



FACULTY OF EDUCATION

DEAN: Dr Hirek Kwiatkowski MA MEd PhD

Chief Adviser of Studies: Kevin Clancy MA MLitt MEd

DATES OF TERMS

Term dates vary for different courses, as follows:

Degree of BEd (Years 1, 2 & 4)

Martinmas: 10th October 2002 – 20th December 2002

Candlemas: 13th January 2003 – 21st March 2003

Whitsun: 14th April 2003 – 20th June 2003

(Year 3)

Martinmas: 10th October 2002 – 20th December 2002

Candlemas: 6th January 2003 – 28th March 2003

Whitsun: 28th April 2003 – 20th June 2003

Degree of BTheol, MA

Martinmas: 10th October 2002 – 20th December 2002

Candlemas: 13th January 2003 – 21st March 2003

Whitsun: 22nd April 2003 – 20th June 2003

Degree of BTechEd (Year 1)

Martinmas: 10th October 2002 – 20th December 2002

Candlemas: 13th January 2003 – 28th March 2003

Whitsun: 22nd April 2003 – 27th June 2003

(Year 2)

Martinmas: 1st October 2002 – 20th December 2002

Candlemas: 13th January 2003 – 28th March 2003

Whitsun: 22nd April 2003 – 18th July 2003

(Year 3)

Martinmas: 16th September 2002 – 20th December 2002

Candlemas: 13th January 2003 – 21st March 2003

Whitsun: 22nd April 2003 – 18th July 2003

(Year 4)

Martinmas: 9th September 2002 – 20th December 2002

Candlemas: 13th January 2003 – 21st March 2003

Whitsun: 22nd April 2003 – 6th June 2003

Postgraduate Certificate in Education

Martinmas: 16th September 2002 – 20th December 2002

Candlemas: 6th January 2003 – 28th March 2003

Whitsun: 22nd April 2003 – 27th June 2003

CONTENTS

	<i>Page</i>
Entry	Ed.2
Appeals	Ed.2
Initial Teacher Education	Ed.3
Degree of BEd	Ed.5
Postgraduate Certificate in Education	Ed.16
Degrees of BTheol and MA with Teaching Qualification	Ed.20
Catholic Teacher's Certificate	Ed.33
Certificate in Religious Education by Distance Learning	Ed.33
DACE	Ed.34
Certificate of Higher Education (Continuing Education)	Ed.35
Certificate in Adult Learning	Ed.45
Certificate in Community Work	Ed.46
Certificate in Counselling Skills	Ed.47

I Undergraduate Entry

Before applying for admission to the Faculty of Education, all applicants should consult the most recent edition of the University's *Undergraduate Prospectus*.

The *Prospectus* sets out the normal qualifications required for admission, describes the application procedure, summarises the Degree regulations and courses offered, and gives general information about the University. It is available in most U.K. schools, or it may be obtained from The Student Recruitment and Admissions Service, University of Glasgow, Glasgow, Scotland G12 8QQ.

II Appeals by Students

The Senate is charged by the *Universities (Scotland) Acts* with a duty to superintend the teaching of the University. This is understood to include examining. The Senate has authorised the establishment of Faculty Appeals Committees to hear appeals in the first instance, as specified in the Code of Procedure for Appeals to a Faculty Appeals Committee.

A student may further appeal from the decision of the relevant Faculty Appeals Committee to the Senate.

Any appeal giving all the grounds of that appeal must be despatched in writing to the Secretary of the relevant Faculty, or to the Clerk of Senate, as appropriate, within 14 days of the intimation to the student of the decision against which he or she is appealing.

Students are advised to consult the Secretary of the relevant Faculty before lodging an appeal to the Faculty Appeals Committee and the Head of the Senate Office, before lodging an appeal to the Senate Appeals Committee.

The Code of Procedure for Appeals to a Faculty Appeals Committee and the Code of Procedure for Appeals to the Senate are set out in that section of the *University Calendar* entitled 'University Fees and General Information for Students', which is available either from the Faculty Office or The Registry enquiry office in the University. The address of the Faculty Secretary, Faculty of Education is St Andrew's Building, Glasgow G3 6NH.

III DEGREES AND CERTIFICATES IN INITIAL TEACHER EDUCATION

This sub-section of the *Calendar* contains information on degree and certificate programmes in Initial Teacher Education (ITE), which have been approved by the Scottish Executive Education Department (SEED) and accredited by the General Teaching Council for Scotland (GTC) as courses leading to a teaching qualification. Students wishing to teach in Catholic schools in Scotland have the opportunity to acquire the Catholic Teacher's Certificate.

The ITE courses offered within the Faculty of Education are as follows:

(i) Bachelor of Education with Honours in Primary Education

This is a four-year course leading to the award of the BEd Honours Degree and a teaching qualification in Primary Education (ages 3–12).

The curriculum comprises three main components: Educational Studies (developing an understanding of the skills required to teach in the primary school); Curricular Studies (covering the five main areas of the primary curriculum) and School Experience (comprising several 'serial' and 'block' periods of experience in schools).

(ii) Postgraduate Certificate in Education (Primary)

This is a one-year full-time course for graduates of a UK university (or holders of an alternative degree qualification approved by the General Teaching Council for Scotland) leading to the award of the Postgraduate Certificate in Education (PGCE) and a teaching qualification in Primary Education (ages 3–12).

The course has three components: Professional Studies, Curricular Studies and School Experience. Half of the course is spent working in schools.

(iii) Postgraduate Certificate in Education (Secondary)

This is a one-year full-time course for graduates of a UK university (or holders of an alternative degree qualification approved by the General Teaching Council for Scotland) leading to the award of the Postgraduate

Certificate in Education (PGCE) and a teaching qualification in Secondary Education.

Applicants should normally hold an Honours degree or an Ordinary degree with three progressive graduating courses or their equivalent in each subject which they intend to teach. The course has three main components: Professional Studies, Curricular Studies and School Experience. Half of the course is spent working in schools.

(iv) Bachelor of Technological Education

This is a four-course leading to the award of the BTechEd (Hons) Degree and a teaching qualification in Secondary Education. The course is taught within the Faculties of Engineering and Education, in partner schools and at Cardonald College.

The curriculum comprises: technology, professional studies, school experience, industrial experience and craft skills training. These elements are focused upon the practice of teaching and the aim of the course is to allow graduates to enter immediately into Scottish schools as technology teachers.

From October 2002, students entering the Degree of Bachelor of Technological Education (BTechEd) will be matriculated in the Faculty of Education. A proposal to amend the Degree Resolution is still subject to Senate approval at the time of going to press. Students admitted to the Degree before October 2002 will continue to be matriculated in the Faculty of Engineering. Both groups of students should refer to the regulations contained in the Faculty of Engineering section of the Calendar.

The Faculty of Education also offers the following ITE course in collaboration with the Departments of Philosophy and Theology and Religious Studies:

Master of Arts in Religious and Philosophical Education

Students wishing to teach Religious Education in secondary schools are offered a course over four years leading to the award of an MA(Hons) degree and a teaching qualification in Secondary Education. The course is taught within the Faculties of Divinity and Education and in partner schools.

The Faculty of Education is also involved in the following ITE course offered jointly by the Royal Scottish Academy of Music and Drama (RSAMD) and the University of Glasgow:

Bachelor of Education in Music

This is a four-course leading to the award of the BEd or BEd (Hons) Degree in Music and a teaching qualification in Secondary Education. The course is taught within the the Faculty of Education and the RSAMD, and in partner schools. The curriculum comprises: music studies, education studies and school experience. Information on this course is available either from the Faculty of Education as above or from RSAMD.

IV DEGREE OF BACHELOR OF EDUCATION (BEd) WITH HONOURS IN PRIMARY EDUCATION

BEd Degree Course

The Degree of Bachelor of Education (BEd) with Honours in Primary Education is governed by Resolution No. 369 of the University Court which came into force on 21st April 1993. The following are the relevant provisions:

1. Every candidate for the Honours Degree must attend during not less than four academic years, courses of instruction and related professional experience in the Faculty of Education, except that the Faculty may recognise attendance given and examinations passed in another Faculty of the University or in another institution; provided that every candidate whose attendance or examinations are thus recognised shall attend qualifying courses for at least two academic years for the Honours Degree in the Faculty, and shall pass the examinations appropriate to these courses. A candidate whose studies are so recognised may at the discretion of the Senate be granted exemption from instruction, or from instruction and examination, to an extent agreed in each particular case on the recommendation of the Faculty.
2. The Faculty will consider annually the curriculum for the Degree of Bachelor of Education with Honours in Primary Education and such other matters, including the admission and progress of students, as may be remitted to it by the Senate, and report to the Senate thereon.
3. Candidates for the Degree of BEd who do not complete the minimum graduating curriculum may be eligible to receive the Certificate of Higher Education (Primary Education), the Diploma of Higher Education (Primary Education), or the Degree of Bachelor of Arts (Primary Education).
4. The regulations governing the Degree are stated in the schedule hereto.

REGULATIONS

1. A student is required to undertake and pass compulsory components and elective components as defined below.
2. Graduating Components (New Regulations)

The graduating components for the Honours Degree shall consist of compulsory components and elective components:

(a) the compulsory components are:

- School Experience (years 1–4)
- Educational Studies (years 1–4)
- Environmental Education (years 1–2)
- Expressive Arts (years 1–2)

- Language (years 1–3)
- Mathematics (years 1–3)
- Religious Education (years 1–4)
- Information and Communication Technology (years 1–3)
- The Dissertation (year 4)

(b) the elective components are:

Specialist Studies (years 3–4)

Students will be advised as to the range of elective components available in each category in the session prior to the study of the particular elective.

A student must obtain passes in each of the above components in order to be eligible for the award of the Honours Degree.

3. Assessment

Where a component has a final examination (as indicated by • in Regulation 2 above), a student will be permitted to sit this only if there is evidence that the student has attended regularly and completed the work of the component to the satisfaction of the Head(s) of Department. In order to obtain a pass in a component of the course a student must complete all prescribed assessments to the satisfaction of the Board of Examiners.

- (a) Students who fail elements of assessment at the first attempt will normally be permitted one further attempt in those failed elements at the next available opportunity. The grade awarded as the result of the retrieval or resit examination will be no higher than Grade D.
- (b) Students who fail in practical teaching at one stage in the year will be required to undertake a further placement experience at the stage in which they failed, or at a stage to be determined by the Board of Examiners.
- (c) If it is established that a student's absence, failure to submit work or poor performance in all or part of an assessment was due to illness or other good cause found valid on production of acceptable evidence, the student shall have the right to be re-assessed as if for the first time in any or all of the elements of assessment as specified by the Board of Examiners. If the assessment affected by illness was itself a second attempt the student shall be permitted to resit as if for the second time.
- (d) Failure in two or more modules after a second opportunity will normally require the student to repeat the year of the course, or to withdraw from the course, according to the decision to the Board of Examiners and the Progress Committee after consideration of all aspects of the student's progress.

4. Regulations for the Progress of Students

Normally, in order to proceed to the subsequent year of the course a student must have:

- (a) attended classes regularly (minimum requirement of 80% attendance in each module) and completed all of the work of the course in the preceding year to the satisfaction of the Head(s) of Department;
- (b) satisfied the examiners in School Experience in the previous year;
- (c) satisfied the examiners in, at least, all but one of the other graduating components of the preceding year, and have satisfied the examiners in all graduating components of earlier years.
- (d) Exceptionally, a student may be required to discontinue a school placement or be prevented from starting any further placement if, on the balance of evidence, it is considered that continuing with the placement would be detrimental to pupils in the school.

A student who does not meet the requirements of 4(a)–(c) or to whom 4(d) applies will be referred to the Progress Committee. The student will have the opportunity to present evidence to the Committee on factors which have affected his/her performance. The Progress Committee may decide that the student will be permitted to repeat the relevant year of the course on one occasion only, or make good failure in the subsequent session without attendance at classes, or suspend his/her studies on compassionate grounds, or will be excluded from further study.

5. Appeals

A student who believes that he/she has grounds for appeal should refer to the Code of Procedure for Appeals to a Faculty Appeals Committee in the 'University Fees and General Information for Students' section of the University *Calendar*. Students are advised to consult the Faculty Secretary before lodging an appeal.

6. Certificate of Basic IT Competence

Every student must normally obtain the Certificate of Basic Information Technology Competence in his or her first year of study in order to qualify for any award covered by these regulations. See the 'Fees and General Information' section of the University *Calendar*.

7. Certificate of Higher Education (Primary Education)

- (a) Normally, a student must obtain passes in each of the required Year 1 qualifying modules in order to be eligible to receive the Certificate of Higher Education. Students who receive a Diploma or Degree will not receive a Certificate.
- (b) The Certificate of Higher Education may be awarded with Merit or Distinction.

8. Diploma of Higher Education (Primary Education)
- (a) Normally, a student must obtain passes in each of the required Year 1 and Year 2 qualifying modules in order to be eligible to receive the Diploma of Higher Education. Students who receive a Degree will not receive a Diploma.
 - (b) The Diploma of Higher Education may be awarded with Merit or Distinction.
9. Degree of Bachelor of Arts (Primary Education)
- (a) Normally, a student must obtain passes in each of the required Year 1, Year 2 and Year 3 qualifying modules in order to be eligible to receive the Degree of Bachelor of Arts (Primary Education). Students who receive a Bachelor of Education Degree will not receive a Bachelor of Arts Degree.
 - (b) The Degree of Bachelor of Arts (Primary Education) may be awarded with Merit or Distinction.
 - (c) The Degree of Bachelor of Arts (Primary Education) is not a teaching qualification.
10. Award of the Honours Degree
- In order to qualify for the award of the Honours Degree a student must satisfy the requirements of paragraph 2 above, satisfactorily complete the assessments relating to school experience and be eligible for the award of the Teaching Qualification, and must fulfil these requirements at a level which is consistently above that of a minimum pass.
11. There shall be three classes of Honours, to be called the 1st, 2nd and 3rd class respectively, but the Board of Examiners shall divide the 2nd class into two divisions. The names of the candidates placed in each class or division, as the case may be, shall be arranged in alphabetical order.
12. In assessing the merit of a candidate for the Degree With Honours the Board of Examiners will have regard to the candidate's performance in the following graduating components:
- | | |
|-------------------------|--------|
| Environmental Education | Year 2 |
| Expressive Arts | Year 2 |
| Language | Year 3 |
| Mathematics | Year 3 |
| Religious Education | Year 4 |
| Educational Studies | Year 4 |
| Specialist Study | Year 4 |
| Dissertation | Year 4 |
| School Experience | Year 4 |

The grade achieved at the end point of the study of the subject will be given a weighting of 2.

The final class of award will depend, in part, on the student's overall level of performance in School Experience.

Where exceptional ability has been shown in School Experience and in line with Schedule B descriptors of the University's Code of Assessment, the degree may be awarded with Distinction or Merit in Teaching. In arriving at the overall level of award, the following minimum standards will apply to School Experience:

For a 1st class degree	Grade A in School Experience
For a Upper Second Class Honours	A minimum of Grade B in School Experience
For a Lower Second Class Honours	A minimum of Grade C in School Experience
For a Third Class Honours	A minimum of Grade C in School Experience
For a Pass Degree	A minimum of Grade D in School Experience

13. Viva Voce Examinations

A viva voce examination will be offered to students to provide additional information for examiners when the level of award is being considered in relation to two possible options. The examination will focus on any of the areas of assessment which are taken into account to determine the level of award.

A student who has attended a viva voce examination will always be awarded one of the two levels which were originally under consideration. Students who are unable to attend the viva voce examination will be considered for a level of award on the basis of information already available.

The examination will normally be conducted by two examiners, one of whom may be an external examiner.

The selection of students for the viva voce examination is at the absolute discretion of the examiners. In making the selection they may take into account any of the following factors:

- adverse circumstances which have been made known to the examiners and which are clearly authenticated
- performances in areas of assessment which appear uncharacteristic in relation to the general assessment profile of the student
- any circumstances made known to examiners relating to time of the original assessment.

14. Assessment shall be conducted in accordance with the prevailing Code for Examinations, published in the Fees and General Information section of the University *Calendar*.

15. A candidate who has completed the curriculum for the Degree with Honours but who has failed to reach the standard required for the award of Honours may, if in the opinion of the Board of Examiners he or she has given evidence of sufficient attainment, be awarded the Pass Degree of BEd.

16. Departmental Instructions

Students shall be required to comply with such departmental instructions as are prescribed by the Heads of Department in charge of the component concerned. Such instructions may require students to attend specified lectures, tutorials, laboratory or practical sessions, field courses, examinations and other events; to provide themselves with such books, equipment and other materials as are necessary for the course; to submit items of work, including essays, dissertations and project reports, by such dates as may be instructed. All such instructions will be given to students in writing at the beginning of the component concerned. Reasonable notice of any alteration to them will also be given. A student who fails to comply with departmental instructions may be refused enrolment in and admission to examinations in the subject.

LIST OF RECOGNISED QUALIFYING MODULES*

for students entering the course in session 2002/3

Year 1

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
Educational Studies	2	20
School Experience (Primary 1–3: 6 weeks)	2	20
Environmental Education	2.5	25
Expressive Arts	2	20
Language	1	10
Mathematics	1	10
Information & Communication Technology	0.5	5
Religious Education	1	10
	12	120

Year 2

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
Educational Studies	1	10
School Experience (Primary 4–7: 5 weeks Pre–5: 4 weeks)	3	30

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
Religious Education	1	10
Dissertation	3	30
Specialist Study Option	2	20
	12	120

Specialist Study Options

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
Environmental Education	2	20
Expressive Arts	2	20
Modern Languages in Primary School	2	20
Theology and the Arts	2	20
Additional Support Needs	2	20
Pre-School Education	2	20
Personal & Social Development	2	20

*Subject to Senate approval.

Regulations for Students on Course before Session 2002/2003 (Old Regulations)

The Regulations for students on course before 2002/2003 are as set out in regulations 1–15 (New Regulations) with the exceptions of 2(a) and 12. Regulations 2(a) and 12 for students on course before session 2002/3 are as follows:

2. Graduating Components

The graduating components for the Honours Degree shall consist of compulsory components and elective components.

(a) the compulsory components are:

School Experience (years 1–4)

- Educational Studies (years 1–4)
 - Environmental Education (years 1–2)
 - Expressive Arts (years 1–2)
 - Professional and Curricular Research Assessment (years 3–4)
- Language (years 1–3)
- Mathematics (years 1–3)
- Religious Education (years 1–4).

12. In assessing the merit of a candidate for the Degree with Honours the Board of Examiners will have regard to the candidate's performance in the following graduating components:

School Experience
 Professional Studies
 Advanced Language
 Advanced Mathematics
 Specialist Study
 Professional and Curricular Research Assessment.

LIST OF RECOGNISED QUALIFYING MODULES (Old Regulations)

Year 2

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
<i>Core 1 Level 2 Modules</i>		
Professional Studies: Learning Processes	1	10
School Experience (Primary 4–7: 8 weeks)	3	30
Environmental Education: Environmental Interdependence	1	10
Expressive Arts: <i>incorporating</i> Art and Design (2/1 and 0.5) Drama Music – Song and Play Physical Education	1.5	15
Language: Managing Language Learning	1	10
Mathematics	1	10
Religious Education: The Study of World Religions and the Nature of Religious Education in the Upper Catholic Primary School	0.5	5
Religious Education: The Doctrine of the Incarnation and the Primary School	1	10
Science and Technology	0.5	5
Health Education	0.5	5
<i>Core 2 Level 2 Modules</i>		
Information Technology	1	10
Support for Learning	0.5	5
	12.5	125

Year 3

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
<i>Core 1 Level 3 Modules</i>		
Professional Studies: Curriculum and Assessment	1	10
Professional Studies: Decision Making & Management in Education	1	10
School Experience: <i>incorporating</i> Pre-5: 4 weeks Primary – Lower Stages: 4 weeks Primary – Upper Stages: 4 weeks	5	50
Advanced Study: Language	1	10
Advanced Study; Mathematics	1	10
		90
<i>Core rotation Years 3 and 4</i> (2 modules equivalent to be completed in Year 3 and 1 module equivalent in Year 4 from the following):		
Religious Education: Christian Ethics	0.5	5
Religious Education: 5–14 Curriculum	0.5	5
Environmental Education: Issues, Attitudes, Perceptions	1	10
Expressive Arts	1	10
<i>Core 2 Level 3 Modules</i>		
Research Planning	0.5	5
Options – One module to be selected from Specialist Studies options	1	10
	12.5	125
<i>Specialist Studies options</i>		
Art and Design	1	10
Drama: Theatre in Education	1	10
Environmental Education: Studies in the Environment	1	10
Information and Communication Technology	1	10
Media Education	1	10
Modern Languages	1	10
Music: Differentiated Learning in Music	0.5	5
Music: Serial School-based Workshops	0.5	5
Physical Education	1	10
Religious Education: Contemporary Issues	1	10
Science and Technology	1	10

Year 4

<i>Module Title</i>	<i>Module Value</i>	<i>Credit Value</i>
<i>Core 1 Level 4 Modules</i>		
Professional Studies: The Wider Role	1	10
School Experience: (Choice of stage: 9 weeks)	4	40
Advanced Study: Language	1.5	15
Advanced Study; Mathematics	1.5	15
Core Rotation – refer to Year 3	1	10
Professional and Curricular Research Assessment	1	10
		100
<i>Core 2 Level 4 Modules</i>		
The Nature and Purpose of Catholic Education	0.5	5
The European Dimension	0.5	5
Professional Dimensions	0.5	5
Options – One module to be selected from Specialist Studies – Same subject to be chosen as Year 3.	1	10
	12.5	125
<i>Specialist Studies options</i>		
Art and Design	1	10
Drama: Drama in Education	1	10
Environmental Education: Studies in the Environment	1	10
Information and Communication Technology	1	10
Media Education	1	10
Modern Languages	1	10
Music: Creating and Using Information Technology	0.5	5
Music: Listening, Creating and Performing	0.5	5
Physical Education	1	10
Religious Education: Contemporary Issues	1	10
Science and Technology	1	10

V POSTGRADUATE CERTIFICATE IN EDUCATION (PRIMARY OR SECONDARY)

PGCE (Primary or Secondary)

1. The Postgraduate Certificate in Education (PGCE) is awarded by the University of Glasgow in the areas of (a) Primary Education or (b) Secondary Education.
2. Candidates for entry to the course leading to the PGCE must possess a degree from a United Kingdom University, or an overseas institution recognised for this purpose by the University of Glasgow, together with a pass at the Higher Grade in SCE English, or equivalent. Additionally, candidates for the PGCE in Primary Education should possess a Credit level at the Standard Grade in SCE Mathematics, or equivalent, and candidates for the PGCE in Secondary Education should possess three Teaching Subject Qualifying Courses in a subject from the normal entry requirements for any course leading to a teaching qualification (as specified from time to time in the SEED Memorandum on Entry Requirements to Courses of Teacher Training in Scotland).
3. The minimum full-time period of study and placement shall be one academic year of 36 weeks' duration.
4. The principal components of the PGCE (Primary & Secondary) course are:
 - (i) Professional Studies
 - (ii) Curricular Studies
 - (iii) School Experience

Candidates for the PGCE shall spend not less than eighteen weeks in school experience.

Every student must normally obtain the Certificate of Basic Information Technology Competence to qualify for the award of the PGCE.

Candidates seeking the Catholic Teacher's Certificate are required to complete a component in Religious Education (non-specialist).

Secondary Teaching Qualification subjects available are:

- Art & Design
- Biology with Science
- Business Education
- Chemistry with Science
- Computing
- Economics
- English

Geography
History
Mathematics
Modern Studies
Modern Languages, French, German, Italian, Russian, Spanish
Physics with Science
Religious Education

5. Assessments

In order to obtain a pass in a component of the course a student must complete all prescribed assessments to the satisfaction of the Board of Examiners. In order to obtain the PGCE a student is required to satisfy in all assessed elements of the course. Normally, one opportunity for retrieval or resubmission for each assessed element is allowed.

5.1. Assessment of the PGCE Primary Course

The assessments will consist of:

- Three items submitted within the Professional Studies Portfolio
- An 'action-research' task within the Language component
- A school and faculty based assignment within the Mathematics component
- A school and faculty based assignment within the Expressive Arts component
- 2 assignments school and faculty based within the Religious Education component.

Assessment of School Experience

- Assessment of the student in school is a joint responsibility between the school and the Faculty.
- There will be aggregation of school and tutor reports to form a holistic judgement of a student's ability and capability in teaching. This aggregation will not be mechanistic in nature but will be informed by the professional judgement of tutors in the light of the evidence available to them.
- Where a student fails to reach the benchmark standard, either in the view of the school staff or Faculty tutors, the student is deemed to have failed in teaching. Students must satisfy in all the benchmarks.

5.2. Assessment of the PGCE Secondary Course

The professional portfolio will be the main vehicle for the assessment of the course and components will be derived from it. It will be used to link personal professional development with evidence of growing classroom competence. The portfolio is maintained by the student and is her/his personal responsibility. It will consist of:

- Two assignments from Professional Studies, one prospective in nature and the other reflective
- A Professional Studies assignment which relates specifically to the use of Information and Communication Technology
- Two assignments from Curricular Studies, one prospective in nature and the other reflective/summative in nature
- Teaching files from TQ subjects
- Two assignments from Religious Education for students who take the Generalist course

Assessment of School Experience

- Assessment of the student in school is a joint responsibility between the school and the Faculty.
- There will be aggregation of school and tutor reports to form a holistic judgement of a student's ability and capability in teaching. This aggregation will not be mechanistic in nature but will be informed by the professional judgement of tutors in the light of the evidence available to them.
- Where a student fails to reach the benchmark standard, either in the view of the school staff or Faculty tutors, the student is deemed to have failed in teaching. Students must satisfy in all the benchmarks.

6. Progress Requirements

A student who has not satisfied in any component after two attempts will be referred to the Progress Committee.

Exceptionally, a student may be required to discontinue a school placement or be prevented from starting any further placement if, on the balance of evidence, it is considered that continuing with the placement would be detrimental to pupils in the school. In these circumstances, the student will be referred to the Progress Committee.

The student will have the opportunity to present evidence to the Committee on factors which have affected his/her performance. The Progress Committee may decide that the student will be permitted to repeat the relevant component of the course on one occasion only, or make good failure in the subsequent session without attendance at classes, or suspend his/her studies on compassionate grounds, or will be excluded from further study.

7. Appeals

A student who believes that he/she has grounds for appeal should refer to the Code of Procedure for Appeals to a Faculty Appeals Committee in the “University Fees and General Information for Students” section of the University *Calendar*. Students are advised to consult the Faculty Secretary before lodging an appeal.

8. Subject to the requirements of the General Teaching Council for Scotland, the Faculty shall also award to candidates who satisfy the requirements of the course, a teaching qualification in the area of Primary Education or in a stated subject or subjects in Secondary Education.
9. Schemes of assessment shall be reported to Senate, through the Faculty, for its approval.
10. At the discretion of the Board of Examiners, and in accordance with the University Code of Assessment the PGCE may be awarded with merit or distinction.
11. Departmental Instructions.

Students shall be required to comply with such departmental instructions as are prescribed by the Heads of Department in charge of the component concerned. Such instructions may require students to attend specified lectures, tutorials, laboratory or practical sessions, field courses, examinations and other events; to provide themselves with such books, equipment and other materials as are necessary for the course; to submit items of work, including essays, dissertations and project reports, by such dates as may be instructed. All such instructions will be given to students in writing at the beginning of the component concerned. Reasonable notice of any alteration to them will also be given. A student who fails to comply with departmental instructions may be refused enrolment in and admission to examinations in the subject.

VI DEGREES OF MASTER OF ARTS IN RELIGIOUS AND PHILOSOPHICAL EDUCATION WITH TEACHING QUALIFICATION AND BACHELOR OF THEOLOGY WITH TEACHING QUALIFICATION

The degree of Bachelor of Theology (old regulations) is a four year and one term concurrent programme for students admitted up to and including session 1999/2000; the degree of Bachelor of Theology (new regulations) is a four year programme for students admitted in session 2000/2001 only; the degree of Master of Arts in Religious and Philosophical Education with Teaching Qualification (new regulations) is a four year programme for students admitted from 2001/2002 onwards. All of these foregoing programmes lead to the award of either a degree or a degree with Honours and a teaching qualification. The programmes are taught jointly within the Departments of Religious Education and Educational Studies in the Faculty of Education, in the Department of Theology and Religious Studies, within the Department of Philosophy (MA only), and in partner schools.

The curriculum provides for study in Theology/Religious Studies, Professional Studies and School Experience. Optional pathways are available for those wishing to teach in non-denominational or denominational schools. In the fifth year of the programme (one term) Bachelor of Theology (old regulations) students will be required to undertake a full-time mentored placement in a school.

The aim of the programme is to allow graduates to enter immediately into Scottish Secondary schools as teachers of religious education. The Degree is accredited by the General Teaching Council.

Degrees of Bachelor of Theology and Master of Arts in Religious and Philosophical Education with Teaching Qualification

The Degree of Bachelor of Theology with Teaching Qualification (old regulations) is governed by Resolution No. 425 of the University Court which came into force on 21 February 1996. The degrees of Bachelor of Theology (new regulations) and Master of Arts in Religious and Philosophical Education with Teaching Qualification (new regulations) will be governed by a Resolution of the University Court. The following are the relevant provisions.

1. The Degree of Bachelor of Theology (BTheol) with Teaching Qualification and the Degree of Master of Arts in Religious and Philosophical Education with Teaching Qualification may be conferred by the University of Glasgow as a Degree with Honours or as an Ordinary Degree.
2. Every candidate for the Degree must attend, during not less than four academic years and one term (old regulations, BTheol) or during not less than four academic years (new regulations, BTheol, MA), courses of instruction and related professional experience at the University of Glasgow, except that the Senate may on the recommendation of the Board of Management recognise attendance given and examinations passed in another institution; provided that every candidate whose attendance or examinations are thus recognised shall attend qualifying courses for at

- least two academic years and one term in the University of Glasgow and shall pass the examinations and assessments appropriate to the Degree.
3. The Senate shall authorise the Board of Management to superintend the Degree of Bachelor of Theology with Teaching Qualification and the Degree of Master of Arts in Religious and Philosophical Education with Teaching Qualification.
 4. It shall be the duty of the Board of Management to consider annually the curriculum for the Degree of Bachelor of Theology with Teaching Qualification and the Degree of Master of Arts in Religious and Philosophical Education with Teaching Qualification and such other matters as may be remitted to it by the Senate, and to report to the Senate thereon. It shall be competent for the Board to make recommendations to the Senate with regard to the appointment of examiners for the Degree.
 5. Candidates for the Degree with Honours must present themselves at a single diet for examination in the Honours subjects of the final year of their curriculum. Candidates may not, without permission of the Senate, present themselves for examination in the Honours subjects of the final year on more than one occasion.
 6. There shall be three classes of Honours to be called the First, Second and Third Classes respectively, but the examiners may, in their discretion, divide the Second Class into two divisions. The names of the candidates placed in each class or division, as the case may be, shall be arranged in alphabetical order.
 7. Exceptionally, a candidate for the Degree with Honours who has completed the graduating components and has failed to be placed in any class may be awarded the Pass Degree of Bachelor of Theology with Teaching Qualification or Master of Arts in Religious and Philosophical Education with Teaching Qualification
 8. A candidate who has not met the requirements for entry into the Honours curriculum of the fourth year, or is judged by the examiners as unlikely to meet the requirements, may be required to transfer to the curriculum for the Ordinary Degree.
 9. Assessment shall be conducted in accordance with the prevailing Code of Assessment published in the 'Fees and General Information' section of the University *Calendar*.
 10. The Senate with the approval of the University Court may from time to time make regulations:
 - (a) determining subjects of study and the course of instruction;
 - (b) determining the subjects for examination and the number of divisions in which the examinations for the degree shall be arranged.
 11. The regulations for the Degree shall be as stated in the Schedule hereto.

Schedule to the Resolution for Degree of Bachelor of Theology with Teaching Qualification (old regulations), Bachelor of Theology with Teaching Qualification (new regulations) and Master of Arts in Religious and Philosophical Education with Teaching Qualification (new regulations)

1. Curriculum

A curriculum for the BTheol degree (old regulations), BTheol degree (new regulations) and the MA (new regulations) shall be devised in accordance with the rules for subjects of study given in the Regulations for Courses appended.

Course modules shall be ascribed to all subjects comprising the curriculum. Candidates will be allocated the relevant number of credits upon satisfying the examiners in the appropriate subject.

2. Assessment and Examinations

- (a) To obtain a pass in a component of the programme a student must complete all prescribed assessments to the satisfaction of the Board of Examiners. Where a component has a final examination, students shall not be admitted to this examination unless they have attended and completed the work therein to the satisfaction of the Head(s) of Department(s) in charge of the programme.
- (b) Candidates who have not passed a component within one year of their admission to the appropriate course will not be readmitted to assessment or examination in the subject concerned unless they requalify to sit the assessment or examination as a result of *either*:
 - (i) reattendance at the appropriate component;*or*
 - (ii) permission to sit the assessment or examination in the subject without reattendance at the course therein during a period of suspension from attendance as a full-time student in the University.
- (c) If candidates who so requalify fail to pass the relevant assessment or examination by the end of the year in which they requalify, they will not be allowed any further opportunity of examination in that subject.
- (d) Every student must normally obtain the Certificate of Basic Information Technology Competence in his or her first year in order to qualify for any award covered by these regulations.

3. Progress of Students

- (a) Student progress is reviewed annually.
- (b) Full-time students admitted to the first year will normally cease to be candidates for the Degree of Master of Arts in Religious and Philosophical Education with Teaching Qualification if they have not fulfilled the requirements of the programme.

- (c) Candidates wishing to be considered for Honours must have gained 240 Academic and Professional credits prior to the commencement of their studies in Year 3.
- (d) Students in any year of study may progress from one year to the next carrying incomplete components up to the equivalent of 20 credits per year. The appropriate assessments must be overtaken during the course of the subsequent year before the student can proceed further.
- (e) Any student who fails to meet the progress regulations may, at the discretion of the Progress Committee, be:
 - (i) permitted to repeat the relevant year of the programme on one occasion only; *or*
 - (ii) permitted to make good the failure(s) in the subsequent session without attendance at classes; *or*
 - (iii) excluded from further study.
- (f) A student who believes that he/she has grounds for appeal should refer to the Code of Procedure for Appeals to a Faculty Appeals Committee in the 'University Fees and General Information for Students' section of the University Calendar. Students are advised to consult the Faculty Secretary before lodging an appeal.

4. Exemptions

No exemptions will be granted from any part of the curriculum for the Honours or Ordinary Degrees.

5. Award of Degree

- (a) In order to qualify for the award of the Degree with Honours a student must satisfy the requirements as stated in the Schedule hereto and fulfil these requirements at a level which is consistently above that of a minimum pass and commensurate with the Honours classification.
- (b) In assessing the merit of a candidate the Board of Examiners will have regard to the candidate's performance in the following graduating components:

- School Experience
- Professional/Teaching Studies
- Theological/Religious Studies
- Dissertation

6. Departmental Instructions

Students shall be required to comply with such departmental instructions as are prescribed by the Course Leader or other Academic Staff in charge of the component concerned in the University or any participating institutions. Such instructions may require students: to attend specified lectures, tutorials, seminars, or practical sessions, field courses, examinations and other events; to provide themselves with such books, equipment and other materials as necessary for the programme; to submit items of work, including essays, dissertations

and project reports, by such dates as may be instructed. All such instructions may be given to students in writing at the beginning of the component concerned. Reasonable notice of any alteration to them will also be given. A student who fails to comply with departmental instructions may be refused enrolment in and admission to examinations in the subject.

Regulations for the Programme leading to the Degree of Bachelor of Theology with Teaching Qualification and Master of Arts in Religious and Philosophical Education with Teaching Qualification

Curricula for the Honours and Ordinary Degrees of Bachelor of Theology with Teaching Qualification and Master of Arts in Religious Education with Teaching Qualification are available, although the Degrees are normally awarded as Honours Degrees. Exceptionally, the examiners may recommend the award of the Degrees as a Pass Degree to candidates who have completed an Honours curriculum but who have failed, in the final Honours assessment, to reach the standard required for Honours.

Subjects of Study

The degree programme has a fixed curriculum in the first two years. Students who successfully complete these years will be offered one of two pathways for those wishing to teach in: non-denominational secondary schools; or denominational secondary schools.

Year 1 (MA, New Regulations)

Honours and Ordinary

<i>Course</i>	<i>Credit Value</i>
Theology & Religious Studies: <i>one</i> of	
Biblical Studies 1a or 1b	20
Religious Studies 1a or 1b	20
Professional Religious Studies, Philosophy, Theology & Religious Studies: <i>two</i> of	
Teaching World Religions – level 1	20
Introduction to the Philosophy of Religion –level 1	20
Introduction to Moral Philosophy – level 1	20
Biblical Studies 1a or 1b (if not taken above)	20
Religious Studies 1a or 1b (if not taken above)	20
	(60)
Educational Studies: <i>all</i> of	
Children, Learning & Schools, <i>including</i>	20
Preparation for Teaching & School Experience	5
Religious Education in Contemporary Society	20
School Experience	15
	(60)
Total	120

Any student who has not undertaken Religious Studies 1a or 1b or Teaching World Religions in Year 1 must undertake one of these courses in Year 2 or a level 2 World Religion in Year 3 or 4.

Student Progress after Year 1

Progression from Year 1 to Year 2 will normally be allowed on the basis of satisfactory completion of the School Experience requirements and the attainment of a minimum of 100 Academic and Professional credits at Grade D or above to satisfy the entrance requirements of level 2 courses in Theology & Religious Studies, Philosophy, and Religious Education & Educational Studies.

Year 2 (Bachelor of Theology and MA, New Regulations)

All students must undertake at least *one level 2* module from Theology & Religious Studies and/or Professional Religious Studies.

	<i>Credit Value</i>
eg. Religious Studies (level 2)	20
Epistles (level 2)	20
Eastern Religions (level 2)	20
Morality and Belief in the 21st Century (level 2)	30

All students should also undertake *two more level 2* modules from Theology and Religious Studies, Professional Religious Studies or Philosophy.

	<i>Credit Value</i>	
eg. Religious Studies (level 2)	20	
Epistles (level 2)	20	
Eastern Religions (level 2)	20	
Morality and Belief in the 21st Century (level 2)	30	
Philosophy: Morality, Politics & Authenticity (level 2)	30	
Philosophy: Knowledge, Meaning & Inference (level 2)	30	
Sub total of Credits		60–90

All students must undertake the following modules in

Educational Studies

The Scottish Curriculum and the Learning Society (including Preparation for Teaching & School Experience)	20 5
Language, Pupil Development and Religious Education	15

	<i>Credit Value</i>
School Experience	20
Industrial Placement	10
Sub total of credits	70
 Total Credits for Year 2	 130–160

Student Progress after Year 2

Progression from Year 2 to Year 3 will normally be allowed on the basis of a minimum of 200 Academic and Professional credits at Grade D or above and satisfactory completion of the School Experience requirements. All students must, explicitly, have successfully overtaken their school-based competences. Any student failing to do so may, at the discretion of the Progress Committee, be required to:

- (i) overtake such competences before proceeding (in the August/September of that year); *or*
- (ii) apply for transfer from the MA with Teaching Qualification to the BD or MA; *or*
- (iii) discontinue studies on the Degree programme.

Candidates wishing to be considered for Honours must have gained 240 Academic and Professional credits prior to the commencement of their studies in Year 3.

Year 3

Please note also all students must undertake at least one level 3 module in either Years 3 or 4 in Theology & Religious Studies and/or Professional Religious Studies to meet the General Teaching Council requirement for teaching Religious Education.

	<i>Credit Value</i>
e.g. Christian Ethics in Secular Society (level 3)	30
Critiques & Challenges (level 3)	30
a suitable level 3 or equivalent from Theology and Religious Studies options	30

These modules are available from Year 3 onwards.

Year 3 (non-denominational)

All students must undertake at least one level 2 or level 3 module from Theology & Religious Studies and/or Professional Religious Studies

	<i>Credit Value</i>
e.g. Religious Studies (level 2)	20
Epistles (level 2)	20
Eastern Religions (level 2)	20
Morality and Belief in the 21st Century (level 2)	30
Christian Ethics in Secular Society (level 3)	30

All students should also undertake one level 2 or level 3 module from Theology & Religious Studies, Professional Religious Studies or Philosophy

	<i>Credit Value</i>
e.g. Religious Studies (level 2)	20
Epistles (level 2)	20
Eastern Religions (level 2)	20
Morality and Belief in the 21st Century (level 2)	30
Philosophy: Morality, Politics & Authenticity (level 2)	30
Philosophy: Knowledge, Meaning & Inference (level 2)	30

Sub total of Credits 40 or 60

Year 3 (denominational)

All students must undertake at least one level 2 or level 3 module from Theology & Religious Studies and/or Professional Religious Studies

	<i>Credit Value</i>
e.g. Liturgical Studies (level 2)	20
Epistles (level 2)	20
Christology & Ecclesiology (level 2)	20
Morality and Belief in the 21st Century (level 2)	30

	<i>Credit Value</i>
Christian Ethics in Secular Society (level 3)	30
Critiques and Challenges (level 3)	30
<i>All students should also undertake <u>one level 2</u> or level 3 module from Theology & Religious Studies, Professional Religious Studies or Philosophy</i>	

	<i>Credit Value</i>
e.g. Religious Studies (level 2)	20
Epistles (level 2)	20
Eastern Religions (level 2)	20
Morality and Belief in the 21st Century (level 2)	30
Philosophy: Morality, Politics & Authenticity (level 2)	30
Philosophy: Knowledge, Meaning & Inference (level 2)	30
<i>Sub total of Credits</i>	<i>40 or 60</i>

All students must undertake the following modules in

Educational Studies

Teaching and Learning & Curriculum Development (including Preparation for Teaching & School Experience)	20 5
Philosophy and Theology in Education	15
School Experience	20
<i>Sub total of Credits</i>	<i>60</i>

Total Credits for Year 3 *100 or 120*

Student Progress after Year 3

Progression from Year 3 to Year 4 will normally be allowed on the basis of a minimum of 300 Academic and Professional credits and satisfactory completion of the School Experience requirements. All students must, explicitly, have successfully undertaken their school-based competences. Any student failing to do so may, at the discretion of the Progress Committee be required to:

- overtake such competences before proceeding (in the August/September of that year); or
- apply for transfer from the *concurrent* degree to the BD or MA; or
- discontinue studies on the degree programme.

Year 4 (non-denominational)

All students must undertake at least one level 3 module in Years 3 or 4 in Theology & Religious Studies and/or Professional Religious Studies

	<i>Credit Value</i>
e.g. Christian Ethics in Secular Society (level 3)	30
Critiques & Challenges (level 3)	30
or	
a suitable level 3 or equivalent from Theology and Religious Studies options	30

All students should also undertake one level 2 or level 3 module from Theology & Religious Studies, Professional Religious Studies or Philosophy

	<i>Credit Value</i>
e.g. Religious Studies (level 2)	20
Epistles (level 2)	20
Eastern Religions (level 2)	20
a suitable level 3 or equivalent from Divinity Faculty options	30
Morality and Belief in the 21st Century (level 2)	30
Christian Ethics in Secular Society (level 3)	30
Critiques & Challenges (level 3)	30
Philosophy: Morality, Politics & Authenticity (level 2)	30
Philosophy: Knowledge, Meaning & Inference (level 2)	30
Philosophy (level 3)	30
<i>Sub total of Credits</i>	<i>50 or 60</i>

Year 4 (denominational)

All students must undertake at least one level 3 module in Year 3 or 4 from Theology & Religious Studies and/or Professional Religious Studies

	<i>Credit Value</i>
e.g. Christian Ethics in Secular Society (level 3)	30
Critiques & Challenges (level 3)	30
a suitable level 3 or equivalent from Divinity Faculty options	30

All students should also undertake one level 2 or level 3 module from Theology & Religious Studies, Professional Religious Studies or Philosophy

	<i>Credit Value</i>
e.g. Liturgical Studies (level 2)	20
Epistles (level 2)	20
Christology & Ecclesiology (level 2)	20
Religious Studies (level 2)	20
Eastern Religions (level 2)	20
Morality and Belief in the 21st Century (level 2)	30
Christian Ethics in Secular Society (level 3)	30
Critiques & Challenges (level 3)	30
Philosophy: Morality, Politics & Authenticity (level 2)	30
Philosophy: Knowledge, Meaning & Inference (level 2)	30

Sub total of Credits 50 or 60

All students must undertake the following modules in

Educational Studies

Decision Making and Management in Education (including Preparation for Teaching & School Experience)	20 5
Philosophy and Theology in Education	15
School Experience	20

Sub total of Credits 60

	<i>Credit Value</i>
<i>All students whether non-denominational or denominational must undertake Dissertation (15000 Words)</i>	40
<i>Total Credits for Year 4</i>	150 or 160
<i>Minimum credits for an Honours degree – 480 at level D or above</i>	

In addition, all students must, explicitly, have successfully undertaken their school-based competences for each year.

Year 4 (BTheol, Old Regulations)

Students will pursue either the Honours route or the Ordinary route for the Degree programme.

Honours and Ordinary

Those wishing to teach in non-denominational schools will be required to pursue compulsory and optional studies as follows:

<i>Compulsory</i>	<i>Credit Value</i>	
Theology & Religious Studies: The following subjects are taught in alternate years. Six subjects must be completed during Years 3 and 4, as indicated, three being taken in each Year –		
Liturgy & Sacraments	30	
Philosophy of Religion	30	
Theology & the Bible	30	
Two of Eastern Religions	30	
<i>or Islam</i>	30	
<i>or Judaism</i>	30	
One from Modules offered at Level Two or Honours in the Faculty of Divinity	30	(90)
Professional Studies		
Research in Religion & Religious Education	10	
Professional Challenges	10	
Continuing Professional Development (including Preparation for Teaching)	10	(30)
School Experience	30	
Dissertation Ordinary (8,000 words)	20	
Honours (15,000 words)	40	
Total Ordinary	170	
Total Honours	190	

Honours and Ordinary

Those wishing to teach in denominational schools will be required to pursue compulsory and optional studies as follows:

<i>Compulsory</i>	<i>Credit Value</i>	
Theology & Religious Studies: The following subjects are taught in alternate years. Six subjects must be completed during Years 3 and 4, as indicated, three being taken in each Year –		
Christian Ethics	30	
Christology & Ecclesiology	30	
Liturgy & Sacraments	30	
Philosophy of Religion	30	
Theology & the Bible	30	
One of Eastern Religions	30	
<i>or</i> Islam	30	
<i>or</i> Judaism	30	(90)
Professional Studies		
Research in Religion & Religious Education	10	
Professional Challenges	10	
Continuing Professional Development (including Preparation for Teaching)	10	(30)
School Experience		30
Dissertation: Ordinary (8,000 words)		20
Honours (15,000 words)		40
Total Ordinary		170
Total Honours		190

Year 5

Honours and Ordinary	<i>Credit Value</i>	
Individual Research Project	10	
School Experience	80	(90)

Award of Degrees

The classification of the final degree will be by outcome.

Honours degrees will be awarded to those students who have fulfilled the following conditions:

- (a) have gained 240 Academic and Professional points and satisfactorily completed the School Experience requirements by the end of Year 2;
- (b) each assessment requirement for the Academic and Professional modules taken in Years 3 and 4 is passed at the first sitting with a minimum of 45%;

- (c) one of the final year modules and School Experience are jointly assessed in the form of a 15,000 word dissertation, which will replace the normal assessments for that module. The dissertation will be worth 40 credit points.

Those students who do not fulfil any or all of the above conditions will be eligible for the award of an Ordinary degree provided that:

- (a) they satisfy the minimum progress rules as specified in this Schedule;
- (b) they satisfactorily complete each module within the period allowed by the re-sit rules in force at the time;
- (c) one of the final year modules and School Experience are assessed in the form of a 8,000 word dissertation which will replace the normal assessments for that module. The dissertation will be worth 20 credit points.

VII CATHOLIC TEACHER'S CERTIFICATE

Catholic students on the following degree and certificate programmes may qualify for the Catholic Teacher's Certificate through participation in designated Religious Education (RE) courses and School Experience. The Catholic Teacher's Certificate is not separately assessed.

<i>Programme</i>	<i>Qualifying course</i>
BEd	co-extensive with RE component of BEd programme
PGCE (Primary)	co-extensive with RE component of PGCE programme
PGCE (Secondary) in RE	co-extensive with RE component of PGCE programme
PGCE (Secondary Generalist)	additional course 4 hrs/wk plus school visits
BTechEd	additional course in 2 of the 4 years of the course
BEdMus	additional course in 2 of the 4 years of the course
BTheol	co-extensive with RE component of BTheol programme
MA in RelPhilEd	co-extensive with RE component of MA programme
Certificate in RE by distance learning (CREDL)	course designed for and leading only to Catholic Teacher's Certificate
Additional Teaching Qualification in RE	co-extensive with ATQRE programme

VIII CERTIFICATE IN RELIGIOUS EDUCATION BY DISTANCE LEARNING

The Certificate in Religious Education by Distance Learning is a programme which leads to qualification for the Catholic Teacher's Certificate. Course participants must have or be studying for a teaching qualification.

Candidates for the Certificate complete the modules of the course through distance mode. Each module has a credit value of 6 and is assessed by written assignment.

The compulsory modules are:

Core Theology

Old Testament, New Testament, God and Jesus, God and Spirit, God and Trinity Reflected in Grace, Church Models, Church and Others, Symbols and Faith 1, Symbols and Faith 2;

Core Pedagogy (either Primary or Secondary)

Primary:

Curriculum Development (Primary),
Story and Religious Development
(Primary),
Personal and Moral Development
(Primary);

Secondary:

Curriculum Development (Secondary),
Story and Religious Development
(Secondary),
Religious Development of Adolescents
(Secondary);

Options

In addition students take two modules from the following options:

Christianity in Scotland, Spirituality and Living, Explorations into Hinduism, The Apostle Paul.

IX DEPARTMENT OF ADULT AND CONTINUING EDUCATION

This part of the *Calendar* contains information on courses at undergraduate level available in the Department of Adult and Continuing Education.

Certificate of Higher Education (Continuing Education)

The Department of Adult and Continuing Education, within the Faculty of Education, provides opportunities to follow courses in a wide range of subjects offered in Arts, Science and Social Sciences, leading to the award of the Certificate in Higher Education (Continuing Education). The Certificate may carry an additional designation related to a specified field of study in which appropriate courses have been taken, in accordance with a number of schemes as set out in section IX below.

Certificate in Adult Learning (suspended 2002/2003)

The Department of Adult and Continuing Education offers a course leading to a Certificate in Adult Learning. Candidates will normally be in paid employment in a field closely related to adult education or have some experience of working in adult learning groups.

Certificate in Community Work

The Certificate in Community Work is offered by the Department of Adult and Continuing Education. Candidates will normally be in paid employment in

a job closely related to community work. Candidates who are not in paid employment will be required to complete a placement to provide practice experience. The duration of the course is one academic year of day release study.

Certificate in Counselling Skills

The Department of Adult and Continuing Education offers a course leading to a Certificate in Counselling Skills. Candidates will be expected to have experience of working with people in a helping relationship and to use that experience during the course. The duration of the course is one academic year of part-time study.

X CERTIFICATE OF HIGHER EDUCATION (CONTINUING EDUCATION)

Regulations

1. General

- (a) With the authority of Senate, a Certificate of Higher Education (Continuing Education) may be conferred by the University of Glasgow.
- (b) Supervision of the arrangements for the Certificate of Higher Education (Continuing Education) will be by the Undergraduate Committee of the Faculty of Education.
- (c) The level and standard of the Certificate of Higher Education (Continuing Education) shall be comparable with the level and standard of the Certificates of Higher Education awarded in the Faculties of Arts, Divinity, Engineering, Science and Social Sciences.
- (d) Candidates who have qualified for the award of the Certificate of Higher Education (Continuing Education) may apply to the Faculties of Arts, Divinity, Science and Social Sciences for admission and, if admitted, may have some or all of their credits recognised towards a higher level award.

2. Minimum Requirement for the Award of Credits

(a) Departmental Instructions

Students shall be required to comply with such departmental instructions as are prescribed by the Head(s) of Department(s) in charge of the course concerned. Such instructions may require students: to attend specified lectures, tutorials, laboratory or practical sessions, field courses, examinations and other events; to provide themselves with such books, equipment and other materials as are necessary for the course; to submit items of work, including essays, dissertations and project reports, by such dates as may be instructed.

All such instructions shall be given to the students in writing at the beginning of the course concerned. Reasonable notice of any alteration to them will also be given.

(b) **Minimum Requirement**

The minimum requirement for the award of credits for a course shall be specified by the Department responsible for the course and given to students in writing at the beginning of the course. This requirement shall normally include a specified minimum level of compliance with departmental instructions in terms of attendance and completion of work and a specified minimum level of performance in assessed work and examinations including the end of course examination (if any).

Normally no grade points shall be awarded to a candidate who does not meet this minimum requirement. A candidate shall be refused admission to an end of course examination only if his or her level of compliance with departmental instructions and level of performance in assessed work and examinations prior to the end of course examination is such that the candidate could not be awarded at least a grade G for the course whatever the level of performance in the end of course examination.

3. **Minimum Requirement for the Award of a Certificate**

(Subject to amendment for session 2002–2003)

The minimum requirements for the award of a Certificate, hereafter referred to as a minimum curriculum, are expressed in terms of (a) credit-bearing courses at various levels (b) grade points and (c) subjects relating to certificates, each set of requirements as defined hereunder:

(a) *Credit bearing Courses*

- (i) Approved courses, normally bearing at least 10 credits, or credits in multiples of 10, at any level, may, where appropriate, form part of a student's minimum curriculum.
- (ii) A candidate shall be eligible to receive the Certificate of Higher Education (Continuing Education) if he or she has completed courses, drawn from the DACE Certificate of Higher Education programme or from courses offered by other Faculties of the University, totalling at least 120 credits with a grade point average of at least 8.5. Credit derived from courses above Level 1 may be included.

(b) *Grade Points*

- (i) A student's assessed performance in each course (except for language courses, rated at 12 credits, where a Grade D shall be allocated to students who meet the required learning outcomes for the course) shall be graded and grade points awarded on the following basis:

Grade	A	B	C	D	E	F	G
	16	14	12	10	8	6	2

multiplied by the number of credits the course carries.

The grades shall carry descriptions as follows:

A:	Excellent
B:	Very Good
C:	Good
D:	Satisfactory
E:	Fair
F:	Poor
G:	Very Poor

- (ii) Where a student has enrolled for a course but has not met the minimum requirement for the course, no grade points or credits shall be awarded.
- (iii) The grade-point average shall be calculated by dividing the total grade points (obtained as calculated above) by the number of credits attaching to the courses in which those grade points are obtained. Where a student has accumulated more than 120 credits, the grade point average shall be based on those courses (totalling at least 120 credits) in which the student has obtained the highest grades, provided that all other requirements for award of the Certificate are satisfied. Only grades from complete courses shall be counted.
- (iv) The Certificate of Higher Education (Continuing Education) shall be awarded with Merit where the grade point average over the courses being counted for the award of the Certificate is at least 12, and with Distinction where the grade point average over the courses being counted for the award of the Certificate is at least 14.

(c) *Certificate of Basic IT Competence*

Every student must normally obtain the Certificate of Basic Information Technology Competence in his or her first year of study in order to qualify for an award covered by these regulations.

4. Designated Certificates

(a) *Subjects Relating to Certificates*

- (i) The Certificate of Higher Education (Continuing Education) may carry an additional designation in a specified field of study where grade points are derived from courses worth at least 60 credits in at least two qualifying subjects in a specific field of study as determined by the Undergraduate Committee of the Faculty of Education. Designations shall be determined in accordance with a number of stated schemes as set out below.

- (ii) In a specifically designated certificate, certain of the core courses may be compulsory.
- (iii) Where a subject is required to be represented by courses worth a minimum of 40 credits, one or more of these courses may be replaced by a course or courses of equivalent credits in another subject recognised as cognate with the subject being replaced.

(b) *Designated Certificates*

(NB: From time to time, appropriate subjects or courses may be added to those qualifying for each of the certificates below)

**Certificate of Higher Education (Continuing Education):
Ancient Studies**

Qualifying subjects for this certificate are:

Classical Civilisation	Latin
Egyptology	

**Certificate of Higher Education (Continuing Education):
Creative and Cultural Studies**

Qualifying subjects for this certificate are:

History of Art	Visual Arts
Music	

**Certificate of Higher Education (Continuing Education):
European Civilisation**

Qualifying subjects for this certificate are:

Celtic Studies	Literature Subjects
Classical Civilisation	Music
Education	Philosophy
European Languages	Modern Greek
History of Art	Spanish Certificate
History Subjects	

**Certificate of Higher Education (Continuing Education):
Historical Studies**

Qualifying subjects for this certificate are:

Celtic Studies	History of Art
Classics	Medieval History
Economic & Social History	Modern History
Egyptology	Scottish History

The Certificate must include at least two courses in subjects offered by the School of History and Archaeology.

Certificate of Higher Education (Continuing Education): Linguistic Studies

Qualifying subjects for this certificate are:

Arabic	Hindi and Urdu
Chinese (Mandarin)	Italian
Danish	Japanese
Dutch	Latin (Humanity)
Egyptian (Hieroglyphics)	Norwegian
French	Portuguese
Gaelic	Russian
German	Spanish
Greek (Modern)	Turkish

Qualifying courses must include at least two and not more than three of the above languages.

Certificate of Higher Education (Continuing Education): Literary Studies

Qualifying subjects for this certificate are:

Classical Civilisation	Modern Greek Language & Culture
Cultural Studies	Spanish Certificate
English Literature	
Scottish Literature	

Certificate of Higher Education (Continuing Education): Scottish Studies

Qualifying subjects for this certificate are:

Celtic Studies	Scottish History
Gaelic	Scottish Literature
History of Art (specified courses)	Women's Studies (specified courses)

Certificate of Higher Education (Continuing Education): Dumfries and Galloway Studies

Qualifying subjects for this certificate are:

Environmental Studies
(specified courses)
History of Art
(specified courses)

Scottish History
(specified courses)
Scottish Literature
(specified courses)

**Certificate of Higher Education (Continuing Education):
Social Sciences**

Qualifying subjects for this certificate are:

Economic & Social History
Economics
Education
Philosophy

Politics
Psychology
Sociology
Women's Studies

**Certificate of Higher Education (Continuing Education):
Environmental Science**

Qualifying subjects for this certificate are:

Astronomy
Biology
Environmental Studies

Geography
Geology

5. Approval of Qualifying Courses

(a) Subject to the approval of Senate, the Undergraduate Committee of the Faculty of Education shall identify and recognise Continuing Education courses which may contribute to the Certificate. The Committee shall also determine which of the University's courses correspond to each of the qualifying subjects for specially designated certificates.

(b) Recognition of Study in Other Universities and Institutions of Tertiary Education

Students who have accumulated credit at Level 1 from courses of study taken at institutions of tertiary education approved by the Senate, may be exempted from up to 50% of the qualifying credit for the Certificate of Higher Education (Continuing Education). Such an exemption must be approved by the Faculty of Education. Credits granted as a result of such exemption shall be awarded a grade of D for successful completion of the course or courses concerned. Exceptionally a higher grade may be allocated by the Continuing Education Committee. No credit shall be awarded for courses that have already been counted towards an Award made by another institution.

6. Conditions Governing Qualifying Courses

- (a) Courses, deemed by the Undergraduate Committee to be overlapping or identical, may not form part of the minimum curriculum.
- (b) In any session certain courses may not be available to Certificate students or may be available only to a limited number.
- (c) Normally, at least 50% of the credits should be drawn from courses offered by the Department of Adult and Continuing Education.

7. List of Recognised Qualifying Courses

The Department of Adult and Continuing Education, subject to the approval of Senate, will offer a range of courses in subject areas offered by the Faculty of Arts, Faculty of Science and Faculty of Social Sciences. A list of the credit ratings and levels attached to the courses is outlined below.

Reference should also be made to the list of Recognised Qualifying Modules and Courses offered by the Faculties of Arts, Divinity, Education, Science and Social Sciences, some of which may be available to suitably qualified students registered for the Certificate of Higher Education (Continuing Education) as part of a minimum qualifying curriculum for individual cases. Students wishing to enrol for such courses should contact the office of the Chief Adviser in the appropriate faculty.

The recognised qualifying courses shall be as set out below:

<i>Course Title</i>	<i>Credit Value</i>
Ancient Celts, The	20 at level 1
Arabic Stage 1	12 at level 1
Arabic Stage 2	12 at level 1
Arabic Stage 3	20 at level 1
Archaeology of Scotland	20 at level 1
Architecture and Design, 1851–1951	20 at level 1
Art of the Italian Renaissance	20 at level 1
Art of the 20th Century, The	20 at level 1
Cathedral Building in Medieval France and Britain	20 at level 1
Certificate in Field Archaeology	120 at level 1
Chinese (Mandarin) Stage 1	12 at level 1
Chinese (Mandarin) Stage 2	12 at level 1
Chinese (Mandarin) Stage 3	12 at level 1
Classical Greek Civilisation (module 1)	20 at level 1
Classical Greek Civilisation (module 2)	20 at level 1
Culture and Society in Modern Britain	30 at level 2
Danish Stage 1	12 at level 1
Danish Stage 2	12 at level 1
Drawing and Painting: Composition	40 at level 2
Drawing and Painting: Figure Composition	40 at level 2

<i>Course Title</i>	<i>Credit Value</i>
Dutch 17th Century Painting – A Golden Age 10	10 at level 1
Dutch Stage 1	12 at level 1
Dutch Stage 2	12 at level 1
Egyptology (module 1)	20 at level 1
Egyptology (module 2)	20 at level 1
Egyptology (module 3)	20 at level 1
Environmental Geography	20 at level 1
Evolution of the Earth, Life and Environment	20 at level 1
French Stage 1	12 at level 1
French Stage 2	12 at level 1
French Stage 3	12 at level 1
French Stage 4	12 at level 1
From Giotto to Gauguin: European Painting 1300–1900	20 at level 1
From Mannerism to Baroque: Art and Architecture in Italy	30 at level 2
Fundamentals of Psychology	40 at level 1
Gaelic Stage 1	12 at level 1
Gaelic Stage 2	12 at level 1
German Stage 1	12 at level 1
German Stage 2	12 at level 1
German Stage 3	12 at level 1
German Stage 4	12 at level 1
Gothic Architecture in the 12th and 13th Centuries	10 at level 1
Hands-on Space Astronomy	20 at level 1
Hindu and Urdu Stage 1	12 at level 1
History of Galloway 1600–1914, The	20 at level 1
Human Geography	20 at level 1
Images of Scotland: Scotland on Films	20 at level 1
Introduction to Art Therapy	40 at level 1
Introduction to Archaeological Practice	20 at level 1
Introduction to Astronomy (module 1)	20 at level 1
Introduction to Astronomy (module 2)	20 at level 1
Introduction to the Composition and Structures of the Earth	20 at level 1
Introduction to Evolution, Ecology and Conservation	20 at level 1
Introduction to Philosophy: Reason and Argument	20 at level 1
Introduction to Scottish Archives	20 at level 1
Introduction to Scottish History	20 at level 1
Introduction to Scottish Literature: Burns to MacDiarmid	20 at level 1
Introduction to Social Psychology	20 at level 1
Introduction to Software Engineering	20 at level 1
Islamic Spain: Culture and History	20 at level 1
Italian Stage 1	12 at level 1
Italian Stage 2	12 at level 1
Italian Stage 3	12 at level 1

<i>Course Title</i>	<i>Credit Value</i>
Italian Stage 4	12 at level 1
Japanese Stage 1	12 at level 1
Japanese Stage 2	12 at level 1
Japanese Stage 3	12 at level 1
Japanese Stage 4	12 at level 1
Language of Music I	40 at level 1
Language of Music II	40 at level 2
Latin Stage 1	10 at level 1
Learning Society: Adult and Continuing Education	20 at level 2
Literature in Scotland in the Late 20th Century	20 at level 1
Making Connections: Women in 20th Century Scotland (Part 1)	20 at level 1
Marine Biology	20 at level 1
Modern Drama	40 at level 1
Modern Greek Language and Culture Award	50 at level 1
Modern Greek Stage 1	12 at level 1
Modern Greek Stage 2	12 at level 1
Modern Greek Stage 3	12 at level 1
Modern Greek Stage 4	12 at level 1
Modern Greek Language & Culture (Module 5)	10 at level 1
Modern Novel, The	40 at level 1
Nineteenth Century Painting	20 at level 1
Norwegian Stage 1	12 at level 1
Norwegian Stage 2	12 at level 1
Norwegian Stage 3	12 at level 1
Philosophies of the Ideal State	20 at level 1
Popular Music Culture	40 at level 1
Portuguese Stage 1	12 at level 1
Portuguese Stage 2	12 at level 1
Psychology of Addictions	20 at level 1
Rise of the Novel, The	40 at level 2
Russian Stage 1	12 at level 1
Russian Stage 2	12 at level 1
Russian Stage 3	12 at level 1
Scotland and America	20 at level 1
Scottish Painting, 1600–2000	10 at level 1
Scottish Society and Economy in the 18th & 19th Centuries	20 at level 1
Scottish Society and Economy in the 20th Century	20 at level 1
Shakespeare's Drama	40 at level 2
Spanish Stage 1	12 at level 1
Spanish Stage 2	12 at level 1
Spanish Stage 3	12 at level 1
Spanish Stage 4	12 at level 1
Spanish Vision: Art and Architecture in Spain from 1492 to the Present	20 at level 1

<i>Course Title</i>	<i>Credit Value</i>
Testament of the Pharaohs	30 at level 2
Tracing your Scottish Ancestors	20 at level 1
Turkish Stage 1	12 at level 1
Turkish Stage 2	12 at level 1
Turkish Stage 3	12 at level 1
Visual Arts Studies	20 at level 1
Visual Arts Studies: Still Life Painting	20 at level 1
War Reformation and Union: Scotland 1500–1715	20 at level 1
Weather and Climate of Scotland	20 at level 1

Availability of Courses

Not all courses are available each session. It may be necessary to restrict entry to a course or to withdraw a course in the light of staff changes, or if it is under subscribed.

8. **Reassessment in a Course**

Candidates shall normally be required to sit any end of course examination for a course at the first available diet after completion of the course. A candidate who does not attend that examination at the first diet, without good cause, shall for the purposes of these regulations have the same entitlement as a student who attends the examination and is awarded a zero mark.

A candidate who is awarded a Grade E or less after the first diet of examinations for a course offered by the Department of Adult and Continuing Education shall be entitled to re-sit the examinations once, at the next available diet, if recommended by the Board of Examiners. The students will be informed by the Department when they should re-sit an examination. Candidates taking courses offered by other departments shall be subject to the regulations for reassessment that apply for such courses.

9. **Appeals by Students**

The Code of Procedure specified for Faculty Appeals Committees in the University *Calendar* will be applicable to students registered for the Certificate in Higher Education (Continuing Education). Appeals will be heard by the Faculty of Education Appeals Committee.

XI CERTIFICATE IN ADULT LEARNING (suspended 2002–2003)

General Regulations

- (a) With the authority of Senate, a Certificate in Adult Learning may be conferred by the University of Glasgow.
- (b) Supervision of the arrangements for the Certificate in Adult Learning will be by the Continuing Education Committee of the Faculty of Education.

Admission

Candidates will normally be in paid employment in a field closely related to adult education or have some experience of working in adult learning groups, but no formal qualifications in adult education. Admission to the course is based upon application form, statement from the candidate's employer or a favourable reference and interview.

Duration of Study

The course comprises a total of 35 days run full time over one academic year, or part time over two academic years. Each of the three academic terms comprises one full day per week with a 4 day block at the beginning of the course being given to orientation, study skills and IT training. It will also be possible for students to attend for 8 X 4 day blocks over one or two years, in negotiation with employing bodies.

Curriculum

The course will provide students with a critical examination of the theory and practice of adult education as well as an understanding of the value based principles underpinning the work, and a knowledge of contemporary adult education initiatives currently operating in Scotland. It will introduce the students to a number of approaches to teaching and learning which will support the development of good practice in varying contexts.

The curriculum includes anti discriminatory practices in adult education; key principles and theories underpinning adult education; the adult learner in specific teaching and learning situations; curriculum design and construction; the management of the learning environment; summative and formative assessment in teaching and learning contexts; principles and practice of experiential, problem based, and competence based learning; local and regional initiatives in adult education; policy and practice in adult education.

Assessment and Progress

The course is designed to ensure participants work through the interrelationship of theory to their practice. Candidates will be assessed by means of continuous assessment consisting of an essay, seminar presentation, practice study, practice report and self-assessment. In order to be eligible for the award of the Certificate, candidates will normally be expected to have attended a minimum of

70% of teaching sessions; achieve an overall grade of D (50%) for all assessed course work with no more than 2 pieces of work attaining at level E (45%) or below and a minimum of C- (55%) for the Practice Report.

Practice reports not reaching the required standard may be resubmitted at the discretion of the Examination Board.

XII CERTIFICATE IN COMMUNITY WORK

General Regulations

- (a) With the authority of Senate, a Certificate in Community Work may be conferred by the University of Glasgow.
- (b) Supervision of the arrangements for the Certificate in Community Work will be by the Undergraduate Committee of the Faculty of Education.

Admission

Candidates will normally be in paid employment in a job closely related to community work. Candidates who are not in paid employment will be required to complete a placement to provide practice experience. Admission to the course is based on application form, statement from employing agency, and interview.

Duration of Study

The duration of the course is one academic year of study, consisting of a minimum of 180 hours of tuition plus tutorials. Each of the three terms comprises one day a week with a study block at the start of term one.

Curriculum

The course is based on a number of principles – to provide training in a flexible and responsive manner, to promote collaborative and collective working relationships; to value the experience of the individual worker/student/consumer, to promote anti-discriminatory practice and to confront oppression; to work in accordance with equal opportunities practices. The curriculum includes principles of practice; theories of community work and introduction to social policy, community skills; knowledge for practice; specialist sessions; presentation of practice; building self-assessment and evidencing competence.

Assessment and Progress

The course is based on the evidencing of competence in practice. Formal assessment is through the presentation of 4 written assignments and one presentation of practice, in which each candidate should demonstrate that s/he has gained the required competences. The final assignment includes a self-evaluation of progress in learning throughout the course and a practice report, in which the candidate demonstrates the integration of course learning and work practice. The written work will be assessed by a panel appointed by the

University. Written work not reaching the required standard may be re-submitted at the discretion of the panel.

XIII CERTIFICATE IN COUNSELLING SKILLS

General Regulations

- (a) With the authority of Senate, a Certificate in Counselling Skills may be conferred by the University of Glasgow.
- (b) Supervision of the arrangements for the Certificate in Counselling Skills will be by the Undergraduate Committee of the Faculty of Education.

Admission

Admission to the course is based on application form, references and individual interview. Candidates will be expected to have experience of working with people in a helping relationship and to use that experience during the course. Successful candidates are likely to be currently working in such a setting.

Duration of Study

The duration of the course will be one academic year of part-time study, consisting of 120 hours of tuition. Each of the three terms will comprise one evening meeting per week and at least one Saturday meeting, in addition to individual tutorials.

Curriculum

The course will include the following: the nature of counselling and its relationship with other processes, e.g. advising, befriending; practical skills, e.g. listening and attending skills, effective challenging; theoretical frameworks relating to the individual in relationships; and an introduction to models of counselling, e.g. person-centred, Gestalt. Specialist areas of counselling – which illustrate theories in practice – will also be introduced. This section of the course will retain an element of flexibility in order to respond to the particular needs and interests of course participants but such specialist areas might include bereavement and loss; marital problems; sexual problems; and substance abuse.

Assessment and Progress

Progress of candidates will be monitored throughout the course by means of a range of course assignments, individual tutorials, and group work with the other course participants. Candidates will be assessed by means of continuous assessment and are required to perform satisfactorily in such course work for the award of the Certificate. Candidates will not normally be permitted to resubmit course assignments which contribute to the continuous assessment procedure. Candidates will normally be expected to have attended a minimum of 70% of teaching sessions on the course in order to be eligible for the award of the Certificate.

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