

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	PGCert
4	Programme Title	Postgraduate Certificate in Innovative Pedagogy and Curriculum
5	UCAS/Programme Code	3060 (part time) and 3061 (Credit Accumulation)
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Date written/revised	May 2014

10 Programme Aims

The programme aims to provide effective post-graduate professional development for teachers / lecturers and school leaders in the field of innovation in curriculum and pedagogy through practitioner enquiry. The aims are as follows:

- To provoke debate within the region about the aims of education and encourage a more questioning and critical stance on curriculum and message systems
- To introduce a broad range of models of learning and associated pedagogies, assessment paradigms and epistemological assumptions
- To understand the diversity and complexity of learning (outcomes)
- To understand the available models of curriculum planning and curriculum questions
- To apply case study methods to an analysis of a curriculum/ unit of curriculum
- To understand socio-cultural and political influences on curriculum and pedagogy and to use an understanding of these factors in analysing contemporary curriculum – such factors would include marketisation, performativity and surveillance
- To analyse the differences between curriculum as framed, curriculum as written, curriculum as taught and curriculum as experiences
- To increase practical knowledge base of innovation in teaching and learning drawing on the research expertise of CfLaT in relation to innovative teaching and learning (for example enquiry, teaching thinking, and digital technologies);
- To develop the practical skills of planning, facilitating and managing innovative pedagogy and curriculum;
- To understanding the theory of curriculum design, and the role of pedagogy with that;

- To explore the ways that curriculum and pedagogic innovation has the potential to change the roles and relationships of teachers and learners;
- To promote critical engagement with the conceptual models underpinning professional learning through action enquiry and the role of collaborative learning;
- To develop an understanding of epistemologies and ontologies of action enquiry and its relevance to professional and practice development;
- To consider the ethical implications of undertaking practice-based research to support innovation;
- To provide enhanced opportunities for teachers to learn from contextual experience and evidence
- To ensure that the programme meets the requirements of a level 7 qualification as defined by the Framework for Higher Education Qualifications
- To ensure that the programme conforms to University policies and the QAA Quality Code for Higher Education.

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:

A1 Understand theoretical approaches to teaching and learning and have a critical grasp of relevant research in the field (related to the students' specific module choices).

A2 Know how to research and evaluate innovative curricular and educational practices

- The capacity to undertake small-scale research projects aimed at improving educational practice in their organisation
- A knowledge and understanding of sampling, generalisability, validity, reliability and replicability
- An understanding of the strengths and weaknesses of different approaches to research design and different types of data

A3 Understand the potential of action research for the development of professional practice and know how selected action enquiry methods can be used to enhance professional learning.

A4 Develop an effective a practice-based understanding of issues in the implementation and management of educational change, including the professional development of teachers, and know how to address some of these issues.

A5 Develop an effective a practice-based understanding of the ethical implications of conducting practitioner enquiry in learning contexts (such as schools and colleges).

- A knowledge and understanding of matters relating to informed consent, privacy, confidentiality, objectivity and transparency
- An understanding of the dilemmas that researchers commonly encounter when conducting enquiries, especially in their own institutions
- An awareness of professional codes of practice such as those of BERA, BSA and BPS

Teaching and Learning Methods

Taught sessions will include lectures, small group teaching, workshops, fieldwork in students' place of employment and tutorials. During these sessions students will undertake assessment preparation and completion, directed research and reading, skills practice, project work, reflective learning activities, student-led group activities and independent study.

Assessment Strategy

Assessment is through two practitioner enquiry-based portfolios set in the context of their workplace. These include literature review components and critical commentaries on the fieldwork. They allow an integration of evidence from practice, theory, policy and research. Opportunities for peer and tutor feedback on elements of the portfolio are provided during the taught sessions.

The first portfolio will require students to develop and use their knowledge of case study research to undertake an analysis of existing curriculum and opportunities for development. The second will require the student to describe and critique their systematic enquiry into innovative teaching and learning. It will include at least one element which will be 'made public' to the teaching group during a dissemination and review session. The format of this may be a poster or presentation.

Intellectual Skills

On completing the programme students should be able to:

- B1 Use analysis and synthesis to critically review the relationship between policy, practice, theory and research and the implications for professional development, educational leadership and pedagogy.
- B2 Have a creative and constructively critical approach towards innovation
- B3 Critically evaluate the significance of action enquiry &/or reflective practice in developing professional knowledge and understanding.
- B4 Employ an increased range of strategies to evaluating their own performance as teacher.
- B5 Apply enhanced professional knowledge and understanding to problem solving / management of change situations in their own work context.
- B6 Enhance their communication skills in a range of contexts

Teaching and Learning Methods

Taught sessions will include lectures, small group teaching, workshops, fieldwork in students' place of employment and tutorials. During these sessions students will undertake assessment preparation and completion, directed research and reading, skills practice, project work, reflective learning activities, student-led group activities and independent study.

Assessment Strategy

Analysis, synthesis to critical reflection is integral to the portfolios auditing, developing and evaluating practice and relating outcomes to theory and research. Reflective practice is critical.

Assessment is through two practitioner enquiry-based portfolios set in the context of their workplace. The first will require students to develop and use their knowledge of case study research to undertake an analysis of existing curriculum and opportunities for development. The second will require the student to describe and critique their systematic enquiry into innovative teaching and learning. It will include at least one element which will be 'made public' to the teaching group during a dissemination and review session. The format of this may be a poster or presentation.

Practical Skills

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 action research 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)
 C5 Capacity to engage with educational policy nationally and internationally

Teaching and Learning Methods

Taught sessions will include lectures, small group teaching, workshops, fieldwork in students' place of employment and tutorials. During these sessions students will undertake assessment preparation and completion, directed research and reading, skills practice, project work, reflective learning activities, student-led group activities and independent study.

Assessment Strategy

Assessed work will allow the student to demonstrate how they have developed their classroom practice.

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Transferable/Key Skills

On completing the programme students should be able to:

D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development
 D2 Plan and organise research and development projects in educational contexts.
 D3 The ability to communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists

Teaching and Learning Methods

Tutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used/reflection on professional development). Presentations to peers. Supported self-study and tutor support via Blackboard, website and email. The design and evaluation of the practitioner enquiries.

Assessment Strategy

The processes of writing the portfolios and engaging in peer review will allow students to develop transferable academic skills.

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.
 - (b) For university based students the period of study for part-time mode shall normally be 1 year starting in September.
 - (c) School-based cohorts may begin study at a different time as agreed with the programme director.
 - (d) The programme comprises taught modules to a credit value of 60 credits.
 - (e) Candidates shall follow a modular route as described below:
 1. EDU8031 Curriculum, Pedagogy and Assessment (20 credits)
 2. EDU 8204 Innovation in pedagogy and curriculum through action research (40 credits)
- Both modules are core and compulsory.

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

This programme is designed for practising teachers / lecturers – who will need a professional teaching role and context in order to undertake the practice-based assignments. The programme builds on a strong research base in CfLaT and the experience of tutors involved in supporting the continuing professional development of teachers and lecturers to develop innovative classroom practices through practitioner enquiry. The programme is linked to current developments in the promotion of Teaching Schools and self-improving school systems.

Students will have the opportunity to engage in individual or small group tutorials, peer to peer support, email contact with tutors to discuss assignments as is deemed appropriate.

The programme utilises appropriate practitioner enquiry methodological approaches in the assessments for the modules, applying a different methodological approach to each portfolio.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

Entry requirements for the PGCert are a first degree and relevant professional experience in an educational context. Applicants are expected to gain the support of their employer in order to undertake this course, and to be assured that opportunities for developing relevant professional practice will be available in their workplace.

Admissions policy/selection tools

Applications are considered on the basis of the university's online application form.

Level of English Language capability?

Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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.

Education Resource Centre

The Education Resource Centre is located in King George VI Building and houses a fully-networked cluster of PCs and a wide range of school focused texts.

Computing

The University Computing Service provides fully-networked computer services on three types of system – Windows-based PC, Unix and Apple Macintosh – in cluster rooms throughout the University. Cluster rooms are available each weekday; some are open for extended hours and at weekends. A wide range of software is available on each type of system. Printing facilities consists of fast draft printers, draft colour plotters, high-speed, high-quality black and white laser printers, and high-quality colour plotters. The draft facilities are available at every cluster of workstations, and usage is free. The high-quality printers are accessed via the network and printing must be paid for and collected at the main Computing Service building in the centre of the campus. The many and various services of the UCS are described in documents which are widely available in the cluster rooms and on the World Wide Web. Students can use any cluster on the University Campus. One cluster is based in the KGVI Building

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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

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

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a

decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Common Marking Scheme

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

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

A Distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module. The work will be consistently well structured and sharply focused. There will be evidence of the capacity to generalise and transfer principles to take account of the wider context. It will demonstrate critical analysis and coherence of argument. Connections between theory, practice and research will be discussed from an informed and highly reflective perspective. A high level of critical engagement will be echoed in the sustained coherence and quality of discussion.

A Merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments and relevant literature. The work will be well structured and will demonstrate an understanding of the different perspectives of evidence from research, practice and theory. Only some aspects of these will be fully integrated conceptually. Literature cited will be used judiciously to identify, interpret and substantiate the main themes.

A Pass level mark (50%-59%) will be awarded for work that is adequately structured and displays some integration of the focus into wider contexts and perspectives. Some links will have been made between different aspects without a sustained conceptual integration and development. Work will draw upon more than one type of evidence and display some critical thinking.

A Fail mark (49% and below) will be given to work which uses a narrow range of evidence from a limited range of sources. Discussion will be largely descriptive with no consideration of the

wider context. There will be little attempt to develop an argument or present information coherently.

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

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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
EDU8031	Core and Compulsory	A1, A2, A4, A5	B1, B2, B5,	C1, C3, C5	D1, D2, D3
EDU8204	Core and Compulsory	A1, A2, A3, A4, A5	B1, B2, B3, B4, B5, B6	C1, C2, C3, C5	D1, D2, D3

NB. The learning outcomes are for the MEd (Practitioner Enquiry) from which the PG Cert is drawn. The PG Cert does not cover all the learning outcomes of the MEd.

A1 Understand theoretical approaches to teaching and learning and have a critical grasp of relevant research in the field (related to the students' specific module choices).

A2 Know how to research and evaluate innovative curricular and educational practices (linked to Teachers' Professional Standard E2) .

A3 Understand the potential of action research for the development of professional practice and know how selected action enquiry methods can be used to enhance professional learning.

A4 Develop an effective a practice-based understanding of issues in the implementation and management of educational change, including the professional development of teachers, and know how to address some of these issues.

A5 Develop an effective a practice-based understanding of the ethical implications of conducting practitioner enquiry in learning contexts (such as schools and colleges).

B1 Use analysis and synthesis to critically review the relationship between policy, practice, theory and research and the implications for professional development, educational leadership and pedagogy.

B2 Have a creative and constructively critical approach towards innovation (linked to Teachers' Professional Standard C8).

B3 Critically evaluate the significance of action enquiry &/or reflective practice in developing professional knowledge and understanding.

B4 Employ an increased range of strategies to evaluating their own performance as teacher (linked to Teachers' Professional Standard C7).

B5 Apply enhanced professional knowledge and understanding to problem solving / management of change situations in their own work context.

B6 Enhance their communication skills in a range of contexts

C1 Improve professional practice through enquiry, reflection, and evaluation

C2 Design and carry out small scale action research 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 (in some cases through coaching and mentoring as defined in Teachers' Professional Standard P10).

C5 Capacity to engage with educational policy nationally and internationally

Specific practical skills of the MEd Practitioner Enquiry (Leadership).

C6 Knowledge and understanding of the central theoretical approaches to educational leadership and management and critical grasp of the relevant research in the field

C7 Knowledge of practical approaches to leadership and management as they relate to educational organisations, including those relating to leading change and improved performance

C8 Skills needed to manage an educational organisation effectively (e.g. strategic, social and fiscal)

C9 Skills needed to devise structures that enable ethical decision-making in educational organisations

D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development

D2 Plan and organise research and development projects in educational contexts.

D3 The ability to communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists

D4 Use their initiative to lead and support educational change; including the ability to plan strategically and to reflect on their own practice

D5 The ability to work effectively as both a team member and team leader