

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	Postgraduate Certificate in Teaching and Learning in Higher Education
5	Programme Code	3075P (September start) 3079P (January start)
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Last updated	25 th July 2013

10 Programme Aims

The programme aims to provide effective post-graduate professional development for current and aspiring teaching assistants, teaching fellows, lecturers and leaders in the field of teaching and learning in Higher Education. The aims are as follows:

- To promote learning through critical reflection on, and research into policy and practice of teaching and learning in HE;
- To develop understanding of different approaches to researching teaching and learning in HE;
- To identify the similarities and differences between teaching and learning in HE as described by the research literature and as defined in real practice contexts;
- To develop theorised practice models of teaching and learning, which can be applied in participants' own professional contexts;
- To understand the potential role and tensions of leadership of teaching within current professional development and performance management frameworks for HE teachers;
- To critically consider and develop characteristics and evidence of teaching excellence and expert teaching;
- To introduce frameworks and tools to support the development of expert teaching in HE and dialogue about teaching excellence, student learning and the student experience;
- To develop an understanding of ways to evidence and evaluate expert teaching in relation to professional standards, student learning and the student experience;
- To provide a flexible programme that enables participants to design courses of study relevant to their working context.
- 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 to QAA codes of practice.

11 Learning Outcomes

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

Knowledge and Understanding

On completing the programme participants will have gained and be able to demonstrate:

- A1 An advanced knowledge and understanding of key development issues relevant to teaching and learning in internationalised or global HE contexts. A thorough knowledge of key theoretical and methodological approaches to the study of teaching and learning in HE
- A2 A sound awareness of the key concepts and challenges, current and historical debates concerning teaching and learning in HE.
- A3 A critical awareness of the role of culture and context in teaching and learning.
- A4 An understanding of the most important concepts in goal setting and success when teaching in international or multicultural HE settings.

Teaching and Learning Methods

The following information outlines how learning outcomes A1, A2, A3 and A4 are addressed via teaching and learning methods throughout the programme:

The taught sessions focus on developing an understanding of educational research and practice including the role of enquiry methods in relation to the development of theories of knowledge. Students will be introduced to theoretical frameworks and research evidence in relation to this. The taught sessions will allow for the exploration of a range of methodological approaches and ethical considerations in relation to organising, evidencing and evaluating successful teaching and learning in HE contexts. Lectures / workshops will tend to merge as the sessions will be designed to be interactive, but also to draw on the expertise of the tutors and participants in relation to the themes.

Assessment Strategy

The following information outlines how learning outcomes A1, A2, A3 and A4 are met via assessment throughout the certificate:

Assessment for all modules is via portfolios. Components within the portfolio demonstrate the ability to synthesise theory and research in a given domain of teaching or learning and, on this basis, design and carry out small scale empirical research that demonstrates academic rigour. The portfolios assess the link between participants' knowledge and understanding and practical application in research design and research process.

Intellectual Skills

On completing the programme participants will have:

- B1 An ability to deal with complex issues and engage critically with key debates and intellectual paradigms that may be found in higher education studies, particularly the interacting factors that impact on the modern academic role and teaching in particular, including the wider political and social context.
- B2 An ability to critically analyse educational theory on a professional and pedagogic basis to articulate and justify developments or innovations in teaching, using supporting evidence and a synthesis of experience, evidence & knowledge of the specifics of the teaching and learning context and the student group
- B3 An ability to select, design, deliver and assess teaching and student learning experiences. An enhanced ability to critically reflect on own areas of strength and areas for growth.

<p>B4 An ability to carry out enquiries in real life settings, to design research methods appropriate to context and the research problem presented with due regard to ethical considerations.</p> <p>B5 An ability to effectively communicate information, argument and analysis in a variety of forms</p>
<p>Teaching and Learning Methods</p> <p>The following information outlines how learning outcomes B1, B2, B3 B4 and B5 are addressed via teaching and learning methods throughout the programme:</p> <p>The modules will provide opportunities for participants to engage in interactive lectures, fieldwork, drop-in/ surgery, enquiry/project-related supervision) and small group study and guided independent study (Assessment preparation and completion; directed research and reading; skills practice; reflective learning activity; participant-led group activity and on-line discussion</p> <p>The modules will provide participants with the necessary input and guidance to define the focus and method of an enquiry into their chosen domain of interest.</p>
<p>Assessment Strategy</p> <p>The following information outlines how learning outcomes B1, B2, B3 B4 and B5 are met via assessment throughout the certificate:</p> <p>Participants will be asked to demonstrate the rationale for the design and delivery of a teaching or curriculum innovation, or investigation into their own teaching and learning, or the student learning experience using an appropriate enquiry method.</p> <p>The portfolios will encourage critical reflection upon the enquiry process.</p>
<p>Practical Skills</p> <p>On completing the programme participants should be able to:</p> <p>C1 Apply different theoretical and methodological approaches to particular cases of research in the field of higher education.</p> <p>C2 Develop enquiry methods that indirectly measure underlying learning processes</p> <p>C3 Conduct an empirical research enquiry in their chosen area of teaching and learning.</p> <p>C4 Demonstrate effective professional and general communication skills in a range of educational/cultural/international contexts.</p>
<p>Teaching and Learning Methods</p> <p>C1, C2, C3 and C4 are all addressed through the taught sessions combining lecture style input with practical workshops. Presentations are adopted to encourage debate and critical engagement with empirical evidence and research methodologies in the chosen field of interest.</p>
<p>Assessment Strategy</p> <p>The practical skills outcomes are all addressed via participation in interactive lectures, workshops and presentations and through all module portfolios.</p>

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 D2 Plan and organise research and development projects in higher educational contexts. D3 Communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists D4 Apply their learning in a new setting with greater skill than previously.</p>
Teaching and Learning Methods
<p>D1, D2, D3 and D4 should all be gained through tutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used). Informal presentations to peers. Supported self-study and tutor support via Blackboard, website and email.</p>
Assessment Strategy
<p>The processes of writing the portfolios and engaging in peer review will allow participants to develop transferable academic skills and therefore achieve D1, D2, D3 and D4 outcomes</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>(a) The programme is available for part-time study for participants who work, or aspire to work in HEI contexts.</p> <p>(b) The period of study shall normally be 9 months starting in September or January (which may be incorporated in full time doctoral studies).</p> <p>(c) The programme comprises taught modules to a credit value of 60 credits.</p> <p>(d) Candidates shall follow a modular route as described below:</p> <p>Compulsory EDU8133 (20 credits) Critical Reflection on Professional Practice ALT8003 (20 credits) Teaching and Learning in Higher Education</p> <p>Optional (20 credits must be chosen) EDU8046 (20 credits) Developing Thinking Skills ALT8104 (20 credits) Classroom Discourse and Teacher Development.</p>
Key features of the programme (including what makes the programme distinctive)
<p>This programme will be run for teaching assistants, teaching fellows, lecturers and leaders of teaching and learning. The programme builds on existing strengths in the School of Education, Communication and Language Sciences (ECLS) and the Research Centre for Learning and Teaching (CfLAT) in particular. Participants will be invited to join the Teaching and Learning in HE Research Group within CfLAT. The group supports university colleagues to share and collaborate on pedagogic research and research into international and intercultural HE settings. CfLAT has expertise in enquiry methods, action research, internationalization, teaching and learning, professional learning, curriculum innovation, assessment and the student experience. The PG Cert provides a credit bearing route for colleagues who wish to demonstrate their passion, innovation and achievements in teaching.</p>

The PGCert would enable those colleagues unable to fully commit at this stage to a masters or doctoral programme to register with credit, with clear and seamless progression possibilities to masters and doctoral programmes within ECLS.

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 normally a first degree and relevant professional experience in a Higher Educational context.

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 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.

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%

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 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.

Intended Learning Outcomes

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU8133	Compulsory	1,2,3,4	1,2, 3,4,5	1,2,3,4	1,2,3,4
ALT8003	Compulsory	1,2,3,4	1,3,4	1,2,3,4	1,2,3,4
EDU8046	Optional	1,2,3,4	1,3,4,5	1,2,3,4	1,2,3
ALT8104	Optional	1,2,3,4	1,3,4	1,2,3,4	1,2,3