

Programme Specification for Degree of Bachelor of Philosophy

1. Awarding Institution

University of Newcastle upon Tyne

2. Teaching Institution

As above

3. Final Award

4. Programme Title

Bachelor of Philosophy

5. Accrediting Bodies

N/a

6. UCAS Code

N/a

7. Relevant QAA Benchmarking Groups

???

8. Date of production/revision

29.04.03

9. Programme Aims

The general aim of International Studies in Education is to familiarise the student with current developments in education and other sectors dealing with children and young people. They are encouraged to identify key areas of practice and/or management and policies and to develop their special professional interests. These will relate to their immediate contexts and will offer them national and international perspectives. In this way, we seek to help educators and other professionals to develop their own

potential and to make a more effective contribution to the development of their own educational profession.

10. (a) programme intended learning outcomes

A: Knowledge and Understanding

1. The development of a critical awareness of current research into relevant aspects of education
2. The development of an awareness of recent trends and policy on the professional development of educators from an international perspective
3. Issues in the implementation and management of change in the educational context of the student

B: Cognitive skills

1. critical evaluation
2. problem solving in the student's own educational context
3. analysis and synthesis of current research and professional practice
4. academic writing skills

C: Subject specific/professional skills

1. evaluation of the impact of particular education interventions in the students' own context
2. the development of problem solving skills related to the students' professional practice
3. the development of team working skills to allow the student to co-operate with colleagues to support and develop professional practice

D: Key (transferable) skills

1. oral and written communication and the effective use of ICT
2. planning and organising using individual initiative
3. the development of research skills
4. flexibility and adaptability in team work

(b) Teaching and Learning Methods and Strategies

	<i>Intended learning outcomes</i>	<i>Teaching/learning methods and strategies</i>
<i>A</i>	Knowledge and Understanding	Lectures, workshops and seminars are designed to contribute to the development of knowledge and understanding. Supported self-study materials also include resources and guided reading. (A1/2/3). The supported self-study is offered through the Approaches to Academic Study module.
<i>B</i>	Cognitive skills	Students critique research in seminars (B1) and work on designing research projects in workshops and tutorials (B2). In addition, they carry out an extended piece of research, ideally in their own educational context.
<i>C</i>	Subject specific/professional skills	Students conduct a research project to explore questions arising from their reading of literature and reflections on professional and educational practice. (C1/2).
<i>D</i>	Key (transferable) skills	Peer support is encouraged within modules as part of the learning process. Supported self-study is offered as is tutor support via website, email and personal meetings (D1). Approaches to Academic Study module helps develop transferable skills.

(c) Assessment Strategy and Methods

	<i>Intended Learning Outcomes</i>	<i>Methods of assessment</i>
A	Knowledge and Understanding	Knowledge and understanding is assessed through assignments related to individual modules and through the dissertation (A1/2/3) .
B	Cognitive Skills	Cognitive skills are assessed through assignments related to individual modules and through the dissertation (B1/2/3).
C	Subject specific/professional skills	Professional skills are assessed through assignments related to individual modules and through the dissertation (C1/2/3).
D	Key skills	Key skills are assessed through assignments related to individual modules and through the dissertation (D1/2).

11. Programme Features, Curriculum and Structure

(i) *Programme Features*

- (a) the course is of 1 year duration
- (b) there are 2 stages: taught modules and the dissertation
- (c) 120 credits
- (d) 4x20 credit taught modules each consisting of approximately 200 hours of study (lectures/seminars/tutorials/practical fieldwork/private study) + dissertation at 40 credits
- (e) students must accumulate 80 credits from taught modules before proceeding to the dissertation stage. One module is compulsory.
- (f) Exit points at 60 credits for a postgraduate certificate is available.

(ii) Curriculum and Structure

In the taught component of the programme, students follow a programme of study through both compulsory modules and modules chosen from a range of aspects of education. The compulsory module is *Approaches to Academic Study*. The students will also be required to attend *Research Methods*. The other modules offer aspects of five main areas – Guidance and Counselling, Leadership and Educational Management, Special Educational Needs, TESOL and Curriculum. The approach to teaching and learning and the common assessment format and requirements ensure that students are able to meet the identified learning outcomes in the areas of knowledge and understanding, cognitive skills, practical skills in researching and key skills.

On completion of the taught programme, students are required to extend and develop their knowledge, understanding and skills of research and evaluation by completing a dissertation on a key area of their practice, which consolidates and builds on the work completed in the taught part of the programme.

12. Criteria for Admission

This programme is for qualified teachers from the UK and other countries. International students should be qualified teachers in their own country with an appropriate level of English (IELTS 6.0 or equivalent).

13. Support for Students and their Learning

Students are required to attend the induction programme for full time BPhil. students. This programme introduces students to aspects of university life which will be of importance to them (use of library facilities, registration with UCS, introduction to study skills, English language needs assessment, meeting with local support groups, etc.) Dates and contact details are provided in the degree programme handbook. Personal tutors are assigned for each student early in the academic year. Academic tutors are assigned for the dissertation stage. If and when necessary, the personal tutor will refer students to the module leader and/or the Degree Programme Director or to the appropriate University student services.

Library

The Robinson Library provides a full range of traditional borrowing facilities, an Inter-Library Loans System, co-operative arrangements for access to other local academic libraries (i.e. Sunderland and Durham Universities), a wide range of audio-visual material, microcomputer workstations for word processing and access to the University's network, and a Liaison Librarian service with linkage to academic departments for book and periodical purchase. The Library increasingly provides guidance for postgraduate students in information retrieval skills, both group instruction and individual support. The Education liaison Librarian is Linda Kelly (Tel: 0191 2227667).

Education Resource Centre

The Education Resource Centre is located in Joseph Cowen House 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 Joseph Cowen House.

Provision for Disabled students:

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Adviser, Co-ordinator for deaf students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students. The government provides funds for disabled students through the Disabled Students' Allowance to assist students who, because of their disability incur extra costs. Advice and help on all aspects of claiming Disabled Students Allowance can be obtained from the Disability Unit. Further information on provision for students with disabilities can be found in the University's Disability Statement which can be obtained from Sandra Chilton (Disability Officer) Room 202 Robinson Library, Telephone 7610 or e-mail.

14 Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

At the end of each module, it is evaluated through student feedback forms which are collated by the DPD, discussed with module leaders and tabled at the relevant Board of Studies. There is an annual internal review of the modules and the programme conducted by the DPD and module leaders. Input with regard to all aspects of the programme is provided through regular meetings of the Staff Student Committee, the minutes of which are considered at Boards of Studies.

The programme is reviewed by the Board of Studies, which has student representation, and by the Faculty and the University through the Taught Programme Review and Internal Subject Review. The Board of Examiners and the External Examiner also contribute to the scrutiny and review of the programme on an annual basis. The External examiner completes an Annual Report on the quality of the standards of teaching and learning.

15 Regulation of Assessment

Students must complete the taught programme successfully before proceeding to the dissertation stage. All the modules have equal weighting and all count towards the final award of the Bachelor of Philosophy degree. However, there is an exit point at certificate level on successful completion of part of the taught programme.

The University has a Common Marking Scale for Taught Postgraduate Courses. Specifically, a *Fail* will be awarded to a student obtaining 49% or less in either assignment or dissertation, a *Pass* to a student obtaining between 50% and 69% and a *Merit* to a student obtaining more than 70%.

Role of External Examiner

The function of the external examiner is to assist the University in discharging its responsibility by providing assurance that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents.

16 Indicators of Quality and Standards

The aims of the programme are as follows.

It is intended that the student will:

- Acquire skills of direct relevance to effective teaching, learning and management in an educational context.
- Study areas of professional interest in depth.
- Acquire knowledge and understanding and explore new or different perspectives in chosen areas of education and in other fields such as health and social care, where appropriate.
- Read about and reflect on professional practice.
- Explore the link between theory and practice.
- Meet and share ideas and experience with colleagues from different backgrounds and cultures.
- Work singly and/or collaboratively on development projects.
- Visit schools and other institutions in the Region and work with local agencies, educators and children.
- Undertake a research project.

It is suggested that these are the learning outcomes that a typical student might reasonably expect to achieve if she/he takes full advantage of the learning opportunities provided.