



Undergraduate Programme Specification

Session	2025/26	Last Modified	
Named Award Title	BA (Hons) Education / Education (Named Specialisms) Single		
Award Title for Each Award	BA (Hons) Education / Education (Named Specialisms) BA Education Studies Dip HE Education Studies Cert HE Education Studies		
Date of Approval	2019		
Details of Cohort Applies to	2019-2025		
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		7 years	
Duration of Study			
Full-time	Yes	Part-time	
Placement (compulsory)	Yes		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Campus	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Education and Social Sciences		
Divisional Programme Board	Education		
Programme Leader	Jennifer Ellis		

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:

ABBB (114 UCAS Tariff points) including English at C or above, plus National 5 Maths at C or above.

Minimum Entry Requirements: BBBB (108 UCAS Tariff points) including English at C or above, plus National 5 Maths at B or above.

Or GCE

A Levels: BBC (112 UCAS Tariff points) including GCSE English Language and English Literature at C/5, plus GCSE Maths at C/5 or above.

Or SQA National Qualifications / Edexcel Foundation

Applicants who have successfully completed a Scottish Wider Access (SWAP) Access to Humanities programme are also considered. 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 (2024).

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

Candidates should be able to demonstrate high standards of literacy and numeracy.

General Overview

This programme is designed to fulfil the requirements of the QAA subject benchmark statement for Education Studies (2019) and the benchmark statement for Standard for Provisional Registration (GTCS, 2021).

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 GTC Scotland and entry to the Teacher Induction Scheme, if eligible.

In accordance with the Standard for Provisional Registration, graduates demonstrate knowledge, skills and attributes within the following core areas:

Being a Teacher in Scotland

- Professional Values
- Professional Commitment
- Standard for Provisional Registration

- Professional Knowledge and Understanding
- Curriculum and Pedagogy
- Professional Responsibilities
- Professional Skills and Abilities
- Curriculum and Pedagogy
- The Learning Context
- Professional Learning

This programme enables students to engage in lifelong learning, study and enquiry, and to appreciate the value of education to society. It also assists students to develop the skills required for both autonomous and collaborative practice.

The programme blends theory and practice through a wide range of approaches to teaching, learning and assessment. In all modules on the BA (Hons) 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.

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. The global pandemic, and the current political situation, may impact on the opportunities that can be offered over the next few academic sessions, but staff will continue to explore funding opportunities, build further partnerships, and offer opportunities, where possible.

Typical Delivery Method

On campus

Any additional costs

Core texts are available in the library; the VE is used extensively; the cost of travel to placement is reimbursed if it exceeds travel cost to campus. Thus, there are minimal additional costs.

Graduate Attributes, Employability & Personal Development Planning

Graduates demonstrate knowledge, skills and attributes in the following core areas:

Academic: Individuals demonstrate that they are critical thinkers, analytical, inquiring, knowledgeable, digitally literate, problem-solvers, autonomous, incisive and innovative.

Personal: Individuals demonstrate that they are emotionally intelligent, ethically-minded, culturally aware, effective communicators, influential, motivated, creative, imaginative and resilient.

Professional: Individuals 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.

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 (Situating 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. 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.

Work Based Learning/Placement Details

In order to comply with GTC Scotland 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 are 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.

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 GTC Scotland.

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

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:

Given the professional nature of the programme, 100% attendance and engagement is expected. The Student Experience co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there is liaison between the Student Experience 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 considered not to have met the professional requirements of the programme as accredited by the GTC Scotland.

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

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](#).

Programme 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	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.
B5	
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.
D4	
D5	
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.
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	UGED07005	Health and Wellbeing for Understanding	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	UGED07001	Literacy for Understanding	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	UGED07002	Mathematics for Understanding	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	UGED07003	Situated Communication	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	UGED07004	Society and Lifestyles	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	FREN07001	French 1.1	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	FREN07002	French 1.2	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	SPAN07001	Spanish 1.1	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Students choose a language module from the option 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 at 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 run if there is a viable cohort.

Level 7

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

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.

To progress, students are required to pass each module assessment. If required, students have two further attempts to obtain a pass in any outstanding assessments. Students are allowed to proceed with deficit to the following year of the programme. In the case of failure on school experience, students are permitted to have only one further attempt to reach a satisfactory standard. That attempt is normally in 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, is able to exit with an award, depending on the credits gained during their period of study. At the end of level 7, the award is HE Cert in Education Studies.

SCQF LEVEL 8	
Learning Outcomes	
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.
A5	
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	Apply their understanding of the nature and scope of Curriculum for Excellence.
B3	Work collaboratively to plan and teach lessons in English, mathematics, and health and wellbeing to 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.
D4	
D5	
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.
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	UGED08007	Integrated Arts in Education	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	UGED08003	Inter-professional Working	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	UGED08008	Professional English and Maths	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08004	Sustainable Development	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	UGED08001	Children's Literature	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08012	Digital Literacy	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08006	Expressive Arts and Culture	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08002	Mathematics	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08009	Physical Education	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED080011	Supporting Multilingual Learners	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	UGED08005	Science in Society	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							
Option modules run if there is a viable class. Students may be required to select a second choice option.							

Level 8

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

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.

To progress, students are required to pass each module assessment. If required, students have two further attempts to obtain a pass in any outstanding assessments. Students are allowed to proceed with deficit to the following year of the programme. In the case of failure on school experience, students are permitted to have only one further attempt to reach a satisfactory standard. That attempt is normally in 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, is able to exit with an award, depending on the credits gained during their period of study. At the end of level 8, the award is HE Dip in Education Studies.

SCQF LEVEL 9	
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.
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.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	UGED09001	Integrated Wellbeing	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09007	Leading Learning at the Early Level	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09004	Pedagogy and Practice	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	UGED09011	Pedagogy and Practice 2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	UGED09008	School Experience - Early	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	UGED09009	CA of Health & Wellbeing Teaching	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09010	CA of Inclusive Education	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9	UGED09003	CA of Language Teaching	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09002	CA of Literacy Teaching	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09005	CA of Mathematics Teaching	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	UGED09006	CA of Science Teaching	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

Students select one of the optional modules listed, and this selection determines 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 leads 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 leads 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 leads 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 leads 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 leads 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 leads 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 qualifies for the award of BA (Hons) Education/BA (Hons) Education Studies.

Critical Analysis options run if there are viable classes within each subject area.

Level 9

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

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.

To progress, students are required to pass each module assessment. If required, students have two further attempts to obtain a pass in any outstanding assessments. Students are allowed to proceed with deficit to the following year of the programme. In the case of failure on school experience, students are permitted to have only one further attempt to reach a satisfactory standard. That attempt is normally in 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, is able to exit with an award, depending on the credits gained during their period of study. At the end of level 9, the award is BA Education Studies.

SCQF LEVEL 10	
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 skills, practices and materials that 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	Complete 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.
C5	
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 a 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.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	UGED10002	Dissertation Practitioner Research	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	UGED10004	Leadership of Learning	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	UGED10003	School Experience - Upper	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	UGED10001	Theory in Education Studies	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	UGED10005	Upper Primary Work Based Learning	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

Students who fail School Experience – Upper (EDUC10025), or withdraw from placement after the initial 4-week block, complete Upper Primary Work Learning, which offers an alternative form of assessment for the module. Students graduate with a BA (Hons) Education Studies. They do not gain provisional registration with GTC Scotland.

Level 10

Criteria for Award

Please refer to [UWS Regulatory Framework for related regulations](#)

Final honours award titles are determined 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 leads 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 leads 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 leads 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 leads 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 leads 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 leads 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 qualifies for the award of BA (Hons) Education/BA (Hons) Education Studies.

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

[illegible]