	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MEd/Postgraduate Diploma/Postgraduate Certificate
4	**Programme Title**	Practitioner Enquiry
5	**UCAS/Programme Code**	5836P/3409P/3037P
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	M
9	**Date written/revised**	July 2007

10	**Programme Aims**

The programme builds on a strong research base in the School and the experience of tutors involved in supporting the continuing professional development of teachers in regional, national and international contexts. The programme is linked to current developments in the promotion and accreditation of practitioner research and action enquiry. The programme is offered as part of a suite of postgraduate professional development courses for teacher through the PPDNE consortium.

1.	To equip students with the skills to make practical sense of theory, policy and research in a way that enables them to understand and develop their own professional practice as teachers and educators.
2.	To promote teaching as an evidence-based profession through stimulating engagement in and with research.
3.	To enable students to contribute to the teaching (or educational related) profession through an enhanced critical, reflective and analytical capacity to explore educational issues and practice.
4.	To enable students to use enquiry to support personal and school development planning and improved pupil outcomes.
5.	To enable students to develop appropriate knowledge and skills to support the future professional development of colleagues.
6.	To provide a flexible programme that enables part-time students to design a course of study relevant to their working context.
7.	To ensure that the programme conforms to University policies and meets the requirements of a Master's Level qualification as defined by the Framework for Higher Education Qualifications.
8.	To provide teachers working in England with opportunities to meet appropriate Professional Standards as defined by the Training and Development Agency for Schools.

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 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   Be aware 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   Be aware of the ethical implications of conducting practitioner enquiry in learning contexts (such as schools and colleges).

Teaching and Learning Methods

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)

Assessment Strategy

Literature review components of the portfolio and critical commentary on the case study arising from the fieldwork. Opportunities for peer and tutor feedback on elements of the portfolio are provided during the taught sessions.
Dissertation. (A1/2/3)

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 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.

Teaching and Learning Methods

Students critique research and practice in taught sessions (B1), are introduced to innovative pedagogical practice (B2) and work on designing research projects in workshops and tutorials (B3). They conduct field-work in their own teaching and learning context and evaluate the findings with their peers and tutors (B3/5).

Assessment Strategy

Analysis, synthesis to critical reflection is integral to the portfolios which are based on action enquiry and / or reflective practice (B1/3), often related to innovative curricular development (B2). Monitoring and review sections of portfolio (B3/4/5) Dissertation (B1/2/3/4/5)

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)

C4   Work with colleagues to support and develop professional practice (in some cases through coaching and mentoring as defined in Teachers' Professional Standard P10).

Teaching and Learning Methods

Students conduct research projects to explore questions arising from their reading of literature and reflections on professional practice. (C1/2). The projects involve working with colleagues in their teaching/learning context and acting as critical friends to peers studying for the M.Ed. (C3/4)

Assessment Strategy

Project design and evaluation. Reflection on professional development in portfolio. Dissertation (C1/2/3)

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 Use their initiative to lead and support educational change.

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 in tutor groups (D1). Supported self-study and tutor support via Blackboard, website and email (D1). The design and evaluation of the case studies (D2/3).
Assessment Strategy
Portfolio (D1/2/3) Dissertation (D1/2)

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

(a) The duration of the course is normally 3 years (3 x 60 credits)

(b) Students take taught modules to the value of 120 credits (normally in two blocks of 60 credits over two years) and then the 60 credits dissertation (normally in the third year)

(c) The M.Ed consists of a total of 180 credits

(d) Students select from 40 and 20 credit modules (or if they hold the National Professional Qualification for Headship NPQH can take a conversion module worth 60 credits) + dissertation at 60 credits

(e) Students must normally pass the taught component before proceeding to the dissertation

(f) Exit points at 60 credits for a postgraduate certificate and 120 credits for a postgraduate diploma are available.

Modules currently available:

Generic modules

EDU 8197 Bridging: Creating and translating professional knowledge in teaching (40 credits)
EDU8126 Coaching for Change in Teaching (40 credits)
EDU8042 Counselling, Culture and Communication (20 credits)
EDU8201 Developing Innovative Curriculum Through Pupil / Student Enquiry (40 credits)
EDU8124/EDU8202/EDU8203 Investigating Learning in the Classroom (40 credits)
EDU8035 Policy and Practice in Assessment (20 credits)

EDU8196 Students, Teachers and Headteachers in Popular Culture: Representations and Images (20 credits)

EDU8998 Teaching thinking skills (20 credits)

EDU8125 Thinking Through Teaching / Professional Learning (40 credits)

Subject focussed modules

EDU8997 Contemporary Issues in Mathematics Education: 20 credits
EDU8999 Developing Pedagogy in MFL: Living Languages (20 credits)
EDU8996 Geography in Transition: Developing Pedagogy (KS2 & KS3) (20 credits)

Modules linked to associated learning

EDU8133 Critical Reflection on Professional Practice (20 credits)
EDU8130 NPQH Conversion Module (60 credits)

PGCE modules which can form the first 60 credits of the M.Ed Practitioner Enquiry
EDU 8099 Thinking Through Teaching Module
EDU 8131/ EDU 8132Professional Learning in Context

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

The open structure of the M.Ed Practitioner Enquiry reflects the need for maximum flexibility for teachers / educators in full time employment. It is in line with guidelines for PPD from the Training and Development Agency for Schools (TDA) who subsidise teachers with QTS who register for 60 M.level credits. The balance between the taught and the supported self-study elements is designed to meet the requirements of professionals with heavy work commitments by offering the opportunity to pursue issues arising from the generic taught element independently in a manner relevant to their specific context.

During the taught stage students are able to design their own programme of study by selecting from the available modules. Students are encouraged to co-ordinate their choices with actual or desired developments in their own work contexts to ensure that they have appropriate opportunities for relevant action enquiry / reflection. Students consult module profiles to identify how their chosen module will enable their development of practitioner enquiry approaches. Each module is assessed through portfolio submission, which reflects the nature of individual students' engagement with the intellectual themes of the module in the context of developing practice in their own workplace.

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 extends the work completed in taught modules.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/5813.php

---

13   Criteria for admission

Entry qualifications
Entry requirements for the M.Ed are **either** a first degree and qualified teacher status or equivalent or validated teaching experience.

Admissions policy/selection tools
Applications are considered on the basis of the university's online application form.

Non-standard Entry Requirements

Students may apply to APL up to 60 credits from equivalent programmes (including M.level PGCE), which must normally have been obtained not more than three years prior to registration for the award. Students who gain an M.level PGCE from Newcastle University since (including) 0506 may transfer the 60 credits awarded directly to the M.Ed Practitioner Enquiry without the need for APL.

Whilst all modules can contribute to an award, they can also be taken as free standing units without the requirement to submit work for accreditation.

Additional Requirements

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

Induction
Students are eligible to attend the induction programme for full time M.Ed students and an evening introduction to the library session is also available. Dates and contact details are provided along with structured induction tasks in the supported self-study pack for each module. The induction programme includes support on electronic access to journals, study skills and academic writing. As students chose their own programme of study (combination and order of modules) each module leader provides induction support as necessary. An open evening when students can discuss module choices with the DPD is arranged to coincide with registration.

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. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

Academic support
The initial point of contact for a student is with their module leader or dissertation supervisor. Module leaders act as personal and academic tutors for the duration of each taught module and until the assessed work is submitted. This provides easy access to academic support for part-time students. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. The DPD supports students' preparation for dissertation proposal submission and co-ordinates the allocation of supervisors for the dissertation stage. When necessary the DPD will refer students to the appropriate University student services.

Pastoral support
Part-time students in full time employment are able to access pastoral support through their module leader or the DPD. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see
http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

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, see
http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml

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.

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. See
http://ncl.ac.uk/langcen/index.htm

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

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme this includes consultation with the relevant bodies responsible for the continuing professional development of teachers such as Head teachers, LEA personnel, the GTCE and unions and partners involved in other areas of practice such as medicine and dentistry and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports

are shared with institutional student representatives, through the Staff-Student Committee.

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

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms
While the TDA subsides students with QTS they do not formally accredit the course. The PPDNE consortium (through which the subsidies are administered) is required to complete annual evaluations of the courses on offer in the four linked universities. The TDA have also commissioned CUREE to monitor and evaluate TDA subsidised PPD for teachers. The M.Ed Practitioner Enquiry programme is included in these reviews.

16	Regulation of assessment

Students must complete Stage 1 successfully before proceeding to Stage 2. Both stages count towards the final award of the Masters degree. However, there are exit points at certificate and diploma level in Stage.

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 (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

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		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	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 (see http://www.ncl.ac.uk/postgraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

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**
EDU8197	Optional	1,2,4,5	1,3,5	1,2,3,4	1,2
EDU8126	Optional	1,4,5	1,2,3,4,5	1,3,4	1,2,3
EDU8042	Optional	1	1,3	1,3	1
EDU8201	Optional	1,2,3,4,5	1,2,3,4,5	1,2,3,4	1,2,3
EDU8125	Optional	1,3,4,5	1,3,5	1,2,3,4	1,2,3
EDU8133	Optional	1,3,(4),5	1,2,3,4,5	1,3, (4)	1,2
EDU8124 /EDU8202 /EDU8203	Optional	1,2,3,4,5	1,2,3,4,5	1,2,3,4	1,2,3
EDU8997	Optional	1,2,3,5	1,2,3,4	1,2,3	1,2
EDU8999	Optional	1,2,3,4	1,2,4,5	1,2,3	1,2,3
EDU8996	Optional	1,2,3,4,5	1,2,3	1,2,3	1,2
EDU8035	Optional	1,2,3,4,5	1,2,3,4,5	1,2,3,4	1,2,3
EDU8196	Optional	1	3,5	1,3	1
EDU8998	Optional	1,2,3,5	1,2,3,4,5	1,2,3	1,2,3
EDU8130	Optional	1,4	1,5	1,3,4	1,2,3

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 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   Be aware 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   Be aware 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 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.

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).

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 Use their initiative to lead and support educational change.