	PROGRAMME SPECIFICATION (Taught Postgraduate)	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	PGCE
4	**Programme Title**	Primary Postgraduate Certificate in Education
5	**Programme Code**	X100
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Level 7
9	**Date written/revised**	January 2025

10 Programme Aims

a) To provide a graduate route into teaching that includes a theoretical and practical grounding in approaches to teaching and learning

b) To enable trainees on the 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 QAA codes of practice and meets 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 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, online databases (e.g. ERIC) available through the Robinson Library. (A1 - A6)

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.

All students take taught modules. 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 by their engagement with literature and pedagogic theories which are employed to critically analyse practice and policy. The summative assessed output serves a dual purpose in demonstrating teaching competencies as well as providing evidence of Masters level thinking. The assessed submissions integrate critical and reflective commentaries with enquiries into practice (A1 – A6).

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). The final decision on the recommendation for QTS lies with Newcastle University as the designated provider of ITT.

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.

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, B2, B4 and B6). 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 - B6)

The submission of completed work within all three module guidelines allows a final, summative assessment against the PGCE marking criteria (B1 - B6)

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, enquiry and collaboration.

C2   Meet the Teachers' Standards for Qualified Teacher Status through successful school-based experience.

C3   Undertake enquiry in practice to extend an understanding of pedagogy.

C4   Demonstrate the requisite skills, attributes and professional conduct that are required to meet the Standards for QTS

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 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 and C6). This process culminates in the sharing of findings and observations with peers and other school-based colleagues including members of senior leadership teams (C5).

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 and 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 a portfolio/assignment enables students to demonstrate the impact of reflection upon professional learning and understanding. (C1, C2 and C3). modules are assessed through the written outcomes of their research projects and the presentation of supporting evidence (C1, C3, C5 and C6).

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.

D7   Act using own initiative in an independent and autonomous manner.

Teaching and Learning Methods

In this programme, students are taught how to execute a piece of extended educational research. (D1, D2, D3 and D4)

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

Effective interpersonal/oral communication and presentation techniques are required in order to gain a place on the 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 Canvas and supported self-study materials.

All students take:

Qualified Teacher Status (QTS)

While more formal PGCE assessment contributes to some of the Teachers' Standards, many must be addressed through the demonstration of successful classroom practice. Students following the 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 their modules as well as meet the Teachers' Standards for Qualified Teacher Status in order to be awarded the 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 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 at Masters level. 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)

 X100 Programme Regulations 25-26

13   Support for Student Learning

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

Generic Information

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.

Generic Information

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.

Self-Evaluation Document
Each year a comprehensive and detailed review of recruitment, student progress and outcomes are completed. This is undertaken in accordance with the SED guidance and associated template. This enables a thoroughgoing evaluation of all aspects of provision. regarding teaching and learning. The SED itself serves to inform the regular (three yearly) Ofsted scrutiny of the quality of every aspect of the PGCE programme.

Ofsted inspections
The focus of these inspections is on providers and how all the individuals within them work together to make sure trainees receive the highest possible quality of ITE and training. The inspection of an ITE provider offers an independent external evaluation of its effectiveness and, where appropriate, recommends what it should do to improve. It is based on the range of evidence available to inspectors, which they evaluate against a national framework.
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.

Generic Information

In addition, information relating to the programme is provided in:
The University Prospectus: http://www.ncl.ac.uk/undergraduate/degrees/#subject Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/

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.