Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>BA or BSc in X (and/with Y) and Professional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCAS code:</td>
<td>Various - see Undergraduate Prospectus</td>
</tr>
<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
</tr>
<tr>
<td>SCQF Credit Value:</td>
<td></td>
</tr>
</tbody>
</table>

**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

The programme aims to prepare students for teaching secondary school children effectively through their subject, playing their part in the wider life of schools, and continuing to develop professionally, particularly during their induction/probationary period. It also aims to contribute to the development of students' knowledge, awareness, understanding and powers of critical reflection, in keeping with the role of Education as an undergraduate university subject.

The culmination of these aims and objectives is represented by the ‘Standard for ITE in Scotland’, which describes the range of professional knowledge, skills and values to which a beginning teacher should aspire. Many of the Standard’s specific benchmark statements (or competencies) relate to themes which permeate the Stirling concurrent programme, one of the strengths of which is the opportunity to develop over a number of years. These specific benchmarks are not addressed in single discrete episodes but treated in a developmental fashion and are visited and revisited throughout the course. Our vision of the newly qualified teacher is of a knowledgeable, reflective and competent practitioner whose practice is underpinned by a well-developed and articulated set of professional values. It is intended that these find expression through a variety of interactions within the context of the classroom, school and the wider educational and social system.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**
The programme ensures that student teachers have a sound knowledge and understanding of:
- the school curriculum for secondary education
- their responsibilities in terms of literacy, numeracy, personal, social and health education and ICT
- learning and teaching methodologies
- the education system, policy and practice

**Subject-specific skills and other attributes**
Particular objectives are that the ITE programme produces teachers who are:
- accepted as valued and active members of their professional community
- competent in a wide repertoire of approaches to teaching and learning, including whole class interactive teaching, individualised support and the provision of stimulating learning experiences
- ICT literate especially in pedagogy
- inclusive in outlook and interactions
- positive in class management and expectations of pupils
- self-evaluative and committed to their own learning and development

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes**
**Academic Skills**
- basic research literacy
- critical and analytical thinking
• use of library and database
• problem solving
• information and communications technology (ICT)

Communication Skills
• communication in group work
• individual presentations
• group presentations
• essay writing

Self-Management Skills
• planning
• applying study skills
• organising academic work
• working under pressure
• time management
• meeting deadlines
• interpersonal skills
• interaction in group work
• leadership
• listening and sensitivity

Learning, teaching and assessment strategies:

Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

Teaching and Learning
The approach to teaching and learning takes account of certain assumptions concerning the student population. They will simultaneously be obtaining an academic and a professional/vocational qualification. There will be a range of age and background experience. There will be a range of commitment to teaching.

There is less lecturing in the ITE programme than in the modules that students take in their other academic subjects. However, lecturing does allow tutors to model certain aspects of good teaching, such as clarity in use of terms; coherence and cohesion of discourse; introducing, developing and summing up of themes; making connections from one theme to another; revealing professional values. Seminars, tutorials and workshops encourage development of competent, reflective practitioners. Among the types of activity are: trying out and critically analysing their own and others’ ideas about teaching; practical problem-solving tasks; discussion and debate; simulation tasks and real teaching tasks in respect of microteaching. Theory will not exist on its own but will be closely related to the practical tasks that students are asked to perform. Students will engage in questioning dialogue with university tutors and teacher fellows. The student education to become a teacher will be at the centre of these different and often contradictory sources of input. Critical analysis of reading material will cover policy documents, research reports, teaching guidelines, views about learning, prescribed syllabuses, newspaper and journal articles, not only in order to become professionally well-informed but also to examine whether any claims that are made can be justified.

Assessment
In any module there are normally two pieces of graded work, of equal weighting. Usually these are coursework assignments: essays, plans for teaching, evaluations of your teaching, reports of small-scale research exercises, each of 2500 words maximum. Tutors' comments on assignments explain how far the criteria have been met and why the grade was awarded. The feedback given is an important aspect of the assignment and its clear relationship to the set criteria is designed to help students to focus on improving their future performance. In relation to criteria, while individual modules may have criteria specific to the objectives of that module, there are nonetheless a number of generic criteria we use when assessing assignments: structure; relevance, breadth and depth; background reading; argument; presentation.

There is a heavy emphasis throughout the programme on formative assessment which feeds into the process of personal development planning. Formative assessment takes place via: tutor feedback on essay assignments; self and peer evaluation of teaching performance; feedback from tutors on teaching performance; and regular development planning with a focus on the development of teaching skills.

Assessment of School Experience
The assessment of each student on School Experience is cumulative in nature and decisions are reached as a result of the observation of a selection of lessons taught by the student, discussion of lesson plans and choice of materials, and discussion with the student concerning the effectiveness of selected lessons, as well as a result of observation of the student's general performance and progress within the department and school. Supervising teachers are not required to provide formal grades for students and performance is summarised as either
satisfactory or unsatisfactory (with a possible distinction in final practice) in the areas of professional practice. The report form has criteria for teachers to bear in mind when completing sections of the report. If a student's performance is considered unsatisfactory, the student may be required to complete satisfactorily a further period of School Experience in the same or a different school, or will not be allowed to proceed further in professional training.

<table>
<thead>
<tr>
<th>Professional/statutory body accreditation or recognition:</th>
<th>The General Teaching Council for Scotland</th>
</tr>
</thead>
</table>

**Further details:**

- **Entry requirements:** [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)
- **Programme structure:** [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- **Relevant Subject Benchmark statement:** [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
- **Scottish Credit and Qualifications Framework:** [http://www.scqf.org.uk/the_framework.asp](http://www.scqf.org.uk/the_framework.asp)
- **Introduction/revision date:** October 2006