	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Integrated PhD
4	**Programme Title**	Education and Communication
5	**UCAS/Programme Code**	8181
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	D
9	**Date written/revised**	20/03/07

10   Programme Aims

1 - to gain an advanced knowledge and understanding of education/communication.

2 - to undertake a general training in research methods and management within education/communication.

3 - to undertake a specific training in research methods and techniques.

4 - relating to an approved research project in education/communication.

5 - to undertake a research project which will make an original contribution to knowledge and understanding in education/communication.

6 - to gain a range of professional and key skills which will enable them to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment .

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 have an advanced knowledge and understanding of:

A1   - practice, thought, evidence and theory relating to recent developments in education. Students will then be in a position to apply this understanding to their own professional context.

A2   - a wide range of key issues, facts and concepts together with detailed knowledge of a specialist area.

Teaching and Learning Methods

A1	Lectures,	Independent reading, tasks
	seminars	
A2	Lectures,	Independent reading, tasks
	Seminars	

The primary means of imparting knowledge and understanding are lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.

Assessment Strategy

A1   Module assignments, thesis
A2   Module assignments, thesis

Knowledge and understanding of the subject is primarily assessed by module assignments as well as the thesis.

Intellectual Skills

On completing this programme the students should have a detailed understanding of and ability to apply techniques for research and advanced academic enquiry including :

B1   - collect and critically evaluate information and commentary on research in education, especially in the areas you select to study
B2   - appropriate methods of educational enquiry
B3   - quantitative and qualitative research methods
B4   - ethical issues in research

Teaching and Learning Methods

B1   Lectures, Independent reading, tasks, seminars
B2   Lectures, Independent reading, tasks, seminars
B3   Lectures, Independent reading, tasks, seminars
B4   Lectures, Independent reading, tasks, seminars

Skills are taught through lectures and seminars.
Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.

Assessment Strategy

B1   Module assignments, thesis
B2   Module assignments, thesis
B3   Module assignments, thesis
B4   Module assignments, thesis

Research skills are assessed by assignments related to research methods and through the thesis

Practical Skills

On completing the programme students should be able to:
C1   - establish a suitable research project
C2   - produce a research proposal and plan
C3   - manage the project
C4   - write up the project
These skills are assessed by assignments related to research methods and through the thesis

Teaching and Learning Methods

C1   Lectures, reading of successful theses & dissertations, seminars

C2	Lectures, reading examples of research proposals, seminars, supervisions
C3	Lectures, case studies, seminars, supervisions
C4	Lectures, case studies, seminars, supervisions

Research project management is taught by lectures and seminars given on the research methods modules. Students are encouraged to learn by reading successful theses, evaluating research proposals and plans, and looking at case studies of successful and unsuccessful research projects.

Assessment Strategy	
C1	Module assignments, thesis
C2	Module assignments, thesis
C3	Thesis, viva
C4	Thesis, viva

Transferable/Key Skills

On completing the programme the student should be able to:
D1   - carry out a personal research project
       (The completion of a thesis in the field of education/communication which constitutes
        an original contribution to knowledge and understanding and which contains material
        worthy of publication)

Professional and key skills. The acquisition of a range of professional and key skills including:
D2   - communication
D3   - library skills and IT
D4   - academic writing and study skills
D5   - higher education teaching skills

Teaching and Learning Methods

D1 **Personal research project** Individual supervision , research, writing up,
and receiving feedback on the progress of their research project
Professional and key skills
D2 Seminars and workshops
D3 Seminars and presentations, workshops,
D4 Seminars and workshops
D5 Seminars, workshops and presentations

Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.

Communication Skills are developed in seminars and workshops. The induction programme and Introduction to Academic Practice modules develop skills D2-D4.

Assessment Strategy

D1   Personal Research Project   Thesis, viva

Professional and key skills
D2   portfolio
D3   portfolio
D4   portfolio

This is assessed by the production of a thesis and the defence of this in a viva

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

Framework

Year 1

3x Specialist modules = 60 credits

3x Compulsory modules = 40 credits

                      Total = 100 credits

Progression – either proceed to year 2 or write 60 credit dissertation and exit with MEd degree.

Year 2

3x Specialist modules   = 60 credits
2x Compulsory modules = 40 credits

                      Total = 100 credits
Credit total for yr1 and 2 = 200 credits

Progression – Either proceed to year 3 or write MPhil thesis and exit with MPhil degree

Year 3/4

Personal research project – thesis 50,000 words = 340 credits

Total credits over 3 years   540
(may be continued over 4 years)

Programme Intended Location in Curriculum of Learning Outcomes:

A   Knowledge and understanding
1   Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong Learning. Specialist modules. Placement.

2   Current Educational Issues/Learning and Teaching/Policy and Practice of Lifelong Learning. Specialist modules

B   Research skills, techniques and issues
1   Research Methods modules
2   Research Methods modules

3   Research Methods modules
4   Research Methods modules

C   Research project management skills
1   Research Methods modules
2   Research Methods modules
3   Research Methods modules
4   Research Methods modules

D   Personal research project
        Production of thesis

E   Professional and key skills
1   Introduction to Academic Practice, Approaches to Academic Study,
Placement
2   Approaches to Academic Study
3   Approaches to Academic Study
4.   Introduction to Academic Practice

Links between Intended Learning Outcomes and Curriculum

A	**Subject knowledge and understanding**	Advanced knowledge and understanding is gained through compulsory modules and specialist modules in years 1 and 2, with placement informing the links to practice.
B the	**Research skills**	Research skills are taught in Research Methods modules during the first year of the programme. This is supplemented by input given by the research supervisor.
C	**Research project management**	Research project management is Taught by lectures and seminars given on the research methods modules. This is supplemented by input given by the research supervisor.
D members	**Personal research project**	Students are supervised by of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.
E	**Professional and key skills**	These are developed in the first year Through the Approaches to Academic Study, Introduction to Academic Practice and Placement modules.

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

A full time programme designed for overseas students who would prefer the support and

structure of a taught doctoral programme, also open to full-time home students.
The programme is not offered on a part-time basis.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/8182.php

13	Criteria for admission

Entry qualifications

Must have a Masters, recommend that applicants do the MEd first followed by IPHD. Up to 100 credits may be awarded against the IPHD from the MEd if grades are 60% or above.

Admissions policy/selection tools
Admissions considered by 2 academic selectors through the postgraduate applications portal software programme

Non-standard Entry Requirements
Considered on a case by case basis by 2 academic selectors

Additional Requirements

2 academic references required

Level of English Language capability

6.5 IELTS or 575 TOEFL

14	Support for Student Learning

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 (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)
IPhd students also undergo a programme specific induction at the beginning of semester 1.

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.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. 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.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
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.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/support/acfacilities.phtml
Also the Education Resource Centre in Joseph Cowen House/Old Forge Building

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 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

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16	**Regulation of assessment**

Pass mark
Assignment pass mark is 50%
Marks are averaged at the end of year 2 and students require an average of 60% marks to progress to year 3 and the research stage.

Course requirements

Progression is subject to the University's Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs) and Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs).

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

**Summary description applicable to
IPhd programmes**

Less than 50   Fail
         50-59   Pass
         60-69   Merit
         70-100 Distinction

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

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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

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	Specialist modules (see list below)/**ALT8003/ALT8084HSS8002**
A2	Specialist modules (see list below)/ **ALT8003/ALT8084HSS8002**
A3	Specialist modules (see list below)/ **ALT8003/ALT8084HSS8002**
A4	Specialist modules (see list below)/ **ALT8003/ALT8084HSS8002**
B1	**Research Methods Modules HSS8004/HSS8005/research supervision**
B2	**Research Methods Modules HSS8004/HSS8005/research supervision**
B3	**Research Methods Modules HSS8004/HSS8005/research supervision**
B4	**Research Methods Modules HSS8004/HSS8005/research supervision**
C1	**Research Methods Modules HSS8004/HSS8005/research supervision**
C2	**Research Methods Modules HSS8004/HSS8005/research supervision**
C3	**Research Methods Modules HSS8004/HSS8005/research supervision**
C4	**Research Methods Modules HSS8004/HSS8005/research supervision**
D1	**Production of thesis (50,000 words) /Research Methods Modules HSS8004/HSS8005/research supervision**
D2	**Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision**
D3	**Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision**
D4	**Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision**

		SPECIALIST MODULES (Total 120 credits) These modules may be taken in years 1 or 2. Please note that not all modules may be available in any one year. Please check with the Degree Programme Director.	

Module Code	Semester	IPHD EDUCATION AND COMMUNICATION EDUCATIONAL MANAGEMENT, LEADERSHIP AND EDUCATIONAL POLICY	Credit Value
EDU8170	1	Leadership and Strategic Management	20
EDU8027	1	Human Resource Management	20
EDU6000	2	Emotional Intelligence and Leadership	20
EDU8113	1	Middle Management in Education	20
EDU8015	1	Policy and Planning & School Effectiveness	20
EDU8028		Management of Change	

Module Code	Semester	Education Management; Theory and Practice	Credit Value
/EDU928	1	Education Management; Theory and	20
EDU8198	2	Practice	20
Module Code	**Semester**	**TEACHING AND LEARNING**	**Credit Value**
EDU8040	1-2	Managing and Supporting Learning	20
EDU8046	1-2	Developing Thinking Skills	20
EDU8035	1	Policy and Practice of Assessment	20
Module Code	**Semester**	**COUNSELLING, COMMUNICATION AND HUMAN RELATIONS**	**Credit Value**
EDU8117	1	Counselling Children and Young People	20
EDU8042	1	Counselling, Communication and Culture	20
CCC8077	1	Professional Communication	20