	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	PGCE
4	**Programme Title**	Employer-based Postgraduate Certificate in Education
5	**UCAS/Programme Code**	3067
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**

a)   To provide the academic element of a route into teaching that includes a theoretical and practical grounding in its approach to teaching and learning

b)   To enable trainees on the programme in conjunction with an external provider (such as QTS Accredited Teaching Schools) to follow the university modules that make possible the award of Employer-based Postgraduate Certificate in Education

c)   To enable students to develop as critical and analytical teachers through their reflective practice and engagement with research

d)   To allow students to acquire the teamwork skills and professional values necessary for them to work successfully with a range of colleagues and agencies

e)   To provide students with the opportunity to gain the knowledge, skills and understanding required to continue with further graduate/post graduate qualifications and continuing professional development

f)   To enable students to enter the teacher profession with the capacity to explore educational issues and their societal, cultural, historical and political contexts

g)   To ensure that the programme conforms to University policies and meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications.

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

A2   Understand the debates concerning the nature and purpose of education from a variety of disciplinary perspectives

A3   Be familiar with a range of teaching approaches relevant to their subject/curriculum area(s) and understand their potential for pedagogy

A4   Understand the potential of enquiry in practice for the development of professional practice

A5   Understand how enquiry tools can facilitate evaluation, reflection and critical enquiry to support professional development

A6   Know and engage with the wider governmental context with regard to statutory legislation and policies

Teaching and Learning Methods

Students will gain knowledge and understanding in all the outcome areas through a combination of lectures, seminars, workshop sessions, self directed and problem based learning. Throughout the programme students are encouraged to read widely and comprehensive bibliographies are supplied. Students will use a wide range of learning resources, such as books, journal articles, on line databases (e.g. ERIC) available through the Robinson Library. (A1 - 6)

 An introduction to the procedures of action research and school based enquiry will also be delivered. (A4) The external provider will offer school based placements and training opportunities to develop knowledge and understanding (A3 and A4) through reflection upon practice and experiential approaches.

All students take the three core and compulsory modules

EDU8321 - Subject pedagogy in practice

EDU8322 - Developing critical perspectives on teaching *Thinking Skills*

EDU8323 - Curriculum development through enquiry in practice

The overall focus is on the inter relationship between theory, research and practice (A3, A4, and A5).

The modules contain action research and other practitioner enquiries that are carried out whilst on placement. These enable the students to combine particular investigations relating to their own professional practice (A6) with the wider academic and governmental context. (A1, A2, A3, A4, A5)

Assessment Strategy

Students are enabled in their progress towards Qualified Teacher Status (accredited by the external provider) by their engagement with literature and pedagogic theories which are employed to critically analyse practice and policy. The summatively assessed output serves a dual purpose in demonstrating teaching competencies as well as providing evidence of Masters level thinking. The main type of assessed submission is that of a portfolio which integrates critical and reflective commentaries with enquiries into practice (A 1 – 6).

Intellectual Skills

On completing the programme students should be able to:

B1   Design and carry out practitioner enquiry projects in educational contexts

B2   Gather information and evaluate its validity and usefulness for particular enquiries

B3   Critically review and debate the relationship between policy, practice, theory and research and the implications for professional development

B4   Self evaluate and apply learning to the enhancement of practice

B5   Engage in an informed and critical fashion with literature in order to discuss the main themes and alternative interpretations

B6   Synthesise and apply pedagogic theory and practice

Teaching and Learning Methods

Input from university staff (lectures and seminars) relating to research methodology and practice enables students to carry out the group and individual enquiries for all three compulsory modules (B1,2,4 and 6).
 The course as a whole examines the role of theory and research to inform practice. These learning opportunities take the form of lectures, workshops, group activities and individual study (B3, B4, B5 and B6).

Dialogue and joint action with peers and school colleagues facilitates the development of skills B3 and B4.

Assessment Strategy

All written pieces of work in the taught modules require students to gather, evaluate, analyse, and interpret research evidence and relate this to their classroom experiences (B 1 - 6)

The submission of completed work within all three module guidelines allows a final, summative assessment against the Employer-based PGCE marking criteria. (B1 - 6)

Practical Skills

On completing the programme students should be able to:

C1   Improve professional practice through observation, reflection, evaluation, enquiry and collaboration

C2   Undertake enquiry in practice to extend an understanding of pedagogy

C3   Demonstrate the requisite skills and attributes that are required to meet the QTS Standards

C4   Communicate effectively with a range of colleagues and partners in a variety of settings

C5   Work alongside other colleagues in a multi or inter professional context

Teaching and Learning Methods

All taught modules include lectures and seminars delivered by a range of professional educationalists including current classroom practitioners. The University based component of the course is research led (C2). Contributors bring a wealth of practical and theoretical expertise to the programme.

Throughout the Employer-based PGCE programme, students undertake placements in schools where they have the opportunity to teach with and independently of their school based tutor/mentor. This allows them to improve practice through a process of collaboration and evaluation; this is assessed by the external provider. These experiences offer students the opportunity to further develop their understanding of pedagogy and their ability to link theory with practice (C1, C5). This process culminates in the sharing of findings and observations with peers and other school based colleagues including members of senior leadership teams (C4).

Assessment Strategy

The submission of the **Subject Pedagogy and Practice** portfolio/assignment enables students to demonstrate the impact of reflection upon professional learning and understanding. (C1, C2)

Curriculum development through enquiry in practice and **Developing critical perspectives on teaching Thinking Skills** are assessed through the written outcomes of their research projects and the presentation of supporting evidence. (C1,2,4 and 5)

Collaboration and partnership with school based colleagues enables a continuous formative assessment of students' practical skills which will establish a base for the academic reflection of their classroom practice. (C3)

Transferable/Key Skills

On completing the programme students should be able to:

D1   Communicate ideas and argument in a lucid and balanced fashion whether in writing or orally

D2   Work successfully and productively as a member of a team whilst on the programme

D3   Plan and prepare in a professional and effective fashion

D4   Exercise skills of time management and organisation

D5   Employ a range of Information and Communication Technology in their academic and professional practice

D6   Problem solve in the immediate and the longer term

D7   Act using own initiative in an independent and autonomous manner

Teaching and Learning Methods

In Curriculum development through enquiry in practice students are taught how to execute a piece of extended educational research. (D1, D2, D3 and D4)

ICT features prominently on the Employer-based PGCE course. This includes appropriate use of email, Virtual Learning Environments such as Blackboard, the Employer-based PGCE website and word processing. (D5)

Effective interpersonal/oral communication and presentation techniques are required in order to gain a place on the Employer-based PGCE course. Similarly, a good standard of written communication is also a prerequisite, this will be determined by the external provider.(D1 and D5)

Teamwork, effective planning and organisation and time management are necessary prerequisites for entry to the teaching profession. Students practise and develop these crucial skills through keeping to programme deadlines, planning and organizing their own work. (D4, D6 and D7)

The module Developing critical perspectives on teaching Thinking Skills will examine students' problem solving skills which students will improve through seminars, which feature problem based learning activities. This is continued whilst on placement when decision making and problem solving become the hallmarks of effective practice. (D2, D6 and D7)

Assessment Strategy

These skills are embedded in all aspects of the work undertaken in the course.
Written communication is assessed in each of the modules that make up the programme. (D1 and D5)

Students are expected to work with peers, university staff and school colleagues in a productive fashion. (D2)

Meeting deadlines for university assignments. (D3, D4 and D6).

Computer literacy and the use of appropriate technology is an important element in university and school based work. (D5).

12   Programme Curriculum, Structure and Features
Basic structure of the programme

The one year programme may be taken on a full time basis only. All students complete the same assignments with the eventual outcome judged firstly against the Masters level criteria and subsequently against the Undergraduate Pass criteria if appropriate.
Students following this course of study need to take the following compulsory modules:

Title	Code	Year	Semester	Credit
Subject pedagogy in practice		1	1	20
Developing critical perspectives on teaching Thinking Skills		1	2	20
Curriculum development through enquiry in practice		1	2	20

All students will receive a module handbook at the start of the year which contains full details of lectures, lecturers, methods of assessment, seminar themes and set reading. Extra teaching and learning support material will be provided, e.g. through Blackboard and supported self study materials.

All students take:

EDU8321 - Subject pedagogy in practice [20 credits]

This module is a key component of all of the ePGCE routes offered by Newcastle University. It creates a critical link between the student teachers' school-based practice context and theory, research and policy related to pedagogy. Students develop knowledge and professional expertise in subject teaching through analysing the practice of other teachers and evaluating and reflecting on their own teaching as it evolves.

EDU8322 - Developing critical perspectives on teaching Thinking Skills [20 credits]

This module introduces students to the practice of teaching thinking, theories of metacognition, the significance of dialogue for learning and the relevant research evidence. This module has two key practice components;
1)   Developing and trialling a teaching Thinking Skills intervention within the context of subject teaching
2)   Using lesson study as a collaborative approach to support this process and ensure critical engagement with the outcomes

EDU8323 - Curriculum development through enquiry in practice [20 credits]

This module provides an opportunity to engage in practitioner enquiry linked to enhanced lesson planning within curriculum design. Students select a specific study theme and work in a supported group to explore the theme prior to planning a sequence of lessons that draws on the outcomes of their enhanced understanding. These lessons will provide a context for enquiry in practice. This is essentially a development and research project focused on your own teaching. The research and development process is one that fits into teachers' accustomed professional practice, since the process of 'plan, do, review' is at the bedrock of the routines and development of curriculum, pedagogy and assessment. What distinguishes development and research is the intentional use of a range of tools that will give the teacher data that would not usually arise from teaching and learning or that would not be analysed in such a systematic way. This provides the vehicle for an independent study and practical action within the selected teaching and learning theme.

Students need to achieve Pass marks in their three modules in order to be awarded the Employer-based PGCE. Those candidates whose work does not meet the criteria for level 7, but successfully meets the criteria for level 6 will be awarded the Employer-based Professional Graduate Certificate in Education. This however will not provide a route onto the Degree of Master of Education.

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

The Employer-based PGCE programme is distinctive in that it provides the opportunity for a Masters level route in addition to Qualified Teacher Status. (Accredited by external provider) The philosophy of the course is underpinned by Practitioner Enquiry and it thereby links coherently to other modules in that pathway. The wider context, whether governmental, social or theoretical is also called upon to provide meaning and opportunities for discourse.

Programme regulations (link to on-line version)

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

13   Criteria for admission

Entry qualifications

Candidates should normally hold a 2:2 Honours degree (lower second class) or recognised equivalent qualification in a subject area cognate to their specialised area of study.

In addition all entrants must have achieved a standard equivalent to a grade C in the GCSE examination in English and Mathematics.

Admissions policy/selection tools

In line with recent government requirements the involvement of school colleagues in the selection of candidates for teacher training is strengthened and made an obligatory feature. As the marketing and recruitment for the Employer-based route lies with the schools themselves then they also play a fully integrated role in the selection process. Individuals apply directly to the schools concerned under the School Direct scheme and follow their outlined selection procedure. This will conform to the requirements outlined in the Teaching Agency's ITT criteria document which can be found at http://www.education.gov.uk/get-into-teaching

This selection process differs to that of the traditional PGCE programme and is not available for open recruitment. The selection process is a collaborative arrangement between Newcastle University and the external provider with both parties being fully involved in recruitment and selection.

Level of English Language capability

All entrants will have achieved a standard equivalent to a grade C in the GCSE examination in English.

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-sessional 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.

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

Module reviews
All modules are subject to review by questionnaires and other feedback mechanisms which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Learning and Teaching Committee and at the Board of Studies. 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 Teaching and Learning 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.

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 Student-Staff Committee.

The External Examiner is expected to:

1. See and approve course assignments;
2. Scrutinise the internal assessment and moderation of written assignments at Masters level;
3. Meet with a representative group of students to monitor the quality of training and support;
4. Attend the June Board of Examiners;
5. Report to the University on the overall standards of the programme.

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

Mechanisms for gaining student feedback
Feedback is channelled via the Student-Staff Committee via an ePGCE student representative and the Board of Studies will report into the PGCE Board of Studies. Evaluations of course provision are carried out during the year at regular intervals and help to inform immediate and longer term planning. Employer-based PGCE students are asked for their feedback on school placements and university based sessions with a particular focus on the end of particular phases.

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.

Additional mechanisms

Periodic review and revision of the course is informed by student feedback together with partnership schools' evaluation. This takes place during and at the end of each academic year and involves school based colleagues who work in partnership with the university on the delivery of training.

Ofsted inspections

On all inspections management and quality assurance is inspected. The registered inspector examines the external provider's self-evaluation and improvement plans, their selection procedures, the management of the programme and the procedures for quality assurance. On full inspections the standard of the student's classroom practice would also be examined in order to ascertain the impact of training. Further details of the scope and remit of Ofsted inspections is given at

http://www.ofsted.gov.uk/

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16   Regulation of assessment

Pass mark

The pass mark is either 50 (Postgraduate programme) or 40 (Undergraduate programme)

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.

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

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail at Masters Level	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Exit Award at Undergraduate Level 6

40 – 49   Pass at Level 6

Students who do not achieve level 7 in either or both of the two level 7 modules, having firstly been assessed against level 7 criteria, will have their work assessed at level 6 using level 6 criteria and the elaborated grade descriptors.

Failure in the Level 7 modules

If the student has failed to reach Level 7 and also fails to reach Level 6 in the assessments then the student, subject to examination board decisions, would have the opportunity to be referred in the module at Level 7 and again the work could be assessed at Level 6 if the work fails to achieve the Level 7 at the second attempt.

Failure of the programme

If a student fails to achieve Level 6 in any of the modules at the second attempt the student would fail the programme and no award would be given.

NB If a student chooses to, and is allowed to be referred at level 7 after passing the module at level 6 that level 6 pass is null and void. A student is NOT allowed to 'bank' a level 6 pass at first attempt and then undertake a level 7 refer in that module.

For Level 7 outcomes which are the usual assessment route:

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 at Masters Level mark but outcomes deserving of a Pass at Undergraduate level (40 - 49%) will be given to work that uses a narrow range of evidence from a limited range of sources. Though there will be some evaluation and analysis the work will be characterised by informed exposition and reflections on experience. There will be occasional rather than sustained connections to literature with some recognition given to the wider context.

A Fail at Undergraduate Level (< 40%) will be given to work where discussion will be heavily descriptive with no consideration of the wider context. There will be little attempt to develop an argument or present information coherently. The focus of the work will be unclear and show little relevance to the question posed.

Students whose work does not meet the Masters level criteria for a Pass but does satisfy the Undergraduate demands may be awarded the Employer-based Professional Graduate Certificate in Education rather than the Employer-based Post Graduate Certificate in Education.

Students who fail an assignment will be allowed to resubmit the work within a four week period. Students may only resubmit work once and this can be awarded a maximum mark of 50%. The % that represents the actual quality of the work will however also be communicated to the student though the 50% will remain as the mark awarded for a resubmission. Should this second submission fail to reach the required standard for both level 7 and level 6, then the student is deemed to have failed the Employer-based PGCE and will be offered advice and support.

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**
EDU8221 Subject pedagogy in practice	Comp/Core	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4 5 6 7
EDU8222 Developing critical perspectives on teaching Thinking Skills	Comp/Core	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4 5 6 7
EDU8223 Curriculum development through enquiry in practice	Comp/Core	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4 5 6 7