

PROGRAMME SPECIFICATION

| | | |
|----------|---------------------------------|---|
| 1 | Awarding Institution | Newcastle University |
| 2 | Teaching Institution | Newcastle University |
| 3 | Final Award | MA (Master of Arts) |
| 4 | Programme Title | International Development and Education |
| 5 | UCAS/Programme Code | 4081F |
| 6 | Programme Accreditation | n/a |
| 7 | QAA Subject Benchmark(s) | n/a |
| 8 | FHEQ Level | Level 7 (M level) |
| 9 | Date written/revised | May 2014 |

10 Programme Aims

1. To provide learning opportunities to students to acquire a sophisticated knowledge and understanding of the theory and practices of the delivery of education in developing countries. This will encourage students to critically analyse international development issues and entrepreneurship within different settings.
2. To contribute to University objectives by providing high quality research training to an increased number of graduates (Institutional Plan 6.7 (ii)) through the provision of advanced methodological, theoretical and conceptual tools required to engage in comprehensive analysis of markets in education and the role played by entrepreneurs in developing countries.
3. To advance the academic ability of students at postgraduate level by providing them with the opportunity to extend and develop their academic knowledge by enhancing their understanding of the economic, political, social and cultural context in which education operates in developing countries.
4. To encourage students to gain and develop rigorous skills in research methods, as well as gaining knowledge concerning development issues, markets, and the role of the state in order to produce scholarly research of a high standard in the field of international development and education.
5. To contribute to the University objectives of enhancing the skills and employability of graduates [Institutional Plan 5.7 (iv)] by providing students with the knowledge, understanding and skills through compulsory modules in Economic Development Education: Competition, Innovation and Entrepreneurship, Education Policy and Entrepreneurship for Development, Educational Technology for Development and the Placement module in order to proceed to careers in sectors concerned with international development, with international agencies and in the education sector.
6. To maximise the recruitment potential of the School and take full advantage of the existing teaching and research strengths and resources.
7. To draw on the unique expertise of the highly research active team in private schools catering for low income families in Asia and Africa and their work on development issues concerning these issues.
8. To draw on the international background and research of the team by providing students learning opportunities to develop a critical awareness of cross-cultural and trans-national issues and context in International Development and Education through comparative analysis and global contextualisation of the subject matter.

9. To prepare students for further study at PhD level by providing them with methodological rigour, resources and the passion needed for independent study.
10. To provide a programme that conforms in full with University policies and QAA codes of practice.
11. To provide a programme with learning outcomes that conform to those defined by the FHEQ as being at Masters Level.

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:

On completion of this programme, graduates will have developed a critical and practical understanding of international development, entrepreneurship and education. Students will develop and demonstrate conceptual, theoretical and methodological rigour in the application of knowledge to International Development through the compulsory module Economics for Development: Competition, Innovation and Entrepreneurship. The skills required to enhance employability in the profession with NGOs and international agencies are provided through the compulsory module Education Policy and Entrepreneurship for Development and Educational Technology for Development. Graduates of this Degree programme will be able to demonstrate analytical, critical skills needed to conduct and evaluate research and advanced scholarship in education policy and strategy.

Specific Intended programme Learning Outcomes are detailed below:

A successful student will have gained and be able to demonstrate:

- A1 An advanced knowledge and understanding of key development issues relevant to education.
- A2 A sound awareness of the philosophical and historical debates concerning the role of government and markets in education.
- A3 An in depth understanding of the nature of school provision in developing countries and achieve and possess knowledge concerning the behaviour exhibited by key players in schooling provision.
- A4 An appreciation and in depth understanding of recent developments uncovered by cutting edge research in education provision relating particularly to the interactions of entrepreneurs, governments and international agencies.
- A5 An opportunity to develop, extend and advance their knowledge and understanding of educational technology and new technologies.
- A6 An opportunity to develop knowledge and understanding of the whole Degree programme within a cultural experience.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding in all the above is through lectures, interactive seminars, colloquium discussions around core texts, workshops, small group tutorials, lab work and placement where chosen. Some will be supported through the University's virtual learning environment, Blackboard. Visiting speakers, especially those able to provide both differing and alternative perspectives, will contribute to A2 and A3.

The teaching strategy is to provide subject specific and professional skills through a range of specialist modules. Students will be provided with teaching and learning strategies that promote a sophisticated understanding of development and international issues and context in education. Students will learn through participation in seminars and lectures and through oral presentations, debates, dissertation and project work. Feedback on essays, discussions and laboratory work allows students to refine their presentation techniques in these areas and assess the level of their own knowledge and understanding.

Assessment Strategy

A diverse range of knowledge and skills are required by students undertaking a programme of advanced study in International Development and Education. A balanced and diverse assessment menu is necessary. A full range of assessment methods are therefore employed. These include group and individual oral presentations, written essay assignments, work base portfolio and diary assignments, project reports, dissertation, and methodological critiques of selected research studies. These will reflect the aims and objectives of the programme and the postgraduate level of the degree. Assessment requires students to engage with theories and concepts, provide research evidence and engage with the relevant literature. Students also need to demonstrate a critical understanding of research methodology.

Intellectual Skills

On completing the programme students should be able to:

- B1 Critically analyse information and arguments derived from a range of sources in order to engage in effective problem solving strategies using a high level analytical process;
- B2 Through the development of advanced knowledge and understanding of the application of selected methods of data collection the ability to interpret both qualitative and quantitative data sets;
- B3 The ability to evaluate methodologies and develop critiques of them where appropriate and to propose new hypotheses;
- B4 The generation of a sophisticated understanding of the strengths and weaknesses of different types of data;
- B5 Evaluate models of leadership and management and the growing emphasis on leadership skills in organisation.

Teaching and Learning Methods

Intellectual skills are developed throughout the programme in modules containing practical classes, case studies, group discussions, tutorials, lectures and seminars. The dissertation requires students to display all skills B1-B4 where they are also supported by their supervisor.

Students will learn through completing assignments, practical experiments and exercises and the dissertation.

Assessment Strategy

Intellectual Skills are assessed through various forms of coursework culminating in assessment of the dissertation. Other forms of assessment throughout the programme that assess cognitive skills are oral presentations and written assignments.

Practical Skills

On completing the programme students should be able to:

- C1 Use statistical procedures to facilitate the design of studies and the analysis of collected data.
- C2 Demonstrate the ability to deploy research skills and theoretical competencies in the writing of an MA dissertation and to include advanced knowledge of ontological, epistemological and methodological issues.
- C3 Critically evaluate data in an in-depth manner from a variety of sources using qualitative and quantitative methodological techniques
- C4 The capacity to define and formulate research problems, questions and hypotheses pertinent to international development and education issues.
- C5 Critically evaluate a range of sources, texts and practices using theoretical frameworks that pertain to international development and education.
- C6 Evaluate models of individual and organisational learning.

Teaching and Learning Methods

Many of the modules progressively develop C1, including Research Strategies. This research module also develop C2. C3 is developed during the Dissertation. Other modules stimulate C4, C5 and C6. These include the module Education Policy for Development where different approaches to policy are investigated through the research from which these policy initiatives have been formulated.

Students develop quantitative and qualitative skills though a combination of lectures, interactive seminars, small group tutorials, independent reading, project work, case studies, discussions and research for the dissertation. Students will develop skills in methodology, data collection, analysis, bibliographic work and competence in the critical use of sources.

Assessment Strategy

The assessment strategy is through oral presentation, report writing, writing assignments and the dissertation. These forms of assessments will allow the student to display the practical skills they have learned. Some forms of assessment are more appropriate to illustrating the skill of critical evaluation (such as the written assignments) whereas the capacity to define and formulate research problems, questions and hypotheses pertinent to international development and education issues may be best illustrated using oral presentations or written reports (C4). The ability to manipulate data sets for example maybe more difficult to assess during an oral presentation than in the dissertation. C1-C5 are all assessed in the dissertation (probably this will only employ qualitative or quantitative data sets however). C5 is a skill that can be shown orally.

| Transferable/Key Skills | |
|--|---|
| On completing the programme students should be able to: | |
| D1 | Competence in communicating clearly and effectively through written documents and oral presentations in ways that are appropriate to the target audience – both specialists and non-specialists. |
| D2 | An effective and efficient use of the library and other sources of information including the internet and other technologies. |
| D3 | The capacity to work efficiently and effectively as a member of a team and independently at subject specific and multi-disciplinary levels. |
| D4 | Skills in effective writing as well as oral communication and presentation of work. |
| D5 | Demonstrate the ability to manage research effectively by preparing proposals, assignments and documents to meet deadlines. |
| D6 | The ability to undertake self-appraisal skills in the area of workplace and professional skills. |
| D7 | Demonstrate personal achievement by preparation of a student portfolio of evidence. |
| D8 | Examine their own learning processes analytically in order to apply relevant techniques intended to increase the ability to acquire, retain and apply information, skills and competencies related to personal and organisational effectiveness |
| Teaching and Learning Methods | |
| <p>The teaching strategy consists of a range of written assessments including essays, reports, practical work and seminars in which students are required to make team and individual presentations (D1-D3). They provide opportunities for the students to cooperate, develop ideas, improve problem solving capacity and to work to deadlines. All students benefit from tutorials and one to one sessions. The Placement Module develops D6 and D7 under the guidance of the DPD. The dissertation provides specific opportunities for skills development through the construction of a research plan and by participating in dissertation workshops on the Research modules and with individual meetings with the dissertation supervisor.</p> | |
| <p>All modules encourage D1-D3. D5 is developed by deadlines for submission of coursework which is enforced and therefore encouraging the development of D5. This is also developed in the dissertation and in the other modules. D6 and D7 are developed as part of the Placement.</p> | |
| Assessment Strategy | |
| <p>Key skills will be assessed through oral skills and presentations, practice based reports, written assignments and the dissertation. D6 and D7 are assessed by the student portfolio and diary exercise in the placement module.</p> <p>All assessments test as appropriate, theoretical, empirical and professional knowledge and understanding together with their application to the course themes of international development and education. Assessments reflect the postgraduate nature and aims of the course. They permit assessment on an equal footing for students from a wide range of cultural, national and disciplinary backgrounds.</p> | |

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The MA International Development and Education programme duration is 12 months for full time students.

The programme combines theoretical, research based and vocational elements to provide students with advanced proficiency in academic research and scholarship combined with professional skills. The programme comprises 120 credits of taught modules and a 60 credit dissertation.

All students are required to take 4 compulsory 20 credit modules, 1 compulsory 40 credit module and a 60 credit dissertation.

Compulsory:

EDU8095 Research Strategies and Methods (20 credits);
EDU8214 International Development: Theory and Practice (20 credits);
EDU8211 Education Policy and Entrepreneurship for Development (20 credits).
EDU8213 The Future of Learning (20 credits)
EDU8212 Placement Module (40 credits)
EDU8215 Dissertation (60 credits).

Students will not be allowed to register for the dissertation module until they have successfully completed the compulsory taught modules.

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

This programme is distinctive from others offered concerning education and development issues because it considers both government and private provision of education not just in one lecture but in several modules. The whole programme was inspired by the research and work carried out in Asia and Africa by Professor James Tooley and Dr Pauline Dixon during the Templeton Project – a research project that was funded by the Sir John Templeton Foundation in 2003-2005. This research was the first of its kind that set out to establish how many schools exist in the slum and low income areas of Kenya, Ghana, Nigeria, India and China. Until this research very little was known about education in such areas because of the existence of low-cost or 'budget' private schools that are unregistered or unrecognised by the government and therefore do not appear in official statistics. The research also compared state and private schools concerning pupil achievement, teacher absenteeism, facilities, and issues surrounding satisfaction. The placement module also offers what is quite unique which is experience in a developing country in schools or NGOs or teacher training. Some universities offer something similar in development courses, but this is quite new in an education masters course.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications:

- (a) Candidates will be a graduate of this or another approved University, or other approved degree-awarding body, or hold another qualification approved by the Dean of Postgraduate Studies as equivalent to a degree of a university in the United Kingdom, 2nd class or better stated in regulations; or

- (b) Candidates who do not hold a first degree but who have relevant work experience may, with the approval of the Dean of Postgraduate studies be admitted.

Level of English Language capability:

Effective communication skills in English are an essential requirement of the course. Candidates whose first language is not English are required to obtain a score of 6.0 or above overall in the IELTS English language test or its equivalent.

- (c) The Degree Programme Director may accredit prior learning of up to 40 credits and grant exemption from certain parts of the programme of study. The Dean of Postgraduate Studies may also grant limited exemption of more than 40 credits and up to 60 credits to an individual candidate from certain parts of the programme of study: *either*

(i) in recognition of equivalent work undertaken at other approved institutions of higher education in accordance with the principles of credit transfer; *or*

(ii) by the accreditation of other forms of prior learning, for which formal assessment will be required.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

| | |
|-------------|-----------------------|
| <50 | Fail |
| 50-59 | Pass |
| 60-69 | Pass with Merit |
| 70 or above | Pass with Distinction |

| | |
|-------------|------|
| <50 | Fail |
| 50 or above | Pass |

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners meeting in November
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

| Module | Type | Intended Learning Outcomes | | | |
|---|------------|------------------------------|-------------------|--------------------|---|
| | | A | B | C | D |
| EDU8095 Research Strategies and Methods | Compulsory | | B1, B2, B3, B4 | C1, C2, C3, C4, | D1, D4 |
| EDU8214 International Development: Theory and Practice | Compulsory | A1, A4 | B1 | C5 | D2, D3, D8 |
| EDU8211 Education Policy and Entrepreneurship for Development | Compulsory | A1, A2, A3, A4, A5, A6 | B1, B2, B5 | C3, C4, C5 | D2, D3, D4, D5, D8 |
| EDU8213 The Future of Learning | Compulsory | A5, A7 | B1, | C4 | D1, D2, D3, D4, D5, D6, D7, D8 |
| EDU8212 Placement | Compulsory | A1, A3, A8 | | | D1, D3, D4, D5, D6, D7, D8 |
| EDU8215 Dissertation: International Development and Education | Compulsory | A2,A4 | B1,B3,B4 | C2,C4 | D2,D4 |