Programme Specification (Postgraduate)
Date amended: December 2018,
For students entering in 2019/20

1. Programme Title(s):

MA International Education
Postgraduate Diploma/Postgraduate Certificate International Education*

*Exit awards only

2. Awarding body or institution:
University of Leicester

3. a)   Mode of study
Full Time

b)   Type of study
Campus based

4.   Registration periods:

The normal period of registration is 1 year

The maximum period of registration is 2 years

5. Typical entry requirements:

Entry requirements are:
- 1st degree at a good class 2.2. (UK equivalent) or above
- GPA 3 (US equivalent) or above

Students whose first language is not English or who have not lived in a country where the first language is English for at least three years immediately prior to starting the programme must possess an appropriate English language qualification.

Acceptable evidence includes: GCSE/O-Level English language at grade C or above; an overall score of 6.5 in the British Council IELTS test with a minimum score of 6.0 in each component; a TOEFL score of 600 (paper) or 90 (IBT).

In addition, students should have demonstrable evidence of engaging with education in school or college, either through practical experience as teachers and/or as a substantial element of their degree.

6. Accreditation of Prior Learning:
N/A

7. Programme aims:
The programme aims to

- To enhance understanding of contemporary educational issues, both national and international, for educational professionals across all phases of education. To develop participants' ability to reflect on theory in the area of teaching and learning and use it as the basis for understanding and improving practice.

- To develop participants' ability to undertake small scale research.
- To develop participant's understanding of ethical principles which underpin the design, conduct and reporting of educational research.

Students will be enabled to:
- Develop an understanding of pedagogical theories.
- Appreciate the relationship between theory and practice in education.
- Understand the influences of societal or national / regional / religious culture on teaching.
- Evaluate the use and management of learning resources, including ICT, for learners within their phase of education.
- Understand the various elements of the planning, monitoring and evaluation cycle as applied to education.
- Understand how to carry out and present small-scale research on the topic of effective education, teaching and learning.

By the end of each module, students will be able to:
- Select a topic within the area covered by the module and justify their choice in relation to their current or planned professional practice.
- Produce a coherent literature review of the topic which identifies and critically comments on appropriate theoretical, research and practice-based literature.
- Draw conclusions from literature reviews and apply findings to a consideration of teaching, learning or assessment or management of these processes, if and where appropriate.
- Have an understanding of the guiding principles of designing, conducting and disseminating ethical research in educational contexts.

In addition to the above generic Module objectives, students will be required – through the Core *Introduction to Research Methods* Module and the Dissertation - to design, pilot and conduct a small-scale research study in an area relevant to their current or planned professional practice and demonstrate an ability to critically evaluate research data and to apply findings to a consideration of teaching, learning, assessment or management.

8. Reference points used to inform the programme specification:

- QAA Framework for Higher Education Qualifications
- University of Leicester Learning & Teaching Strategy:
  http://www2.le.ac.uk/offices/sas2/quality/learnteach
- External Examiners' reports
- University of Leicester Periodic Development Review Report (June 2009)
- University Employability Strategy
- Departmental programme review group
- Marketing research
- Consultation with former and prospective students

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Demonstrate knowledge and understanding of the principles and practices of Education in International contexts. Students will be expected to draw on theory and research on a range of	Induction programme plus a mixture of: • Tutor-led classes • Student-led seminars • Tutorials • Workshops	*Formative and summative assessment, including:* *Essay* *Presentation* *Poster*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
contemporary issues within Education. In doing so, students will have the opportunity to engage in studies that relate to their specific area(s) of interest in education, which are explored through four specialist pathways which examine, respectively: models of pedagogy; educational innovation and reform; educational leadership for social justice in education; inclusion and special educational needs. Students will also be expected to develop an understanding of the core principles of designing, conducting research which is informed by ethical principles.	• Study-skills sessions • Directed tasks • Directed reading • Dissertation supervision • Blackboard (VLE) support site Exemplars: Group tutorials introducing key concepts of education shared within global contexts, and terms in research methods Seminars involving enhanced understanding of educational theory practice as reflected in different societal or national / regional / religious context Workshops involving the application of key methodological concepts and techniques in some given scenarios Online discussion with designated tutor regarding any difficulties or confusions in the reading and use of theoretical and methodological concepts and techniques	*Portfolio tasks* *Dissertation*
Concepts		
Demonstrate knowledge and understanding of the principles and practices of Education in International contexts. Students will be expected to draw on theory and research on a range of contemporary issues within Education. In doing so, students will have the opportunity to engage in studies that relate to their specific area(s) of professional interest and expertise in educational contexts, which are explored through two Core modules: • *Contemporary Issues in International Education* • *An Introduction to Educational Research Methods*) and four specialist (two module) pathways which examine, respectively: • Models of pedagogy • Educational innovation and reform; • Leadership for Social Justice in Education • Special educational needs and inclusion. Through each of these modules, students will also be expected to develop an understanding of the core principles of designing, conducting research which is	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Lectures • Tutorials • Small-group tutorials/seminars • Discussion forums/Blogs • Student-led seminars • Dissertation supervision Exemplars: Small group tutorials/seminars exploring key concepts of education shared within global contexts, and terms in research methods Student-led seminars involving enhanced understanding of educational theory practice as reflected in different societal or national / regional / religious context Online discussion with designated tutor regarding any difficulties or confusions in the reading and use of theoretical and methodological concepts and techniques	*Formative and summative assessment, including:* • *Written essay* • *Oral presentation* • *Poster* • *Portfolio tasks* • *Dissertation*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
informed by ethical principles, and how such research would inform their own professional contexts.		
Techniques		
Demonstrate knowledge and understanding of how to learn. The range of study skills would include: How to keep notes; how to reference; how to carry out a literature search; how to access online bibliographic resources; planning essays and dissertations	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lecture Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	*Showing use of these techniques in:* • *Poster* • *Portfolio tasks*
Develop communicative and intercultural competence. Develop the ability to apply the skills and knowledge gained to their own professional contexts.	Working alongside educational practitioners and those with experience of educational contexts from a wide range of cultural and professional backgrounds. Engagement with educators/practitioners in UK context through (e.g.)PGCE programme, visiting experts, school visits	*Student evaluation of the course.* *Students' reflections on their own personal and professional development.*
Critical analysis		
Display ability to analyse and critique relevant arguments, debates and points of view in areas of Educational theory, policy and practice. Demonstrate understanding of developments in Educational systems in international contexts. Critically evaluate the relationship between Educational theory and Educational practice. Critically examine the ethical principles which underpin both existing research and how this informs the design, and conduct of their own empirical studies.	Classes and seminars involving critical debate based on pre-class reading. Individual and group tutorials analysing aspects of educational theory, policy and practice Online discussion with personal tutor regarding essay/dissertation drafts and other formative activities.	*Development of critical argument through extended essays, presentations, portfolio, poster and final dissertation.*
Presentation		
Produce articulate, fluent and well-structured assignments. Show accurate and appropriate handling of references and sources. Show ability to present work clearly and appropriately.	Study guides and induction to support development of academic literacy. Study-skills sessions Tutorials	*Good organisation and presentation are specific aspects of our formal marking criteria in all assignments, including use of tables and graphs etc. In terms of assessment, these are demonstrated through essays and also through assessed oral presentations to show mastery of presentational skills and an assessed presentation of a conference –style poster to demonstrate ability to display concepts and outcomes clearly and concisely for a public audience*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Appraisal of evidence		
The programme is designed to progressively develop in students the ability to interrogate contemporary issues in Education as increasingly autonomous and skilled researchers. This is achieved through the Module structure as follows: In **Core Module 1**, students develop an understanding of key theories and concepts in international Education studies developed in tutor-led sessions In **Core Module 2** students develop knowledge, skills and understanding of how to design and conduct robust, trustworthy and ethical educational research, further supported through additional Study Skills sessions which focus on practical experience of research techniques Specialist Pathways provide the opportunity for students to develop in-depth knowledge and understanding of a chosen aspect of Education **(Modules 3 & 4).** Module 4 focuses on dissertation preparation through a mixture of tutor-led classes, student-led seminars, online discussion-groups and individual tutorials.	A mixture of: • Tutor-led classes • Student-led seminars • Collaborative tasks • Directed tasks • Study-skills sessions • Student presentations • Tutorials • Directed reading • Dissertation supervision • Blackboard (VLE) support site	*Extended essays* *Presentations* *Portfolio* *Poster* *Online discussion 'threads'* *Formal dissertation plan* *Final dissertation.*
(b) Transferable skills		
Research skills		
Students should have a clear idea of the practicalities of carrying out trustworthy research e.g.: • Developing researchable questions • Constructing a realistic and robust research design which exemplifies appropriate consideration of paradigm, methodology, data collection methods and analytic procedures • Planning a timetable for fieldwork; working out the feasibility of an intended study in particular contexts • Gaining access to the field • Keeping a research diary • Gaining access to a site for research • Carrying out research ethically	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	• *Oral presentations* • *Portfolio* • *Poster*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication skills		
Constructing and managing a spoken argument. Communicating effectively and fluently in speech. Understanding the dynamics of oral communication. Communicating effectively and fluently in writing. Using the appropriate register and style for academic writing and proper referencing in essays, posters, portfolios and dissertations. Demonstrating appropriate understanding of academic honesty	Classroom discussions, seminar debates and student presentations *Programme-specific:* Induction course in academic writing. Workshops on effective academic writing *Institutional support:* Academic writing training available at the ELTU for international students, with Wednesday afternoon sessions available. Writing support also offered by the Learning and Teaching Unit. Blackboard (VLE) site provides support for academic writing	*Oral presentation and/or poster 'defence' (formal assessment of presentations for some Modules are included in the assessment arrangements).* *Formative assignment focuses on writing skills.* *Tutorial advice offered on drafts prior to final assignments.* *Written assignments required in each module.*
Data presentation		
• Students should have a clear idea of the different ways in which they can present data. This will include understanding how to make effective poster and oral presentations; how to use PowerPoint and video as part of a presentation. This will also include: • Understanding how to present numeric data in a variety of ways (e.g. tables, charts and figures) to make it accessible to readers and/ or viewers • Understanding how to present qualitative data appropriately	*Programme-specific:* Workshops on data analysis, interpretation and presentation Additional resources via Blackboard (VLE) site *Institutional support:* Such training opportunities as are available via SSDS/the Learning and Teaching Unit.	• *Presentations* • *Portfolio* • *Poster*
Information technology		
Ability to use effectively bibliographic and other tools for identifying relevant research literature and associated resources Able to demonstrate basic understanding of data analysis tools for both qualitative and quantitative data (e.g. NVIVO, SPSS)	Induction - Education Library Staff Introduction to IT tools (e.g. Endnote, Turnitin) for referencing and plagiarism detection. Workshops on the use of analytic software. Online tutorials available through Blackboard	*Literature search/research exercises (assessed and non-assessed).* *Data analysis exercises (assessed and non-assessed).* *Various assessment modes where relevant.*
Problem solving		
Ability to identify and reflect on common learning and teaching problems	In addition to the potential for problem solving implicit in Core Modules 1 & 2 and in the Dissertation, Specialist Pathway Modules (3 & 4) include key	*Each Module offers opportunities to discuss and analyse problems and evaluate possible solutions related to*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to recognise strengths and limitations of varying approaches within applied educational research Ability to identify and reflect on cultural issues in education Core Modules 1 & 2 explore respectively key debate/ issues in contemporary education and key issues in educational research. The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	opportunities for problem solving in relation to chosen areas of education relating to (for example) curriculum design, assessment, effective schooling, leadership, educational reform, and so on). The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	*contemporary issues in education in international contexts.* *Formal assessment through essays reflecting on and critically discussing problems and issues in educational theory, policy and practice*
Working relationships		
Ability to communicate and work effectively in small groups. Show willingness to learn from other education professionals and those with educational experience	Group work in classes and seminars Course related online Message Board and course specific Discussion Forum in Blackboard	*Informal/formative assessment of students' effectiveness in group activities.*
Managing learning		
Show ability to work independently, demonstrating initiative, self-organisation and time-management. Show ability to manage their own learning self-critically. Ability to identify and reflect on common learning and teaching problems Ability to recognise strengths and limitations of varying approaches within applied educational research Ability to identify and reflect on cultural issues in education Core Modules 1 & 2 explore respectively key debate/ issues in contemporary education and key issues in educational research. The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	Workshop on study skills, e.g. time management, organisational strategies. Tutorial support in time management and planning of assignments and dissertation.	*Tutor reports on student progress.* *Course evaluation forms and staff/student committee meetings enable us to monitor how students see their own success in these areas.* *Each Module offers opportunities to discuss and analyse problems and evaluate possible solutions related to contemporary issues in education in international contexts.* *Formal assessment through essays reflecting on and critically discussing problems and issues in educational theory, policy and practice*
Career management		
Participants come from an educational background in international contexts either via professional experience or through prior. Nevertheless students should acquire an understanding	This will draw on agencies specialised in giving careers advice; students will be guided into finding such agencies	*Portfolio tasks* *Discussions with their tutors*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
of the main steps in constructing a career; what qualifications and/or skills are needed for particular steps in it; know where to get help and support in developing their career; understand what time frame shapes their choices of particular moves in particular careers		

10. Special features:

- In 2009, the new MAIE programme was designed to combine three existing Masters programmes as pathway options while at the same time introducing a new international perspective as described above.

- The programme is designed to explore contemporary issues in education in an international/intercultural context. This moves away from the previous model in which such perspectives were mainly derived from students sharing knowledge and experiences in response to discussion focusing on largely UK-specific policy and practice, to one in which international/intercultural perspectives are embedded into programme content and assessment.

- Specialist pathways enable students to explore in depth areas of specific interest. The leadership and management pathway has been re-written to focus attention onto leadership for social justice in education. The pedagogy pathway remains the same, as does the educational innovation and reform pathway, which incorporates a range of emerging issues in education including globalization, sustainable development, citizenship education and alternative schooling. The new and updated pathway modules have all been given official approval.

- Each pathway consists of a lead module and a specialist study module. The specialist study module is focused on dissertation preparation and is designed to develop in the student skills and abilities of an autonomous educational researcher in an area of their choosing, through a combination of intensive tutorial support, student-led small group seminars and supported self-study.

11. Indications of programme quality:

- As noted above, the new programme was originally built upon the course content of the former programmes. The existing programmes shared various aspects of core Modules and hence assessment procedures and standards. Examiners' reports for all three of these programmes have been consistently positive, and their recommendations are fully discussed and followed up appropriately, with annual reports to the Vice-Chancellor of the action taken. Student feedback (through formal module and course evaluation surveys and staff-student councils) have similarly been consistently positive for all three programmes. Again student comments are followed up and revisions to course content, structure and support have been made where appropriate.

12. Scheme of Assessment

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

13. Progression points

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

14. Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

15. Additional information [e.g. timetable for admissions]

There is a single intake per year in October. Application is recommended at least four weeks before the programme is due to start, and preferably earlier. For example, to start the programme in October, please aim to submit your application by the end of August.

16. External Examiners:
The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found here.

Appendix 1: Programme structure (programme regulations)

M.A./Postgraduate Diploma/Postgraduate Certificate in International Education

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Period of Registration: One year full-time

Entry Requirements:
- 1st degree at a good class 2.2. (UK equivalent) or above
- GPA 3 (US equivalent or above)
- Students whose first language is not English or who have not lived in a country where the first language for at least three years prior to starting the programme must possess an appropriate English Language qualification

Acceptable evidence includes: GCSE/O-Level English at grade C or above; an overall score of 6.5 in the British Council Test (from October 2010 there is a requirement that a minimum score of 6.0 is obtained in each component); a TOEFL 600 (paper) or 90 (IBT)

- In addition, students should have demonstrable evidence of engaging with education in school or college, either through practical experience as teachers and/or as a substantial element of their degree.

Curriculum: Following completion of the core modules students will be required to specialise in one of six named pathways. The modules required to complete each pathway are listed below.

	Module Code	Module Title	Credits
Compulsory	ED7310	Contemporary Issues in International Education	30
	ED7311	Introduction to Educational Research Methods	30
	ED7320	Dissertation	60
Optional			
	ED7314	^ Pedagogy (Lead Module) **	30
	ED7315	^ Pedagogy (Specialist Module)**	30
	ED7316	~ Innovation and Reform (Lead Module)**	30
	ED7317	~ Innovation and Reform (Specialist Module)**	30
	ED7321	◊ Educational (Specialist Study)**	30
	ED7309	◊ Leadership for Social Justice in Education (Lead Module)**	30

** Not all options will run in any particular year.
^ Required for Pedagogy Pathway
~ Required for Innovation and Reform Pathway

◊ Required for Leadership for Social Justice in Education pathway

Candidates who successfully complete the core taught modules, each of the required taught modules for their chosen specialist pathway, and submit a satisfactory dissertation will be awarded a Master of Arts in either:

International Education *(Pedagogy)   or*

International Education *(Innovation and Reform)*   or

International Education *(Leadership for Social Justice in Education)*

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation