

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Integrated PhD
4	Programme Title	Education and Communication
5	UCAS/Programme Code	8181
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	
8	FHEQ Level	D
9	Date written/revised	25/05/10

10 Programme Aims

- 1 - to gain an advanced knowledge and understanding of education and/or communication.
- 2 - to undertake a general training in research methods and project management within education and /or communication.
- 3 - to undertake a specific training related to chosen topic in research methods and techniques.
- 4 – to carry out and complete an approved research project in education/communication.
- 5 - to undertake a research project which will make an original contribution to knowledge and understanding in education and/or communication.
- 6 - to gain a range of professional and key skills which will enable them to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment .

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should have an advanced knowledge and understanding of:

- A1 - practice, thought, evidence and theory relating to recent developments in education. Students will then be in a position to apply this understanding to their own professional context.
- A2 - a wide range of key issues, facts and concepts together with detailed knowledge of a specialist area.

Teaching and Learning Methods

A1	Lectures,	Independent reading, tasks seminars
A2	Lectures,	Independent reading, tasks Seminars

The primary means of imparting knowledge and understanding are lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.

Assessment Strategy

A1 Module assignments, thesis
 A2 Module assignments, thesis

Knowledge and understanding of the subject is primarily assessed by module assignments as well as the thesis.

Intellectual Skills

On completing this programme the students should have a detailed understanding of and ability to apply techniques for research and advanced academic enquiry including:

- B1 - collect and critically evaluate information and commentary on research in education, especially in the areas you select to study
- B2 - appropriate methods of educational enquiry
- B3 - quantitative and qualitative research methods
- B4 - ethical issues in research

Teaching and Learning Methods

B1 Lectures, Independent reading, tasks, seminars
 B2 Lectures, Independent reading, tasks, seminars
 B3 Lectures, Independent reading, tasks, seminars
 B4 Lectures, Independent reading, tasks, seminars

Skills are taught through lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.

Assessment Strategy

B1 Module assignments, thesis
 B2 Module assignments, thesis
 B3 Module assignments, thesis
 B4 Module assignments, thesis

Research skills are assessed by assignments related to research methods and through the thesis

Practical Skills

On completing the programme students should be able to:

- C1 - establish a suitable research project
- C2 - produce a research proposal and plan
- C3 - manage the project
- C4 - write up the project

These skills are assessed by assignments related to research methods and through the thesis

Teaching and Learning Methods

C1 Lectures, reading of successful theses & dissertations, seminars
 C2 Lectures, reading examples of research proposals, seminars, supervisions
 C3 Lectures, case studies, seminars, supervisions
 C4 Lectures, case studies, seminars, supervisions

Research project management is taught by lectures and seminars given on the research methods modules. Students are encouraged to learn by reading successful theses, evaluating research proposals and plans, and looking at case studies of successful and unsuccessful research projects.

Assessment Strategy	
C1	Module assignments, thesis
C2	Module assignments, thesis
C3	Thesis, viva
C4	Thesis, viva
Transferable/Key Skills	
On completing the programme the student should be able to:	
D1 - carry out a personal research project (The completion of a thesis in the field of education/communication which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication)	
Professional and key skills. The acquisition of a range of professional and key skills including:	
D2	- communication
D3	- library skills and IT
D4	- academic writing and study skills
D5	- higher education teaching skills
Teaching and Learning Methods	
D1 Personal research project Individual supervision , research, writing up, and receiving feedback on the progress of their research project	
Professional and key skills	
D2 Seminars and workshops	
D3 Seminars and presentations, workshops,	
D4 Seminars and workshops	
D5 Seminars, workshops and presentations	
Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.	
Communication Skills are developed in seminars and workshops. The induction programme and Introduction to Academic Practice modules develop skills D2-D4.	
Assessment Strategy	
D1	Personal Research Project Thesis, viva
Professional and key skills	
D2	portfolio
D3	portfolio
D4	portfolio
This is assessed by the production of a thesis and the defence of this in a viva	

12 Programme Curriculum, Structure and Features
Basic structure of the programme
Framework
Year 1
3x Specialist modules = 60 credits
3x Compulsory modules = 40 credits

Total = 100 credits

Progression – either proceed to year 2 or write 60 credit dissertation and exit with MEd degree.

Year 2

3x Specialist modules = 60 credits

2x Compulsory modules = 40 credits

Total = 100 credits

Credit total for yr1 and 2 = 200 credits

Progression – Either proceed to year 3 or write MPhil thesis and exit with MPhil degree

Year 3/4

Personal research project – thesis 50,000 words = 340 credits

Total credits over 3 years 540
(may be continued over 4 years)

Programme Intended Location in Curriculum of Learning Outcomes:

A Knowledge and understanding

- 1 Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong Learning. Specialist modules. Placement.
- 2 Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong Learning. Specialist modules

B Research skills, techniques and issues

- 1 Research Methods modules
- 2 Research Methods modules
- 3 Research Methods modules
- 4 Research Methods modules

C Research project management skills

- 1 Research Methods modules
- 2 Research Methods modules
- 3 Research Methods modules
- 4 Research Methods modules

D Personal research project

Production of thesis

E Professional and key skills

- 1 Introduction to Academic Practice, Approaches to Academic Study, Placement
- 2 Approaches to Academic Study
- 3 Approaches to Academic Study
- 4 Introduction to Academic Practice

Links between Intended Learning Outcomes and Curriculum

A	Subject knowledge and understanding	Advanced knowledge and understanding is gained through compulsory modules and specialist modules in years 1 and 2, with placement informing the links to practice.
B	Research skills	Research skills are taught in the Research Methods modules during the first year of the programme. This is supplemented by input given by the research supervisor.
C	Research project management	Research project management is Taught by lectures and seminars given on the research methods modules. This is supplemented by input given by the research supervisor.
D	Personal research project	Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.
E	Professional and key skills	These are developed in the first year Through the Approaches to Academic Study, Introduction to Academic Practice and Placement modules.

Key features of the programme (including what makes the programme distinctive)

A full time programme designed for overseas students who would prefer the support and structure of a taught doctoral programme, also open to full-time home students. The programme is not offered on a part-time basis.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme>

13 Criteria for admission

Entry qualifications

Must have a Masters degree, recommend that applicants do the MEd first followed by IPHD. Up to 100 credits may be awarded against the IPHD from the MEd if grades are 60% or above.

Admissions policy/selection tools

Admissions considered by 2 academic selectors through the postgraduate applications portal software programme

Non-standard Entry Requirements

Considered on a case by case basis by 2 academic selectors

Additional Requirements

2 academic references required

Level of English Language capability

6.5 IELTS (with a minimum of 6.5 in each section) or 575 TOEFL.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see

<http://www.ncl.ac.uk/postgraduate/international>

IPhd students also undergo a programme specific induction at the beginning of semester 1 and Semester 2 for students commencing in late January.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.htm>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/students/wellbeing/disability-support>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/facilities> Also the Education Resource Centre in King George VI Building

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/undergraduate/international/into>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/agss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

Assignment pass mark is 50%

Marks are averaged at the end of year 2 and students require an average of 60% marks to progress to year 3 and the research stage.

Course requirements

Progression is subject to the University's Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/students/progress/staff-resources/information/contact/regs.htm>)

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to
IPhd programmes**

Less than 50	Fail
50-59	Pass
60-69	Merit
70-100	Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/requests>)

The School brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	Specialist modules (see list below)/ ALT8003/ALT8084HSS8002
A2	Specialist modules (see list below)/ ALT8003/ALT8084HSS8002
A3	Specialist modules (see list below)/ ALT8003/ALT8084HSS8002
A4	Specialist modules (see list below)/ ALT8003/ALT8084HSS8002
B1	Research Methods Modules HSS8004/HSS8005/research supervision
B2	Research Methods Modules HSS8004/HSS8005/research supervision
B3	Research Methods Modules HSS8004/HSS8005/research supervision
B4	Research Methods Modules

	HSS8004/HSS8005/research supervision
C1	Research Methods Modules HSS8004/HSS8005/research supervision
C2	Research Methods Modules HSS8004/HSS8005/research supervision
C3	Research Methods Modules HSS8004/HSS8005/research supervision
C4	Research Methods Modules HSS8004/HSS8005/research supervision
D1	Production of thesis (50,000 words) /Research Methods Modules HSS8004/HSS8005/research supervision
D2	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision
D3	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision
D4	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision

Choice of Compulsory Modules

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3	Level	Type
ALT8003	Applied Linguistics in Higher Education: Focus on Teaching and Learning	20	10	10		7	
MAP 8004	An Introduction to Teaching and Learning in Higher Education	20		20		7	
ALT8083	Introduction to Academic Publishing	20	10	10		7	