Programme Specification

Programme award and title: Honours Professional Education (TQ Primary with Named Specialism)

UCAS code: Education

SCQF Level: 10  SCQF Credit Value: 484

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

The two overarching aims of the programme are to:

• prepare students for:

  i. teaching children effectively in the primary sector
  ii. playing their part in the wider life of schools
  iii. continuing to develop professionally, particularly during their induction/probationary period

• 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

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. The underpinning of effective teaching by knowledge, skills and values is made explicit to the students, particularly at the start of the professional training in semester four. Our expectation is that our graduating teachers will be:

• accepted as valued and active and enquiring 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.

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 as:

Knowledge and understanding
Students gain knowledge and understanding of the primary curriculum through core modules in Literacy (EDU9L3, semester 3) and Numeracy (EDU9N5, semester 5) as well as discrete coverage of all other areas in EDU9A4 and EDU9A5. Throughout the programme an interdisciplinary approach is adopted in order to permeate all curriculum areas. Students will extend and consolidate this knowledge and understanding on school placements. Knowledge of their specialist curriculum area is gained through studying it at degree level in the appropriate subject departments of the university and through a specialism module related to primary education in semester 6.

Pedagogical knowledge such as planning lessons, assessment, selecting resources and teaching in both discrete and interdisciplinary ways are developed across primary modules as well as through EDU9A4 (including Microteaching), through EDU9A5 (including Link Practice) and in school placements. Justification of taught material is developed through lectures and discussion in EDU9A4, EDU9A5 and EDU9G6/H6 where the subject and curriculum context in which teachers teach and children learn are integrated with central concerns such as differentiation and inclusion.

The background to the organisation of the education system and of the place of schools within it is examined first.
in EDU9A2. Throughout the professional courses in semesters 4 to 6 and during school placements students revisit this topic and also study the management of schools including pupil support systems. These are often dealt with by teacher fellows who have immediate knowledge of specific schools and by supervising teachers during school placements. Cultural and gender differences form a permeating theme which is introduced in the first year module (EDU9A2) and revisited in primary modules as well as in EDU9G6/H6. Evaluation is a constant theme of the programme which starts in school placement 1 (EDU9AO) and continues throughout all subsequent placements as well as with the analysis of DVDs of lessons in Microteaching (EDU9A4) and Link Practice (EDU9A5). The study of special educational needs starts in the first year and is revisited with a series of lectures and an extended school experience in EDU9G6/H6.

Subject-specific skills and other attributes

Issues central to teaching and learning are developed progressively from the relatively controlled environments of Microteaching and Link Practice to full responsibility for a primary class in the final teaching practice. With the support and guidance of teacher fellows, university tutors and supervising teachers, students are able to work systematically from teaching a single lesson to the varied repertoire required for planning progressive sequences of meaningful learning activities, taking account of pupil differences. Judgements about, for example, appropriateness of level and method, about effectiveness of learning activities, about resources and responses to particular situations, are fostered by the analysis and evaluation of teaching practice by the students themselves. The use of ICT is integrated across the programme.

Issues of classroom management and relationships are introduced in the first year course (EDU9A1) and form a basis for subsequent analysis of relationships within classrooms. Models of positive behaviour management and school discipline systems are discussed in relation to the practical teaching contexts and experiences of Microteaching and Link Practice and school placements. The final semester is mainly school based and students are able to discuss these matters with their supervising teachers. There are also specific workshops provided by a local authority team of behaviour management specialists prior to the final placement as part of EDU9P7/T7.

Principles of assessment are introduced in semesters 4 to 6, with particular emphasis in EDU9A4 and EDU9A5 lectures and seminars where assessment to support learning is a key theme. This is discussed in theoretical terms and illustrated through actual practical examples used by teacher fellows in their schools. The students’ own experience and understanding is consolidated and extended during their school experiences supported by supervising teachers in their placement schools.

Generic skills and other attributes

Commitment to reflective and informed practice is integral to the whole programme. Whilst commitment cannot be ‘taught’, the values of fairness, justice and equality are specifically examined in semester 2 and semester 6. The professionalism of the student teacher features on the school report forms which are completed by supervising teachers after each of the school experiences. The students themselves are required to complete evaluations of their own professional development regularly throughout school placements and after the final teaching practice as part of the required GTCS documentation.

Personal commitment and attitudes are monitored continuously by teacher fellows, university tutors and by supervising teachers during school placements. Students are also regularly reminded of their professional responsibilities, particularly prior to and during school placements. Social justice and inclusion are key values which underpin the ITE programme but they are dealt with in detail, particularly in semester 6.

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

Students are assessed on the basis of two 2500 word assignments (or equivalent) per unit studied. Criteria are given for each assignment and cover inter-alia: structure, relevance, reading, argument and presentation.

Students are also assessed on their school experience by visiting tutors and the schools themselves. A Professional Progress Committee, comprising representatives from teacher fellows, senior staff from schools and university tutors is convened each semester to examine cases where there is concern about professional matters, for example, reliability, conduct, aspects of school practice, as well as academic criteria. If students are found to have failed to reach the professional standards required, the Committee may recommend that a student should not be allowed to
continue with professional development. In this case, the student will not obtain the professional teaching qualification but may continue with the study of Education.

| Professional/statutory body accreditation or recognition: | General Teaching Council for Scotland |

**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)
- Revision date: September 2009