**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 overall (of which the placement is typically 2.5 - 3 hours per week), including Orientation Week, Weeks 1-11 of semester, revision week, and exam weeks.

# Teacher-Mentor Extract of 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

Thank you for agreeing to mentor one of our students on this placement module. These extracts from the students’ Module Handbook are selected to give you a concise overview of how the module works and everyone’s respective responsibilities.

Dr Stephen Tyre,

Module Coordinator

## Module 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 20 (and not more than 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.

## Summary of student involvement.

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.

## Module Aims and Outcomes

The extent to which students learn from this experience, and express their knowledge and understanding in the various assessments will provide them with a module grade that is associated with the formal learning outcomes. The experiences they gain are expected to serve them well for future employment, whatever career pathway they 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.

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.

## Roles and Responsibilities

This module is a partnership between the University, schools in the area, and students. Students’ first duty in this module is to the school and their teacher-mentor. They 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.

### 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.

### 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

### 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.

## The students’ time in the classroom

### Overview

Their role in the classroom should progress through the semester from initial observation sessions to constructive support of the teacher. It is to be hoped 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. They 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.

The students 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. Students are required to submit a proposal for the special project, and their University departmental representative will provide comments on this. Further information about the special project is given in the next section.

Students must keep a reflective journal of their experiences in the school.

### The Special Project

The Special Project should be seen as a ‘climax’ to the student’s placement within the school, allowing them to practise some of the skills they have learned.

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).

#### 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 students undertake additional hours they should take into account any effect upon ytheirour other studies.  
We do not anticipate students having more than 30 hours contact time at the school.

## Contacts

### Module Co-ordinator

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### Subject-area representatives

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#### Business School (Economics)

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## 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.

[ID4002 website.](https://www.st-andrews.ac.uk/students/academic/interdisciplinary-modules/communication-teaching-arts/downloads/)

### Project Proposal

Students 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 students and teacher-mentors 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 students 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)

### Teacher-Mentor’s Assessment Form

Please download the [Assessment Form](https://www.st-andrews.ac.uk/media/academic-matters/id4002resources/ID4002%20Teacher-Mentor%20Assessment%20Form%202024.docx) and return it directly to the module coordinator (details on the form).

### Marking Schedule for Assessed Oral Presentation

For students 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)

### Attendance Log

For students to download and have signed by their 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 students 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)