The learning and teaching successes and failings in raising awareness amongst S3 pupils of aspects of Germany.
* The rationale, benefits and challenges of exploring rights and responsibilities with primary 5 children through a class project.

Remember, this does not need to be the actual *title* of your special project – you can think of something pithy and much more engaging. You want to set out the aims of your project for *both* the pupils’ learning and your own learning. By expressing your project in a way similar to (but not necessarily identical to) those above you will make it easier to: (a) link your learning during the placement to your other studies, (b) adopt a more evaluative approach in your report/presentation and (c) reference and use literature from educational studies.

#### Examples of Special Projects

Some special projects carried out by undergraduates in the Arts & Humanities version of this module in previous years.

* Introducing and discussing the topic of the Christian season of Advent in Germany – in a secondary school where the class context was Religious and Moral Education but the student was a joint honours Theological Studies and German undergraduate.
* Working with Primary 5 children to create a class charter, lead a school assembly (for pupils and selected parents) and design and produce informative reading material with the intention of promoting a) the importance of rights and responsibilities, and b) the school’s intention to become involved in the Rights Respecting School Award.
* Encouraging a class of S3 RME (Religious and Moral Education) secondary school pupils to think about the importance of human rights and the ethical dilemmas faced in life and society. Intending to help them understand opposing perspectives of arguments regarding the ethical dilemma of Capital Punishment.
* Introducing secondary school pupils to *Fairtrade* and issues of citizenship.
* Food in the French-speaking world – engaging secondary pupils via a recipe and in collaboration with the Home Economics teacher.
* The Spanish Contribution to UK Popular Culture – encouraging S1 pupils who had studied Spanish in Primary School to see value of language study to certificated levels.
* Deutschland Poster Project - raising awareness of Germany, its culture, traditions and language amongst a mixed ability 3rd year set.
* Spanish Cooking Class – introducing language and culture, in relation to the Healthy Eating Scheme, for Primary School pupils.
* ¡Glenrothes conoce a Valencia!– facilitating email exchange to support Spanish language and culture learning for a Secondary School class.
* Discovering Italy – language and cultural learning by way of pizza.

## Learning Outcomes & Assessment Components

### Learning Outcomes (Key and Supplementary)

The various assessments are designed so that you are able to offer evidence of your development and skills in a number of areas:

* Communication
* Working with others
* Organisation, reliability and self-management
* Initiative and creativity
* Identifying and understanding the educational needs of others
* Self-analysis, reflection and critical evaluation

The overall aim of the assessments is to evaluate the extent to which you have succeeded in the following **intended learning outcomes:**

|  |  |
| --- | --- |
| **Key Learning Outcomes** | Assessed by: |
| 1. Improved communication and related professional skills. | Module report  Teacher’s assessment |
| 1. An understanding of some of the key issues associated with communicating and teaching school pupils. | Module report  Teacher’s assessment  Talk |
| 1. Improved professional skills of the type needed in communicating and teaching. | Teacher’s assessment  Module report  Talk |
| 1. The ability to work professionally in a potentially challenging educational environment, including the ability to communicate effectively with educational professionals and young people. *Note that you are not expected to take primary responsibility for discipline/classroom management.* | Teacher’s assessment |
| 1. The ability to address the needs of individuals, and – as *differentiated learning* - to choose methods of explanation and presentation relevant to the individual or group with which you are working. | Teacher’s assessment |
| 1. An improved ability to determine what the student involved needs to do in order to prepare for planned work in the educational establishment. | Teacher’s assessment  Module report |
| 1. An indication as to whether or not work in this field would be something of interest to them in the future. | Module report |

|  |  |
| --- | --- |
| **Supplementary Learning Outcomes** | Assessed by: |
| Good presentational skills, both verbal and written, and appropriate for pupils, peers, senior colleagues and specialist audiences. | Teacher’s assessment  Module report  Talk |
| Ability to plan, prepare and complete a project that employs high level of organizational skills and takes appropriate account of the learning needs of the pupils and educational value to the school. | Special project planning  Teacher’s assessment  Module report  Talk |
| Ability to self-reflect and to respond appropriately to guidance and experience gained within the school. | Teacher’s assessment  Module report |
| Ability to use find, interpret and use information from relevant literature. | Module report |
| Ability to describe, discuss and critically evaluate a current educational issue. | Module report |

Progress towards achieving these learning outcomes should be reflected in the log book, end of module report on the placement as a whole and assessed talk on the focused aspect/Special Project (see the important diagram on the relationship between the ‘End of Module Report’ and the ‘Assessed Talk’ in section 7.5.1). We recognise that each school placement will differ and it is therefore important for you to report on how you have used the opportunities available to you within the school.

### Assessment Overview

The four assessed elements and their contribution to the module grade:

* A proposal, outlining the aims and objectives of your special project, should be submitted via MMS by the deadline indicated in the module calendar. This work is worth 10% of the module credit and is assessed by your departmental representative.
* A 15 minute assessed talk (oral presentation) on your special project given to your departmental representative and peers and followed by a question and answer session. This will happen on a date to be advised, normally in Week 12 of the University semester. This is worth 30% of the module credit and is normally assessed by your subject-area representative and at least one other member of staff.
* A written report on the school placement, using information from your reflective log sheets and other sources. This should be submitted to via MMS by the deadline indicated in the module calendar. This work is worth 35% of the module credit and is assessed principally by your subject-area representative.
* An assessment from the mentor-teacher which is worth 25% of the module credit; this mark may be moderated by the university.

Students are responsible for arranging with their teacher-mentor 20 to 25 hours of time with classes in their school. **Note that failure to attend for a minimum of 20 hours contact time at the school will result in a 0X for this module.** In addition to the group tutorials listed in the timetable, students are welcome to contact their University subject representative to discuss progress at other times.

If you undertake additional hours you should take into account any effect upon your other studies.  
We do not anticipate you having more than 30 hours contact time at the school.

### Special Project Proposal.

10% of module assessment.

*The proposal of 1500 should be written using the template* (see section 12.3). Diagrams and pictures are welcomed where appropriate. The aspects upon which your proposal will be evaluated are shown on the marking schedule (see section 12.4).

The proposal assignment:

* encourages students to plan ahead for the special project, using relevant literature and seminar
* materials
* provides experience in formal proposal writing and provides formative feedback on this that can
* feed forward to the end-of-semester report writing
* provides an opportunity for your subject-area representative to give advice on your ideas for the special project
* provides another opportunity for your teacher-mentor to give advice on the special project
* provides a small amount of the module marks

Your proposal should give reasons why your special project is worth carrying out with your pupil group. It should give a clear indication of what you propose to do, how this will be done, and how you will evaluate the outcome. It should give an indication of what preparation is needed beforehand, and what advice you have gained from your teacher and other sources about your proposed project. A “lesson plan” may be included if this is appropriate.

The topic of your proposed project should be discussed with your mentor teacher before submitting the proposal document. While most students will proceed to carry out the special project as described in the proposal, in some cases we realise that things may conspire to require a change of emphasis or even a complete change in topic before the project work comes to happen.

In constructing your special project proposal you should refer to its marking schedule, see section 12.4. There is deliberately limited guidance on the structure of the text to be included under the section headings given as there are many ways in which this can be done effectively.

### Assessed Talk

The presentation will be assessed on both content and delivery and contributes 30% of your overall module grade. *The talk shall not exceed 15 minutes in length, followed by up to 5 minutes of questions and answers.* Exceeding the time-limit will incur penalties. The topic to be presented is an aspect(s) of your school placement that demonstrates your achievements in the following learning outcomes:

1. an understanding of some of the key issues associated with communicating and teaching to school pupils;
2. ability to communicate effectively;
3. knowledge of teaching methods and how to apply them;
4. ability to plan, prepare and complete a project that employs high level of organizational skills and takes appropriate account of the learning needs of the pupils and educational value to the school.

The subject matter should contain sufficient information about the planning and implementation of your Special Project to enable the assessors to determine your success in achieving (d) but you should also design your talk to include material relevant to points a-c.You should refer to your experiences, advice from your mentor teacher, and the educational literature as appropriate. You must state what was done in the school previously, and be clear about what you developed in your project. You should comment on how you evaluated the outcomes of your work. Your slides should support your speaking, and you should consider how these slides may be experienced by your audience, bearing in mind for example that some people have better eyesight than others.An example of the marking sheet for this assessment is given in in this handbook.The presentation will be given in front of your subject-area representative(s) and other students who have also participated in the module.

For guidance on designing a Powerpoint presentation see Nancy Duarte, *Slide:ology: The art and science of creating great presentations.* Beijing; Sebastopol, CA: O'Reilly Media, 2008. Available Main Library f HF5718.22D8

Microsoft has an information page about [how to make your presentations accessible](https://bit.ly/2vld0q9) to people with disabilities.

The University has information on [creating accessible teaching materials](https://www.st-andrews.ac.uk/digital-standards/accessibility/accessible-material/).

Assessment by staff members provides both formative and summative feedback. The usual process for assessment by staff is as follows:

* The two or more staff markers fill in their version of the marking form.
* These markers meet to compare comments and marks with each other for each candidate.
* These markers agree a final mark for each presentation.

One of the markers for each student takes the lead in creating a single feedback document as feedback to the candidate.

### End of Module Report

The written report you present at the end of the module should be 2000 words in length; it contributes 35% to your overall module grade. It is intended to allow you to evaluate critically your own progress and experiences during the module and to determine whether or not you have achieved the targets (including those you set for yourself at the beginning of the module). It is also intended to provide evidence of the skills and understanding you have gained from your school placement. The nature of this report means that it should be written in the first person, not third person. *It is vital that you anonymise reference to specific pupils. You should us pseudonyms (e.g. ‘Chris’ or ‘Pupil A’).*

Whilst it is reasonable to compare the ways in which different teachers interact with classes, we recommend that you avoid any comments that could be seen as your “judgement” on a particular staff member.

In your report you should provide:

1. A clear statement of the aims you set out to achieve during your school placement.
2. A description and critical evaluation of your success in meeting those targets and how progress was achieved *across the placement as a whole*. A discussion of your Special Project strategies and achievements (including content, methods, reasoning, planning, delivery and reception) may be included but the focus here is on displaying your progress. You should not simply repeat information or analysis you have given in your Oral Presentation.
3. Evidence of acquiring understanding of the school environment and educational issues of the social, political or psychological factors, which affect learning within the young people that you see in the classroom. Note that relevant use of literature is required here- but may also be usefully incorporated into section b.

You may focus on the social context within which the school must operate e.g. an area of high unemployment and low progression to Higher Education.

You may prefer to discuss national curriculum-reform such as the Curriculum for Excellence e.g. consideration of mechanisms for policy implementation.

You may gain understanding of special individual learning needs (e.g. dyslexia or children with emotional problems) and choose to discuss the interventions deployed for specific psychological problems.

Within the word limit you cannot comprehensively discuss all such factors, therefore discuss those of particular relevance or interest to yourself.

For most participants, discussion of section b. above forms at least half of the report.  
  
Markers will not look for three topic headings drawn from the items above, as these items overlap somewhat. Use whatever subheadings seem appropriate, but please do use subheadings, which provide your reader with a sense of structure in your finished report.

For success, convince us that you were more than a passive observer. Display understanding of how, within defined contexts, successful communication can be achieved and perhaps how people can motivate others. Aim to be critical and analytical - don’t just take information ‘at face value’.

To achieve a good grade in this piece of work you need to provide evidence of having read and understood relevant educational literature and to have incorporated this information into your report. Citations must be included in your report, along with full references of source material. Be sure to give your reader a clear sense of the structure of your report (including sub-headings as appropriate).

You will also find the information contained in the marking schedule and descriptors of use when planning and producing the module report.

Below you will find three examples of the type of writing you might expect to include in your report. The subject of these examples is discipline, however, you will not be expected to maintain discipline in your classroom, as this is the responsibility of all the paid staff with responsibility for pupils. This is one reason why this topic has been chosen for the examples here.

#### Example 1: Good

Initially I was nervous about maintaining discipline in the classroom. I observed that my mentor teacher took a 'zero-tolerance' approach to disruptive behaviour, verbally disciplining the child and placing them on report immediately. This type of approach became widespread in the US in the early 1990s (American Psychological Association Zero Tolerance Task Force, 2008) and seemed to work well with the class. Recently, there has been criticism of this approach by the American Psychological Association, who set up a taskforce to investigate its effectiveness (American Psychological Association Zero Tolerance Task Force, 2008). The task force found that zero tolerance approaches do not lead to improved behaviour or to a better learning environment. The Department for Education (2016) recommends that discipline should be "proportionate and fair" and that educators should reward and praise good behaviour. After discussion with my mentor teacher, I chose to take a slightly more relaxed approach to discipline, and rely more heavily on praising good behaviour rather than punishing bad behaviour. During my first class this approach was not particularly successful, as I had not made the new rules and expectations clear enough to the class. In the second class I explained the rules and the approach was much more successful.

References (please note that these references are formatted according to digital accessibility requirements for public documents but you should follow Chicago Manual of Style in your work submitted for assessment).

American Psychological Association Zero Tolerance Task Force. (2008). ‘[Are Zero Tolerance Policies Effective in the Schools?](http://doi.org/10.1037/0003-066X.63.9.852)’ *American Psychologist*, 63(9), 852–862.

Department for Education. (2016). *Behaviour and discipline in schools Advice for headteachers and school staff.*

#### Example 2: Not so good

Initially I was nervous about maintaining discipline in the classroom. I observed that my mentor teacher took a 'zero-tolerance' approach to disruptive behaviour, verbally disciplining the child and placing them on report immediately. After discussion with my mentor teacher, I chose to take a slightly more relaxed approach to discipline, and rely more heavily on praising good behaviour rather than punishing bad behaviour. During my first class this approach was not particularly successful, as I had not made the new rules and expectations clear enough to the class. In the second class I explained the rules and the approach was much more successful.

#### Example 3: Poor

Initially, I was nervous about maintaining discipline in the classroom. I observed that my mentor teacher took a 'zero-tolerance' approach to disruptive behaviour, verbally disciplining the child and placing them on report immediately. I chose to take a slightly more relaxed approach to discipline, and rely more heavily on praising good behaviour rather than punishing bad behaviour. This approach had mixed results, working much better in the second class than the first.

#### Marking

Your report will normally be marked by your university subject representative. The module coordinator is normally the moderator who checks on how different markers across the module assess the reports. In some cases there will be discussion between the marker and moderator before an agreed report mark is confirmed. Feedback is provided on MMS using the template, see section 12.5 and the mark descriptors at section 12.6. There is no suggestion that the length of a feedback comment is related to the importance of the comment. The report mark is provided on the usual MMS table.

#### The Relationship Between the ‘End of Module Report’ and the ‘Assessed Talk’

You should think of the ‘End of Module Report’ as encompassing your placement experience *as a whole* and of the ‘Assessed Talk’ as being on a much more specific aspect of your placement, usually arising from preparing for or delivering your Special Project.

End of module report is your progress; assessed talk is on your special project.

Although both will include reference to your Special Project the *focus* and *purpose* is different. The End of Module Report needs to focus on your progress over the module; the Assessed Talk drills down into a particular aspect (perhaps at most two aspects) of communicating your subject.

### Assessment by the Teacher-Mentor

Your teacher mentor will be asked to complete an assessment sheet at the end of your school placement. A copy of the sheet is included in Appendix A. The teacher’s mark will be moderated by the module coordinator and departmental representatives and the final mark will contribute 25% to the overall grade for this module. The teacher’s sheet invites them to give comments on a number of areas, along with a guide number. The teacher mark for the placement is, however, determined by their judgement on the overall attainment of the placement student, as indicated in the final classification table. This mark is subject to possible moderation by the course team at the University.

Here are a few examples (anonymised) from various teacher-mentors’ reports. They give you a perspective on what makes for a successful placement.

On general approach, [the student] always arrived in class on time and was enthusiastic to participate and be involved in the life of the class and school. She willingly assisted with groups and her interactions with children were both professional and compassionate.

On appreciation of key educational issues, [the student] made an effort from the start to build up an understanding of the school setting, especially when faced with teaching [language] to a primary class. Early on in the placement, she began planning and adapting what she hoped to be her final placement lesson – one that she bravely carried out with the whole class. Some initial ideas were changed or altered as she built on her confidence and understanding of the class as a whole as well as the individual children within it.

[The student] was always very well prepared for each lesson or part-lesson she taught. She prepared PowerPoints (including learning intentions) and hand-outs for pupils, detailing the specific group tasks and instructions on how to complete the task, useful websites, etc. She also made a mock-up poster to show pupils how the poster task could be approached. [She] understood the learning aims and outcomes clearly. She showed excellent awareness of pupils’ strengths and areas for development in her decisions on how to group pupils. She was sensitive to the individual needs of pupils showed concern and compassion for pupils with learning difficulties.

[She] demonstrated awareness of the necessity to differentiate in the amount and type of support she gave to pupils.

On communication, [the student] had a lovely rapport with the children and took time to listen to, and support, children as and when required. The children would respond well to her and they loved having her in class. She would engage in dialogue with both myself and other members of staff, asking appropriate questions about policies and practice of the school itself and the education system.

[The student] communicated clearly with staff and pupils. She gave very clear instructions, written and oral, to pupils; she explained tasks fully and used language easily understood by pupils. She engaged pupils in questioning and allowed all pupils the chance to contribute in both written and oral ways. Her answers to pupils’ questions were clear and concise.

[She] adhered to the syllabus, having consulted me concerning the suitability of the lessons she intended teaching.

On the ‘special project’, [the student’s] project was well planned and appropriate for the level. [She] provided an opportunity for the pupils to engage with content. After some independent research and preparation pupils were able to present their findings in an interesting and informative way.

[The student’s] ‘special project’ was original and packed with active learning. The pupils were engaged, due to the resources (stimulating photographs, Power Point, money for roleplay and a quiz sheet). The pace of the lesson was excellent and she managed to fit a huge amount of activities and learning into the short space of time. The lesson could have stretched to the whole day to gain a greater depth of understanding, but it was a successful lesson. Another impressive aspect of [her] practice was that on more than one occasion she added/modified small parts of her lesson reactively; adding examples of [subject-specific content], reacting to interest from some pupils.

## Assessment Regulations

### Extensions

Students are only allowed to request extensions on submission deadlines if they have also completed a self-certification through e-vision or if the School has been alerted to a student problem through the ‘memo-system’ by Student Services.

### Penalties for late submission

Late submissions without justifiable reason will incur a penalty under choice A in the University’s 2014 Policy on Coursework Penalties; i.e. 1 mark on the 20 point scale will be deducted for each day, or part thereof, for which the submission is late. *Any coursework that has not been submitted by 5pm Friday 19 December 2025 will not be accepted, and a mark of zero will be awarded for that piece of work.*

### Attendance

Note that in addition to the University’s requirements for absence reporting, this module also requires you to inform the host school and teacher mentor if you are unable to attend any pre-arranged visit. It is your responsibility to find out the school’s procedures for reporting absences. Remember that you are a University ambassador - it is essential that you act in a professional manner when working with your partner school.

### Penalties for unsatisfactory performance

**Failure to attend for a minimum of 20 hours will result in a failure for the module and 0X will be awarded.** (Remember that, unlike campus-based classes, University staff are not in a position to monitor any pattern of absence that might otherwise result in academic alerts being issued. It is your responsibility to ensure that you maintain a pattern of attendance at your placement school that will enable you to fulfil the minimum requirement. It will often not be possible to make up missing hours very late in the semester.)

The placement must be passed in order for the student to gain a reasonable grade on the module. Hence, if the teacher’s assessment of the placement is graded at less than 7.0 (i.e. fail) after due moderation by the module contributors, the module grade will be capped at 7.0P

The Module Coordinator, on behalf of the University, reserves the right to withdraw a student from the module, with immediate effect, if they are creating significant difficulties within the school. Examples might include: inappropriate behaviour, or behaviour likely to cause alarm or disruption within the classroom. You should refer to the Code of Conduct, see section 13, below.

### Word Counts

Word counts are strictly enforced.

You are permitted to have a word count different from the stated value by up to 10% with no specific penalty (note however, that if the extra 8% is “padding” that is not useful then there may be a reduced mark because of that). The penalty for work of an incorrect length will be option A in the University’s 2014 Policy on Coursework Penalties; i.e. on the 20 point scale 1 mark for work that is over or under the required count by more than 10%, and a further 1 mark per additional 10% over or under.

Word counts include footnotes and endnotes, but exclude the bibliography or/and the reference list. Word counts will normally be as determined by the Word Length tool in MS Word.

Appendices are not included in the word count but should *not* contain any discussion and only be in the form of absolutely necessary background items such as, perhaps, a copy of a handout or leaflet created by you or your pupils as part of your placement or Special Project. You are strongly advised to discuss the contents of any Appendices with your subject representative *before* submission if you think these might be more than two pages in length.

### Referencing

You should use the referencing system required by your subject area, the details of which are normally available in the appropriate School Handbook (e.g. Undergraduate Handbook for the School of Divinity, etc.).

### Leaves of Absence, Returns to Module

We recognise that on rare occasions students may need to take a leave of absence from their studies for health or other reasons. This impacts on the placement school as well as the student, but there are situations when this cannot be avoided. A student who takes a leave of absence while on this module will have to re-apply to join the module in any subsequent year should they wish to take part in the module again. There is no guarantee that such an application will be accepted.

## Taught components of the module

### Induction event

The programme is provided at registration on the day of the induction event.

### Tutorials

Three tutorial sessions will be held during the course of this module and times scheduled by your subject-area representative. The purpose of the tutorials is for you to discuss your progress and to exchange experiences and ideas with one another. The first tutorial will be arranged by your subject-area representative and you will meet together within your academic subject group normally in Week Two. A second tutorial will normally be held in Week Four. The third and final tutorial will normally be held in Week Nine.

Tutorial 1 – encouraging reflection on your observation reflective journal entry (the reflection you write following your first visit to your placement when you’ll normally be spending most of the time observing your teacher-mentor in action).

Tutorial 2 – encouraging deeper consideration of reflective journal entries (the ones you write after each visit to your placement and which will normally be about your participation in those class activities) and on planning your Special Project.

Tutorial 3 – continuing to encourage your further self-assessment in your reflective journal but also helping you prepare for your Assessed Talk which you give at the end of the term.

It may be that subject-area representatives will hold some joint tutorials that bring together, for example, Classics and International Relations students. Arrangements will be made as early as possible in the semester in order that everyone can get these into their diaries well in advance.

Additional tutorials for your professional development are offered during the module. These are included in the module calendar.

## Calendar of Activities

|  |  |  |
| --- | --- | --- |
| Week beginning | Detailed activities and deadlines | Ideal development path. |
| 20 Aug 2025  Fife state schools begin autumn term. | You will have been advised of your placement location during your summer vacation. You are encouraged to contact your teacher mentor at the beginning of September in order to arrange your first visit. This first visit must *not* take place until after the Induction Event when, amongst other things, you submit a signed copy of the Confidentiality Agreement.  You should ensure that you establish in advance what is required of you by way of a dress code, as well as any other wishes and requirements of the host school. |  |
|  | You could prepare by reading about educational issues in, for example, the national press. Do be aware that publications such as *The Guardian* and *The Times* may well present educational issues in relation to the context of England & Wales. You might want to focus on Scottish issues as they are represented in, for example, *The Scotsman* or *The Herald.* | Consideration of evidence and ideas. |
| Pre-sessional/ Orientation Week 8 Sept 2025 | **Induction Event** –Friday 12 September 2025, 1.30pm – 5.00pm in Physics Lecture Theatre C with external and internal speakers. This is compulsory for students; teachers are welcome. | Students use this event to build on their summer reading to ready them for their placements. |
| Week One  15 Sept 2025 | This is ought to be when you have your first visit to your school. Begin talking to your mentor about your special project. Ensure that on this, and each visit, you formally sign-in as a visitor at your school for insurance purposes.  *Remember to complete the First (Observation) Reflective Journal entry for your first visit. This is a journal entry specific to being an observer at this first class visit.*  Remember to get your teacher-mentor to sign your Attendance Log as evidence of your accumulating hours.  *You are reminded that it is you responsibility to communicate with you subject-area representative and/or teacher-mentor if you are not sure or if you have any concerns about an aspect of your placement.* | First visit to school, which is meant to be an observation session, where students note what happens in the classroom, and discuss this with their teacher-mentor afterwards.  Discuss classroom assistant role for next week. |
| Week Two  22 Sept 2025 | *Remember to write-up your journal entry for each visit / session you participate in at your placement school as soon as possible after it happens.*Be sure to get your teacher-mentor’s signature for your attendance log of hours.  **Group Tutorial** **1** focusing on discussion of observation log entries. Your subject-area representative will have scheduled a time for you to meet at the University. | In this and the next few weeks students should aim to be in the role of a classroom assistant, albeit “in training”. This may be assisting with small groups of pupils, etc. |
| Week Three  29 Sept 2025 | This week you should begin negotiating your Special Project with your teacher-mentor so that it is agreed before the Fife schools go on holiday from Friday 10 October 2025. | Discussion with teacher-mentor about special project.  Students discuss the preparation of the proposal with their teacher-mentor.  By now students should definitely be taking some responsibility in a classroom assistant role. |
| Week Four  6 Oct 2025 | **Group Tutorial 2** this week. You should bring a draft version of your Special Project Proposal to this tutorial. This will be an opportunity for discussion amongst your peers and with your tutor.  **Your Mid-module Placement Report is due by 5pm on Friday 10 October 2025.**  You should check that your teacher mentor has a copy of the Mid-module Placement Report and ask them to fill this in so that they can give it to you at this week’s visit, and certainly by Friday 10 October 2025. Remember that there is also a section on that report form for you to complete. You should scan both sections of your Mid-module Placement Report and upload it to MMS by 5pm on Monday 13 October 2025.  If any issues are flagged up they should be dealt with at the tutorial or privately, as far as possible by the end of Week Six. If any issues are flagged up by teacher-mentor they should where possible be explored and action taken by the end of Week Seven | Students should be prepared to talk about their Proposal at this week’s tutorial.  Students should ensure their teacher-mentor is ready to give them the Mid-Module Placement Report at this week’s visit. |
| Week Five  13 Oct 2025 | This is a good week to ensure that you’re abreast of generic information about the Curriculum for Excellence and subject-specific components. | Fife state schools holiday. |
| Week Six  20 Oct 2025 | University Independent Learning Week. You should be available to make a visit to your placement as Fife schools are only back from their two-week break on 21 October 2024.  **Your Special Project Proposal must be submitted via MMS by 5pm on Monday 27 October 2025**  . | Fife state schools holiday.  Students should be finalising their Special Project Proposal.  Students should be taking increased responsibility in the classroom. |
| Week Seven  27 Oct 2025 | You should be doing research in preparation for delivering your Special Project.  You are invited to ask your subject-area representative for consultation on issues to do with this module as the semester progresses. You are also encouraged to communicate with your peers, including in other disciplines, to learn useful practice from one other.  You are reminded that it is your responsibility to communicate with your subject-area representative and/or teacher-mentor if you are not sure about some aspect of your placement or if you have any concerns. | Students should be taking increased responsibility in the classroom. |
| Week Eight  3 Nov 2025 | Remember to write-up your daily log sheet for each visit / session you participate in at your placement school as soon as possible after it happens, adding this to your reflective journal. This will be important to your reflective learning, and in preparing for your presentation and final report. You may wish to discuss aspects of these log sheets with your teacher-mentor or your subject-area representative. |  |
| Week Nine  10 Nov 2025 | **Group Tutorial 3**, including discussion of Reflective Journal entries. | Over the placement we would like to see students leading between one and three hours of lessons. |
| Week Ten  17 Nov 2025 |  | Likely week for the main part of the special project but some will do their project in Week Eleven. |
| Week Eleven  24 Nov 2025 | You should make every effort to arrange with your school that your Special Project has been completed by the end of this week. Hours spent on your placement beyond Week Eleven will not normally be counted as part of the requirements of the module.  Ask your mentor teacher for their final signatures on your time log. The log-sheet may be handled by you but this is not the case for the Assessment Form, see below. **To submit your completed log-sheet, please scan it and upload it into MMS by 5pm on Friday 28 November 2025.**  **Teacher-Mentors’ Assessment Forms** should be returned please directly by them to the module coordinator (Dr Stephen Tyre) by **Monday 8 December 2025**. Teacher-Mentors are asked not to give their Assessment Form to you for delivery but to email it to the Placement Organiser.  If there is an aspect of your placement that you wish to bring to the attention of the examiners you should do so in writing to the module coordinator not later than 5pm on Friday 28 November 2025. (This is not the same as a lodging a formal complaint or appealing an academic decision - those processes are separate.) | Final visit to the classroom, finish evaluation of special project work |
| Week Twelve  Revision Week  1 Dec 2025 | **Assessed Talks (Oral Presentations)** delivered at the University (permission has been granted by the Dean for these to be scheduled during Revision Week).  A schedule will be provided as early as possible in the semester but you should anticipate that your allocated presentation time could be on any day this week. The schedule demands a complex interaction between the diaries of the assessors so there is little flexibility. You should ensure that you are available in St Andrews.  All travel expense claims must be submitted by 5pm on Friday 6 December 2024. Late claims may be rejected. |  |
| Week Thirteen  8 Dec 2025 | 8 December 2025 is the deadline for teacher-mentor forms to be submitted. |  |
| Week Fourteen  15 Dec 2025 | **Thursday 18 December 2025, 5pm** is the deadline for submission of your **‘End of Module Report’** via MMS. You should be aware that we have pushed this date as far ahead as possible so that you have time to reflect on your placement as a whole. Extensions will not normally be considered. *Late penalties will be incurred but, because this is right at the end of the examination diet, if your report is not submitted by 5pm on Friday 19 December 2025 it will be awarded a mark of zero.* |  |

### Note to teacher-mentors.

The University staff realise that students will necessarily have different experiences in different schools. That is inevitable in any placement activity of this type. However, we wish all students to have a useful educational experience, and we ask mentor teachers and students to aim towards the suggestions above. This includes 25-30 hours of placement time in the school, 1 to 3 hours of the student being the lead person in lessons, and the Special Project being something that the student can “make their own”, albeit under the guidance of the mentor teacher. Students are encouraged to discuss any concerns with their teacher-mentor and/or their subject-area representative.

## Contacts

### Module Co-ordinator

Dr Stephen Tyre

[st29@st-andrews.ac.uk](mailto:st29@st-andrews.ac.uk)

### Subject-area representatives

#### Divinity

Dr Rebekah Lamb

[rl89@st-andrews.ac.uk](mailto:rl89@st-andrews.ac.uk)

#### Modern Languages

Ana Barazal Berreira

[apbb@st-andrews.ac.uk](mailto:apbb@st-andrews.ac.uk)

#### Philosophy

Dr Lisa Jones

[lj14@st-andrews.ac.uk](mailto:lj14@st-andrews.ac.uk)

#### History

Dr Matt McLean

[mam5@st-andrews.ac.uk](mailto:mam5@st-andrews.ac.uk)

#### International Relations

Dr Nick Brooke

[nstb@st-andrews.ac.uk](mailto:nstb@st-andrews.ac.uk)

#### English

Dr Christine Rauer

[cr30@st-andrews.ac.uk](mailto:cr30@st-andrews.ac.uk)

#### Art History

Dr Natalia Sassu Suarez Ferri

[arthistdot@st-andrews.ac.uk](mailto:arthistdot@st-andrews.ac.uk)

#### Business School (Economics)

Dr Luca Savorelli

[luca.savorelli@st-andrews.ac.uk](mailto:luca.savorelli@st-andrews.ac.uk)

#### Business School (Management)

Dr Lori Leigh Davis

[lld2@st-andrews.ac.uk](mailto:lld2@st-andrews.ac.uk)

## Placement Planning

### Vital Information

Complete this for your own records to show contact name(s), address, phone number and email.

School

Teacher-mentor

Head of Dept.

Head Teacher or Rector

Link Teacher

Other useful contacts e.g. school office, guidance teachers:

### Planning Your Tutoring

Think about the following:

* What should I wear when at the placement school?
* How should I refer to the teacher-mentor. Head Teacher, etc?
* How do I want to be introduced to the learners?
* What do I/the teacher want them to call me?
* What does the teacher expect of me?
* How am I going to memorise their names?
* How am I going to encourage them to talk with me and ask questions?
* How am I going to encourage them to listen to me?
* How can I help them/other staff to understand my role in their classroom?
* Where am I going to sit/stand?
* What strategies will I use to help people understand me?
* How best can I give and receive formative feedback?
* How will I know when they have understood?
* When am I doing the next visit, and what will I be doing?

### Lesson plan

This example is included for your information. You are likely to find it helpful to use something like this as a means of planning your activity within the class.

**Date:** 20 September 2025 **Class/Group:** 4b (whole class)

#### Activity

*(description and lesson learning context/prior learning)*

‘Being a Student’ - talk and poster as a self-initiated project. Exercise will build on informal chats in the classroom throughout my placement with the poster as an end focus point to remind the pupils of student life after I have gone.

What do the pupils/learners know already? Some pupils have asked me questions about university life, but not all have had a chance, so there is little or no awareness of university apart from knowing it’s a place that I come from.

What do you want the pupils/learners to do? To listen to my brief talk, ask a few questions/say their ideas and then make posters in groups, showing what they think being a student is like.

What do you want them to have learnt? *(Key concepts and ideas).* What a university is. An idea of what it is like to be a student. That anyone can go to university.

#### Communication with teaching/other staff

Arrange with teacher to run the activity on my last visit and go through the content with her, to make sure it is appropriate for the class and seek advice

#### How are you going to do the activity?

Introduction: Give prepared short talk on being a student and what university is, stressing that all sorts of people go, keeping it simple as the children are 10 years old and for many, this is the first impression they will have. I will use pictures to make it more captivating. 5 mins

Main Activity: After some Q&A’s and prompting of ideas the class have of me, they will work in their usual groups and make a poster of what it’s like to be a student. I will get them to imagine themselves at my age and what they think they would like to do/be as a student. I will give each table some photos that I took as a ‘day in the life’ snapshot of me as a student to help them create a picture/written poster. 20mins

I will move between groups and chat further about their ideas.

Summary: When the class members have finished their posters, we will all look at them and get each group to say their favourite thing about the poster/what they have learnt about being a student. I’ll give them all a ‘prize’ and thank them for welcoming me in. 5 mins

#### Resources

Pictures of university/halls bedroom/union. Photographs of various aspects of my life as a student. Arrange with teacher access to poster materials

#### Outcome/End Product

Posters to display in school. That the pupils have learnt at least one thing about being a student/university

#### Review of Activity

Pupils enjoyed the posters and have decided to display them in the school entrance.

I should have been better prepared for the variety of questions asked. Got feedback from teacher, who praised the level I had chosen to pitch at.

## Templates and Marking Schedules

All templates and marking schedules are held on the publicly-accessible website in order that they may be consulted by teacher-mentors and other placement personnel, not only by students. These documents are not, therefore, deposited in Moodle.

### Reflective Journal – Your First (Observation) Visit

This template is a little more structured than the one we are recommending to you for your regular visits. This is because your first visit – when you are, normally, only observing – can be a bit overwhelming. Having a structure for your recording your observations can therefore be helpful.

#### Example of part of a reflective journal entry

Remember that the factual recording is just the beginning of the process of reflecting on your contribution.

Today the class had to imagine themselves in 15 years’ time. I saw this as an opportunity to ask if they saw themselves at university like me, and, with a small group, told them briefly how I got to university. I then got each of them to explain why they did or didn’t see themselves going, sitting back to let them express themselves and explain to each other their own pros and cons. Two of them said they would go, whilst the others argued it wasn’t for them. I asked why, and as they gave reasons, such as money, I would say ‘that might be true, but in many cases you don’t have to spend as much as you think’. This ensured that their opinion was still of value and I could give accurate information. We agreed that we would all think about university away from the class and I would ask them in 2 weeks if their opinions had changed.

Working with a group of six S1 pupils I noticed that ‘L’, who has hearing difficulties, had not started the maths activity. I sat down at L’s level, and spoke slowly and clearly, facing him, so he could read my lips (1a). I felt that L might feel inadequate, so I told him how my older sister used to help me with my Maths as I struggled with division until I learnt her way of working them out. I asked him if he had understood the activity instructions (1b) and he said yes. Even so, I explained the instructions again and completed an example of the sums the class were being asked to complete, explaining the processes as I worked it out (1c). L smiled and I watched him do the next example by himself correctly (1b).

Identify things that went well during this visit:

i) It was useful that I had noticed that L had apparently not heard the instructions that he had been given, and that I could help him determine what he needed to do

ii) Mr W and I spoke about the lesson plan beforehand, so I was able to prepare my thoughts for the “imagine where you are in 15 years’ time” discussion. I will try to ensure that I know the main areas of the lessons well in advance in order to be able to do this sort of preparation wherever possible.

Use critical self-evaluation to identify three specific improvements you can make in the future:

i) I will read up on learning difficulties so that I can recognise problems and make sure I give the most appropriate support.

ii) I will try and encourage the pupils to express their own ideas more by engaging with their topic of conversation as well as my own.

iii) I want to talk to Mr. W before the session next week about group work and how I can rotate my time to maintain fairness and the chance to help all class members.

### Reflective Journal – Your Regular Visits

Remember that you’ll forget the details of your visits!

You will find it invaluable to keep some notes describing *what* you did, what went well and where you need to develop your skills or knowledge. These notes become the basis for your further reflection.

Many people find it helpful to jot down quick notes and impressions following a system like the one below. They then take the time afterwards to reflect more deeply using these are prompts.

You should not treat the headings below as more than a framework. You can personalise your reflective journal entries to best fit your style of evaluating your own practice. Just don’t neglect the discipline of writing up your reflective journal after *each* visit – there’s no substitute to reflecting when your memory is fresh.

N.B. You can download additional copies of this template from the [ID4002 website.](https://www.st-andrews.ac.uk/students/academic/interdisciplinary-modules/communication-teaching-arts/downloads/)

### Project Proposal

You should download and use the [template](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Special%20Project%20proposal%20Template%202024.docx).

#### Marking Schedule for Special Project Proposal

For you to consult; [special project marking schedule](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Special%20Project%20Proposal%20Marking%20Schedule%202024.docx).

### Marking Schedule for End of Module Report.

For you to consult: [end of module report marking schedule](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Marking%20Schedule%20for%20End%20of%20Module%20Report%202024.docx)

#### Mark descriptors for End of Module Report

The following mark descriptors will be used to assign marks to the end of module report, using the marking schedule as guidance.

|  |  |
| --- | --- |
| Allowed grades | Descriptor |
| FAIL | Unacceptable performance: Not Creditworthy |
| 0 | No relevant content at all or no submission |
| 1 | Contains a small amount of information content, but is irrelevant, wrong, or trivial. |
| 3 | Some relevant information is presented, but the key issues of the topic either are largely wrong or missing. Extremely superficial throughout. Little or no relevant points covered |
| 5 | Some of the key points may have been addressed, but not in an adequate manner. Little relevant information. |
| Bare Pass | Barely satisfactory standard |
| 7 | While some of the key points have been covered, this has been done in a superficial manner, with most categories being evaluated at the lower end of achievement. Little relevant evidence and few facts. Brief, or unnecessarily padded and/or very poorly organised. |
| 3rd Class | Minimal Honours standard |
| 9, 10 | Many of the key issues are covered but without any depth. Most categories evaluated within the low-mid range. Some relevant evidence and/or factual information. Poorly organised and lacking a contextual framework. |
| Lower 2nd Class | Good Honours standard. |
| 11, 12, 13 | The answer shows some understanding of the key issues and has a suitable contextual framework with a reasonable level of organisation. Evidence of reading and incorporating additional material from published sources, but not to any great extent. No evidence of critical evaluation of information and reads more as a straight-forward account of the placement. Mostly evaluated in the mid-range of achievement. |
| Upper 2nd Class | Very good Honours standard. |
| 14, 15, 16 | The answer displays a reasonable understanding of the key issues and some evidence of critical evaluation of the relevant material. There are no major conceptual errors on key issues, but there may be minor errors. Evidence of reading and incorporating additional material from published sources, and of using this information well. The essay is generally well written and comprehensible. Evaluations of most categories in the mid-range and higher. |
| 1st Class | Very good to excellent Honours standard |
| 17, 18 | A good understanding of the major issues, with a clear, well-informed and well-structured contextual framework and argument around the topic. There is an appropriate mix of theory and evidence and a high degree of critical evaluation. Evaluations mostly of high achievement. |
| 19, 20 | As 17-18, except there is additional clear evidence that the student has valuable creativity in perspective or exceptional depth of understanding, making excellent use of source material and incorporating this into a critical and high quality report. Evaluations consistently very high across all categories. |

### Teacher-Mentor’s Assessment Form

Please direct your teacher-mentor to the [Assessment Form](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Teacher-Mentor%20Assessment%20Form%202024.docx) which they should submit direct to Dr Stoddart.

### Marking Schedule for Assessed Oral Presentation

For you to consult: [Oral Presentation Marking Schedule](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Marking%20Schedule%20for%20Assessed%20Oral%20Presentation%202024.docx)

#### Capping of Score for Organization of Oral Presentation

Time-keeping is a vital skill and discipline in delivering a presentation, and particularly so in a module such as this. Remember that your presentation should last no more than 15 minutes followed by up to 5 minutes of Q & A. You are responsible for keeping to time. Should you exceed the 15 minutes available for your presentation you will be penalized as follows.

|  |  |  |
| --- | --- | --- |
| Overtime between |  | ‘Organization’ score capped at |
| 30 secs | 59 secs | 16 |
| 1 min | 1 min 29 secs | 14 |
| 1 min 30secs | 1 min 59 secs | 12 |
| 2 mins | 2 mins 29 secs | 10 |
| 2 mins 30 secs | 2 mins 59 secs | 8 |
| 3 mins | 3 mins 29 secs | 6 |
| 3 mins 30 secs | and over | 0 |

Other weaknesses in organization may, where applicable, further reduce the score for this component.

There are two assessors present at your presentation (normally your own subject-tutor and the module coordinator). They assess your presentation separately then discuss any differences as is the practice in, for example, the grading of dissertations in many schools.

**Please note:**

Your slides should be uploaded in advance of your talk to MMS in .ppt or .pdf format for possible later inspection by examiners.  Failure to give a presentation at the stated time will result in the loss of the marks for this aspect of the module.  Failure to submit your slides to MMS by the required time, and/or failure to provide any requested slides to the session organizer by the stated time will be penalised at a rate given in selection C in the University’s Policy on Coursework Deadlines, i.e. an initial penalty on the 20-point scale of 3 marks, and then a further 1 mark per additional 8-hour period or part thereof.

### Attendance Log

For you to download and have signed by your teacher-mentor after each visit: [Attendance Log](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Attendance%20Log%202024.docx)

### Mid-Placement Report Form

For you to download and/or provide the link to your teacher-mentor: [Mid-Placement Report Form](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Midplacement%20Report%20Form%202024.docx)

#### Student’s Comments on Mid-Placement Report Form

Please note two areas where you are particularly pleased with your achievements.

Please note two areas where you recognize you need to develop, and how you plan to achieve this.

Please note your response to any comments from your mentor teacher above.

Please note any particular questions or concerns or comments that you may wish your departmental rep to address.

Do current achievement and plans suggest to you that you will get your desired 25 hours of classroom contact time (20 absolute minimum) and your special project achieved by the end of Week Eleven? yes / no

## Code of Conduct

Updated 1st September 2016

For the duration of this module, you will work within policies and practices in respect of Child Protection, Equal Opportunities and Diversity, and Health and Safety. This code of conduct is designed to protect you, young people and the school or college in which you are placed.

During your time on school placement on the ID4001/ID4002 module, you will be in a position of responsibility.  Safeguarding the health and welfare of the children in your placement school is of paramount importance.  Each placement school will have a detailed policy and procedures for preventing and reporting any risk of harm to children. You should familiarise yourself thoroughly with the school policy as part of your school induction.  In *addition* to the school policy, you must comply with the University of St Andrews [Safeguarding of Children, Vulnerable Adults and Prevention of Radicalisation](https://www.st-andrews.ac.uk/hr/edi/eia/engagement/safeguardingofchildrenvulnerableadultsandpreventionofradicalisation/) Policyfor students and staff.  This policy has been updated and is available on University webpages. You must read and act on it.

Note, in particular, the following:

### Child Protection

You have a responsibility to ensure that young people are treated with fairness, dignity, equality and respect and are free from risk of harm. This means:

* Always work in an open environment. If you are in a situation where you are alone with a child or vulnerable adult, make sure that others can clearly observe you. Where possible, leave the door open.
* Maintain a safe and professional distance in relationships with children and protected adults. You should not share your personal contact details and you should not connect with them over social media except where that is specifically related to the University activity and agreed in advance with your departmental representative and your teacher mentor
* When in a position of trust do not engage in sexual relationships with children and/or vulnerable adults. This is an abuse of a position of trust and a criminal offence
* Avoid rough, physical or sexually provocative conduct with children or vulnerable adults
* Do not provide children or vulnerable adults with access to alcohol (where that would be unlawful or inappropriate) or banned substances
* Avoid use of inappropriate language (including sexually suggestive comments), and work with your supervising teacher to ensure that the behavior of pupils is consistent with the school’s behavior policy.
* Where appropriate ensure you have written consent before taking photographs or making video or audio recordings
* If (and this is unlikely) you are required to administer first aid ensure, wherever possible, that another employee is present, especially if you are concerned that necessary physical contact may be misconstrued
* You must report any suspicions that a young person is being abused to the school/college’s named person. This is the Rector/Head Teacher unless you have been informed otherwise.

### Equal Opportunities and Diversity

All members of the University community have an essential role to play in ensuring that children and vulnerable adults are protected, and the University is committed to working within the principles of dignity, safety, equality and diversity.

All young people must be treated appropriately with regard to gender, ethnic origin, religion or disability. This means:

* Be sensitive to children or vulnerable adults’ appearance, race, culture, religion and/or belief, sexual orientation, gender or disability
* Being mindful of the difficulties that some groups can face and ensuring that any obstacles to them are removed
* Being aware of personal prejudices and stereotypical views and avoiding labels related to these
* Valuing each young person’s worth.

### Health and Safety

You have a duty to safeguard your own health and safety, that of the young people with whom you work and anyone else with whom you may come into contact during your working day. This means:

* You should make sure that you are familiar with the Health and Safety Policy and practices of the school/college in which you work. For example, where the first aid box is kept and who is in charge of first aid arrangements and what the emergency evacuation procedures are
* You should also make sure that the place where you work and the equipment you use is safe for you and the school/college students
* If you, or a young person in your care, have an accident while on the school/college premises, you must ensure that a report is made to the person responsible for recording accidents at the school/college.

### Social Media

As noted above there is a requirement not to use social media or other mechanisms to communicate with pupils outside the supervised school setting. I understand that in at least some schools a teacher found to be “friending” a pupil on Facebook is likely to be considered for dismissal. We recommend that you review your Facebook (and similar) privacy settings.

### Role

You are in this module both as a student and as an educator.

You have a responsibility to your pupils and mentor teacher to act in a professional manner at all times on placement, and to do your best to provide the agreed support to pupils’ learning. This will require timely and good preparation.

You should be positive wherever possible and aim to bring the good behaviour and hard work of your pupils to the teacher’s attention so that they can be rewarded

Your teacher mentor and your University departmental representative have a responsibility to support you in your learning on this module. You should learn a great deal from your observation of your teacher mentor and from your discussions with them. You have a responsibility to be pro-active in your communications with both your teacher mentor(s) and your departmental representative. If you are not sure, if you have queries, if you wish to discuss ideas, if you have concerns, then this should be discussed with your University Departmental Representative and/or with your teacher mentor, whichever is appropriate.

You should be aware of the contents of the module handbook, and you should plan ahead for the various activities of the module. This code of conduct aims to help to make your time with local young people as effective and pleasant as possible.

### Confidentiality Agreement

1. All students are required to adhere to the confidentiality agreement of the placement school in which they are working.
2. All students will respect the confidentiality rights of all members of the school community. The only exception to this is with any allegations or suspicions or cause for concern regarding child abuse. Students are expected to make themselves familiar with the individual school’s Child Protection Policy and to follow it rigidly, taking advice from their teacher mentor as needed. It should be made clear to the child disclosing information in such cases that confidentiality cannot be guaranteed. They should be made aware that relevant information may require to be shared, on a need-to-know basis, within the school and with relevant external agencies. Information disclosed will comply with the Data Protection Act, 1998 and in accordance with the [University data protection code](http://www.st-andrews.ac.uk/media/data-protection/documents/student-confidentiality-code.pdf).
3. Names of pupils must not be identified in support group supervision sessions (e.g. tutorials, oral presentation) or in any written assessment. Pseudonyms must be chosen and used instead when speaking or writing about pupils.
4. Nothing discussed in support group supervision sessions will be communicated outside the group in a manner that identifies any pupil.
5. Individuals or incidents that have occurred whilst mentoring/tutoring should not be communicated unless in a formal, supervised support setting in the placement School or with module staff.
6. Confidentiality of information about schools, children and their families is paramount.

Any initial disclosure of suspected harm or radicalisation to a member of the University community should be treated seriously and with sensitivity. Where concerns exist regarding risk to the welfare of the child / vulnerable adult or where there are concerns about the individual being drawn into radicalisation, the safety of the individual and/or the safety of other members of the community takes precedence, and confidentiality may be breached.

### Child Protection Statement and Agreement

1. I agree to familiarise myself with the placement school’s Child Protection policy and the University of St Andrews’ [Safeguarding of Children, Vulnerable Adults and Prevention of Radicalisation](https://www.st-andrews.ac.uk/policy/staff-employee-relations-protection-of-vulnerable-groups/safeguarding-of-children-vulnerable-adults-prevention-of-radicalisation-policy.pdf) Policy
2. I agree not to arrange meetings with any pupil from the school outside the school environment.
3. I agree not to have any verbal or social media contact with any pupil by telephone or e-mail, Facebook, Twitter, etc.
4. I agree not to give any pupil my personal telephone numbers, email or other electronic contacts.
5. In the case of any pupil making a disclosure or where there is cause for concern I agree to follow the school’s Child Protection Policy and Procedures rigidly.

Should any child protection issue to arise I agree to:

* Inform my teacher mentor immediately.
* If this person is not available inform a senior member of staff. Under no circumstance will I leave the school building without having passed on my concerns.
* Inform my University Departmental Representative as soon as possible.
* Where required, complete any necessary documentation or write a report.
* Attend any meetings arranged by the school or outside agencies in connection with the disclosure/incident.
* Treat all reports of abuse seriously.

I agree to strictly adhere to the code of conduct of the module, the confidentiality agreement, and the child protection agreement:

Name of undergraduate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Module Coordinator – Dr Eric Stoddart

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Any breach of these agreements may result in the student being immediately removed from the scheme, and receiving a 0X for the module. Disciplinary or legal action may also be taken.

## Curriculum for Excellence

Much of the material in this note is taken from information on the [Education Scotland](https://education.gov.scot/) website. The [Parentzone Scotland](https://education.gov.scot/parentzone/) section of the government’s website is likely to be of most help to because it introduces the curriculum and its various levels for the general public. A particularly useful summary leaflet is available from [Education Scotland - Benefits of the Curriculum](https://education.gov.scot/parentzone/Documents/GreatLearninginScotland.pdf).

Curriculum for Excellence [without the customary ‘The’ by which it used to be referred] has been introduced to state schools in Scotland over a number of years. It has been designed to develop four capacities, helping each child or young person to become:

* A successful learner
* A confident individual
* A responsible citizen
* An effective contributor

There is also a factfile which, although dated as September 2011 is currently provided by the [Scottish government factfile](https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf) website (as at September 2023).

You should be sure to read the five pages of [Scotland's Curriculum For Excellence: Putting learners at the heart of education](https://scotlandscurriculum.scot/).

The Scottish government website stated that through the [as it was then called] Curriculum for Excellence:

“All children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:

* achieve the highest possible levels of literacy and numeracy and cognitive skills
* develop skills for life and skills for work
* develop knowledge and understanding of society, the world and Scotland's place in it
* experience challenge and success

so that they can develop well-informed views and act responsibly. They should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers.”

[Scottish Government](http://www.scotland.gov.uk/Publications/2008/06/06104407/4)  accessed August 2017.

Curriculum for Excellence defines five levels of learning. The first four levels are described as a broad general education, followed by progression to qualifications described under a fifth level, called the senior phase. Pupils in Scotland’s state schools are often in year groups Primary 1 to Primary 7 (P1 to P7) then Secondary 1 to Secondary 4 (S1 to S4). Pupils may leave school after S4, though many stay on to the optional S5 and S6 years. The senior phase with national assessments normally happens in S4 to S6, but there is intended to be more flexibility than there used to be in terms of when a child moves from one level to another.

[A Guide to Scottish Qualifications](https://www.sqa.org.uk/sqa/files_ccc/Guide_to_Scottish_Qualifications.pdf)

## Risk Assessment for ID4001 and ID4002

School/Unit/Residence: ID4001 and ID4002 modules, involving many University Schools, risk assessment carried out by Eric Stoddart, School of Divinity.

Title of work activity ..........ID4001 and ID4002 School (etc) placements

### Description of work activity

Students on these two modules are on a part-time placement in schools and science communication centres and related. The students spend around 25 hours in schools etc starting with observing educators at work, and progressing to leading a teaching/communication activity, albeit under supervision of the educator. Staff members may visit one or more placement providers as part of the module.

### Description of significant hazards

*(e.g. Slipping/tripping; Stress; Fire; Work at Height; Pressure Systems; Electricity; Dust; Fumes; Manual Handling; Noise; Poor Lighting; Low temperatures; Vehicles; Moving parts of machinery)*

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1. Transport
2. Inter-personal
3. Child protection allegations
4. Science Demonstrations

### Groups who may be at risk

Staff, students, pupils

List existing controls and decide whether these precautions are adequate or more are required:

*Has adequate information, instruction and training been given?*

*Are adequate systems or procedures in place?*

*Check that - Standards set by legal requirements are being met*

*- Generally accepted industrial standards are in place*

*- Precautions represent good practice*

*- Precautions reduce risk as far as reasonably practicable*

These two modules come out of the national Undergraduate Ambassador Scheme, and are run under guidance from that scheme. Students on placement are under the rules of the placement school etc safety codes. When students are in classrooms they should be under the direct supervision of a professional educator. Some guidance on working in schools etc is given in the induction day and in the module handbooks.

List outstanding risks and the action to be taken where it is reasonably practicable to do more:

*Give priority to those risks which affect large numbers of people and/or could result in serious harm. Apply the following principles, if possible, in the following order:*

*\*Remove the risk completely;*

*\*Try a less risky option;*

*\*Prevent access to the hazard (e.g. guarding);*

*\*Organise work to reduce exposure to the hazard;*

*\* Issue personal protective equipment;*

*\* Provide welfare facilities*

### Transport

Students (and staff) will be travelling from St Andrews to their placement provider. The usual road-safety issues are there. Participants are advised to take appropriate care regarding road safety. Those using a private vehicle are advised to ensure that the vehicle is in good condition, and that the vehicle’s insurance policy covers them for this travel, which may be regarded as “business” travel, rather than getting to and from work and social and domestic travel.

### Inter-personal

It is an unfortunate fact of life that no-where is a person entirely safe from attack or abuse by another person, be it on a bus, in or around a school, or wherever. Participants are advised to be aware of the actions of those around them, and to seek to avoid dangerous situations. Within buses there will be at least a driver who can be alerted in case of issues, in school grounds there will be staff available to assist, and in the school classrooms students should be under the direct supervision of a class teacher, who can assist.

### Child protection allegations

Students have been through the relevant process for checking to ensure that they are not barred from working with children and vulnerable people. They have signed the module’s child protection statements, which are

* I agree to familiarise myself with the placement school’s Child Protection policy and the University of St Andrews’ [Safeguarding of Children, Vulnerable Adults and Prevention of Radicalisation Policy](http://www.st-andrews.ac.uk/media/human-resources/policies/safeguarding-children-policy.pdf)
* I agree not to arrange meetings with any pupil from the school outside the school environment.
* I agree not to have any verbal contact with any pupil by telephone or e-mail.
* I agree not to give any pupil my personal telephone numbers.
* In the case of any pupil making a disclosure or where there is cause for concern I agree to follow the school’s Child Protection Procedures rigidly.

Should any issue to do with child protection arise I agree to:

1. Inform my teacher mentor immediately.
2. If this person is not available inform a senior member of staff. Under no circumstance leave the school building without having passed on my concerns.
3. Where required complete any necessary documentation or write a report.
4. Attend any meetings arranged by the school or outside agencies in connection with the disclosure/incident.
5. Treat all warnings of abuse seriously.

This, plus the fact that students should always be supervised in the classroom, should go a long way to ensuring child safety, and safety of the student from allegations of child abuse. Students should additionally ensure that they are never in a position where they are alone with a child. Students should avoid any physical contact with a child. Students should not use any language of an offensive, discriminatory, or sexual nature in the presence of a child. Students should seek guidance on school policies on working with children, and act on these.

### Science Demonstrations

In the school classrooms or in visits to the University students may be working with demonstration or pupil experiments. Within the school classroom these must be undertaken under risk assessments procedures of the school, which will normally involve liaison with the class teacher or the student’s mentor teacher. For activities undertaken within the University there should be a risk assessment carried out within the relevant academic school.

Signature of Assessor ST Date 1 September 2025.......

Name of Assessor .......Stephen Tyre Review Date ........................

**Notes:**

1) The completed risk assessment form must be kept by the assessor and a copy given to the School   
Safety Officer.

2) This assessment must be reviewed and where appropriate revised if there is reason to suspect it is no longer valid or there has been a significant change to the task procedure.

3) This assessment must be made available to and discussed with all staff engaged on activities to which it relates.