



Queen Margaret University
EDINBURGH

Programme specification

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

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| 1 | Awarding Institution. | QMU |
| 2 | Teaching Institution | QMU |
| 3 | Professional body accreditation | General Teaching Council Scotland (GTCS) |
| 4 | Final Award | Professional Graduate Diploma (PgDip) |
| 5 | Programme Title | Professional Graduate Diploma in Secondary Education PGDE Home Economics |
| 6 | UCAS code | |
| 7 | SCQF Level | Levels 10-11 |
| 8 | Mode of delivery and duration | Full-time, blended – 1 year |
| 9 | Date of validation/review | 24th March 2019 |

10. Educational Aims of the programme

The Professional Graduate Diploma in Secondary Education prepares home economics teachers of the future to help address the challenges of the correlation between nutrition, wellbeing and cognitive/emotional development, helping to build resilient and sustainable communities through a better understanding of the basics of nutrition and health equality.

The overarching aim of the programme is to produce socially-aware, reflective, skilled researcher-practitioners; teachers who are able to collaborate with other professionals and ready to face the challenges and reap the rewards of teaching in the 21st century. As well as offering modules in educational and curricular issues, the programme highlights the importance of reflective researcher enquiry and critical investigation. This research informed and research led approach lends the programme its Masters character, preparing those who wish to pursue further academic study for this journey.

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. Integrate a critical, in-depth knowledge of approaches underpinning learning and teaching and integrate this with their own subject knowledge (Home Economics)
2. Critically identify and apply relevant theories, principles and concepts of inclusive and creative learning
3. Plan and undertake a significant project of research, investigation or development

B: Intellectual Skills

4. Critically evaluate relevant literature related to pedagogy, policy and the subject specialism (Home Economics)
5. 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
6. Critically analyse, evaluate and synthesise incomplete and complex information to generate informed perspectives on learning in the school setting

C: Practical Skills

7. Apply theory and evidence in original and creative ways to support inclusive learning in the practice setting and develop original and creative responses to problems and issues
8. Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information
9. Design, develop, implement and evaluate strategies and programmes or a series of opportunities 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
10. Demonstrate and facilitate collaboration, discussion and 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

11. Communicate effectively and collaboratively in various media to a range of audiences (e.g. peers; tutors; research community; pupils; parents/carers; allied professionals)
12. Engage in critical reflection to develop skills of self and peer appraisal and enable insights and application to practice
13. Demonstrate originality, creativity, independence, autonomy and accountability in relation to personal and professional practice and development

13. Teaching and learning methods and strategies

The PGDE 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

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)

Structure and Progression from the PGDE

The PGDE is modular and has 120 credits. The PGDE is at graduate entry, and there are components (University-based) which are assessed at SCQF Level 10 and Level 11. The Professional Placement is assessed only at SCQF Level 10. As part of the course, students have the opportunity to undertake modules at Masters level and gain extra credits to put towards further postgraduate study should they wish at that point or later in their career to pursue this. To be awarded the PGDE students must pass all modules.

The PGDE comprises 2 modules at 40 credits and two at 20 credits. There is flexibility built into the programme to allow for enhanced optionality in future years, and a second PGDE to be developed in another secondary subject, which will draw on the core modules of this first PGDE in Home Economics. The PGDE is also designed with a view to feeding into a Masters in Education / Professional Doctorate in the future, which will:

- Extend and deepen the conceptual framework of critical pedagogy
- Be grounded in psychological and sociological theory of education
- Focus on topical, 21st century socio-political themes in education

Modules of the PGDE

| Module | Credit | Level | Module coordinator | Teaching team |
|---|--------|-------|--------------------|---------------|
| Reflective and Critical Professional Practice (Placement module) | 40 | 10 | Sally Cameron | TBC |
| Home Economics in the 21 st Century | 40 | 11 | Sally Cameron | TBC |
| Education: Theory, Practice, Policy (1) | 20 | 11 | TBC | TBC |

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| Education: Theory, Practice, Policy (2) | 20 | 11 | TBC | TBC |
| Optional module(s) TBC 2019/2020 | | | | |

Indicative timetable for core modules

The PGDE is a 36 week full-time programme including 18 weeks of placement experience. The following is an indicative timetable based on the QMU 2018-2019 academic calendar

| WEEK | IMPORTANT DATES | CORE MODULE | PLACEMENTS | CORE MODULE |
|-------------------|---|--|---------------------|---|
| Week 1 26 Aug | PGDE Induction Week | GTCS overview | EPortfolio Overview | Overview of Programme |
| Week 2 2 Sept | | Reflective and Critical Professional Practice (RCPP) | | Home Economics in the 21 st Century (HE21) |
| Week 3 9 Sept | | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 4 16 Sept | Semester 1 starts for standard QMU programmes | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 5 23 Sept | PGDE(S) HEc students register to Teacher Induction Scheme | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 6 30 Sept | | | Placement 1A | |
| Week 7 7 Oct | | | Placement 1A | |
| Week 8 14 Oct | | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 9 21 Oct | | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 10 28 Oct | Submit HE21 Assessment | Reflective and Critical Professional Practice | | Home Economics in the 21 st Century |
| Week 11 4 Nov | | | Placement 1B | |
| Week 12 11 Nov | | | Placement 1B | |
| Week 13 18 Nov | | | Placement 1B | |

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| Week 14 25 Nov | | | Placement 1B | |
| Week 15 2 Dec | | | Placement 1B | |
| Week 16 9 Dec | | | Placement 1B | |
| Week 17 16 Dec | Submit RCPP Assessment | Education: Theory into Praxis & Policy (ETPP) | | Home Economics in the 21 st Century |
| 23 Dec | UNIVERSITY CLOSED | | HOLIDAY | |
| 30 Dec | Thursday 2 nd Jan – University opens | | HOLIDAY | |
| Week 18 6 Jan | | Education: Theory, Practice, Policy (1) | | Home Economics in the 21 st Century |
| Week 19 13 Jan | Semester 2 starts for standard QMU programmes | Education: Theory, Practice, Policy (1) | | Home Economics in the 21 st Century |
| Week 20 20 Jan | | Education: Theory, Practice, Policy (1) | | Home Economics in the 21 st Century |
| Week 21 27 Jan | | Education: Theory, Practice, Policy (1) | | Home Economics in the 21 st Century |
| Week 22 3 Feb | | Education: Theory, Practice, Policy (2) | | Home Economics in the 21 st Century |
| Week 22 10 Feb | Submit ETPP Assessment | Education: Theory, Practice, Policy (2) | | Home Economics in the 21 st Century |
| Week 24 17 Feb | | | Placement 2A | |
| Week 25 24 Feb | | | Placement 2A | |
| Week 26 2 March | | | Placement 2A | |
| Week 27 9 March | | | Placement 2A | |

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|---------------------|---|--|--------------|--|
| Week 28 16 March | | | Placement 2A | |
| Week 29 23 March | | Education: Theory, Practice, Policy (2) | | Home Economics in the 21 st Century |
| Week 30 30 March | | Education: Theory, Practice, Policy (2) | | Home Economics in the 21 st Century |
| 6 April | Good Friday 10th April | | HOLIDAY | |
| 13 April | Easter Monday 13th April | | HOLIDAY | |
| Week 31 20 April | | | Placement 2B | |
| Week 32 27 April | | | Placement 2B | |
| Week 33 4 May | | | Placement 2B | |
| Week 34 11 May | | | Placement 2B | |
| Week 35 18 May | | | Placement 2B | |
| Week 36 25 May | Submit RfA Assessment | Education: Theory, Practice, Policy (2) presentations/conference | | Home Economics in the 21 st Century |
| 1 June | Exam Boards completed by 5 th June Power Shut Down 6 th and 7 th June | | | |
| 8 June | | | | |
| 15 June | Results available on student portal | | | |
| 22 June | | | | |
| 29 June | | | | |
| 6 July | Graduation | | | |
| 13 July | | | | |

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| 20 July | | | | |
| 27 July | Re-assessments | | | |
| 3 Aug | Clearing | | | |
| 10 Aug | Clearing | | | |
| 17 Aug | | | | |
| 24 Aug | PGDE Induction Week Failing students re-sit placement ? weeks | | | |

16. Criteria for admission

Admission to the QMU PDGE is based on GTCS requirements. Successful applicants must, as a minimum, meet the requirements as set by the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland, 2013¹ produced by the General Teaching Council for Scotland (GTCS), which specifies general entrance requirements for all applicants and subject specific requirements for Secondary applicants. These are as follows:

Minimum entry requirements:

- a degree validated by a higher education institution in the United Kingdom or a degree of an equivalent standard from an institution outside the United Kingdom.

The degree should normally contain at least 80 SCQF credits including 40 SCQF credits at Level 8 (or above) from at least two of the following areas:

- consumer studies, food studies, food or textile technology, nutrition
- 40 Credits are needed in any subject relevant to Home Economics taught in schools in Scotland
 - e.g. family studies, food sciences, health, hospitality, textile studies
- Credit from a Masters degree may be considered through our established Recognition of Prior (Experiential) Learning processes but QMU will seek assurance of the direct relevance of the credit to the subject for which application is being made (Home Economics)

Plus

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

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

Note: Higher ESOL is acceptable for entry to PGDE Secondary Education (Home Economics)

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;

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

- 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:

- 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

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 – to be confirmed

Prior to starting the PGDE students must have PVG clearance

On successful completion of the PGDE students will have

- achieved pass grades in all modules
- met an 80% minimum attendance for each module
- be assessed as SATISFACTORY in all blocks of school experience (18 weeks)

Students may be permitted a maximum of 2 attempts on any one school experience.

Students who are unsuccessful in any school experience will need to graduate the following academic year after returning in the following August/September to resit for an unsatisfactory placement.

Regulations for compensated fails will not apply to this programme.

If a student fails a reassessment of a placement they will be required to withdraw from the PGDE.