



### 1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Primary Education with Teaching Qualification	X123	X123-2312

### 2. Academic Session:

2017-18

### 3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

### 4. Credits:

480

### 5. Entrance Requirements:

Please refer to the current undergraduate prospectus at: <http://www.gla.ac.uk/prospectuses/undergraduate/> and the School of Interdisciplinary Studies undergraduate prospectus at: <http://www.gla.ac.uk/schools/interdisciplinary/>

### 6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

### 7. Attendance Type:

Full Time

### 8. Programme Aims:

The MA in Primary Education draws upon the existing courses offered at the School of Interdisciplinary Studies of the University of Glasgow, where a considerable expertise has already been gathered, and where a distinctive and successful programme of undergraduate and postgraduate learning has been established. It adds to these the important elements of child development and learning, educational and pedagogical theory,

<sup>1</sup> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at [www.gla.ac.uk](http://www.gla.ac.uk)

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

and practical teaching skills. Key areas of literacy and numeracy are given priority. Additionally, in association with Dumfries and Galloway Council, it ensures that all relevant areas of the Scottish Primary Curriculum are adequately covered in the skill profile of the graduates from the programme.

The proposed course will aim to produce a graduate who will be:

- Competent in terms of the professional values and commitment, professional knowledge and understanding, and professional skills and abilities expected by the benchmark standards for entry into the profession and achievement of the standard for full registration as a teacher.
- A reflective practitioner, able to evaluate her/his work on a regular basis and to take appropriate action as required within the context of professional development and developing knowledge, understanding and skills.
- Able to achieve high standards of professional practice and to have high expectations of her/his pupils.
- Able to understand how her/his pupils develop and learn and the contexts in which they learn, how to construct and utilise materials and experiences which suit the learning needs of individuals and how their education will affect their wider learning and living.
- Able to access and use educational and other research data in order to sustain, develop and improve personal learning and professional practice
- A learner who has a useful curricular and professional specialism to offer primary schools.
- Enthusiastic, committed and open to new ideas.
- An independent learner and thinker.
- Able to undertake professional practice within the changing and challenging contexts of professional and personal development.
- Supportive of pupils and concerned with their personal development through the subjects of the curriculum, as learners, and as people.
- Supportive of schools, families and the wider community
- Able to take responsibility for her/his continuing professional development and for her/his continuing learning through a reflective approach to professional learning and practice.
- Able to relate to others, including pupils, colleagues and parents.
- Proactive in seeking to improve learning and teaching.
- Showing potential for leadership in learning.
- Showing a flexible approach to pupils' learning needs, based on secure theoretical knowledge and understanding of learning and teaching.

## **9. Intended Learning Outcomes of Programme:**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### **Knowledge and Understanding**

- Achieve high standards in teaching the Scottish primary school curriculum, general pedagogy and the understanding of the various contexts in which learning occurs.
- Achieve an appropriately developed understanding of educational and pedagogical theory and research which will inform their future development.
- Utilise their developed knowledge and understanding of child development and learning to the benefit of pupils, schools and families.
- Utilise their specialist curricular and professional knowledge to the benefit of pupils and society more widely
- Have the highest standards in professionalism, expectation and achievement in teaching and learning and in their contribution to society.
- Teach across the whole age range of the Scottish primary school, including pre-5 where appropriate.
- Have a commitment to learning, social justice and equality: to children and to the importance of education in their lives, and to the encouragement of lifelong learning.
- Understand and be familiar with the developing requirements of teaching in the 21<sup>st</sup> century and the benchmarks for competence defined by the GTCS and QUAAHE and in subsequent reports.
- Understand the potential of learning technology and apply it appropriately in their professional activities.
- Understand their own professional practice, evaluate it and establish an agenda for ongoing professional development based on critical reflection of their teaching practice.

### **Skills and Other Attributes**

#### *Subject-specific/practical skills*

- Ability to teach children of primary school age with special reference to literacy and numeracy skills;

- Ability to communicate effectively with children in Early Years and Primary school settings and with older children as appropriate;
- Ability to plan, implement and develop programmes of work for the above age ranges;
- Ability to employ effectively a range of teaching strategies including individual, group and class methods;
- Ability to employ a range of assessment techniques, and to understand the importance of assessment as part of the learning process;
- Ability to work with a wide range of teaching resources, including information and communications technology;
- Ability to offer young people genuine learning experiences which will enrich their lives and contribute to their personal development.

#### *Intellectual skills*

- A good understanding of humanities, environmental stewardship, health and social policy, language, mathematics and educational theory;
- Understanding of one's own professional practice: reflection on and evaluation of it, and establishment of an agenda for on-going professional development;
- Having at one's command a versatility which will enable the above aims to be achieved.

#### *Transferable/key skills*

- Ability to communicate effectively with children of pre-school (Early Years) and primary school age and older children as appropriate;
- Ability to communicate effectively with adults and work effectively as part of a team;
- Possession of the highest standards in professionalism, expectation and achievement in teaching and learning and in their contribution to society;
- Possession of a commitment to learning, social justice and equality - to young people and to the importance of education in their lives.

### **10. Typical Learning and Teaching Approaches:**

The programme draws upon a number of differing learning and teaching approaches which make the maximum use of the resources, both human and electronic, which are available. Some of these approaches are already embedded in the work of staff in existing courses offered at the School of Interdisciplinary Studies.

**Face-to-face teaching** is a feature of the course, as it would be in other programmes of ITE offered by the University. Face-to-face teaching is evident in the following:

- Courses offered by tutors in Humanities subjects at the School of Interdisciplinary Studies;
- Courses in Environmental Stewardship as above;
- Courses in Health and Social Policy as above;
- Courses in the pedagogy of the primary school, in particular: courses in English language with special reference to the teaching of early literacy and writing; courses focusing on the development of numeracy skills;
- Courses in child development and learning, educational theory and practice.

**Research and Reading** is a cornerstone of the students' experience. Not only do students carry out their own research as part of their final year course, but they also access and use research on a daily basis. Tutors on the course are committed to research-led teaching and will utilise a wide range of research to model good practice. Students are aware of research-informed practice and evidence-led approaches to teaching and are enabled to undertake this in their own professional work.

Availability of a **Virtual Learning Environment (VLE)** enables a greater flexibility to be provided in terms of student learning. The University of Glasgow has adopted as its standard the Moodle system, and has now amassed considerable experience of using this, both at undergraduate and postgraduate levels. Use of the VLE enables a number of **significant interactions** with students to take place. These include:

- Online tutorial support;
- The availability of conferences and discussion groups;
- Teaching materials being accessed such as PowerPoint™ presentations;
- Teaching support such as the discussion of papers produced either by staff or by students;

- Linking to other online resources such as journal articles;
- Online assessment and self-assessment;
- Feedback by tutors on performance in designated tasks;
- Access by students to tutors and to each other;
- Posting of notices and course administration.

The use of the VLE is a **powerful and important resource**. It means that students can access teaching when they are able to do so. It means that students can form a coherent learning community through the employment of discussion groups. This is particularly important where students may come from a wide geographical area or where, as in Dumfries and Galloway, school experience placements may draw on a wide range of rural schools.

In proposing these teaching and learning methods, the course team is aware of the attainment of standards as the critical element in providing a unifying framework. The standards of the University and of the General Teaching Council for Scotland are therefore the unifying element which binds these elements together.

### 11. Typical Assessment Methods:

In their academic / professional work students are **summatively** assessed by:

- Essays;
- Assignments;
- Oral presentations and seminars;
- Workbooks and critiques of study papers;
- The production of school-based resources;
- Online and other electronic tests and assessments, including micro-teaching and video review;
- Written examinations as appropriate.

In addition, **formative** assessment are provided by:

- Written and verbal comments by tutors in group activities;
- Written and verbal comments by tutors in feedback on work undertaken;
- Comments by peers;
- Feedback in simulations, projects and group presentations.

In **professional practice in school**, students are **summatively** assessed by:

- Critical observation of performance in the classroom by school colleagues;
- Critical observation of performance in the classroom by tutors from the University;
- Critical observation of performance in the classroom by tutors from Dumfries and Galloway Council duly approved as Associate Tutors of the University of Glasgow;
- Logs, diaries and associated records of classroom practice.

In addition, **formative** assessment is provided by classroom professionals on a daily basis as a result of the evaluation of students' activities. It is also provided by tutors on visits by means of an interim report. In all instances, students have the benefit of professional, formative comments.

### 12. Programme Structure and Features:

#### 19. Additional Relevant Information:

### 13. Programme Accredited By:

General Teaching Council for Scotland

### 14. Location(s):

Glasgow

### 15. College:

College of Social Sciences

**16. Lead School/Institute:**

Interdisciplinary Studies [REG40300000]

**17. Is this programme collaborative with another institution:**

No

**18. Awarding Institution(s):**

University of Glasgow

**19. Teaching Institution(s):**

**20. Language of Instruction:**

English

**21. Language of Assessment:**

English

**22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:**

The relevant benchmark statements are to be found in the Quality Assurance Agency for Higher Education Scottish subject benchmark statement, *The Standard for Initial Teacher Education in Scotland* (QAA/GTCS, 2007):

<http://www.qaa.ac.uk/en/Publications/Documents/Scottish-Subject-Benchmark-statement--standard-for-initial-teacher-education.pdf>

Also see the most recent update to the *General Teaching Council for Scotland Standards for Registration* (2012): <http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>

All students enrolling on the programme are required to meet the conditions laid down by the Scottish Government for courses of initial teacher education in Scotland and participation in these, such as the prior possession of relevant passes in English and Mathematics.

**23. Additional Relevant Information (if applicable):**

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service ([www.gla.ac.uk/services/sls/](http://www.gla.ac.uk/services/sls/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

**Study at the School of Interdisciplinary Studies offers the following advantages to students:**

- **School ethos** - As a relatively small institution it is both feasible and a matter of deliberate policy to encourage a friendly and supportive learning environment.
- **Student Involvement** – Students contribute to the operation of the School through involvement with the Staff-Student Liaison Committee. The Campus Students' Association (CUCSA) is thriving and students can participate in developing and shaping the provision of services and amenities.
- **Advisers of Studies** – Each student is allocated an Adviser of Studies to guide them in curriculum

planning, more generally to provide advice, and in addition, where appropriate, to offer pastoral support.

- **Student Services** - All students at the School of Interdisciplinary Studies have access to a team in student support covering the key areas of Counselling, Effective Learning, Employability, Enabling Support and Funding.
- **Supporting Documentation** - Students are provided with a Student Handbook containing key information about studying at the School of Interdisciplinary Studies: semester dates, contact details, emergency numbers, etc.. Each individual course has a Handbook outlining the aims, intended learning outcomes, assessment, timetable, texts, and other relevant information.
- **External Resources** - Through the video-link and through the use of guest lecturers, experts in a variety of fields integrate into the teaching provision.
- **Extensive IT Facilities** - The ratio of students to computers is approximately 3:1, meaning that in practice a student is never unable to access a machine. Students in relevant courses also have access to audio and video recording equipment and video editing facilities. Promethean Boards are also available in some teaching rooms for teaching and learning purposes.
- **Access to High Quality Field Sites** – The School location in Dumfries means that there is easy access to a wide range of important sites, which illustrate key areas of study in the curriculum.
- **Cultural Environment** – The surrounding area is rich in writers and artists, providing students with many opportunities for informal learning.
- **Physical Environment** - The School is situated on an award-winning parkland estate, with extensive lawns, attractive sandstone buildings and wide biodiversity.

Support for students is provided by the Undergraduate Adviser(s) of Studies supported by University resources such as:

the Student Learning Service (<http://www.gla.ac.uk/sls/>);

the Department of Health and Wellbeing (<http://www.gla.ac.uk/services/health/>);

the Student Counselling and Advisory Service (<http://www.gla.ac.uk/services/counselling/>);

the Student Disability Service (<http://www.gla.ac.uk/services/disability/>);

and the Careers Service (<http://www.gla.ac.uk/services/careers/>)

#### 24. Online Learning:

No

#### 25. Date of approval: