Undergraduate Programme Specification

Session	2025/26	**Last Modified**	
Named Award Title	PGDE (Primary) Single		
Award Title for Each Award	PGDE (Primary)		
Date of Approval	22.04.22		
Details of Cohort Applies to	2025-26		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		General Teaching Council for Scotland (GTC Scotland)	
Maximum Period of Registration		Four years	
Duration of Study			
Full-time	1 year	**Part-time**	
Placement (compulsory)	18 weeks: school placement		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		
Programme Leader	Julie Stewart (Interim)		

Admissions Criteria Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:
SQA National Qualifications:

SQA National Qualifications English at SCQF Level 6 (eg Higher); Mathematics at SCQF Level 5 (eg National 5, Credit Standard Grade or Intermediate 2) or GCE English Language and English Literature at C or above

Mathematics at B or above or SQA National Qualifications/Edexcel Foundation
Acceptable alternatives to the qualifications listed above are given in the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland (General Teaching Council for Scotland (GTC Scotland, 2024), and are published on the UWS website/prospectus.

Or GCE
English Language and English Literature at C or above Mathematics at C or above

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
Applicants must have graduated with a degree from a UK University or an equivalent degree qualification from a higher education institution outside of the UK. When demand for places significantly exceeds the number of places, priority is given to applicants who have attained a 2.1 or 1st class Honours degree. However, all applicants who hold an Honours or an Ordinary/Pass degree, and have appropriate experience, will be considered for interview. Maths (at SCQF Level 5) and English (SCQF Level 6) requirements must be held, not pending.

Candidates for this programme must successfully undertake an interview prior to being offered a place. Candidates who are offered a place on this programme must apply for and obtain membership of the Protection of Vulnerable Groups Scheme before enrolment.

Further desirable skills pre-application
Further information on desirable skills and experience pre-application is provided in the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland (GTC Scotland, 2024).

Experience of working with young people in a primary classroom and up-to-date knowledge and understanding of primary education in Scotland will enhance an application to this programme.

General Overview
The overall aim of the programme is to develop individuals with a range of transferable graduate skills who will attain the Standard for Provisional Registration (GTCS, 2021) and thus be eligible to apply for provisional registration with GTC Scotland and entry to the Teacher Induction Scheme. In accordance with the relevant benchmarks, graduates demonstrate the attributes, knowledge and skills encompassed by the following core areas:

Professional Values and Commitment
The core values defined as Social Justice, Integrity, and Trust and Respect are integral to, and demonstrated through, all professional relationships and practices.

Professional Knowledge and Understanding

The knowledge and understanding of the relevant areas of the early childhood and primary curriculum, including contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning; the principal features of the education system and their own professional responsibilities within the learning communities in which they will teach; relevant educational principles and pedagogical theories; and the importance of research in informing professional practice.

Professional Skills and Abilities
The ability to design, deliver and assess effective, appropriate and stimulating programmes of work across all areas encompassed by Curriculum for Excellence and suitable for children at all stages of early childhood and primary school in a variety of settings, environments and circumstances; and to use reading, research and feedback from a range of sources to inform effective self-evaluation and maintain a record of professional learning and development culminating in an Initial Professional Development Action Plan.

The programme encourages students to engage in lifelong learning, study and enquiry, and to appreciate the value of education to society. It assists students to develop the skills required for both autonomous practice and team-working. The Standard for Provisional Registration is part of a suite of professional standards published by GTC Scotland. Individuals obtaining Provisional Registration aim to progress to Full Registration and are then expected to continue to develop their expertise through 'appropriate and sustained career long professional learning' (GTC Scotland, 2021).

Lectures, tutorials, workshops, use of the VLE, group work, problem-based learning, student presentations, tutor/student-led discussions, and resources are used, as appropriate, to develop student learning. Student handbooks and other material made available to students give more detailed information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This clarifies for students both their expectations for timetabled (synchronous and asynchronous) sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the programme.

Ongoing formative assessment across the programme provides feedback to students on their developing thinking on educational issues and professional abilities. Summative assessment of academic study takes the form of a test in literacy and numeracy, an assignment on Health and Wellbeing (Primary Curriculum), and an essay (School and Professional Studies). Recommendation 5 of the Donaldson review of teacher education, Teaching Scotland's Future (2011), states that "the threshold established entry should allow for weaknesses to be addressed by the student during the course. A more demanding level should be set as the prerequisite for competence to teach". In response to this recommendation, the pass mark for each element of the test (literacy AND numeracy) is 50%. It should also be noted that all categories of assessment (each element of the test, assignment, and essay) MUST be passed.

Summative assessment of the PGDE School & Professional Studies module is offered at SCQF Levels 10 and 11. In both cases, the assessment takes the form of an essay of 6,000 words but the assessment criteria are differentiated to match the learning outcomes for the two levels. All students are enrolled on PGDE School & Professional Studies at L10 and the module encourages criticality in order to support students considering L11. Students are given full explanation of the different standards of work required by the two levels, and in March they are asked to make a decision at which level they will submit. By this time in the programme, students have completed two substantial periods of school experience and have received feedback on the Health and Wellbeing assignment; these experiences enable

students to make an informed decision. The pass mark at L10 is 40%; the pass mark at L11 is 50%.

In compliance with the requirements of the GTC Scotland, 50% of the programme, a total of eighteen weeks, is devoted to school experience in different stages of primary school. Placement handbooks set out the requirements and expectations of school experience, including the evidencing of practice in a teaching file. Following formative assessment of the first period of school experience, the subsequent placements are assessed summatively by the partner school and the visiting University tutor. In addition to written feedback, students receive Satisfactory or Unsatisfactory grades for each of the eight benchmark areas of the Standards for Provisional Registration. Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school. The overall grade is awarded jointly by the partner school and the University tutor.

Typical Delivery Method

Delivery of our PGDE Primary programme is across two campuses: Ayr and Lanarkshire. Therefore, the programme incorporates a combination of synchronous and asynchronous learning.

In all modules on the PGDE (Primary) programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, micro-teaching, student presentations, online tutor/student-led discussions, experiments, play/games, etc.

All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking.

Student handbooks and other material made available to students give more detailed information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This clarifies for students both their expectations for timetabled (synchronous and asynchronous) sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the programme.

Any additional costs

Students will need to register on the PVG Scheme, managed and delivered by Disclosure Scotland. The Division will be in touch with regards to the process for this and students should be prepared to cover the cost associated with getting a PVG. In addition to tuition fees and living expenses, students on the PGDE will incur some additional costs not covered by their tuition fees. These could be for things like specialist equipment, study materials, placements, graduation, membership of relevant organisations or costs related to carrying out fieldwork / placement. Students should expect and be prepared to cover the cost associated with travelling to campus and to placement. In some circumstances, the University will contribute to excess travel costs whilst on school experience placements.

More details on the process and eligibility for this will be forthcoming at the beginning of the programme.

Graduate Attributes, Employability & Personal Development Planning

The programme is designed to consolidate and further develop students' range of graduate skills and attributes that are transferable to other areas of study and professional employment, including:

• knowing how to access and apply relevant research findings;
• practising in a range of professional contexts, which include a degree of unpredictability (culturally aware);
• communicating effectively, both orally and in writing, with a range of audiences (digitally literate);
• engaging in professional dialogue with peers and senior colleagues (collaborative);
• undertaking critical analysis, of professional practices;
• justifying personal opinions by referring to appropriate evidence from a range of sources (research-minded);
• reflecting on and acting to improve the effectiveness of their own practice (analytical; resilient);
• adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues;
• exercising autonomy and initiative in professional activities;
• working with others and, at times, taking a leading role;
• and dealing with complex ethical and professional issues in accordance with current professional and/or ethical codes of practice(alignment with UWS graduate attributes in parentheses)

Ongoing reflection is central to the programme, which aims to develop in every student the professional qualities and capabilities of a reflective practitioner. Although the PDP process is embedded within the School Experience module and is linked to evaluation on placement, students are encouraged to reflect on personal and professional learning throughout the PGDE Primary year. They maintain a reflective log, aligned to the Standards for Provisional Registration. The PDP process culminates in the production of an Initial Teacher Education Profile, completed at the end of the PGDE Primary year.

Upon graduation and provisional registration with the GTC Scotland, graduates are eligible for entry to the Teacher Induction Scheme. This scheme is administered by the GTC Scotland, in partnership with the Scottish Government Learning Directorate, and provides a guaranteed one-year post to every eligible student.

Work Based Learning/Placement Details

In compliance with the requirements of the GTC Scotland, 50% of the programme, a total of eighteen weeks, is devoted to school experience occurring in each school term. To assure placement partners that students are appropriately prepared to undertake periods of school experience, and in accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for academic modules during campus study (and who is therefore deemed to be unprepared for a period of school experience) is normally required to undertake a period of further preparation (on campus) when other students are on placement.

UWS Regulations, Chapter 1, 1.64 – 1.67 also applies to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum

requirement may be deemed not to have met the professional requirements of the programme as accredited by the GTC Scotland and, therefore, may not be eligible for assessment on that placement. In this case, the required school experience placement would normally be completed in the autumn term following the academic year of study. We follow guidance issued by the GTC Scotland, as required.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

All full-time students (all students on the programme) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current students/rights-and-regulations/regulatory-framework/

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTC Scotland.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The programme supports equality of opportunity for students from all backgrounds and with different learning needs. In all modules on the PGDE (Primary) programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, micro-teaching, student presentations, online tutor/student-led discussions, walking, experiments, play/games. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. All of the above is planned to support and enhance the inclusion of all students.

Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University’s Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality

Programe structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9 **Criteria for Progression and Award** ***Please refer to UWS Regulatory Framework for related regulations***

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education.
A2	Demonstrate a critical understanding of the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links.
A3	Demonstrate detailed knowledge and understanding of the primary curriculum, current educational issues and effective approaches to teaching and learning.
A4	Demonstrate knowledge and understanding of the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry.

A5	Demonstrate knowledge of how to access and apply relevant findings from educational research.
Practice - Applied Knowledge and Understanding	
B1	Design, deliver and assess effective, appropriate and stimulating programmes of work across all areas encompassed by Curriculum for Excellence and suitable for children at all stages of early years and primary education.
B2	Use skills, practices and materials which are specialised, advanced, or at the forefront of classroom practice in a variety of settings, environments and circumstances.
B3	Practise in a range of professional contexts, which include a degree of unpredictability and specialism, and maintain a safe, caring and purposeful learning environment within these contexts.
B4	Apply the principles of assessment, recording and reporting, and use the results of assessment to evaluate and improve teaching, and to improve standards of attainment across the curriculum.
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate effectively, using a variety of media including digital technologies, to promote and develop positive relationships, and to stimulate pupils and achieve the objectives of lessons.
C2	Communicate effectively with peers, learners, colleagues and others in school.
C3	Communicate and report effectively, both orally and in writing.
C4	Engage in professional dialogue with peers, university tutors and school colleagues.
C5	Construct and sustain reasoned and coherent arguments about educational matters and professional practices.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.
D2	Justify a personal stance on educational issues by referring to appropriate evidence from a range of sources.
D3	Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development, school development planning and meeting the educational needs of school communities.
D4	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues.
D5	Develop record of personal professional learning and development into an Initial Professional Development Action Plan.
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in professional activities.
E2	Work effectively under guidance in a peer relationship with qualified practitioners and other agencies and individuals.
E3	Work with others and, at times, take a leading role in bringing about change, development and new thinking relating to an aspect of primary education.
E4	Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of practice and in accordance with the needs of schools and wider communities

E5	Demonstrate achievement of all aspects of the Standards for Provisional Registration.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	EDUC10027	PGDE (P) Primary Curriculum		☒	☒	☐	
10	EDUC10028	PGDE (P) School Experience		☒	☒	☐	
10	EDUC10032	PGDE School & Professional Studies		☒	☒	☐	
11	EDUC11090	PGDE School & Professional Studies		☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

All students enrol on PGDE School & Professional Studies (L10). In term 2, students are given the option to undertake the module assessment at Level 10 or L11. Should they choose to submit at L11, they are withdrawn from PGDE School & Professional Studies and enrolled on PGDE School & Professional Studies (L11).

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Student progress is monitored on an ongoing basis. To graduate, students are required to pass each assessed component, gaining a total of 120 credits. A student failing a coursework component is normally permitted to have one further attempt to obtain a pass in the outstanding assessment. In the case of failure on school experience, a student is normally permitted to have only one further attempt to reach a satisfactory standard. The PGDE (Primary) is conferred on students who have satisfactorily met the programme requirements. The PGDE (Primary) programme is an example of professional programmes where a School

Board of Examiners can be given the power to terminate the programme progress of a student when a student's continuation on placements is judged to be unacceptably damaging to the interests of placement partners (e.g., schools and their pupils during school experience). Student handbooks provide further details.

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Equality and Diversity statement updated	April 2025	J Stewart
Removed invalid links	April 2025	J Stewart
Minor changes to text (use of language: no significant change to content)	April 2025	J Stewart
Entry requirements updated (now considering Honours degrees of all classifications, and held Ordinary degrees).	January 2025	J Stewart
