**University of the West of Scotland**

**Undergraduate Programme Specification**

**Session: 2024-25**
**Last Modified: 24/04/2024**
**Status**: Published

| 1 | Named Award Title: | BA (Hons) Education / Education (Named Specialisms) Single |
|---|---|---|
| 2 | Award Title for Each Award: [1] | **BA (Hons) Education / Education (Named Specialisms)**<br>**BA Education Studies**<br>**Dip HE Education Studies**<br>**Cert HE Education Studies** |
| 3 | Date of Validation / Approval: | April 2022 |
| 4 | Details of Cohorts Applies to: | 2022 onwards |
| 5 | Awarding Institution/Body: | **University of the West of Scotland** |
| 6 | Teaching Institution(s)[2]: | **University of the West of Scotland** |
| 7 | Language of Instruction & Examination: | English |
| 8 | Award Accredited By: | General Teaching Council for Scotland (GTCS) |
| 9a | Maximum Period of Registration: | 7 years<br>Authorised Interruption Guidance notes (uws.ac.uk) |
| 9b | Duration of Study: | Full Time – 4 years |
| 10 | Mode of Study: | Full Time |
| 11 | Campus: | Ayr |
| 12 | School: | **Education and Social Sciences** |
| 13 | Programme Board: | **Education** |
| 14 | Programme Leader: | **Louise Barrett** *(interim)* |

---

[1] Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

**15. Admission 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:**

Minimum grades AAAB (equivalent to 11 points) @ Higher to include Higher English + at least a National 5 Mathematics B Pass (or equivalent).

**or GCE**

Minimum grades BBB @ A level to include A level English (or BBB @ A level + GCSE English Language + English Literature at grade B), and at least a B pass in GCSE Mathematics.

**or SQA National Qualifications/Edexcel Foundation**

An HNC would be awarded 3 points. If applicants have progressed to HND, 4 points (overall) would be awarded.

Applicants will also be considered who have successfully completed a Scottish Wider Access (SWAP) Access to Humanities programme. Entry can only be sought at the end of the qualification, and through the official SWAP West programme.

**Other Required Qualifications/Experience**

Entry requirements conform to the Scottish Government Memorandum on Entry Requirements to Courses of Teacher Education in Scotland (2019).

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 at the point of enrolment.

**Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)**

Candidates should be able to demonstrate high standards of literacy and numeracy, and be aware of how digital technology can impact on teaching and learning.

Up-to-date knowledge and understanding of current issues in society and education may also enhance an application to this programme.

| 16 | **General Overview** |
|---|---|
| | This programme is designed to fulfil the requirements of the QAA subject benchmark statement for Education Studies (2019), the benchmark statement for Standard for Provisional Registration (GTCS, 2021) and other GTCS requirements. |
| | The overall aim of the programme is to develop individuals with a range of transferrable graduate attributes who will attain the Standard for Provisional Registration and thus be eligible to apply for provisional registration with the GTCS and entry to the Teacher Induction Scheme, if eligible. |
| | **In accordance with UWS Graduate Attributes graduates will demonstrate knowledge, skills and attributes within the following core areas:** |
| | Academic<br>Individuals will demonstrate that they are critical thinkers, analytical, inquiring, knowledgeable, digitally literate, problem-solvers, autonomous, incisive and innovative. |
| | Personal<br>Individuals will demonstrate that they are emotionally intelligent, ethically-minded, culturally aware, effective communicators, influential, motivated, creative, imaginative and resilient. |
| | Professional<br>Individuals will demonstrate that they are collaborative, research-minded, socially responsible, potential leaders, enterprising, ambitious, driven, daring and transformational. |
| | Further information is detailed within individual module descriptors and handbooks. |
| | **In accordance with the Standard for Provisional Registration graduates will demonstrate knowledge, skills and attributes within the following core areas:** |
| | Being a Teacher in Scotland<br>• Professional Values<br>• Professional Commitment<br>• Standard for Provisional Registration |
| | Professional Knowledge and Understanding<br>• Curriculum and Pedagogy<br>• Professional Responsibilities |
| | Professional Skills and Abilities<br>• Curriculum and Pedagogy<br>• The Learning Context<br>• Professional Learning |
| | This programme will enable the student to engage in lifelong learning, study and enquiry and to appreciate the value of education to society. It will also assist the student to develop the skills required for both autonomous and collaborative practice. |
| | The Standard for Provisional Registration is part of a suite of professional standards published by the GTCS. 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' (GTCS, 2021). The suite of |

professional standards may be used to guide this learning and includes, for example, the Standard for Headship. Non-award bearing courses have always formed an important part of professional development and update for teachers but many opportunities exist at Master's level and above in subjects and areas relevant to schools and the wider world of education.

The programme blends theory and practice through a wide range of approaches to teaching, learning and assessment. In all modules on the BA Education 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, concept visualisation (eg drawing and collage), walking, experiments and play/games. 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. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as flexible groupings, various ways to evidence learning and co-constructing elements of the programme.

School experience placements allow students to synthesise theory and practice and develop the skills, knowledge and attributes required to attain the Standard for Provisional Registration.

Formative and summative assessments, including learning community meetings, essays, assignments, seminars, presentations and school experience are utilised. A balance of assessment methods are considered in each year of the programme.

Students are introduced to personal development planning (PDP) and critical reflection within the early stages of the programme, and this planning and reflection is further embedded within each year. There is a specific focus on this within each school experience module. The time directed to PDP is allocated formally to all placement modules (Situated Communication, Professional English and Maths, Leading Learning at the Early Level, School Experience – Early and School Experience – Upper). Students maintain a record of their professional learning and development within the Placement Observation of the Standards (POTS) and Reflection and Evaluation of the Standards (RETS) documentation. Students are guided to specific areas of the Standard for Registration during each placement. They also have the opportunity to personalise their development plan, considering the context they are in and their own specific requirements.

Personal development and critical reflection are also embedded within various on-campus modules. As individuals progress through the programme they are expected to demonstrate increasing competence in development planning and maintaining records of critical reflection. This is formally assessed through journal / log module assessments and during school experience, within joint tutor and in-school supporter reports.

The degree offers the possibility of spending some time abroad after having successfully completed Level 7 and Level 8. This is to ensure that individuals have reached an appropriate level of language competence. The opportunities involve either a whole academic year of workplace experience, generally as a Language Assistant, undertaking

| | |
|---|---|
| | one academic term in one of our partner institutions, enrolling on credit bearing modules that are taught and assessed in English, or shorter visits to partner institutions. These experiences prepare the students for their future career in general, and as speakers of other languages, which is particularly relevant in Scotland in the context of the implementation of 1+2 Approach to languages at primary level. UWS has an extensive network of partner institutions that would be able to accommodate our students. |
| **17** | **Graduate Attributes, Employability & Personal Development Planning** |
| | The programme is designed to equip students with a range of transferrable graduate attributes relevant to many areas of study and professional employment.<br><br>In accordance with UWS Graduate Attributes graduates will demonstrate knowledge, skills and attributes within the following core areas:<br><br>Academic<br>Individuals will demonstrate that they are critical thinkers, analytical, inquiring, knowledgeable, digitally literate, problem-solvers, autonomous, incisive and innovative.<br><br>Personal<br>Individuals will demonstrate that they are emotionally intelligent, ethically-minded, culturally aware, effective communicators, influential, motivated, creative, imaginative and resilient.<br><br>Professional<br>Individuals will demonstrate that they are collaborative, research-minded, socially responsible, potential leaders, enterprising, ambitious, driven, daring and transformational.<br><br>Further information is detailed within individual module descriptors and handbooks.<br><br>PDP is central to the programme, beginning with reflection and analysis of individual needs, skills, interests and attributes and culminating with the production of an Initial Professional Development Action Plan.<br><br>As the programme progresses the focus becomes more specialised, blending education theory with practice and supporting students in developing the ability to plan, deliver and assess relevant, stimulating and successful learning experiences which are designed to fulfil the aspirations and ambition inherent within Curriculum for Excellence. Placements are undertaken within early learning and childcare environments and at all stages of the primary school.<br><br>Upon graduation and successful provisional registration with the GTCS, most students will enter the Teacher Induction Scheme. This scheme is administered by the GTCS, in partnership with the Scottish Government Learning Directorate, and provides a guaranteed one-year post to every **eligible** student. |
| **18** | **Work Based Learning/Placement Details** |
| | In order to comply with GTCS requirements for programmes of Initial Teacher Education designed to allow students to meet the Standard for Provisional Registration, this programme consists of a balance of on-campus academic work and significant periods of placement (30 weeks) over the duration of the programme, in early learning and childcare and primary school environments. 4 weeks of school experience is embedded in year 1, 6 |

weeks of school experience is embedded within year 2, 10 weeks of school experience is embedded in year 3, and 10 weeks of school experience is embedded in year 4. School placement dates will be shared at the beginning of each academic session. Placement dates are not flexible. Students are expected to attend placement at the times specified. Students may be removed from matched placements if they are not available to attend placements.

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, personal tutor and the student to identify steps to support engagement and success.

To assure placement partners that students are appropriately prepared to undertake periods of school experience, continued unsatisfactory attendance and engagement across academic modules may prevent progress to placement, result in re-attendance in modules, or withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

Attendance requirements apply to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum requirement will be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, will not be eligible for assessment on that placement. The required school experience retrieval placement would normally be completed in June of that academic year of study.

| 19 | **Attendance and Engagement** |
|---|---|
| | In line with the [Student Attendance and Engagement Procedure](), Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. |
| | For the purposes of this programme, academic engagement equates to the following: |
| | Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, personal tutor and the student to identify steps to support engagement and success. |
| | To assure placement partners that students are appropriately prepared to undertake periods of school experience, continued unsatisfactory attendance and engagement across academic modules may prevent progress to placement, result in re-attendance in modules, or withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS. |
| | Attendance requirements apply to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum requirement will be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, will not be eligible for assessment on that placement. The required school experience retrieval placement would normally be completed in June of that academic year of study. |

| 20 | 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.<br><br>Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.<br><br>The programme supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). 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. |

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

| 21 | Learning Outcomes (Maximum of 5 per heading) |
|---|---|
| | Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.<br><br>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework.<br>https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf |

x

| | SCQF LEVEL 7<br>Learning Outcomes (Maximum of 5 per heading) |
|---|---|
| | **Knowledge and Understanding** |
| **A1** | Demonstrate an awareness of the main theories, concepts and principles of the acquisition, use and understanding of literacy, mathematics, and health and wellbeing in society. |
| **A2** | Demonstrate a broad and integrated knowledge of the inter-related nature of societies, lifestyles and the environment. |
| **A3** | Demonstrate awareness of the dynamic and often contested nature of knowledge and understanding. |
| **A4** | Recognise the difference between explanations based in evidence and/or research and other forms of explanation and of the importance of this difference. |

| A5 | Demonstrate an overall appreciation of a range of communication skills and styles. |
|---|---|
| **Practice - Applied Knowledge and Understanding** | |
| B1 | Use some of the basic and routine professional skills, techniques, practices and/or materials associated with planning, managing, reflecting upon and improving one's own learning. |
| B2 | Practise these skills and techniques in both University and work related contexts. |
| B3 | Use some of the basic and routine professional skills, techniques, practices and/or materials associated with the subjects studied. |
| B4 | Co-operate and collaborate with others to explore and understand the protocols and demands inherent to organisations. |
| **Communication, ICT and Numeracy Skills** | |
| C1 | Construct and communicate oral and written arguments in a well-structured and coherent form. |
| C2 | Reflect upon and use a range of forms of communication effectively and appropriately in both familiar and new contexts. |
| C3 | Use numerical and graphical data to measure progress and achieve personal goals/targets. |
| C4 | Communicate and report effectively, both orally and in writing. |
| C5 | Demonstrate high standards of literacy and numeracy. |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** | |
| D1 | Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving. |
| D2 | Use a range of approaches to address defined and/or routine problems and issues within defined contexts. |
| D3 | Reflect upon and identify personal and professional development achievements and needs and record these through a PDP. |
| **Autonomy, Accountability and Working With Others** | |
| E1 | Exercise some initiative and independence in carrying out defined activities at a professional level in practice relating to the subjects studied and situations encountered. |
| E2 | Accept supervision in less familiar areas of work. |
| E3 | Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. |
| E4 | Work, under guidance, with others to acquire an understanding of the roles and responsibilities demanded by various organisations and environments. |

**Learning Outcomes - Level 7 Core Modules**

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 7 | UGED07005 | Health and Wellbeing for Understanding | 20 | ✓ | | | |
| 7 | UGED07001 | Literacy for Understanding | 20 | ✓ | | | |
| 7 | UGED07002 | Mathematics for Understanding | 20 | ✓ | ✓ | | |
| 7 | UGED07003 | Situated Communication | 20 | | ✓ | | |
| 7 | UGED07004 | Society and Lifestyles | 20 | | ✓ | | |

**Learning Outcomes - Level 7 Optional Modules**

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 7 | FREN07001 | French 1.1 | 20 | ✓ | ✓ | | |
| 7 | FREN07002 | French 1.2 | 20 | ✓ | ✓ | | |
| 7 | SPAN07001 | Spanish 1.1 | 20 | ✓ | ✓ | | |

Footnotes for option modules

| |
|---|
| Students must undertake a language module selected from the optional list. If students have prior learning or experience, they may opt to undertake the 1.2 option in French, have learning differentiated in Spanish, or explore modules offered a higher level across the university. |
| Language modules and Mathematics for Understanding are delivered as long thin modules over Terms 1 and 2. |
| Option modules will run if there is a viable cohort. |

| 22 a | **Level 7**<br>**Criteria for Progression and Award** |
|---|---|
| | Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. As this is a professional programme, there is a key focus on timetabled on-campus teaching sessions. |

Individual student engagement will be considered on a case-by-case basis and a three-stage process is intended to enable students who are disengaged with their programme of study to be supported to reintegrate and resume their studies effectively. The three-stage process does provide for the removal of disengaged students from their programme of study.

Engagement Panels will be convened to review engagement across programmes generally, as well as any individual action plans that have been agreed and delivered by either Personal Tutors or Programme Leaders.

To progress, students are required to pass each module assessment. Students will normally be permitted to have two further attempts to obtain a pass in any outstanding assessments. At times, students may proceed with deficit to the following year of the programme. In the case of failure on school experience, students will be permitted to have only one further attempt to reach a satisfactory standard. That attempt will normally be no later than the June of the calendar year in which the student has been attending the programme. Students cannot progress to the next year of the programme with deficit of a placement module.

Any student who does not wish to progress to the next level of the programme or has no option to progress to the next level of the programme, may exit with an award, depending on the credits gained during their period of study. At the end of level 7 the HE Cert in Education Studies can be gained.

Links:  UWS Regulatory Framework;  and Student Experience Policy Statement.

x

| | Level 8<br>Learning Outcomes (Maximum of 5 per heading) |
|---|---|
| | **Knowledge and Understanding** |
| **A1** | Demonstrate a broad understanding of the nature and scope of Curriculum for Excellence and how it relates to the primary school. |
| **A2** | Clear understanding of the legal and professional aspects of a teacher's position of trust in relation to learners. |
| **A3** | Some knowledge and understanding of some major current issues in Scottish education. |
| **A4** | Demonstrate an awareness and understanding of the range of roles and responsibilities fulfilled by individuals and organisations involved with the education and wellbeing of children and the communities in which they live. |
| | **Practice - Applied Knowledge and Understanding** |
| **B1** | Use a range of routine skills, techniques, practices and/or materials associated with teaching, a few of which are advanced or complex. |
| **B2** | Demonstrate an appreciation of the nature and scope of Curriculum for Excellence. |

| B3 | Work collaboratively to plan and deliver learning activities in English, mathematics, and health and wellbeing with middle primary pupils. |
|---|---|
| B4 | Work collaboratively to plan and deliver learning activities relating to other subjects studied (including option modules) and situations encountered. |
| B5 | Co-operate and collaborate with others in beginning to explore and understand some wider aspects of the curriculum and the wellbeing of children. |
| **Communication, ICT and Numeracy Skills** ||
| C1 | Convey complex information to a range of audiences and for a range of purposes. |
| C2 | Use a range of standard applications to process and obtain data. |
| C3 | Use and evaluate numerical and graphical data to measure progress and achieve goals/targets. |
| C4 | Communicate and report effectively, both orally and in writing. |
| C5 | Demonstrate high standards of literacy and numeracy. |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** ||
| D1 | Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in society and education. |
| D2 | Critically evaluate and analyse evidence-based solutions/responses to defined problems/issues. |
| D3 | Use PDP to continue to maintain a record of personal and professional development, achievement and needs. |
| **Autonomy, Accountability and Working With Others** ||
| E1 | Manage resources within defined areas of work. |
| E2 | Reflect on and take account of own and others' roles, responsibilities and contributions to the education and wellbeing of children and the communities in which they live. |
| E3 | Deal with ethical and professional issues in accordance with current professional and ethical codes under guidance. |
| E4 | Demonstrate an understanding of the skills, attributes, values and commitment encompassed by the Standard for Provisional Registration. |

### Learning Outcomes - Level 8 Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term 1 | 2 | 3 | Footnotes |
|---|---|---|---|---|---|---|---|
| 8 | UGED08007 | Integrated Arts in Education | 20 | ✓ | | | |

| 8 | UGED08003 | Inter-professional Working | 20 | ✓ | | | |
| 8 | UGED08008 | Professional English and Maths | 20 | | ✓ | | |
| 8 | UGED08004 | Sustainable Development | 20 | ✓ | | | |

### Learning Outcomes - Level 8 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | 1 | 2 | 3 | |
| 8 | UGED08001 | Children's Literature | 20 | | ✓ | | |
| 8 | UGED08010 | Controversial Issues and Citizenship | 20 | | ✓ | | |
| 8 | UGED08012 | Digital Literacy | 20 | | ✓ | | |
| 8 | UGED08006 | Expressive Arts & Culture | 20 | | ✓ | | |
| 7 | FREN07002 | French 1.2 | 20 | | ✓ | | |
| 8 | FREN08001 | French 2.1 | 20 | | ✓ | | |
| 8 | UGED08002 | Mathematics | 20 | | ✓ | | |
| 8 | UGED08009 | Physical Education | 20 | | ✓ | | |
| 8 | UGED08005 | Science in Society | 20 | | ✓ | | |
| 7 | SPAN07002 | Spanish 1.2 | 20 | | ✓ | | |
| 8 | UGED08011 | Supporting Multilingual Learners | 20 | | ✓ | | |
| 8 | UGED08013 | Middle Primary Work Based Learning | 20 | | ✓ | | |

### Footnotes for option modules

Students will undertake two option modules. If a student wishes to choose a Language option, the choice of Language module will be dependent on the Language module completed at Level 7, eg a student completing French 1.1 may progress to French 1.2, or French 1.2 to French 2.1.

Option modules will run if there is a viable class. Students may be required to select a second choice option.

Students who do not pass Professional English and Maths (UGED08008) may undertake Middle Primary Work Based Learning, which offers an alternative form of assessment for the

module. Depending on the credits gained during their period of study, students can exit the programme with a Dip HE Education Studies.

X

| 22b | **Level 8**<br>**Criteria for Progression and Award** |
|---|---|
| | Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. As this is a professional programme, there is a key focus on timetabled on-campus teaching sessions.<br><br>Individual student engagement will be considered on a case by case basis and a three-stage process is intended to enable students who are disengaged with their programme of study to be supported to reintegrate and resume their studies effectively. The three stage process does provide for the removal of disengaged students from their programme of study.<br><br>Engagement Panels will be convened to review engagement across programmes generally, as well as any individual action plans that have been agreed and delivered by either Personal Tutors or Programme Leaders.<br><br>To progress, students are required to pass each module assessment. Students will normally be permitted to have two further attempts to obtain a pass in any outstanding assessments. At times, students may proceed with deficit to the following year of the programme. In the case of failure on school experience, students will be permitted to have only one further attempt to reach a satisfactory standard. That attempt will normally be no later than the June of the calendar year in which the student has been attending the programme. Students cannot progress to the next year of the programme with deficit of a placement module.<br><br>Any student who does not wish to progress to the next level of the programme, or has no option to progress to the next level of the programme, may exit with an award, depending on the credits gained during their period of study. At the end of level 8, the HE Dip in Education Studies can be gained.<br><br>Links: UWS Regulatory Framework;  and Student Experience Policy Statement. |

x

| | **SCQF LEVEL 9**<br>**Learning Outcomes (Maximum of 5 per heading)** |
|---|---|
| | **Knowledge and Understanding** |
| **A1** | A broad and integrated knowledge and understanding of the scope, main areas and boundaries of early education. |

| A2 | A critical understanding of a selection of current and evolving principal theories, principles, concepts and terminology relating to curriculum design and implementation. |
|---|---|
| A3 | A broad and integrated knowledge of the early learning and childcare and early primary curriculum, current educational issues and effective approaches to teaching and learning nationally and internationally. |
| A4 | Knowledge and understanding of the ways in which teaching and learning are developed in the early education curriculum. |
| A5 | Knowledge and understanding of national and international approaches to the teaching and learning of a current priority or chosen subject area in primary education. |

**Practice - Applied Knowledge and Understanding**

| B1 | Use a selection of the principal skills, techniques, practices and materials associated with designing, delivering and assessing effective, appropriate and stimulating programmes of work in the early learning and childcare and primary school sectors. |
|---|---|
| B2 | Use a selection of skills, techniques, practices and materials that are specialised or advanced and particularly suited to the early learning and childcare and primary school sectors. |
| B3 | Practise routine methods of enquiry and research related to national and international approaches to the teaching and learning of a current priority or chosen subject area in primary education. |
| B4 | Practise in early learning and childcare and early years contexts, which include a degree of unpredictability and specialism and maintain a safe, caring and purposeful learning environment within these contexts. |
| B5 | Demonstrate a developing understanding 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. |

**Communication, ICT and Numeracy Skills**

| C1 | Make formal and informal presentations on educational topics to a range of audiences. |
|---|---|
| C2 | Use a range of IT applications including digital technologies to support and enhance work. |
| C3 | Interpret, use and evaluate numerical and graphical data to achieve targets. |
| C4 | Communicate and report effectively, both orally and in writing. |
| C5 | Make formal and informal presentations on national and international perspectives on a current priority or chosen subject area in primary education. |

**Generic Cognitive Skills - Problem Solving, Analysis, Evaluation**

| D1 | Access, reflect on and critically evaluate a range of professionally relevant literature relating both to general educational issues and teaching and learning in the early learning and childcare and primary school sectors. |
|---|---|
| D2 | Be aware of and understand reasoned and coherent arguments about educational matters and professional practices within current national and international contexts. |

| D3 | Use PDP to continue to maintain a record of personal and professional development achievements and needs. |
|---|---|
| D4 | Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development, school improvement planning and meeting the educational needs of school communities. |
| D5 | Access, reflect on and critically evaluate a range of professionally relevant literature relating both to the teaching and learning of a current priority or chosen subject area in primary education. |
| **Autonomy, Accountability and Working With Others** | |
| E1 | Exercise autonomy and initiative in some activities at a professional level in university and within early years environments. |
| E2 | Take some responsibility for the work of others, for a range of resources and where appropriate for sharing aspects of own professional learning and development. |
| E3 | Work, under guidance, with qualified practitioners, support staff and others with due regard for appropriate roles, responsibilities and the needs of schools and wider communities. |
| E4 | Exercise autonomy and initiative in researching, reflecting upon and evaluating national and international approaches to the teaching and learning of a current priority or chosen subject area in primary education. |
| E5 | Demonstrate a commitment to achieving all aspects of the Standard for Provisional Registration. |

### Learning Outcomes - Level 9 Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 9 | UGED09001 | Integrated Wellbeing | 20 | ✓ | | | |
| 9 | UGED09007 | Leading Learning at the Early Level | 20 | ✓ | | | |
| 9 | UGED09004 | Pedagogy and Practice | 20 | | ✓ | | |
| 9 | UGED09011 | Pedagogy and Practice 2 | 20 | | ✓ | | |
| 9 | UGED09008 | School Experience - Early | 20 | | ✓ | | |

### Learning Outcomes - Level 9 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |

| 9 | UGED09009 | CA of Health & Wellbeing Teaching | 20 | ✓ | | | |
| 9 | UGED09010 | CA of Inclusive Education | 20 | ✓ | | | |
| 9 | UGED09003 | CA of Language Teaching | 20 | ✓ | | | |
| 9 | UGED09002 | CA of Literacy Teaching | 20 | ✓ | | | |
| 9 | UGED09005 | CA of Mathematics Teaching | 20 | ✓ | | | |
| 9 | UGED09006 | CA of Science Teaching | 20 | ✓ | | | |
| 9 | UGED09012 | Lower Primary Work Based Learning | 20 | | ✓ | | |

Footnotes for option modules

Students must select one of the optional modules listed, and this selection is likely to determine the final award title as follows:

- The selection and completion of the Critical Analysis of HWB Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to health and wellbeing in the primary school will lead to the award of BA (Hons) Education with Health and Wellbeing/BA (Hons) Education Studies with Health and Wellbeing.

- The selection and completion of the Critical Analysis of Inclusive Education option followed by Level 10 Dissertation Practitioner Research in a topic related to inclusive education in the primary school will lead to the award of BA (Hons) Education with Inclusive Education/BA (Hons) Education Studies with Inclusive Education.

- The selection and completion of the Critical Analysis of Languages Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to languages in the primary school will lead to the award of BA (Hons) Education with Languages/BA (Hons) Education Studies with Languages.

- The selection and completion of the Critical Analysis of Literacy Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to literacy in the primary school will lead to the award of BA (Hons) Education with Literacy/BA (Hons) Education Studies with Literacy.

- The selection and completion of the Critical Analysis of Mathematics Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to mathematics in the primary school will lead to the award of BA (Hons) Education with Mathematics/BA (Hons) Education Studies with Mathematics.

- The selection and completion of the Critical Analysis of Science Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to science in the primary school will lead to the award of BA (Hons) Education with Science/BA (Hons) Education Studies with Science.

- A student who chooses to follow a particular Level 9 option with Level 10 Dissertation Practitioner Research in a topic related to an alternative area of specialism in the

primary school will qualify for the award of BA (Hons) Education/BA (Hons) Education Studies.

Critical Analysis options will run if there are viable classes within each subject area. Students may be required to select a second or third choice option.

Students who do not pass Professional English and Maths (UGED08008) may undertake Lower Primary Work Based Learning, which offers an alternative form of assessment for the module. Depending on the credits gained during their period of study, students can exit the programme with a BA Education Studies.

X

| 22c | Level 9<br>Criteria for Progression and Award |
|---|---|
| | Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. As this is a professional programme, there is a key focus on timetabled on-campus teaching sessions.<br><br>Individual student engagement will be considered on a case-by-case basis and a three-stage process is intended to enable students who are disengaged with their programme of study to be supported to reintegrate and resume their studies effectively. The three-stage process does provide for the removal of disengaged students from their programme of study.<br><br>Engagement Panels will be convened to review engagement across programmes generally, as well as any individual action plans that have been agreed and delivered by either Personal Tutors or Programme Leaders.<br><br>To progress, students are required to pass each module assessment. Students will normally be permitted to have two further attempts to obtain a pass in any outstanding assessments. At times, students may proceed with deficit to the following year of the programme. In the case of failure on school experience, students will be permitted to have only one further attempt to reach a satisfactory standard. That attempt will normally be no later than the June of the calendar year in which the student has been attending the programme. Students cannot progress to the next year of the programme with deficit of a placement module.<br><br>Any student who does not wish to progress to the next level of the programme, or has no option to progress to the next level of the programme, may exit with an award, depending on the credits gained during their period of study. At the end of level 9, a BA Education Studies can be gained.<br>Links:  UWS Regulatory Framework;  and Student Experience Policy Statement. |

x

| | SCQF LEVEL 10<br>Learning Outcomes (Maximum of 5 per heading) |
|---|---|

| | **Knowledge and Understanding** |
|---|---|
| **A1** | Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education in upper school. |
| **A2** | A critical understanding of the principals and evolving theories of curriculum design and implementation. |
| **A3** | Detailed knowledge of the upper primary curriculum, current educational issues and effective approaches to teaching and learning nationally and internationally. |
| **A4** | Knowledge and understanding of the ways in which teaching and learning are developed, including a range of established techniques of enquiry or research methodologies. |
| **A5** | Detailed knowledge and understanding of successful approaches to the delivery of a current priority or chosen subject area in primary education. |
| | **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 in upper primary. |
| **B2** | Use a skills, practices and materials which are specialised, advanced or at the forefront of classroom practice, and particularly suited to upper primary, in a variety of settings, environments and circumstances. |
| **B3** | Execute a defined project of research related to current issues and priorities, or chosen subject area in primary education. |
| **B4** | Practise in upper primary contexts, which include a degree of unpredictability and specialism and maintain a safe, caring and purposeful learning environment within these contexts. |
| **B5** | Understand and 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. |
| | **Communication, ICT and Numeracy Skills** |
| **C1** | Communicate effectively, using a variety of media including digital technologies to stimulate pupils and achieve the objectives of lessons. |
| **C2** | Communicate effectively with peers, children, staff and others in schools. |
| **C3** | Communicate and report effectively, both orally and in writing. |
| **C4** | Communicate and report effectively on issues relating to the successful delivery and / or attainment of a current priority or chosen subject area in primary education. |
| | **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** |
| **D1** | Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in a range of professionally relevant literature |

| | relating both to general educational issues and teaching and learning in upper primary. |
|---|---|
| **D2** | Construct and sustain reasoned and coherent arguments about educational matters and professional practices within current national and international contexts. |
| **D3** | Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development, school improvement planning and meeting the educational needs of school communities. |
| **D4** | Justify a personal stance on educational issues and to a current priority or chosen subject area in primary education. |
| **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 activities at a professional level in university and within upper primary environments. |
| **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 related to current priority or chosen subject area in 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 school and wider communities. |
| **E5** | Demonstrate achievement of all aspects of the Standard for Provisional Registration. |

### Learning Outcomes - Level 10 Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | **1** | **2** | **3** | |
| 10 | UGED10002 | Dissertation Practitioner Research | 40 | ✓ | ✓ | | |
| 10 | UGED10004 | Leadership of Learning | 20 | ✓ | | | |
| 10 | UGED10003 | School Experience - Upper | 40 | ✓ | ✓ | | |
| 10 | UGED10001 | Theory in Education Studies | 20 | | ✓ | | |

### Learning Outcomes - Level 10 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 10 | UGED10005 | Upper Primary Work Based Learning | 40 | ✓ | ✓ | | |

Footnotes for option modules

Students who fail School Experience – Upper (UGED10003) or withdraw from placement after the initial 4-week block, may undertake Upper Primary Work Based Learning, which offers an alternative form of assessment for the module. Students will be able to graduate with a BA (Hons) Education Studies. This will not enable provisional registration with the GTCS.

X

| 22d | Level 10<br>Criteria for Award |
|---|---|
| | • Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. As this is a professional programme, there is a key focus on timetabled on-campus teaching sessions.<br><br>Individual student engagement will be considered on a case by case basis and a three-stage process is intended to enable students who are disengaged with their programme of study to be supported to reintegrate and resume their studies effectively. The three stage process does provide for the removal of disengaged students from their programme of study.<br><br>Engagement Panels will be convened to review engagement across programmes generally, as well as any individual action plans that have been agreed and delivered by either Personal Tutors or Programme Leaders.<br><br>To gain an award, students are required to pass each module assessment. Students will normally be permitted to have two further attempts to obtain a pass in any outstanding assessments. At times, students may be required to continue on level 10 in the following academic session. In the case of failure on school experience, students will be permitted to have only one further attempt to reach a satisfactory standard. That attempt will normally be no later than the June of the calendar year in which the student has been attending the programme.<br><br>Final honours award titles will be determined as follows:<br><br>• The selection and completion of the Critical Analysis of HWB Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to health and wellbeing in the primary school will lead to the award of BA (Hons) Education with Health and Wellbeing/BA (Hons) Education Studies with Health and Wellbeing. |

- The selection and completion of the Critical Analysis of Inclusive Education option followed by Level 10 Dissertation Practitioner Research in a topic related to inclusive education in the primary school will lead to the award of BA (Hons) Education with Inclusive Education/BA (Hons) Education Studies with Inclusive Education.

- The selection and completion of the Critical Analysis of Languages Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to languages in the primary school will lead to the award of BA (Hons) Education with Languages/BA (Hons) Education Studies with Languages.

- The selection and completion of the Critical Analysis of Literacy Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to literacy in the primary school will lead to the award of BA (Hons) Education with Literacy/BA (Hons) Education Studies with Literacy.

- The selection and completion of the Critical Analysis of Mathematics Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to mathematics in the primary school will lead to the award of BA (Hons) Education with Mathematics/BA (Hons) Education Studies with Mathematics.

- The selection and completion of the Critical Analysis of Science Teaching option followed by Level 10 Dissertation Practitioner Research in a topic related to science in the primary school will lead to the award of BA (Hons) Education with Science/BA (Hons) Education Studies with Science.

- A student who chooses to follow a particular Level 9 option with Level 10 Dissertation Practitioner Research in a topic related to an alternative area of specialism in the primary school will qualify for the award of BA (Hons) Education/BA (Hons) Education Studies.

Links:  UWS Regulatory Framework;  and Student Experience Policy Statement.

x

| 23 | 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.

| 24 | 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.

### Change/Version Control

**Changes made to the programme since it was last published:**

| What | When | Who |
|---|---|---|
| Updated Links:<br><br>• Academic Engagement Procedure<br>• Equality and Diversity<br>• University Regulatory Framework<br>• Removed invalid links | 19/10/2023 | C Winter |
| Guidance Note 2023-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections and addition of links and some specific guidance.<br><br>Addition of Duration of Study and some other text – for CMA. | 12/12/23 | D Taylor |

**Version Number: UG 1 (2023-24)**