

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master in Teaching and Learning
4	Programme Title	Masters in Teaching and Learning (MTL)
5	Programme Code	4110
6	Programme Accreditation	TBC
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	January 2010

10 Programme Aims

The Aims of this Programme are specified in the National Framework for Masters in Teaching and Learning (MTL) and are:

- to further improve teacher quality to raise standards and narrow the achievement gap, giving children better life chances
- to further advance the status of the teaching profession
- to provide a programme which meets the TDA's requirements for an MTL
- to meet the FHEQ requirements for a level 7 programme
- to provide a programme which complies with University policies and procedures.

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. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

Learning objectives are specified in the national MTL framework and are based around four content areas which are each contextualised within the student workplace (school):

- their appropriate pedagogical subject knowledge including a critical appreciation of the relationship between
- teaching and the personalisation agenda for the school including
- the inclusion agenda in their school together with a critical knowledge and understanding of the factors that affect the learning and behaviour of individual children including
- their schools' approach to leadership, management and working with others and in particular how these impact on their own ability to work effectively as a teacher and develop as a professional working within a community of practice.

On completing the programme students should:

A1 draw on and critique a knowledge base related to the four content areas of MTL

A2 have a systematic understanding of research, national frameworks and practical knowledge in relation to assessment for learning and teaching and learning

A3 have a systematic understanding of research, national frameworks and practical knowledge in relation to the specific curriculum for their role within the school, the development of that curriculum and their subject knowledge for its teaching

A4 have a systematic understanding of research, national frameworks and practical knowledge in relation to the inclusion agenda, and within this how children and young people develop and learn and how ,from a teacher in a school's perspective, their behaviour can be managed

A5 have a systematic understanding of research, national frameworks and practical knowledge of leadership, management and working with others

A6 have a systematic understanding of research, national frameworks and practical knowledge related to the selected core area of MTL (as represented in modules 1-6)

A7 be able to make sound judgements on complex issues, even when the evidence is incomplete, and communicating clearly conclusions to specialist and non-specialist audiences in the workplace and beyond

Other learning objectives not designated in the national framework are:

A8 recognise and discuss the ethical implications of participating in professional enquiry in schools

A9 understand the potential of teachers' professional enquiry in enhancing teaching and learning

A10 gain a knowledge of the role of a range of enquiry tools, and be able to select those that are appropriate for the planned professional enquiry

Teaching and Learning Methods

Teachers enrolling as MTL students with Newcastle University will be provided with genuine opportunities to take ownership of their professional learning. Their learning will be facilitated by, and would in turn support, communities of practice, bringing MTL students, coaches and university tutors as co-learners together. Modules will be introduced through seminars. In these communities of practice MTL students will be encouraged to problematise teaching and learning, and undertake enquiry into significant and substantive questions about processes and outcomes of their professional practice.

Seminars will enable each MTL student to return to their workplace and to work alongside their MTL coach (school-based) and HEI tutor where they plan and undertake a relevant professional enquiry.

The MTL will provide students with structure and support to signpost and guide their learning, within which they can prioritise appropriate professional development.

Assessment Strategy

Each module will be assessed by a structured portfolio, weighted and designed as appropriate for the module credit value and learning objectives. Given the breadth of the MTL national framework the assessed elements of the course will not be fully representative of the teachers' learning, or of the indicative curriculum, but will allow the MTL students to demonstrate appropriate and relevant learning outcomes at level 7.

The assessed portfolios will be varied, focussed and personalised. The programme will draw upon successful features of existing PGCE and PPD programmes; including opportunities to learn how to undertake teacher enquiry in an ethical context.

Intellectual Skills

Learning objectives are specified in the national MTL framework and are based around four content areas above and the development of teachers' professional enquiry as a mode of professional learning.

On completing the programme students should be able to:

B1 identify personal learning needs in their own context

B2 undertake a critical enquiry-based approach to their professional practice so that it continuously impacts effectively on the outcomes for children and young people

B3 critically reflect on and analyse the impact of their understanding on outcomes for children and young people through their developing practice as a classroom teacher and in their other professional roles

B4 adopt an open and questioning mindset in developing their professional practice

B5 show self-direction and originality in tackling and solving problems, and show their ability to act autonomously in planning and implementing tasks at an appropriate level

B6 engage in collaborative learning opportunities in their specialist professional field and through planning for further professional development

B7 design, carry out and critically analyse practice-based enquiry in their specialist professional field that explores relationships between theoretical and practical knowledge and impacts on practice

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Practical Skills

Other skills outcomes include:

Professional skills: skills required to support collaborative practice and communication in professional contexts, and presenting information in a range of formats for different purposes and audiences.

Cognitive skills: students will practise and demonstrate the higher order skills of analysing, evaluating and synthesising data emerging from their enquiry information

Key Skills: effective use of ICT, team work, literacy and numeracy, planning and organisation, time management.

On completing the programme students should be able to:

C1 improve professional practice through enquiry, reflection, and evaluation

C2 design and carry out small scale enquiry projects in educational contexts into aspects of professional practice

C3 communicate effectively with a range of colleagues, tutors and fellow students (in both oral and written form)

C4 work with colleagues to support and develop professional practice

C5 develop the capacity to engage with educational policy nationally and internationally

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Transferable/Key Skills	
<p>On completing the programme students should be able to:</p> <p>D1 demonstrate effective oral and written communication and use of ICT to support intellectual development</p> <p>D2 plan and organise research and development projects in educational contexts.</p> <p>D3 communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists</p> <p>D4 use their initiative to lead and support educational change; including the ability to plan strategically and to reflect on their own practice</p> <p>D5 work effectively as both a team member and team leader</p>	
Teaching and Learning Methods	
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Assessment Strategy	
<p>Each module will be assessed by a structured portfolio, weighted and designed as appropriate for the module credit value and learning objectives. Given the breadth of the MTL national framework the assessed elements of the course will not be fully representative of the teachers' learning, or of the indicative curriculum, but will allow the MTL students to demonstrate appropriate and relevant learning outcomes at level 7.</p> <p>The assessed portfolios will be varied, focussed and personalised. The programme will draw upon successful features of existing PGCE and PPD programmes; including opportunities to learn how to undertake teacher enquiry in an ethical context.</p> <p>The national MTL framework allows for students' work to be graded as Pass/Fail. Students will also receive feedback indicating the relative quality of their work, against differentiated criteria. Feedback will include suggestions for improving the quality of subsequent work and questions to prompt the students' further reflections, enquiry or study.</p>	
12 Programme Curriculum, Structure and Features	
Basic structure of the programme	
(a)	The programme is available for part-time study only. It is specifically designed to be undertaken by students who work in an educational context. Only students designated as eligible by the Training and Development Agency for Schools will be able to enrol on the programme.
(b)	The period of study for part-time mode shall normally be 3 years starting in April or

<p>September.</p> <p>(c) The programme comprises taught modules to a credit value of 180. These are taught over 8 modules in three phases; 40 credits in phase 1 (modules 1 & 2), 80 credits in phase 2 (modules 3,4,5 & 6) and 60 credits in phase 3 (modules 7 & 8). Candidates who have taken a PGCE at level 7 may APL the 30 credits into the MTL if they can demonstrate appropriate learning outcomes. Normally, not more than 5 years may elapse for candidates to transfer PGCE credits.</p> <p>(d) Candidates may APL 30 level 7 credits to replace Module 7 taken at another university with the approval of the Degree Programme Director, but without the need for approval from the Dean of Postgraduate Studies. They may apply for APEL using equivalent professional learning credits.</p> <p>(e) A maximum of 60 credits may be covered by APL, with no more than 30 credits per phase</p> <p>(f) Modules 1-8 will be offered once per academic year, in sequence. They will be mapped onto the school terms rather than university semesters.</p> <p>(g) In the interests of teacher mobility candidates studying the MTL at another UK HEI may transfer to Newcastle University and bring up to 120 credits of modules with them.</p>	<p>Key features of the programme (including what makes the programme distinctive)</p> <p>This programme has been designed in collaboration with 3 other regional universities who are jointly the national provider for MTL in the NE of England. The course is work-based, targeted at specific cohorts or teachers in state schools and fully funded (under the MTL funding model) by the TDA. Teachers registering for this programme will also be allocated (by their school) a school-based coach. This will form a tri-partite relationship between MTL student, HEI tutor and coach. MTL students' learning will be facilitated by, and would in turn support, communities of practice, bringing MTL students, coaches and university tutors as co-learners together.</p> <p>Programme regulations (link to on-line version)</p> <p>http://www.ncl.ac.uk/regulations/programme/</p>
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<p>13 Criteria for admission</p> <p><i>Entry qualifications</i> Graduate status (normally an honours degree) and Qualified Teacher Status. In addition qualifying teachers must be employed in a school that is eligible for TDA MTL funding.</p> <p><i>Admissions policy/selection tools</i> It is a requirement of the MTL National Framework that all teachers who meet these requirements are eligible for the MTL programme offered by the regional provider.</p> <p><i>Non-standard Entry Requirements</i> A very small minority of practicing teachers hold a teaching certificate rather than an honours degree. Depending on government policy relating to eligibility for MTL these teachers may be offered MTL.</p> <p><i>Additional Requirements</i></p> <p><i>Level of English Language capability</i> IELTS 6.5 (or equivalent)</p>
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The Student Services portal provides links to key services and other information and is available at: www.ncl.ac.uk/students/

A critical feature of the MTL programme is the fact that each student is supported in their own school-based context by a coach. This is a condition of the students' eligibility and requires that employing schools sign the provider partnership agreement to ensure the establishment of coach provision. The MTL coach works with MTL students and MTL HEI tutors, they are funded through MTL budget allocated to the school from the TDA. passed through to the school. They will become part of a local and regional coach community and can gain free accreditation for their work if they wish (funded by TDA). MTL coaching is based on principles in The National Framework for Mentoring and Coaching, developed through the Centre for the Use of Research and Evidence in Education's (CUREE) study *Mentoring and coaching for learning: summary report of the mentoring and coaching CPD capacity building project* (CUREE 2004-2005). These MTL coaching principles underpin the MTL coach – student – HEI tutor relationship, support professional change, and enable the widening, deepening and embedding of ideas from within and outside school for the benefit of student progress. MTL coaches are NOT responsible for assessment of MTL assignments.

Induction

At the start of their MTL programme students will be provided with appropriate guidance in the form of handbooks and induction sessions. The programme is largely work-based and therefore the key element of induction will be developing an understanding of the working relationships between student, school-based coach and HEI tutor for each participant. The nature and parameters of these professional relationships is clearly outlined in the national coaching for MTL framework.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Individual support will be provided by both the coach and HEI tutor. Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support

The initial point of contact for academic support for the student is with their HEI tutor. Module leaders will provide additional support related to specific content areas. 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 an HEI personal tutor and school-based coach. The personal tutor has responsibility to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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.

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.

The regional MTL provider will also provide a specific VLE to support the community of MTL students, coaches and HEI tutors in developing a community of practice.

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

The NE MTL provider will establish a regional partnership committee which will act as a focus for evaluating and improving the quality and standards of teaching and learning. This will represent the opinions of MTL students, HEI tutors, MTL coaches and school leaders working with all four universities. In addition Newcastle University MTL students each become member of the MTL student review group, which is likely to be an on-line community (due to the school based nature of the course). This will be developed to allow feedback on the student experience and quality of provision.

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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes

reviewed should be re-approved for a further five year period.

Accreditation reports

The TDA are establishing a national review and evaluation mechanism for MTL. The Training and Development Agency have invited tenders for the evaluation of the implementation and impact of the new Masters of Teaching and Learning (MTL) qualification. It is envisaged that the project will run for five years in total commencing in financial year 10-11. This will analyse both stakeholder perceptions of MTL, the implementation of the qualification and the impact of the qualification on stakeholder practices, behaviours and outcomes

Additional mechanisms

16 Regulation of assessment

The national MTL assessment framework will allow for a Pass/Fail grade, however we will provide feedback to students demonstrating the quality of their work against progression criteria. Feedback will include suggestions for improving the quality of subsequent work and questions to prompt the students' further reflections, enquiry or study.

Assessment is driven by the innovative nature of the Masters in Teaching and Learning programme that has three elements at the centre of its principles. Both the assignments and the assessment of the assignments draw on these three elements in order that participants in each module:

- *engage with literature and research to explore the most effective teaching and learning strategies.*
 - *ensure the effectiveness of teaching and learning has a positive impact on the outcomes for children and young people*
 - *develop and work as lifelong learners continually enhancing professional practice*
1. *There are five fields that represent observable aspects of mastery in teaching and learning linking with the FHEQ for Level 7. By the end of their MTL participants will have met all the statements for Level 7 in the MTL assessment grid. **Reporting on Professional Knowledge and Understanding – drawing on the evidence base of literature, policy, legislation, research***
 2. ***Professional impact on the well being and life opportunities of children and young people***
 3. ***Professional enquiry and dissemination of outcomes***
 4. ***Professional learning within a knowledge generating community***
 5. ***Professional skills and attributes***

Candidates who pass the programme will have demonstrated mastery in the areas prescribed in the MTL assessment grid.

Role of the External Examiner

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

- i. *See and approve assessment papers*
- ii. *Moderate examination and coursework marking*
- iii. *Attend the Board of Examiners*
- iv. *Report to the University on the standards of the programme*

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure

Degree Programme and University Regulations: <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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU6006	Core	1, 8, 9, 10	1	1, 2, 3, 4	1, 2, 5
EDU6007	Core		2	1, 3, 4	1, 5
EDU6008	Core	2	3, 4	1, 2, 3, 4	1, 3, 5
EDU6009	Core	3	3, 4	1, 2, 3, 4	1, 5
EDU6010	Core	4	3, 4	1, 2, 3, 4	1, 3, 5
EDU6011	Core	5	3, 4	1, 2, 3, 4	1, 4, 5
EDU6012	Core	6,	5, 6	1, 2, 3, 4, 5	1, 2, 3, 5
EDU6013	Core	6, 7,	7	1, 2, 3, 4, 5	1, 2, 3, 4, 5