

**[ BACHELOR'S DEGREES IN EDUCATION]**

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This is an accepted manuscript of the following book chapter: Eady, S. (Accepted/In press). Bachelor's Degrees in Education. In R. Shanks (Ed.), *Teacher Preparation in Scotland* Emerald Publishing Limited.

## BACHELOR'S DEGREES IN EDUCATION

### **ABSTRACT:**

This chapter will provide an overview of Bachelor's degrees into teaching in Scotland. It will consider how policy contexts shaped the original Bachelor degrees in Education (BEd) and more recently how policy discourse and texts have helped to shape the development of the new Bachelor's degrees in Education now on offer in Scotland.

Whilst the traditional Bachelor's degree in Education for many years remained the main undergraduate route for teacher education in Scotland, the publication of 'Teaching Scotland's Future' (Donaldson, 2011) recommended a gradual phasing out of the traditional undergraduate degree and the development of a new Bachelor's in Education 'concurrent' or 'combined' four year undergraduate route. Donaldson's 'vision' of concurrency has been interpreted in many different ways across Scotland's universities resulting a rich variety of new Bachelor's degrees in Education reflecting a range of structural, contextual, attitudinal and environmental constraints and opportunities which have influenced the nature of 'concurrency' at each institution.

The chapter traces how a number of influential policy texts from the 1960s onwards have influenced the repositioning of the new Bachelor degrees which in turn aimed to broaden student teachers' understanding of teaching in the 21<sup>st</sup> century.

### **KEYWORDS:**

1. Scotland
2. Policy
3. Teachers
4. Education
5. Schools
6. Universities

### Introduction

A Bachelor's degree in Education in Scotland is a four-year graduate professional degree which prepares students to become teachers in primary or secondary schools. Bachelor's degrees aim to provide student teachers with opportunities to reflect on how the study of education comes together through theory and practice. The Scottish Bachelor degree in Education is referred to as a Master of Arts (MA) in ancient universities<sup>1</sup> and Bachelor of Arts (BA) in others. In Scotland it provides students provisional registration with the General Teaching Council of Scotland (GTCS). Teachers gain full registration once they have successfully completed an induction year in a Scottish school. The Robbins Report (1963) led to the expansion of universities and to Bachelor's degrees becoming more widespread across the UK. In Scotland these degrees were initially taught in Colleges of Education (Kirk 1999). By the early 1990s Colleges merged with universities and Stirling University offered its own concurrent Bachelor's Degree in Professional Education. Undergraduate provision for Initial Teacher Education (ITE) is currently managed by Education Departments or Faculties in Higher Education Institutions across Scotland.

In order to understand the dynamic and complex relationship between discourse, policy and practice in relation to Scottish Bachelor's degrees in Education, it is important to trace how competing ideologies and interests over time struggle to influence policy and practice at different levels (Bowe, Ball and Gold, 1992). The debate and discourse about purpose of Bachelor's degrees and their role in the preparation of student teachers helps us to understand the evolving and often competing perspectives and conceptions of teacher preparation and how these are influenced by political ideologies of market forces and the needs of a 'high skills economy' (Ball, 1999).

This chapter seeks to explore the interplay between policy, policy text and discourse over time and how this has influenced the development of the current Scottish Bachelor's degree in Education. It will briefly explore the competing discourses which led to the emergence of the Bachelor's degree in Education. It will then illustrate how competing priorities within the Higher and Professional Education contexts have shaped the current programmes as they prepare teachers for the 21st Century.

### The context of policy discourse, policy text and policy practice

Within the context of influence (Bowe et al. 1992) different interest groups have competed to influence the Bachelor's degree and its subsequent reiterations reflecting the perceived political priorities and policies of the time. Stakeholders who form part of these groups are drawn from Scottish government and related government and council offices, Higher Education, unions and increasingly third sector action groups with educationalists, and educators appearing to have less of an influence. Leaders of teacher education and therefore Teacher Education programmes such as the Bachelor's degree in Education, often appear to react to changes and [competing] priorities often challenging for their place in the change process rather than taking a leadership role in guiding the process (Livingston, 2016).

In the context of policy text production (Bowe et al. 1992) formal and informal policy texts (reports and reviews) reflect a compromise of the views, struggles and influences of the policy writers. Policy texts are often written in a language that appeals to common sense, easily understood and acceptable to the public. However formal and informal policy texts are not necessarily coherent in practice as

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<sup>1</sup> Initial Teacher Education Degrees at Aberdeen, Dundee, Edinburgh and Glasgow are referred to as Masters of Arts Degrees.

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they tend to apply to an ideal world. Bachelor's degrees in Education are subjected to a range of often competing policy texts written for the Higher Education context or for schools and local authorities situated within the Professional Education context. Thus, when policy texts are read in relation to others produced at the time, they can appear contradictory and do not take account of competing priorities. In the Scottish context the structure and content of Bachelor's degrees are accountable to policies relating to both the Higher Education and Professional Education contexts.

Bowe et al. (1992) suggest that the policy text has real consequences only when it is enacted within the context of practice. Ball (1994) suggested that it was impossible for policy writers to control how policy will be carried out in practice as policy received is always subject to individual interpretation becoming recreated by individuals and groups. Before policy is implemented it has first to be understood and an interpretation agreed amongst stakeholders of what it will look like in their context. Education Faculties and Departments operate both within a Higher Education context where degrees are awarded, and quality assured by universities and in the Professional arena of practice where professional judgements are made about the competency of student teaching and quality of school experience by teachers. Thus, it could be argued that over time the changing content and structure of Bachelor's degrees reflect the competing priorities within the Higher and Professional Education contexts of practice.

### **Earlier policy influences**

It would appear that the quality of teachers and teaching became a key factor influencing the policy discourse in Scotland in the early 1960s as there were concerns that entry requirements for teaching had lowered after the Second World War and unqualified teachers were working in Scottish schools. Competing policy texts in the form of the Robbins Report (1963) and the Teaching Council (Scotland) Act (1965) can be seen as laying the ground to addressing some of these concerns from a Higher and Professional Education perspective resulting in the eventual emergence of the Bachelor's degree in Education.

Within the UK Higher Education context, the Robbins report (1963: 6-7) advocated an increase in the number of universities which provided 'instruction in skills' but also a 'promotion of the general powers of the mind' and which enabled 'research in balance with teaching' and facilitated the transmission of 'a common culture and common standards of citizenship'. Over time Scottish Diplomas of Education were taught in newly formed Colleges of Education and these were eventually replaced by Bachelor's degrees in Education with universities or the Council for National Academic Awards as their awarding bodies. The Teaching Council (Scotland) Act (1965) established the General Teaching Council for Scotland (GTCS) to provide for the registration of teachers, for regulating their professional training and for cancelling registration in cases of misconduct. Although resented initially, the GTCS eventually produced major changes within the Professional Education context reflected in the content of Bachelor's degrees in Education. At the same time, Darling (1990: 8) argues that Scotland's Primary Memorandum of 1965 (SED 1965:vii-viii) provided a rationale for teachers to adopt child-centred approaches to teaching based on 'the needs and interests of the child and the nature of the world in which he is growing up.' Darling (1990:8) also highlights the importance the Memorandum placed on activity, experience and discovery which again influenced Professional Education content in Bachelor's degrees.

The Robbins report (1963) also paved the way for the development of new universities. The newly formed University of Stirling saw an opportunity to develop a Bachelor's degree which combined

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professional and academic education with educational research a prominent feature of its four-year secondary education programme. For example, the degree offered options to study either English, Modern Languages, Religious and Moral Education, History, Geography, Biology, Mathematics or Computing and Business as part of the honours degree which combined with modules in education over nine semesters, or the general degree course, over seven semesters<sup>2</sup>. Although a departure from traditional Scottish practice Stirling's concurrent Bachelor's degree course was approved (subject to periodic review) by the GTCS. At the time, it represented a striking innovation, a chance to place education on a parity with other professional studies and to root it firmly in research (Cruckshank 1970). It also defined concurrency in teacher education in terms of making a distinction between studying specialist subject knowledge alongside professional education, thus making the degree accountable to both policies and discourse from the Higher and Professional Education sectors.

The context of policy influence and policy texts continued to fuel the discourse around the quality and standardisation of Bachelor's Degrees in Scotland, paving the way for a repositioning of Bachelor's degrees in Education both in terms of academic and professional standards (Kirk 1999). Firstly, Kirk argues the UK government established a regulated market for Higher Education, thereby creating the conditions in which institutional collaboration would evolve through negotiation within the policy and other pressures faced by Faculties of Education. Secondly, he argues that the financial problems faced by Colleges of Education made mergers with universities attractive and thirdly universities could see the benefits of establishment of Faculties of Education, as a way of integrating themselves more fully into the educational life of Scotland. By the 1980s all Teacher Education courses were finally given degree status and following the passing of the Further and Higher Education (Scotland) Act (1992) there was a distinct move of all ITE into the university sector (Kirk et al. 2003). Within a few years Colleges of Education became incorporated into the established universities of Aberdeen, Dundee, Edinburgh and Glasgow to offer Bachelor's Degrees with Jordanhill becoming part of the newly formed University of Strathclyde.

### **Wider social policy influences**

A key Professional Education policy text: Guidelines for Initial Teacher Education Courses, (SOIED 1998) (now Scottish Executive Education Department), reflected the wider social and welfare changes in society which helped to shape the 'quality and standardisation' discourse around the structure and content of Bachelor's degrees in Education. It outlined three major elements for Bachelor's degree in Education courses: Professional Studies; Curriculum Studies; and School Placement Experience. It specified how the structure should allow students opportunities to choose particular areas for special study (e.g. music, computing, modern foreign languages, early education, or additional support needs). This policy text specified safeguards for academic standards as well as acceptability to the GTCS. Although there was a strong emphasis on the professional orientation of the course and the importance of 30 weeks' experience in schools, including the need for joint planning of such experience with school staff. It set out the general competencies seen as prerequisites for entry to the teaching profession such as subject knowledge, competence in communication, classroom methodology, classroom management and assessment, knowledge about schools and professional awareness. Also included was a list of desirable attitudes and dispositions which programmes should

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<sup>2</sup> The Stirling concurrent degree has since undergone a number of changes, adding PE and primary education to its portfolio. However, it still retains its distinct concurrency with both secondary and primary students studying education alongside subject modules with students in other departments and providing primary students with a distinct subject specialism.

encourage. This professional education policy text not only began to specify the kinds of experiences and knowledge and skills necessary for beginning teachers but was also shaping the discourse in terms of defining the kinds of attitudes a teacher should develop.

Other key policy influences at this time played a significant role in shaping the discourse around the wider role of the teacher and hence the structure, content and coherence of ITE programmes. Humes (see chapter 3) highlights some notable policy texts for example the importance of the Sex Discrimination Act (1975) which led to gender equality, the Warnock Report (1978) which saw an increase of special needs provision within mainstream education, the Race Relations Act (1976) which raised awareness of discrimination and led to the recognition of multicultural and anti-racist education and the UN Convention on the Rights of the Child (1991).

These competing policy texts broadened and increased the content of the Bachelor in Education Degree raising the level of expectation regarding undergraduate initial teacher preparation. Thus, social and welfare issues all of which had significant implications for schools were now influencing the policy discourse around the content and structure of the Bachelor degree in Education. However those responsible for Bachelor's Degrees not only faced increasing demands from developments within Professional Education discourse, they had to ensure programmes were compliant with GTCS standards, and they also had to ensure programmes were compatible with the Higher Education discourse around academic quality and standards with growing pressures for academic staff to be research active (Quality Assurance Agency, 2014).

Increasingly education discourse was influenced by the work of Stenhouse on applying research to education (Stenhouse 1978), and the conceptualisation of teachers as researchers (Hammersley 1993). This paved the way for the growth of action research and professional enquiry into practice methodologies within Bachelor's Degrees satisfying notions of quality for both the Higher and Professional Education discourses and contexts. Critical reflection on theory and practice became increasingly important elements and started to influence the way Bachelor's degrees in Education ensured that their courses used practical experience in schools as a context for the consideration of the theoretical aspects of education. Courses were designed in order to develop the competencies which the new teacher required to teach effectively, and encourage students to study independently, enabling them to reflect on their work in the classroom and their identities as teachers.

### **Balancing Intellectual rigour and academic study with practical experience**

So far, this chapter has focused on past competing policy discourse and texts in Higher and Professional Education which influenced the emergence of Bachelor's degrees in Education. The rest of the chapter will consider more recent competing discourses set in motion by the report of the review of teacher education, 'Teaching Scotland's Future' (Donaldson, 2011). The Report's recommendations were accepted in full by the Scottish Government and taken forward by the National Partnership Group (see chapter 5). This has led to further policy texts which have been translated and implemented in various forms within the arena of policy practice (The National Partnership Group 2012, Scottish Government 2016, Scottish Government, 2017a). Arguably Recommendations 11 and 15 (Donaldson, 2011) (see below) have had the greatest influence on the Scottish Bachelor's degrees particularly in terms of structure and content and in the re-deployment of resources (Rauschenberger, et al. 2017). These two recommendations provide an illustration of the competing discourses, negotiations and compromises within the Higher and Professional Education contexts which influenced the transformation of Bachelor's degree in Education (commonly known as

the B.Ed, to BA or MA in Education. Whilst these recommendations might seem common sense and straightforward they mask the complexities within the context of practice and the need for leaders of the new BA/MA in Education to work within structural constraints (including Higher Education academic regulations), of maintaining degree coherency and avoiding fragmentation of content (Smith 2011). These issues are discussed below and serve to highlight how the subsequent developments of concurrent Bachelor's degrees in Education have had to navigate the tensions within the academic and professional arenas of practice yet still maintain quality, coherence and relevance.

### **Intellectual rigour and academic study**

Recommendation 11 stated

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In line with emerging developments across Scotland's universities, the traditional B.Ed degree should be phased out and replaced with degrees which combine in-depth academic study *in areas beyond education* with professional studies and development. These new degrees should involve *staff and departments beyond those in Schools of Education* (Donaldson, 2011: 88, emphasis added)

The highlighted elements in the above recommendation point to a distinct shift in the positioning of the Bachelor's degree in Education which now encompassed other forms of study not always directly relevant to the preparation of teachers as well as an engagement with other staff and students in the university. The implications were that new Bachelor's Degrees were to become much more aligned with other university departments within the Higher Education sector. Donaldson's (2011) reference to 'in-depth academic study *in areas beyond education*' did little to clarify the nature of 'concurrency' for the new Bachelor's degrees. In some universities, 'concurrency' (Donaldson 2011) was interpreted in terms of a subject specialism and led to challenging negotiations with university departments to identify relevant subject modules which could lead to a subject specialism yet still maintain coherency within an education degree. Some Bachelor's degrees were designed to provide students with a subject pathway either from the beginning of the degree or from the second year onwards and selecting modules to build up a specialism culminating in some form of extended professional study in the final year.

However, choices regarding which subject courses might be most appropriate to offer, and in which year of study and at what level, again posed challenges for overall coherence. Teacher Education faculties leading the development of the new Bachelor's degrees in Education found that often a subject course had been designed as part of another degree and for a different audience and were not always available to take as 'stand-alone' modules. For example, one university found that the subject content written for students taking a Modern Language degree was not necessarily relevant for the teaching of Modern Languages in school. Another institution encountered similar challenges, finding that the content of a statistics module was not as relevant to education students as initially thought. While another university found the best way to provide relevance and coherency of specialist subject pathways was for their staff to write specific subject-focused modules ensuring greater coherence to other parts of the Bachelor's degree. As a consequence, many of the new BA/MA degrees were designed to offer other subject courses in the first and second year of their programmes. Whilst Donaldson (2011) had argued student teachers do need to have some level of subject content knowledge, often the level of knowledge in some subject degrees was highly specialised rather than relevant to the wider subject teaching role necessary for the preparation of teachers. Leaders of the

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new Bachelor's degrees were also aware of the need for student teachers to develop pedagogic content knowledge and how this should be effectively integrated into Donaldson's (2011) vision of the new Bachelor's degree.

The new Bachelor's degrees included further challenging negotiations with other university subject departments. Once having agreed which courses could be shared, further discussions and negotiations were necessary. For example, subject courses with low numbers viewed education students favourably in terms of boosting their student numbers, whilst over-subscribed courses faced problems regarding staffing capacity to teach the additional numbers of education students and marking additional assignments. Financial implications, in terms of who provides the additional capacity to teach and assess the additional students, had to be negotiated. There were also concerns over which exam board would be responsible for assessment and whether education students not having studied previous subject modules would be at a disadvantage due to the complexity of subject knowledge, differing expectations of standards or forms of assessment.

Other Bachelor's degrees interpreted 'concurrency' (Donaldson, 2011) in terms of offering courses in Psychology or Sociology in order to broaden and deepen understanding of child development and the wider role of society. These courses were usually offered on Primary Education degrees and often in the first two years. This approach seemed to support the view that teachers in primary schools should remain generalist teachers with responsibility for a group of children who could 'stretch and progress children's learning and to diagnose and remedy any conceptual or other learning problems which may undermine their progress' (Donaldson, 2011: 89). The differing philosophies and paradigms in which particular subjects such as psychology and sociology are situated have led to other concerns such as the depth of subject knowledge student teachers needed in these areas and how time given over to these aspects reduced time spent on subject expertise, pedagogic content knowledge as well as practical school experience.

The changing discourses around what counts as subject knowledge for student teachers and thus subsequent developments of the BA/MA degree in Education would appear to have been influenced by Donaldson's statement below. Here there seems a broadening of traditional views of subject knowledge to include knowledge of child development, social justice, diversity, inequality and inclusion,

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... teachers should be confident in their ability to address underachievement, including the potential effects of social disadvantage; to teach the essential skills of literacy and numeracy; to address additional support needs (particularly dyslexia and autistic spectrum disorders); to assess effectively in the context of the deep learning required by Curriculum for Excellence; and to know how to manage challenging behaviour. (Donaldson, 2011: 88-89).

Donaldson (2011) indirectly acknowledged the importance of other kinds of knowledge emphasising the importance for ITE to enable student teachers to address the effects of social disadvantage and to recognise and meet the needs of a range of diverse learners. It could be argued that this has fuelled the prevailing discourse around inclusion, wellbeing and underachievement, thus challenging ITE to embrace a broader conceptualisation of what counts as knowledge when preparing teachers for the 21st century. This discourse has continued to gain strength through subsequent policy texts such as Excellence and Equity (2018) which in turn redefines how concurrency is viewed in Bachelor's degrees.

## Partnership working and practical experience

Recommendation 15 stated

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New and strengthened models of partnership among universities, local authorities, schools and individual teachers need to be developed. These partnerships should be based on *jointly agreed principles* and involve *shared responsibility* for key areas of teacher education. (Donaldson, 2011:91, emphasis added)

It could be argued that recommendation 15 (Donaldson 2011) masked the complexity of Higher Education regulations around joint or combined degrees and the implications this had in terms of maintaining coherence and relevance to the new Bachelor degree in Education. Furthermore, this recommendation closely aligns the professional element of Bachelor's Degrees with schools where the focus is on 'jointly agreed principles' which are not always seen as a priority for Higher Education and shared responsibility with stakeholders who are accountable to the GTCS and not Higher Education.

This led to particular tensions with regards to limiting the available time for the study of education as well as finding spaces for school experience (Smith 2011). The constraints of university semesters and studying education alongside other subjects reduced the spaces for blocks of school placement. Put simply, students could not go out on placement when timetabled for other modules within the university. The new Bachelor's degrees have tried to resolve this in different ways. For example, some leaders of teacher education scheduled most school placements in May/June once the semester has finished. However Primary schools felt this was less than ideal as much of the summer term was taken up with school trips reducing the time for education students to plan progressive blocks of teaching. Secondary schools felt this was problematic as national exams take place during this period, limiting the opportunity to teacher certificated classes. In summary, schools wanted student teachers to undertake placements at different times during the school year. Other Bachelor Degree programmes tried to accommodate this by scheduling education courses and placement in one semester leaving the other for studying other university modules. One degree designed a programme to include a year-long school placement thus freeing up the other semesters for some serial days in school, academic study in education and subject specialist modules.

## Post Donaldson reforms

Subsequent to these Donaldson-related reforms, the Scottish Government developed the National Improvement Framework for Scottish Education (Education Scotland 2016) and, under the new Cabinet Secretary for Education and Skills, a delivery plan for education (Scottish Government 2016). These documents provide a mandate for leaders of the new Bachelors in Education degrees to think more creatively about how their provision can meet a number of pertinent challenges (Rauschenberger et al 2017). This has led to further changes to the degrees as well as promoting new routes into teaching to address a number of priorities. At least one degree programme now offers student teachers opportunities to complete a Master's during their induction year. Another Bachelor's degree provides an undergraduate route for fluent and beginner Gaelic primary teachers, whilst another provides a specialism in music.

A number of influential groups continue to shape the professional education policy discourse with a notable focus on attainment, Health and Wellbeing, and wider issues concerning inclusion and equity.

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For example, the Doran Review's (Scottish Government, 2012a) strategic vision for children and young people with complex additional support needs in Scotland is now aligned with the priority areas of the Scottish Government's National Improvement Framework (Scottish Government, 2017c). The National Improvement Framework also reflects the recommendations from the policy review of the Curriculum for Excellence, commissioned by the Scottish Government (OECD, 2015), for example, 'be[ing] rigorous about the gaps to be closed and pursue relentlessly "closing the gap" and "raising the bar" simultaneously' (OECD, 2015: 11-12). Other reports have also played a role in shaping the prevailing discourse. Since 2012, the Scottish Government has stipulated that learning a language in Scotland should follow the European model of children learning two languages in addition to their mother tongue (Scottish Government, 2012b). More recently, 'Not included, not engaged, not involved' Report (Children in Scotland et al., 2017b), 'Teaching in a diverse Scotland: increasing and maintaining minority ethnic teachers in Scotland's schools' (Scottish Government, 2018) and The British Sign Language (BSL) National Plan (Scottish Government, 2017c) have all helped to raise the profile of inclusion, disability and diversity. As a result, some Bachelor's degrees in Education have begun to build in community education based experiences into their programmes so that student teachers have a greater awareness of the impact of inequalities, diversity and difference within local communities and how these can affect educational outcomes for children. Other Bachelor's degrees have shared modules or courses jointly taken by student teachers and social work students. At the time of writing, the GTCS are in the process of refreshing the professional standards situating them within a wider context.

The Organisation for Economic Co-operation and Development (2018) position paper, 'The Future of Education Skills' has also influenced Scottish education policy. For example, Bachelor's degrees have placed a growing emphasis on education for sustainability, including modules such as 'Human sustainable development or 'Exploring Global Citizenship'. Some Bachelor's degrees in Education have named specialisms such as BA Health and Wellbeing or Environmental Science. This would suggest there is now an emphasis on preparing future teachers of the importance of embedding learning for sustainability into the curriculum as they teach children about health and wellbeing and global issues (ibid). Discourses of globalisation, social justice, equality, diversity and identity have far-reaching implications for what it means to maintain quality, coherence and concurrency within the structure and content of Bachelor's degree.

All of the above serve to illustrate the power of influential stakeholders competing to influence recent governmental policy. It illustrates the implications faced in terms of developing quality, coherence and concurrency in Bachelor's degrees in Education. For example, much of the above discourse regarding attainment and inclusive practice around the child is reflected in the National Improvement Framework and Improvement Plan (Scottish Government, 2017a) which has been designed to help deliver the 'twin aims of excellence and equity' in education. The National Improvement Framework identifies six interconnected key drivers of improvement. These are outlined as school leadership, teacher professionalism, assessment of children's progress, school improvement and performance information. It could be argued that the National Improvement Framework has continued to influence the structure and content of Bachelor's degrees as they prepare student teachers to meet a number of priorities. For example, around raising attainment, achieving equity, improving health and wellbeing, as well as developing skills for learning, life and work. In addition, an increasing policy discourse around improving outcomes for children and young people with complex additional support needs continues to influence the content of Bachelor's Degrees in Education.

The National Improvement Framework (Scottish Government, 2017a) is written in visionary language which appeals to common sense and is easily understood in relation to raising attainment in literacy,

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numeracy and achieving equity so that every child has the same opportunity and closing the poverty-related attainment gap, to embed knowledge of the Curriculum for Excellence within a wider agenda of inclusion. It highlights the importance of involving parents in their children's learning and it makes reference to Getting It Right For Every Child (GIRFEC) (Scottish Government, 2017d) which positions children at the centre, emphasising the importance of interagency working and providing guidance on how to identify children at risk or support children dealing with adverse childhood experiences. The growing social and welfare role of teachers perhaps requires a different understanding of 'concurrency' (Donaldson, 2011) and one which has increasingly gained momentum from discourses around health and wellbeing, (Scottish Government, 2017a). Now teachers need to increasingly understand the influence of child development, poverty and inequality on education and health and wellbeing together with global influences (OECD, 2018). Thus, quality and coherence within the new Bachelor's degrees in Education are not confined to honing teaching skills and subject knowledge but now includes the need for teachers to make connections between learning and teaching and wider societal influences throughout the lifespan.

### **Conclusion**

The co-construction of the new Bachelor's degrees in Education at each university reflects the interplay between stakeholders within the context of Higher Education and the arena of Professional Practice. Bachelor's Degrees in education have become an increasing assemblage of many interrelated and opposing discourses which have found a voice in a number of policy texts. Fitting with the notion of teaching as a complex and dynamic practice, the academic rigour and challenge for Bachelor's degrees in Education is perhaps defined by how each programme is (co)constructed in a way which makes sense of how different and competing ideologies come together. This in turn challenges student teachers to co-construct what it means to be a teacher in the 21st century. Thus, co-construction here assumes that knowledge is dynamic, situational and subject to change depending on individual values and contexts.

Bachelor's degrees in Education continue to skilfully navigate competing priorities; on the one hand they are subject to quality assurance systems, academic standards and regulations within the university and the Higher Education sector; yet at the same time, they are accountable to the Scottish Government and GTCS, the regulatory body for accreditation of undergraduate initial teacher education programmes. Current discourses around the Bachelor's degrees include a growing discourse around widening access to teaching and the extent to which entry requirements to the profession pose a barrier to getting the right people into teaching. This has also led to further consideration of the structure and content of the Bachelor degree and exploration of articulation routes with Colleges of Further Education which has further implications for quality and coherence of programmes within different arenas of policy practice. In his analysis of the Donaldson Report, Smith (2011) concludes that there is still a place for developing diverse and flexible Bachelor's degree in Education and that we should be 'judging courses by their capacity to deliver coherent programmes which include full engagement with broad and deep academic issues through education studies' (31). Indeed, Scottish universities have created a variety of bespoke Bachelor degrees into Education each reflecting an interplay between social and political policy discourses and contexts of policy practice within the arenas of Higher and Professional Education. The structure and content of each programme offers a variety of ways to combine study of theory and practice, explore professional values and skills of critical reflection necessary for preparing student teachers. The conceptualisation of the quality and

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coherence of each degree is dependent on strong local partnerships which present different contexts and perspectives; not just with schools but also with third sector partners and other professions.

Despite the challenges faced, leaders of teacher education employ a certain creativity and autonomy in the way they work within the constraints and opportunities to construct distinctive Bachelor's degrees. This co-construction is continually reviewed and evaluated by stakeholders within the arenas of practice, through programme committees, partnership meetings, re-accreditation, university enhancement reviews and other regulatory bodies and practices. Within these contexts of practice, academic and professional policy texts are interpreted and woven into decisions made about the quality and coherence and relevance of Bachelor's degrees into Education including the most appropriate ways to facilitate reflection upon education as an interdisciplinary discipline, and as a form of social and intellectual practice, governed by a set of values and beliefs. Rauschenberger et al. (2017) claim that the need to understand and measure the quality of effectiveness of ITE when preparing effective future teachers has never been more important given the increased complexity of the teacher role and the growing diversity of the population. Tracing policy, policy discourse and practice (Bowe, Ball & Gold 1992) has helped us understand the emergence and subsequent development of the Bachelor's degree in Education in Scotland and why it continues to play an important part in that debate.

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