

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	ePGCE
<b>4</b>	<b>Programme Title</b>	Employer-based Postgraduate Certificate in Education
<b>5</b>	<b>Programme Code</b>	3067
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Date written/revised</b>	July 2021

**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 complies with prevailing University policies and QAA codes of practice.
- h) To meet 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, online 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.

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 (B1 - 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 a research assignment enables students to demonstrate the impact of reflection upon professional learning and understanding. (C1, C2)

In some of the taught element of the programme, students are assessed through the written outcomes of their research projects and the presentation of supporting evidence. (C1, C2, C4 and C5)

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**

During the taught element of the programme, 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)

During the taught element of the programme, students will actively examine their problem solving skills, which students will improve through seminars featuring 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.

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.

### **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 level 7 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)**

[3067 Programme Regulations 21-22](#)

## **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

## **14 Methods for evaluating and improving the quality and Standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

*Accreditation reports*

n/a

*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/>

**15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.