

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	PGCE
4	Programme Title	School Direct Primary Postgraduate Certificate in Education
5	Programme Code	3072
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	July 2021

10 Programme Aims

- a) To provide a graduate route into teaching that includes a theoretical and practical grounding in approaches to teaching and learning as part of the government led School Direct programme of 2012 onwards
- b) To enable trainees on the School Direct route to Qualified Teacher Status to follow the core activities and university modules that make possible the award of Post Graduate Certificate in Education
- c) To ensure students can demonstrate the attributes, skills, knowledge and understanding that make up the Teachers' Standards for Qualified Teacher Status as set out by the Department for Education
- d) To enable students to develop as critical and analytical teachers through their reflective practice and engagement with research
- e) To allow students to acquire the teamwork skills and professional values necessary for them to work successfully with a range of colleagues and agencies
- f) 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
- g) To enable students to enter the teacher profession with the capacity to explore educational issues and their societal, cultural, historical and political contexts
- h) To ensure that the programme conforms to University policies and meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications.
- i) To comply with prevailing University policies and QAA codes of practice.

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 action research for the development of professional practice
- A5 Know and engage with the wider governmental context with regard to statutory legislation and policies
- A6 Have the requisite knowledge and understanding as specified in the Teachers' Standards for Qualified Teacher Status

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, on line 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) School based placements and training provide opportunities to develop knowledge and understanding (A3 and A4) through reflection upon practice and experiential approaches.

During the taught element of the programme, there is a focus is on the examination of theory, research and practice and their inter relationship (A3, A4, and A5).

The taught element also contains action research and other 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

All modules provide feedback and students are summatively assessed on final submission (A1-6).

Evaluation of students' progress and success in meeting the Teachers' Standards for Qualified Teacher Status takes place on regular occasions and is a collaborative exercise between university staff and school colleagues. This involves lesson observations and the scrutiny of supporting evidence.(A6)

Intellectual Skills

On completing the programme students should be able to:

- B1 Design and carry out small scale research 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 and pedagogy
- 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 during the taught element (B1 and B2). 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 during the taught element of the programme allows for a final, summative assessment against the School Direct PGCE marking criteria. (B1 - 6)

Progress with regard to classroom and professional practice is monitored and reviewed throughout the course by school based staff and university colleagues. (B4 and B6)

Practical Skills

- On completing the programme students should be able to:
- C1 Improve professional practice through observation, reflection, evaluation and enquiry
 - C2 Meet the Teachers' Standards for Qualified Teacher Status through successful school based experience
 - C3 Undertake small scale action research to extend an understanding of pedagogy
 - C4 Demonstrate the requisite teaching and personal and professional conduct that are required to meet the Teachers' Standards
 - C5 Communicate effectively with a range of colleagues and partners in a variety of settings
 - C6 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. (C3) Contributors bring a wealth of practical and theoretical expertise to the programme.

Throughout the School Direct PGCE programme, students undertake placements in schools where they have the opportunity to teach both with and independently of their school based tutor/mentor. This allows them to improve practice through a process of collaboration and evaluation. (C2, C4, C6) These experiences offer students the opportunity to further develop their understanding of pedagogy and their ability to link theory with practice (C1, C6)

Assessment Strategy

Collaboration and partnership with school based colleagues enables a continuous formative assessment of students' practical skills. Placement experience during the year requires students to demonstrate increased capability and competence. (C2, C4)

The students carry out a regular self-evaluation against the Teachers' Standards. A process of auditing against these Standards is carried out by university staff and school based colleagues. This results in a final decision as to whether students are recommended for the award of QTS. (C2, C4, C5 and C6).

The submission of the Thinking Through Teaching portfolio/assignment enables students to demonstrate the impact of reflection upon professional learning and understanding. (C1, C2)

Professional Learning in Context is assessed through the written outcomes of their research projects and other evidence presented. (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 both in the university and whilst on placement
- 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

Teaching and Learning Methods

In Professional Learning in Context students are taught how to execute a piece of extended educational research. (D1, D2, D3 and D4)

ICT features prominently on School Direct PGCE course. This includes appropriate use of email, Virtual Learning Environments such as Blackboard, the PGCE websites and interactive whiteboards. (D5)

Effective interpersonal/oral communication and presentation techniques are required in order to gain a place on the School Direct PGCE course. Similarly, a good standard of written communication is also a prerequisite. Seminars and school based placements offer opportunities to further enhance these skills. (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 both in the University and whilst out on placement. (D4, D6 and D7)

Students improve their problem solving skills through seminars, which feature 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 and school colleagues in a productive fashion. (D2)

Meeting deadlines for university assignments and tasks together with successful placement experience are indicators of skills (D3, D4 and D6).

Computer literacy and the use of appropriate technology is an important element in university and school based work. Student competence is assessed through demonstrated ability to meet the appropriate Teachers' Standards.(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.

Qualified Teacher Status (QTS)

While more formal School Direct PGCE assessment contributes to some of the Teachers' Standards, many must be addressed through the demonstration of successful classroom practice. Students following the School Direct PGCE course will be supported in meeting all the Standards through placement experience and associated learning opportunities.

In order for a student to be recommended for the award of QTS they must meet the Teachers' Standards outlined in the Department for Education document of the same name.

A web version of the Standards can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

Students need to achieve Pass marks in all compulsory modules as well as meet the Teachers' Standards for Qualified Teacher Status in order to be awarded the School Direct PGCE. Any individuals who have demonstrated sufficient evidence for the award of Qualified Teacher Status but whose submissions have not met the Pass criteria may be considered for recommendation for QTS alone. In exceptional circumstances students who have successfully completed the compulsory modules but who will not be recommended for Qualified Teacher Status will be awarded a Postgraduate Certificate in Practitioner Enquiry

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

The School Direct PGCE programme is distinctive in that it provides the opportunity for a Masters level route into Qualified Teacher Status. The philosophy of the course is underpinned by Practitioner Enquiry and it thereby links coherently to other modules in that pathway. Work undertaken by the students is the result of placement experience which is reflected upon to inform practice. 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)

[3072 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

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

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

Inspectors evaluate the extent to which initial teacher education (ITE) partnerships enable trainees to meet the minimum level of practice expected of teachers by the end of their training. This is defined in the Teachers' Standards. Inspectors also evaluate whether ITE partnerships meet the statutory initial teacher training criteria and requirements, and all relevant legislation, including that related to safeguarding, promoting equality and diversity, and eliminating discrimination. ITE inspection is primarily about evaluating how well trainees are trained to be good or better teachers. For each phase inspected, inspectors must evaluate: the extent to which the ITE partnership secures consistently high-quality outcomes for trainees. To make this judgement, inspectors must evaluate each of the three key judgements: Outcomes for trainees; Quality of training across the partnership; and Leadership and management of the partnership. 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

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.