

*Duration:* 12 months by part-time study

*Aims:* The aims of the programme are to enhance and extend the skills, knowledge and understanding of the participants in the following ways:

1. develop advanced knowledge and understanding of educational issues and theories relevant to teaching in primary classrooms;
2. develop the capacity to analyse critically evidence and arguments to support professional judgements in complex and ambiguous situations;
3. make an informed contribution to current educational debates and discussions;
4. apply advanced knowledge and understanding of a range of theoretical perspectives and approaches to enhance personal professional practice in primary settings;
5. develop the capacity to shape and lead change in a variety of policy and practice settings;
6. exploit opportunities to use research to generate professional knowledge and enhance policy and practice.

*Content:* The programme is comprised of two courses contributing to a total of 60 credit points at SCQF Level 11 (PG5).

ED503H Teaching and Learning in the Primary Context Course 1 (30 credit points)

ED553J Teaching and Learning in the Primary Context Course 2 (30 credit points)

Applicants will be graduates or able to provide evidence that they can work at postgraduate level. Normal University criteria for admission will apply. Additionally, entrants must be fully qualified, GTCS registered secondary teachers with suitable professional experience, having worked at secondary level for at least one year post probation. They must meet the requirements set out in the Framework for Professional Recognition/Registration and complete a period of observation in primary schools before entry.

Applicants from outside Scotland who wish to undertake this Certificate to enhance their skills within their own context are welcome.

The first course is also suitable for teachers returning to work in the primary sector following a career break.

*Assessment:* Formative assessment is a feature of all courses. Formative learning tasks and summative assessments are designed to arise naturally from the work. Assignments focus directly on workplace applications and on an understanding of educational theory in relation to successful learning in a primary context.