Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 01.03.2021   **Last amended:** 11/07/2023   **Version no.** 1

1. Programme title(s) and code(s)

MA International Education^

Postgraduate Diploma International Education*^

Postgraduate Certificate International Education*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

^These awards will be noted with the pathway undertaken by the student, either:

International Education *(Pedagogy)* or

International Education *(Innovation and Reform)*

HECOS Code

HECOS Code	%
100459	60%
101088	40%

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 for the MA International Education is one year

The maximum period of registration for the MA International Education is two 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 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 Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

    i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 interest in education.	Induction programme plus a mixture of: • Tutor-led classes • Student-led seminars • Tutorials • Workshops • Study-skills sessions • Directed tasks • Directed reading • Blackboard (VLE) support site	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*
Models of pedagogy; educational innovation and reform; inclusion and special educational needs.	• Tutor-led classes • Student-led seminars • Tutorials • Workshops • Study-skills sessions • Directed tasks • Directed reading • Blackboard (VLE) support site	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*
Students will also be expected to develop an understanding of the core principles of designing, conducting research which is informed by ethical principles.	• Tutor-led classes • Student-led seminars • Tutorials • Workshops • Study-skills sessions • Directed tasks • Directed reading • Dissertation supervision • Blackboard (VLE) support site	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*

ii)   Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	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	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*
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 including: • Directed tasks • Directed reading • Study-skills development materials • Lectures • Tutorials • Small-group tutorials/seminars • Discussion forums/Blogs • Student-led seminars • Dissertation supervision	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*

iii)   Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 including: • Study-skills development materials • Lectures • Tutorials • Small-group tutorials/seminars • Discussion forums/Blogs • Student-led seminars Dissertation supervision	*Formative and summative assessment, including:* *Essay* *Presentation* *Portfolio tasks* *Dissertation*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 Develop communicative and intercultural competence. Develop the ability to apply the skills and knowledge gained to their own professional contexts.	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lecture Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars 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	*Showing use of these techniques in:* • *Poster* • *Portfolio tasks* *Student evaluation of the course. Students' reflections on their own personal and professional development.*

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	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.*
Critically examine the ethical principles which underpin both existing research and how this informs the design, and conduct of their own empirical studies.	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.*

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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*

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	A mixture of: • Tutor-led classes • Student-led seminars • Collaborative tasks • Directed tasks • Study-skills sessions • Student presentations • Tutorials • Directed reading • Blackboard (VLE) support site	*Extended essays* *Presentations* *Online discussion 'threads'*
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	A mixture of: • Tutor-led classes • Student-led seminars • Collaborative tasks • Directed tasks • Study-skills sessions • Student presentations • Tutorials • Directed reading • Blackboard (VLE) support site	*Extended essays* *Presentations* *Online discussion 'threads'*
Specialist Pathways provide the opportunity for students to develop in-depth knowledge and understanding of a chosen aspect of Education **(Modules 3 & 4).**	• Tutor-led classes • Student-led seminars • Collaborative tasks • Directed tasks • Study-skills sessions • Student presentations • Tutorials • Directed reading Blackboard (VLE) support site	*Extended essays* *Presentations* *Online discussion 'threads'*
Module 4 focuses on dissertation preparation through a mixture of tutor-led classes, student-led seminars, online discussion-groups and individual tutorials.	• Dissertation supervision • Tutorials • Study-skills sessions	*Formal dissertation plan* *Final dissertation.*

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	*Presentations* *Online discussion 'threads'* *Formal dissertation plan* *Final dissertation.*

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Constructing and managing a spoken argument. Communicating effectively and fluently in speech. Understanding the dynamics of oral communication. Communicating effectively and fluently in writing. 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.*
Using the appropriate register and style for academic writing and proper referencing in essays, posters, portfolios and dissertations.	*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.	*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.*

iii)   Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
• 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.	*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*
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* • *Assignments* • *Final dissertation*

iv)   Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use effectively bibliographic and other tools for identifying relevant research literature and associated resources	Induction - Education Library Staff Introduction to IT tools (e.g. Endnote, Turnitin) for referencing and plagiarism detection.	*Literature search/research exercises (assessed and non-assessed).* *Various assessment modes where relevant*
Able to demonstrate basic understanding of data analysis tools for both qualitative and quantitative data (e.g. NVIVO, SPSS)	Workshops on the use of analytic software. Online tutorials available through Blackboard	*Data analysis exercises (assessed and non-assessed).* *Various assessment modes where relevant*

v)   Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	*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*

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	*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*
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).	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	*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*
The dissertation consolidates this learning in the form of an empirical investigation of a specific educational problem.	Course materials including: • Directed tasks • Directed reading • Study-skills development materials • Podcast lectures Tutor support via: • One-to-one tutorials • Small-group tutorials/seminars	*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*

vi)   Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.*

vii)   Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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	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.* *Formal assessment through essays reflecting on and critically discussing problems and issues in educational theory, policy and practice*
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.	*Each Module offers opportunities to discuss and analyse problems and evaluate possible solutions related to contemporary issues in education in international contexts.*

viii)   Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Participants come from an educational background in international contexts either via professional experience or through prior. 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 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 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. Indicators 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. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

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/exit award where appropriate.

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

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. **Additional features** (e.g. timetable for admissions)

n/a

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MA in International Education

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	60 credits	n/a	n/a
Optional	n/a	n/a	60 credits	n/a
Dissertation/project	n/a	n/a	60 credits	n/a

180 credits in total

Level 7/Year 1   **2025/26**

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7310	Contemporary Issues in International Education	30 credits
Semester 1	ED7311	Introduction to Educational Research Methods	30 credits
Semester 2	ED7320	Dissertation	60 credits

Notes

Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7314	^ Pedagogy (Lead Module) **	30 credits
Semester 2	ED7315	^ Pedagogy (Specialist Module)**	30 credits

Delivery period	Code	Title	Credits
Semester 2	ED7316	Innovation and Reform (Lead Module)**	30 credits
Semester 2	ED7317	Innovation and Reform (Specialist Module)**	30 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See taught postgraduate module specification database [Login required] (Note - modules are organized by year of delivery).