Programme Specification[1]

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

Programme Title	UCAS Code	GU Code
Master of Education with Teaching Qualification (Primary)		X120-2351

2. Academic Session:

2017-18

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

11

4. Credits:

600

5. Entrance Requirements:

Please refer to the current prospectus: http://www.gla.ac.uk/prospectuses/undergraduate/

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

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

This programme will provide educators and teachers qualified for Roman Catholic and non-denominational primary schools who meet the rigorous requirements of professional bodies with whom the School of Education is in partnership and who accredit initial teacher education. It will develop teachers who will be analytic, interventionist practitioners, capable of using evidence to identify and meet the learning needs of individual learners through effective partnerships and career-long learning.

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[1] 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

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.

The programme aims to:

- Provide an intellectual training in education from a wide social science perspective

- Provide an intellectual and practical preparation for teaching which blends theory and practice in both sites of learning: the university and the school

- Establish a learning framework where principles of pedagogy, planning, teaching, assessment and evaluation are thoroughly explored and in which students can develop their application and know how to enquire into their development throughout their teaching careers

- Enable students to meet the GTCS *Standard for Registration* (2013) http://www.gtcs.org.uk/web/Files/the-standards/standards-for-registration-1212.pdf

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

Knowledge and Understanding

By the end of this programme, students will be able to:

- Critically analyse and evaluate the role of education in society
- Critically reflect on a selected area in the field of social sciences: Politics, Sociology, Public Policy, Central and Eastern European Studies or Economic and Social History
- Analyse and evaluate the dynamic relationship between curriculum, pedagogy and assessment
- Analyse and synthesise the cycle of learning and teaching for all learners
- Explore and analyse the importance of a selected area of disciplinary or pedagogical knowledge for learning and teaching
- Identify and critically evaluate the main elements of career-long professional learning and enquiry

Students intending to teach in the Roman Catholic sector will be able to:
- Critically evaluate the relationship between Catholic theology, education and personal values

Skills and Other Attributes

By the end of this programme, students will be able to:

Subject-specific/practical skills

- Plan, teach, assess and reflect on pupil learning in a range of curricular areas as appropriate to the educational context
- Use evidence to design, deliver, assess, reflect on and evaluate learning in specific educational contexts meeting the needs of all learners
- Apply subject knowledge in a range of curricular areas defined by the relevant curriculum
- Embody the values of democracy, social justice and inclusion on which education is based
- Value and respect the social and cultural diversity of pupils, colleagues and communities
- Respect, uphold and embody the professional values and commitments as indicated in the

GTCS Standards for Registration; the University of Glasgow's Student Code of Conduct; its related Fitness to Practise Procedures; and the GTCS Student Teacher Code

- http://www.gtcs.org.uk/web/Files/the-standards/standards-for-registration-1212.pdf
- http://www.gla.ac.uk/media/media_286035_en.pdf#page=54&view=fitH,230
- http://www.gla.ac.uk/media/media_286035_en.pdf#page=63&view=fitH,50
- http://www.gtcs.org.uk/web/FILES/teacher-regulation/student-teacher-code-0412.pdf
- Utilise team working skills
- Utilise IT resources

Intellectual skills

- Synthesise and evaluate educational theories and practice within an educational context
- Apply critical reflection to the complex task of education
- Creatively problem-solve to enhance learning and teaching

Transferable/key skills
On graduation students will be able to :

- Communicate effectively and clearly both orally and in writing in a manner appropriate to a wide variety of audiences
- Establish inclusive relationships
- Critically appraise and interpret professional situations and documents
- Manage time and resources to deliver effectively to constrained deadlines
- Work collaboratively in teams
- Deploy IT resources effectively

10. Typical Learning and Teaching Approaches:

1. Lectures
2. Tutorials
3. Seminars
4. Group tasks
5. Oral presentations
6. Independent learning
7. School /other educational context experience
8. Peer learning

11. Typical Assessment Methods:

A range of summative assessments are used on the M Educ: written examinations, essays, portfolio, project work and a dissertation. Education in Practice 1-5 will be assessed by a portfolio of work which may include such items as reflections on learning and teaching, evidence of planning and classroom observations. The elements of the portfolio will enable students to demonstrate a developing integration of theory and practice

aimed at meeting the needs of all learners. Assessment of Educational Enquiry in 4th year will comprise a short project based on an aspect of classroom practice. The project will prepare students for the 60-credit dissertation in Year 5. This dissertation will be supported by an online distance learning course in appropriate research methods and will culminate in an enquiry in an area of classroom practice identified by the student derived from a blend of school and personal development aims. This project will aim to bring new thinking from an existing evidence base to bear on an aspect of practice in order to generate new knowledge about practice. There will be a considerable element of formative assessment in this programme. Students will receive feedback on coursework and on their performance in tutorials. On school experience students will discuss peer observation with more experienced university staff and school partners. Students will be responsible for using the insights from such learning conversations in order to improve their own practice. Students' academic writing will be supported through course inputs and access to the Effective Learning Adviser and the Royal Literary Fund Fellow.

12. Programme Structure and Features:

Structure

Course Title	Course Code	Credits	Core	Optional	Semester(s) taught
YEAR 1					
Education in Society 1 (Level 7)		20	x		1
Education in Practice 1 (Level 7)		40	x		1 and 2
Politics 1 or Sociology 1 or Central and East European Studies 1 or Economic and Social History 1 or Public Policy 1 (Level 7)		40	x		1 and 2
Theology in Education 1 (Level 7)		20	Core for students intending to teach in the RC sector	For students not intending to teach in the RC sector	1
What's the point of ...education? 1 (Level 7)		20	Core for students not taking Theology in Education 1		2
YEAR 2					
Education in Society 2 Level 8		20	x		1
Education in Practice 2 Level 8		40	x		1 and 2
Politics 2 or Sociology 2 or Central and East European Studies 2 or Economic and Social History 2 or Public Policy 2 Level 8		40	x		1 and 2
Theology in Education 2 Level 8		20	For students intending to teach in the RC sector	For students not intending to teach in the RC sector	1
What's the point of...educationalists? Level 8		20	For students not taking Theology in Education 1		2
YEAR 3					
Education in Society 3 Level 9		30	x		2
Education in Practice 3 Level 9		30	x		1 and 2
Teacher Learning and Educational		30	x		1

Enquiry 3 Level 10					
Education Elective Level 10		30	x		1
YEAR 4					
Education in Society 4 Level11		30	x		2
Education in Practice 4 Level10		30	For those taking a teaching qualification		1 and 2
Educational Enquiry 4 Level 11		30	For those taking a teaching qualification		1
Education Elective Level 11		30	x		1
Honours option Level 10		60	X for those graduating without a teaching qualification who will not take Educational Enquiry 4 or Education in Practice 4		1 and 2
Remaining credits to be taken in one year in the subsequent 5 years from Year 4			x		
Education in Practice Level 11		30	x		1 and 2
Practitioner Enquiry and Decision-Making Level 11		30	x		2
Professional Practice Dissertation Level 11		60	x		2

Features

This groundbreaking new teacher education programme contains the most contemporary insights into teacher learning provided by international research. In years 1 and 2 students will be able to study more widely in the College of Social Sciences taking from a menu of courses provided by the School of Social and Political Sciences. The programme contains a full preparation for students who wish to teach in Catholic schools.

All teacher education students will exit to practice at the end of fourth year with those who are eligible going into their probationary year. In fourth year, students have two options:

to graduate with an MA Honours degree

to exit with a Masters Diploma in Education

Students who take the first option may not subsequently use their Masters-level credit towards a Masters qualification.

The five-year student experience is constructed to ensure a smooth and gradual transition from preparation to practice as the School of Education works closely with its local authority partners to enhance the quality and coherence of teacher learning in the Early Phase. The development of academic writing skills and enquiry methods together with the integration of theory and practice over the course of the programme will culminate in a professional Masters dissertation on an aspect of classroom practice. As the teaching profession moves to working at M-level, students graduating from this programme will be well-prepared to enter the classroom and well-qualified to take up subsequent career opportunities.

13. Programme Accredited By:

General Teaching Council Scotland

14. Location(s):

Glasgow

15. College:

College of Social Sciences

16. Lead School/Institute:

Education [REG40200000]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

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:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Education-studies.aspx
This is a bench mark for Education Studies only, not for Teacher Education.

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/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

24. Online Learning:

No

25. Date of approval:	