



Queen Margaret University
EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University (QMU)
2	Teaching Institution	QMU
3	Professional body accreditation	General Teaching Council for Scotland (GTCS)
4	Final Award	BA (Hons) Education Studies (Primary)
	Subsidiary exit awards	BA Education Studies (Primary) (360 credits) BA Education Studies (without final school experience 360 credits)
5	Programme Title	BA (Hons) Education Studies (Primary)
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	Level 10
8	Mode of delivery and duration	Lectures, seminars, placements, online blended learning 4 years
9	Date of validation/review	25th March 2019

10. Educational Aims of the programme

The BA Hons Education Studies (Primary) is designed to produce socially aware, creative and innovative highly skilled primary teachers who are motivated and who are confident, competent and committed to providing high quality teaching for all children in any pre-school and primary educational setting. The programme supports students to become reflective researcher-practitioners; teachers who able to collaborate with other professionals and ready to the face challenges and reap the rewards of teaching in the 21st century. The programme combines primary curriculum content, practical school experience and educational theory including inputs on child development, psychology and public sociology. A research informed and led approach which places an emphasis on reflective practitioner enquiry and critical investigation is embedded throughout the programme and prepares student teachers for career long professional learning as they enter their induction year and beyond.

11. Benchmark statements/professional and statutory body requirements covered by the programme

QMU categories of outcomes

A: Knowledge and understanding

- B: Intellectual skills
- C: Practical professional skills
- D: Transferable skills

SCQF benchmarks:

Knowledge & understanding

Generic cognitive skills

Practice: applied knowledge and skills

Communication ICT and numeracy skills, autonomy, accountability, and working with others

General Teaching Council for Scotland Standard for Provisional Registration mandatory requirements:

1. Professional values & personal commitment
2. Professional knowledge & understanding
3. Professional skills & attributes

12. Learning Outcomes of the Programme

A: Knowledge and Understanding

1. Have a commitment to learning, social justice, democracy and equality, to children and to the importance of education in children's lives.
2. Utilise their developed knowledge and understanding of child development and learning through the lifespan to the benefit of pupils, schools and families.
3. Develop sound knowledge of GIRFEC, child protection, safeguarding and other policies relevant to education and improving pupil outcomes.
4. Achieve an appropriately developed critical appraisal and apply understanding of relevant theories, principles and concepts of child development, inclusive and creative pedagogies and research which will inform their future development as a teacher.
5. Achieve high standards of knowledge and understanding of the Curriculum for Excellence, general pedagogy and the various contexts in which learning occurs.
6. Teach effectively from Early Years (Pre-5) to Primary 7.
7. Have the highest standards in professionalism, expectation and achievement in teaching and learning and in their contribution to children's and their own health and wellbeing and to learning for sustainability.
8. Understand and be familiar with the developing requirements of teaching in the 21st century and the benchmarks for competence defined by the GTCS and the FQHEIS /UK Quality Code for Higher Education and in subsequent reports.
9. Understand the potential of data literacy and digital technology and apply it appropriately in their professional activities.
10. Understand their own professional practice, evaluate it and establish an agenda for ongoing professional development based on critical reflection of their teaching practice.

B: Intellectual Skills

1. A sound knowledge of health and wellbeing, learning for sustainability, social and educational policies, languages and literacies, mathematics and educational theory;
2. Critically review and reflect upon their own and others' knowledge, skills, roles and responsibilities within the school and/or classroom setting with reference to wider societal structure
3. Evaluate and critically analyse their own professional practice, and establish an agenda for on-going professional learning
4. Critically analyse, evaluate and synthesise incomplete and complex information to generate informed perspectives on learning in the school setting

C: Practical Skills

1. Ability to teach skills of literacy and numeracy to a diverse range of learners of Early Years and primary school age;

2. Ability to use communication skills effectively with all children in Early Years and Primary school settings and with older children as appropriate;
3. Ability to use planning skills and implement and develop programmes of work for the above age ranges;
4. Apply theory and evidence in original and creative ways to support inclusive learning and a range of teaching strategies including individual, group and whole class methods in Early Years and primary school settings
5. Ability to employ a range of assessment skills and techniques, including the interpretation of large data sets and to understand the importance of assessment as part of the learning process;
6. Ability to work with a wide range of teaching resources, including information and communications technology;
7. Ability to offer genuine inclusive and creative learning experiences which will enrich the lives and contribute to the personal development of diverse learners.
8. Design, develop, implement and evaluate teaching and learning strategies, individual and sequences of lessons or a series of learning experiences which support all pupils to optimally participate in the curriculum and school life using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments
9. Demonstrate collaboration, discussion and facilitation of debate within the group of learners to extend the individual's and groups' perspective. This will include exploration of the views of pupils, teachers and parents/carers and require demonstration of the facilitation of respectful exchange with less / nonverbal participants

D: Transferable Skills

1. Ability to communicate effectively with all children of pre-school (Early Years) and primary school age children as appropriate
2. Ability to communicate effectively with adults and work effectively as part of a team;
3. Communicate effectively and collaboratively in various media to a range of audiences (e.g. peers; tutors; research community; pupils; parents/carers; allied professionals;
4. Engage in critical reflection to develop skills of self and peer appraisal and enable insights and application to practice
5. Demonstrate originality, creativity, independence, autonomy and accountability in relation to personal and professional practice and development
6. Possession of the highest standards in professionalism, expectation and achievement in teaching and learning and in their contribution to society;
7. Possession of a commitment to learning, social justice and equality - to all learners and to the importance of education in their lives.

13. Teaching and learning methods and strategies

The Education Studies (Primary) programme is developed from a conceptual base of social reconstructionism and critical pedagogy, and thus will include the following components:

- Critical thinking
- Student collaboration
- Independent learning
- Global real-world issues material
- Interprofessional, interdisciplinary learning
- Practical experience, experiential learning and critical reflection
- Peer/group work
- Inquiry-based learning
- Debate and contention

These will take place through Lectures / seminars / workshops / enquiry-based, student-led activity / independent study / online group tutorials/school experience placement based learning

14. Assessment strategies

Assessments are designed to

- optimise accessibility for students with a range of strengths, abilities or learning needs
- to provide variety of opportunity to be challenged and to excel
- to engage students in the importance of being literate and communicative in a range of formats and media
- to model and demonstrate assessment procedures for student teachers so that they can incorporate into their own teaching practice and develop employability skills

Formative Assessment: Students will be given the opportunity to contribute to seminar discussions and debates, during which, feedback will be provided by tutors and peers.

Summative Assessment: Using a variety of formats e.g. essays, reports, oral presentations, posters, blogs, sequences of lesson plans and activities, artefacts e.g. teaching resources

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Modules for the BA Hons Education Studies (Primary)

The table below provides an overview of the modules.

Module	Credit	Level	Module coordinator	Teaching team
FIRST YEAR				
X1033 Introduction to Education Studies in 21 st century	20	7	Geetha Marcus	TBC
X1034 Developing Academic Literacies for learning	20	7	Helen Coker	TBC
X1023 Introduction to Psychology 1	20	7	Vivienne Chisholm	TBC
X1036 Learning through the Lifespan	20	7	Sian Jones	TBC
X1035 Sustainable Human behaviour Learning for Sustainability	20	7	Sandra Eady	TBC
X1037 Diversity, Identity and Wellbeing (Education)	20	7	Marion Ellison	TBC

SECOND YEAR				
X2040 Early Childhood Development and Learning in Context	20	8	Sian Jones	TBC
X2041 Languages & Literacy: theory and pedagogy	20	8	Helen Coker	TBC
Optional module*	20	8	TBC	TBC
X2042 The inclusive curriculum: theories of learning & teaching (placement module) semesters 1&2	20	8	Geetha Marcus	TBC
X2043 Society & Sustainable Lifestyles	20	8	Sandra Eady	TBC
X2044 Mathematics & numeracy: theory and pedagogy	20	8	TBC	TBC

*Students choose from either Creative & cultural curriculum in 21st century or Developmental & Social Psychology.

THIRD YEAR				
Inclusive practice: difference & diversity (semester 1&2)	40	9	TBC	TBC
X3053 Everyday Life Contexts: A Problem Solving Approach to Mathematics	20	9	TBC	TBC
X3052 Languages, Literacy and Children's Literature	20	9	TBC	TBC
X3051 The creative curriculum: planning for assessment & continuity (placement module)	20	9	TBC	TBC
X3054 Teacher as reflective practitioner	20	9	Geetha Marcus	TBC

FOURTH YEAR				
X4076 Teacher as professional: Interagency working	20	10	Geetha Marcus	TBC
X4077 A global curriculum: planning a pedagogy for social justice (placement module)	40	10	TBC	TBC
X4079 Community based education	20	10	TBC	TBC
X4078 Professional Enquiry into Practice	40	10	Sandra Eady	TBC

Table 1: School experience pattern for BA (Hons) Education Studies (Primary)

Year	Placement	Semester	Duration*	Expectation
Year 2 Beginning & Developing	SE 1 Nursery- P1	Semester 1 November	4 weeks (120 hours)	A focus on literacy, numeracy, HWB science, and PE
	SE2 P2-3	Semester 2 March/April	6 weeks (180 hours)	
Year 3 Developing & Expanding	SE 3 P4-5 or P6-7	Semester 2 (Jan-March)	10 weeks (300 hours)	A focus on literacy, numeracy, HWB expressive arts and RME
Year 4 Consolidating & Expanding	SE 4 P4-5 or P6-7	Semester 1 (Oct-Dec)	10 weeks (300 hours)	Teaching across the curriculum with a focus on social subjects and modern languages

* Hours are approximate

Community based education placements

S1	Any	Oct-Dec 5 days	Presentation Pass/fail	Self-arranged community placement building relationships	
S2	Any	April-June 3 weeks	Presentation Graded	Supported community placement (international option)	

16. Criteria for admission

Unless otherwise indicated, QMU standard precepts will apply to admissions. Students are required to have an Enhanced Disclosure from Disclosure Scotland before going on placement. Successful applicants to the QMU BA Hons Education Studies (Primary) must, as a minimum, meet the admission requirements as set by the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland, 2013¹ produced by the GTCS, which specifies general entrance requirements for all Primary applicants undertaking a four year combined degree. These are as follows:

- National Qualifications at SCQF Level 6 (for example, Higher Grade), in at least three subjects (one of these course awards must be in English);
- National Qualifications Course awards at SCQF Level 5 (or an accepted alternative, for example, National 5, Credit Standard Grade or Intermediate 2) in two other subjects (one of the awards must be in mathematics);
- In line with the Scottish Government Languages Working Group report Language Learning in Scotland A 1+2 Approach (2012) all students undertaking a programme leading to a teaching qualification for Primary education must have attained a languages qualification at Higher level or equivalent (SCQF level 6) either on entering the programme of initial teacher education or on its completion.

Based on this guidance we have set the following minimum entry requirements:

Scottish Higher: ABBB

A Level: BBC

Irish Leaving Certificate: H2 H2 H2 H3

International Baccalaureate: 30 points

International: IELTS of 6.0 with no element lower than 5.5

A National Qualification in English at SCQF Level 6, for example:

- Higher English Grade B or;
- A Level English, Grade C or;
- GCSE English Language AND English Literature, at 4/C IN BOTH or;
- Irish Leaving Certificate Higher English at Grade 4/C2.

And

A National Qualifications in Mathematics at SCQF Level 5, for example:

- Standard Grade/Int 2/National 5 Mathematics Grade C or;
- GCSE Mathematics at 4/C or;
- Irish Leaving Certificate Mathematics Ordinary Grade 3/B3.

Note that National 5 Lifeskills /Applications Mathematics is accepted in place of National 5 Mathematics.

English language requirements:

- IELTS 6.5 with no element below 5.5

17. Support for students and their learning

QMU programmes normally provide the following student support:

¹ <http://www.gtcs.org.uk/web/FILES/about-gtcs/memorandum-on-entry-requirements-to-programmes-of-ite-in-scotland-0413.pdf>

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

Delete any which are not applicable and add others as appropriate.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/>

Where the QA arrangements differ from standard QMU procedures, include that information here.

Specific regulations around progression

1. In order to proceed to Level 2 of the programme and become fully registered on the BA (Hons) in Education Studies (Primary) programme, local authority colleagues have agreed the following selection process. Students will be expected to
 - pass all Level 7 modules (120 credits) studied in Year 1;
 - attend compulsory orientation seminars scheduled in during Year 1.
2. Students who for whatever reason are unable to meet the above criteria for progression will be given the opportunity to meet with the Programme Leader to undergo an interview. The basis of this interview will determine whether a student progresses or not. Student who have been permitted to progress to Level 2 of the programme will be fully registered on the BA (Hons) in Education Studies (Primary).
3. For each year of the programme, final progression decisions will be made at the August Board of Examiners following confirmation of all school experience results.
4. In order to progress to the next level of the programme, students are required to pass all modules (120 credits) in each year of the programme and meet the 80% attendance requirement each year.
5. Regulations for compensated fails will not apply to this programme.
6. Students may be permitted a maximum of 2 attempts on any one placement. If a student fails a reassessment of a placement they will be required to withdraw from the BA (Hons) in Education Studies (Primary) but may have the option to transfer to a non-professional programme.
7. Students who are unsuccessful in the first attempt of the final year school experience, will be required to undertake a reassessment placement during August/September and if successful, will be eligible to attend the next Graduation ceremony.
8. Students who complete 480 credits and all school experience placements (30 weeks) will be eligible for the award of BA (Hons) in Education Studies (Primary) with recognised GTCS primary teaching qualification.
9. Subsidiary exit point: students who wish to exit with a BA in Education Studies (Primary) must complete 360 credits in years 1 to 3 and all school experience placements (30 weeks) with recognised GTCS primary teaching qualification.

10. Subsidiary exit point: students who complete 360 credits in years 1-3 and do not complete all school experience placements (30 weeks) may be awarded the BA in Education Studies.