

University of Glasgow

**Academic Standards Committee - Friday 12 February 2016**

**Proposal from School of Education to Develop New Integrated Masters Level Programmes of Teacher Education**

**Dr Robert Doherty, School of Education**

**Context**

The School of Education is seeking agreement in principle from the ASC to proceed in the development of two Integrated Masters programmes of teacher education. The new programmes will closely resemble the structure of the new Master of Education (Primary Education) programme and will achieve our strategic aim of having all of the School's teacher education provided within programmes of Masters level qualification.

The ASC will be aware of the key drivers for change in teacher education having considered proposals for the new programme, Master of Education (Primary Education) in a previous session. A number of contextual factors are worthy of highlighting; the response of the Scottish Government to the report *Teaching Scotland's Future* (Donaldson, 2010), together with the influence of a broad range of policy drivers. The impetus for change has come from the Bologna agreement's positioning of professional education within the second cycle of higher education, a global focus on the selection, education and quality of the teaching workforce (OECD, 2005) and the adoption, by a number of countries, including France and Finland, of Masters as the required level of qualification for entry into the teaching profession. Multiple factors have converged to produce a climate in which Masters level qualification is currently a salient teacher workforce focus across multiple systems and jurisdictions.

Initial teacher education and induction should be planned as one overall experience. This will require strengthened partnership to underpin joint delivery. It should include the possibility of Masters credits, where appropriate. (Donaldson, 2010)

In its response to *Teaching Scotland's Future* the Scottish government both endorsed and promoted a policy trajectory that is moving Scotland's teaching profession towards Masters as the required level of attainment for professional qualifications. The School of Education has been the most agile of Scotland's institutions of teacher education in developing programmes which have responded constructively to the reform of early career qualifications advocated by the Scottish Government.

The School of Education currently provides four programmes of teacher education. The PGDE has been established at Masters level for some time and integrated within a full masters programme. The new Master of Education (Primary Education) has extended provision by providing for the first time initial and early phase teacher education within an integrated Masters programme. The School aims to complete this developmental process by replacing the remaining two honours programmes of teacher education, The Bachelor of Technology Education (BTechEd), and MA in Religious and Philosophical Education (MA-R&P), with a form of integrated Masters programme similar to that established by the Master of Education (Primary Education).

**The BTechEd and MA R&P Programmes**

The current BTechEd programme qualifies its graduates to teach technology, craft, graphic communication, design and manufacture, product design and engineering science in

secondary schools. The proposed integrated Masters programme would provide graduates with the qualifications required to teach the subjects in this curricular area while providing an enhanced level of subject and professional knowledge. There are currently 94 students on the programme. The Schools intelligence gathering indicates that this area is likely to become a priority for increased recruitment arising from the Scottish Government's workforce planning.

The MA-R&P degree programme qualifies graduates to teach religious education, theology, religious, moral and philosophical studies or religious studies in secondary schools. The proposed integrated Masters programme would provide graduates with the qualifications required to teach this subject area while providing the enhanced level of subject and professional knowledge definitive of Masters study. There are currently 50 students on the programme.

### **Master of Education (Primary Education)**

The new Master of Education (Primary Education) was approved through the University's processes and external accreditation by the General Teaching Council for Scotland in session 2013-14. This was the first integrated Masters degree offered within the School of Education and has a number of ground breaking features; the most significant of which is the study of 60 credits of level 11 courses in year four. The programme includes an emphasis on partnership with field professionals and schools in developing student teachers and a progression in academic demand across the first three years to prepare students for study at level 11 in year four. The programme provides to students the option to graduate with an Honours degree and teaching qualification at the end of year four or to progress into the early stage of practice completing the full Masters programme in a part-time, distance, mode of study over a five year time frame.

Across the national context, in the wake of *Teaching Scotland's Future*, other institutions have responded to its multiple recommendations with changes to forms of partnership working with consortia of Local Authorities and changes to curricula and programme design. The School is not aware of any other institutions that have move to the full integrated Masters provision that has been established at Glasgow. The programme team for the new MEd program have been working hard to establish the programme and to ensure a positive student experience is maintained in the context of programme change. The evaluative feedback from students has been reassuring and positive for the programme team. Detailed planning is at an intense stage for year three and development work on year four has also started.

### **Outline Programme Structure**

The outlines below illustrate the proposed programme structure, credit loading, illustrative courses of study and exit points for the new Masters level programmes in technology and religious education. Two considerations have predominated in the development of the programmes at this stage: achieving equity across all of the school of education's undergraduate teacher education provision together with learning from the architecture approved by the ASC for the integrated Masters in Education with primary teaching qualification. The structure proposed broadly follows the same degree architecture, regulations and entry requirements established for the MEd and approved by the ASC.

Following the School of Education's collocation on the main campus the concurrent degree programmes have worked to developed courses shared across programmes that have as their subject content areas and forms of knowledge common to the professional education of all teachers. In the last two years this development has been extended to include student primary teachers; achieving areas of joint teaching across all undergraduate teacher programmes. The development of the new integrated Masters programmes for subject

specialists in Technology Education and Religious Education has provided a new opportunity to embed shared courses of study. It is the intention of the programme teams to develop a professional core of 30 credits of study, and associated assessment, which will be shared by all teacher education students in each year of their integrated Masters programme.

### **The School of Education and the National Provision of Teacher Education**

The completion of this development phase will provide, for the first time, a programme for every student teacher that provides a coherent pathway to Masters level qualification within their initial and early phase professional development. The progress of this development is strategically important for the School of Education. Being at the forefront of programme design and development reflects the School's commitment to providing the highest quality of teacher education nationally and internationally.

Following any advice from the ASC it is the School's intention to move directly into a work stream with the aim of achieving the full development and internal College approval of the two new programmes and its external approval by the General Teaching Council for Scotland. At this point in the development planning of the programme teams the aim is to have the new programmes in place for session 2016-17. The programme teams for concurrent education are keen to provide to students on the current honours programme the opportunity to move into the new integrated Masters degree from session 2017-18 if this can be achieved without any disadvantage to students or contravention of University regulations.

This paper was prepared by Dr Robert Doherty Coordinator of Concurrent Education in consultation with programme teams and the School Management: 29 January 2016

Donaldson, Graham. 2010. Teaching Scotland's future: Report of a review of teacher education in Scotland. Edinburgh: Scottish Government.

OECD. 2005. Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Paris: OECD.

<b>Master of Education (Primary Education)</b>						
	Professional Core		Education Focus	Credits per Year		Exit Awards (without Teaching Qualification)
<b>Year 1</b>	Education in Practice and School Experience (40 Credits) Level 7		Education and Society 1 (20 credits), Catholic Theology 1 or Perspectives on Education (20 credits), Two optional courses from across the College of Social Science (40 credits)	120 credits	level 7	Certificate of Higher Education
<b>Year 2</b>	Education in Practice and School Experience (40 Credits) Level 8		Education and Society 2 (20 credits), Catholic Theology 2 or Perspectives on Education (20 credits), Two optional courses from across the College of Social Science (40 credits)	120 credits	level 8	Diploma of Higher Education
<b>Year 3</b>	Education in Practice and School Experience (30 Credits) Level 9		Education and Society 3 (30 credits, level 9), Teacher Learning and Educational Enquiry 3 (30 credits, level 9), Education Elective (30 credits, level 9).	120 credits	level 9	Designated Degree
<b>Year 4</b>	Education in Practice and School Experience (30 Credits) Level 10		Education and Society 4 (30 credits, level 11), Educational Enquiry 4 (30 credits, level 11), Education Elective (30 credits, level 10).	120 credits	60 credits at level 10, 60 credits at level 11	Designated Honours degree
<b>Year 5</b>	Education in Practice (30 Credits) Level 11	Practitioner Enquiry (Research design and methods course, 30 credits) Level 11	Professional Project (Dissertation equivalent course, 60 Credits) Level 11	120 credits		
				Totals 600 Credits	180 credits at level 11	

The Master of Education (Primary Education): Approved Session 2013-14

<b>Proposed Master of Religious and Philosophical Education (Integrated Masters degree: Subject Religious and Philosophical Education)</b>						
	Professional Core		Discipline Focus (Illustrative Courses Building Required Subject Knowledge)	Credits per Year		Exit Awards (without Teaching Qualification)
<b>Year 1</b>	Education in Practice and School Experience (40 Credits) Level 7		80 credits from: Religious Education in Contemporary Society (EDUC1027); Teaching World Religions (EDUC1030); Creation to Apocalypse: Introduction to the Bible (Bibs Level 1) (TRS1006); The Search for Meaning: Judaism, Christianity and Islam (WR Level 1) (TRS1008); Philosophy 1K: Knowledge and the World (PHIL1001)	120 credits	level 7	Certificate of Higher Education
<b>Year 2</b>	Education in Practice and School Experience (40 Credits) Level 8		80 credits from: Morality and Belief in the 21st Century (EDUC2034); Industrial Placement (EDUC2019); Philosophy 2M: Morality, Politics and Religion (PHIL2002); Mysticism and Spirituality (TRS2004); Christian Traditions and Transformations (Christianity Level 2) (TRS2002)	120 credits	level 8	Diploma of Higher Education
<b>Year 3</b>	Education in Practice (30 Credits) Level 9		90 credits from: Philosophy and Theology in Education (EDUC3016); Philosophy of Religion (PHIL4034); Islam – Gender, Ethics and Pluralism (TRS2003); Texts and Cultures of the Bible (TRS2005); Philosophy 2K Knowledge, Meaning and Inference (PHIL2001)	120 credits	40 at level 9, 80 at level 10	Designated Degree
<b>Year 4</b>	Education in Practice (30 Credits) Level 10		90 credits from: Faiths, Philosophies and Culture (30 credits level 11) ; Electives from, Philosophy, Theology and Religious Studies; Enquiry Student Project Course (30 Credits Level 11).	120 credits	60 credits at level 10, 60 credits at level 11	Designated Honours degree
<b>Year 5</b>	Education in Practice (30 Credits) Level 11	Practitioner Enquiry (Research design and methods course, 30 credits) Level 11	Professional Project (Dissertation equivalent course, 60 Credits) Level 11	120 credits		
				<b>Totals</b> 600 Credits	<b>180 credits at level 11</b>	

Students progressing after year 4 will have studied 40 credits at level 9, 140 credits at level 10 and 60 credits at level 11 (eligible to exit with an honours degree). All teacher education students will exit to practice at the end of fourth year; with those who are eligible going into the professional probationary year. In fourth year, students have two options at this point in their progress: opt for graduation with a Bachelor of Religious and Philosophical Education honours degree or continue onto part-time study to complete the programme. Students who take the first option may not subsequently use their masters-level credit towards a Masters qualification. Following Year 4, regulations allow students five years of part-time study to complete the programme.

<b>Proposed Master of Technological Education (Integrated Masters degree: Subject Technology Education)</b>						
	Professional Core		Discipline Focus (Illustrative Courses Building Required Subject Knowledge)	Credits per Year	level 7	Exit Awards (without Teaching Qualification)
<b>Year 1</b>	Education in Practice and School Experience (40 Credits) Level 7		80 credits: ELECTRICITY AND ELECTRONICS T1; GRAPHICS T1; MATHEMATICS T1; TECHNOLOGY CRAFT WORKSHOP T1; INTEGRATING TECHNOLOGY T1; DESIGN T1	120 credits	level 8	Certificate of Higher Education
<b>Year 2</b>	Education in Practice and School Experience (40 Credits) Level 8		80 credits: DESIGN & INTEGRATING TECHNOLOGY T2; GRAPHICS T2; INTERMEDIATE ELECTRICITY AND ELECTRONICS T2; MECHANICS T2; TECHNOLOGY CRAFT WORKSHOPS T2	120 credits		Diploma of Higher Education
<b>Year 3</b>	Education in Practice and School Experience (30 Credits) Level 9		90 credits: TECHNOLOGY CRAFT WORKSHOPS T3; TECHNOLOGY, INDUSTRY & SOCIETY T3; DESIGN & INTEGRATING TECHNOLOGY T3: GRAPHICS T3: UNDERSTANDING ENERGY T3; MATERIALS & PROCESSES T3	120 credits	40 at level 9, 80 at level 10	Designated Degree
<b>Year 4</b>	Education in Practice and School Experience (30 Credits) Level 10		90 credits: TECHNOLOGY PROJECT (30 Credits Level 11); TECHNOLOGY ELECTIVES (30 credits, Level 11) TECHNOLOGY AND ENGINEERING SCIENCE (30 credits level 10)	120 credits	60 credits at level 10, 60 credits at level 11	Designated Honours degree
<b>Year 5</b>	Education in Practice (30 Credits) Level 11	Practitioner Enquiry (Research design and methods course, 30 credits) Level 11	Professional Project (Dissertation equivalent course, 60 Credits) Level 11	120 credits	level 11	
				600 Credits	180 credits at level 11	

Students progressing after year 4 will have studied 40 credits at level 9, 140 credits at level 10 and 60 credits at level 11 (eligible to exit with an honours degree). All teacher education students will exit to practice at the end of fourth year; with those who are eligible going into the professional probationary year. In fourth year, students have two options at this point in their progress: opt for graduation with a Bachelor of Technology Education honours degree or continue onto part-time study to complete the programme. Students who take the first option may not subsequently use their masters-level credit towards a Masters qualification. Following Year 4, regulations allow students five years of part-time study to complete the programme.