UNIVERSITY OF **LEICESTER**

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

Part time

b) Type of study

Distance Learning

4. Registration periods:

The normal period of registration is 2 years

The maximum period of registration is 4 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 test (from October 2010 there is a requirement that a minimum score of 6.0 is obtained in each component); a TOEFL score of 600 (paper) or 90 (IBT); University of Leicester English Test qualification.

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. Applicants who do not fulfil the work experience criteria are encouraged to contact the programme leader to discuss their individual circumstances.

6. Accreditation of Prior Learning:

Applicants may apply for accreditation of prior learning (APL), up to a maximum of 60 credits, by reason of prior study at University level or relevant work. Such accreditation will apply to a maximum of two taught Modules (60 credits). APL will not be applicable for the Dissertation Module

7. Programme aims:

The programme aims to

- To enhance understanding of contemporary educational issues, both national and international, for those educational professionals in primary, secondary and tertiary education and other organisations with an educational remit
- 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 teaching
- 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 teaching
- Understand how to carry out and present small-scale research on the topic of effective teaching

Generic Learning Outcomes
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 for each Core and Pathway module an assignment which presents 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
- Use a range of presentation modes including written essays, 'conference style' posters and oral presentation.

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 Learning and Teaching Committee
   - Departmental MAIE-DL programme Steering 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 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 informed by ethical principles, and how such research would inform their own professional contexts.	Course materials (mainly digital) including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Online (synchronous & asynchronous) support: • Tutorials (via email and/or Skype or FaceTime) • Small-group virtual tutorials/seminars • Discussion forums/Blogs • Student-led (virtual) 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* **Starred assessment tasks will be partly or wholly achieved through the use of technology - for example podcasts accompanied by PowerPoint slides for oral presentation, digital poster gallery*
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	Course materials (mainly digital) including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Online (synchronous & asynchronous) support: • Tutorials (via email and/or Skype or FaceTime)	*Formative and summative assessment, including:* • *Written essay* • *Oral presentation** • *Poster** • *Portfolio tasks** • *Dissertation* **Starred assessment tasks will be partly or wholly achieved through*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 informed by ethical principles, and how such research would inform their own professional contexts.	• Small-group virtual tutorials/seminars • Discussion forums/Blogs • Student-led (virtual) 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	*the use of technology - for example podcasts accompanied by PowerPoint slides for oral presentation, digital poster gallery*
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	• Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Online (synchronous & asynchronous) support: • Tutorials (via email and/or Skype or FaceTime) • Small-group virtual tutorials/seminars • Discussion forums/Blogs	*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 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 contemporary educational	Online media such as discussion boards, blogs and video-linked study groups to develop critical debate'.	*Development of critical argument through tutor-led and peer-group discussions, extended essays, presentations, portfolio, poster and*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
theory, policy and practice in international contexts Demonstrate understanding of developments in educational and community systems in international contexts Critically evaluate the relationship between educational theory and educational practice (praxis) Critically examine the ethical principles which underpin both existing research and how this informs the design, and conduct of their own empirical studies.	Small group tutorials analysing aspects of educational theory, policy and practice Online discussion with personal tutor regarding essay/dissertation drafts and other formative activities.	*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. Use of online environments to host materials in a clear and structured manner to support personal study Study-skills tasks Online (email and/or Skype/FaceTime) tutorials	*Good organisation and presentation are specific aspects of our formal marking criteria in all assignments, including the demonstration of a sound understanding of the basic principles of narrative and structure, the use of tables and graphs and other visual forms of presentation, appropriate attention to referencing conventions, accuracy of English grammatical and language conventions.* *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 through materials, tutorials and online formative assessment opportunities. This module will also develop basic study skills. • 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.	Course materials (mainly digital) including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Online (synchronous & asynchronous) support: • Tutorials (via email and/or Skype or FaceTime) • Small-group virtual tutorials/seminars • Discussion forums/Blogs • Student-led (virtual) seminars • Dissertation supervision	• *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	Course materials (mainly digital) including:	• *Presentations*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	• Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Online (synchronous & asynchronous) support: • Tutorials • Small-group virtual tutorials/seminars • Discussion forums/Blogs	• *Portfolio* • *Poster* • *Online discussion 'threads'*
Communication skills		
WRITTEN 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	*Programme-specific:* Study skills programme which includes a specific focus on developing relevant skills for academic writing and understanding the principles of academic honesty. Programme website/Blackboard site provides additional support materials for academic writing, including annotated exemplars of a range of written assessment tasks *Institutional support:* Academic writing support materials available via the Education Unit	*Formative assignment focuses on writing skills.* *Sustained involvement in online discussions* *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	Discussions, seminar debates and student presentations Involvement in online discussion, the development of podcasts and the use of video tutorials, as well as static online tutorials	• *Presentations* • *Portfolio* • *Poster*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
• understanding how to present qualitative data appropriately attractively		
Information technology		
Through active participation in an digital learning environment, development of skills, knowledge and understanding of the learning and teaching potential of new and emerging technologies 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. Able to demonstrate an understanding of quantitative research methods and their application in real-world contexts.	The entire curriculum and al teaching and learning approaches are mediated by technology. Thus, a wide range of generic and specific ICT skills will be developed through the programme. These include: Online tutorials (pod-/vod-casts) available through Blackboard Introduction to IT tools (e.g. Endnote, Turnitin) for referencing and plagiarism detection. Use of a number of Web 2.0 applications and software applications to support activity and assignment work Tasks embedded in the *Introduction to Research Methods* module Online resources (including interactive software) designed to develop understanding. Virtual workshops on data/data handling approaches	*Use of a wider range of software tools for accessing, exploring, creating and disseminating learning resources, including:* • *completion of tasks embedded in purpose-designed learning materials (written , audio-visual, interactive)* • *conducting literature and other research-related resources exercises (assessed and non-assessed).* • *qualitative and quantitative data analysis exercises (assessed and non-assessed).* • *various assessment modes (synchronous and asynchronous) where relevant.*
Problem solving		
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.	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 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 inherent nature of distance learning frameworks will call for a sustained level of basic problem solving The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	*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*
Working relationships		
Ability to communicate and work	Group work in virtual discussion	*Informal/formative assessment of*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
effectively both synchronously and asynchronously in 'virtual peer-groups. Evidence of learning from other education professionals and those with educational experience.	groups (asynchronous) and seminar-groups (synchronous)	*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. 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 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 inherent nature of distance learning frameworks will call for a sustained level of basic problem solving The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	*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 will already in professional roles in international contexts. Nevertheless students should acquire an understanding 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	This will draw on agencies specialised in giving careers advice; students will be guided into finding such agencies	*Portfolio tasks* *Discussions with their tutors*

10. Special features:

The MAIE DL programme builds upon the campus-based MAIE taking from it core features which have proved to be both effective academically and organisationally as well as popular with students and positively endorsed by the external

examiner. These include the basic structure (two core modules followed by a choice of specialist pathways), specific study skills provision designed to align with core and pathway modules and forms of assessment designed to demonstrate a range of oral, written and visual skills). Five specialist pathways enable students to explore in depth areas of specific interest while offering sufficient flexibility for students to develop these interests within their own personal/professional context.

While the campus-based model provides a solid foundation, many DL programmes lack the learning and teaching benefits of direct face to face contact and interaction (tutor-student, peer-peer) of a campus based programme. The MAIE DL programme exploits new and emerging technology to facilitate such interactions, both synchronously (for example via discussion forums, wikis, blogs) and synchronously using internet tools (eg., *Skype*) organised around small 'research groups' in different time-zones.. Given the target student market (education professionals) it is anticipated that the majority will have regular access to reliable connectivity. However while participation in the programme will require a broadband connection, variable access to broadband is take account of in the design of tasks and activities requiring a 'live' connection, such that these will require occasional rather than regular connectivity. In developing these approaches we are working closely with colleagues with relevant experience within the School and also with colleagues at the BDRA/ILI.

The programme is designed to explore contemporary issues in education in an international/intercultural context. Analysis by the Marketing Department at Leicester reveals that comparable programmes are currently offered by just four other HEIs in the UK, none of which offer a full DL version. In the light of this analysis, the target market of educational professionals working in primary through tertiary education as well as other organisations such as NGOs, museums and galleries and the innovative technologically- driven delivery model, we are confident that the programme offers a highly attractive prospect for education professionals wishing to pursue a UK-accredited Masters programme in education.

11. Indications of programme quality:

As noted above, the existing campus-based programme upon which this new programme was built, has proved to be successful and popular. Examiners' reports for the current 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 the current programme. Again, student comments are followed up and revisions to course content, structure and support have been made where appropriate.

The DL programme is designed to incorporate the most effective features and structures of the existing programme while developing new and innovative approaches to course delivery, assessment and student interaction, as already explained. The development team for the DL version included the same academic and support personnel as for the campus-based programme, a highly effective feature of which has been a 'team' approach from the first days of programme development through to programme delivery. This collective model will be extended, where possible, to include associate tutors who will be recruited to the teaching team, selection of which will be subject to rigorous scrutiny procedures to ensure both academic credentials and a commitment to the programme model and philosophy.

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 are two intakes per year, October and April. 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)

Year 1:
- Core Module 1: *Contemporary Issues in International Education (ED7590)* (30 credits).
Start: October (Cohort 1); April (Cohort 2).
- Core Module 2: *An Introduction to Educational Research Methods(ED7591)* (30 Credits)
Start: March (Cohort 1); Sept (Cohort 2).

Year 2:
Pathway Modules (2 x 30 Credits). Students select from 1 of 5 Pathways:
1. *Leadership for Social Justice in Education (ED7596 and ED7597):*
2. *Innovation and Reform (ED7594 and ED7595);*
3. *Pedagogy (ED7592 and Ed7593);*
4. *Inclusion and Special Educational Needs (ED7598 and ED7599),*
5. *Learning Technologies (ED7601 and ED7602)*

- Module 1 (Lead Module)
Start: Oct (Cohort 1);, Apr (Cohort 2).
- Module 2 (Specialist Study)
Start: January (Cohort 1); July (Cohort 2).
- Dissertation (ED7600) (60 Credits)
Start: September (Cohort 1); Mar (Cohort 2).

Appendix 2: Module Specifications

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