

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Education
4	Programme Title	Master of Education (plus pathways indicated below)
5	Programme Codes	5838F - MA Education: International Perspectives (Leadership and Management) 5840F - 5841F - MA Education: International Perspectives (Development and Education) 5842F - MA Education: International Perspectives (Teaching and Learning) 5828F – MA Education: International Perspectives
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	Written: 28 May 2010 revised: 26 May 2014

10 Programme Aims

The programme offers local, national and international perspectives on key issues in education and education related topics. The programme encourages students to reflect upon the implications of the theory and research underpinning policy and practice developments for their own context. The programme builds on a strong research base in the School of Education, Communication and Language Sciences and the experience of tutors involved in supporting the postgraduate professional development of educators and education-related professionals in regional, national and international contexts.

The programme aims:

1. To provide students with learning environments that enhance their personal, professional and academic development by offering intellectually stimulating and challenging experiences.
2. To enhance students' professional skills to interpret, analyze and exercise critical judgement in the evaluation of educational theories, and concepts, international and contemporary perspectives in education and related fields.
3. To enable students to apply theories and concepts to the field of education and education related study, and to promote evidence-based professional practice through engagement in and with research.
4. To enable students to investigate problems and generate solutions by selecting and employing the most appropriate research methods and analytical frames and carrying out a research study.
5. To enhance students' transferable intellectual, professional and interpersonal skills as appropriate to their personal and professional contexts.

6. To provide a suite of alternative, closely related pathways that enable students to design a course of study relevant to their working context, as appropriate.
7. To ensure that the programme conforms to University policies and meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should, dependent upon the pathway followed, have:

- A1** In-depth knowledge and understanding of key theories, concepts and perspectives in the fields of Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and Education, Pedagogy and Learning; and an understanding of how to critically evaluate this knowledge.
- A2** In-depth knowledge and understanding of education and education related policies and management systems in a range of contexts and cultures, with particular reference to Educational Leadership and Management, International Development and Education.
- A3** Extensive and up to date knowledge of education practices and applications, with particular reference to Information, Communication and Education Technology, Teaching and Learning; and an understanding of how to critically evaluate those and their impact and relevance for a range of contexts and cultures.
- A4** In-depth knowledge of individual and environmental characteristics and factors that influence learning identities and experiences and an understanding of how those relate to theory and research evidence.
- A5** In-depth knowledge of research methodologies and evaluative techniques appropriate to a range of professional contexts and cultures; and an in-depth understanding of the theoretical frameworks associated with those.

Teaching and Learning Methods

A1-A5 are achieved primarily through lectures delivered by academics with national and international expertise in their field of study. These are supplemented by seminars (A1-A5), visits (A1-A5), tutorials (A1-A5), computer assisted learning (A1-A5), practical sessions and computer lab work (A3), and research supervision (A1-A5).

Students' knowledge and understanding is further developed through conducting a research study and producing a dissertation or action research portfolio.

Assessment Strategy

Knowledge and understanding are assessed by a means of written assignments (including portfolios), seminar preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.

The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.

Intellectual Skills

On completing the programme students should, depending upon the pathway followed, be able to:

- B1** Interpret, analyze and exercise critical judgement in understanding and evaluation of major theoretical perspectives, concepts, and evidence presented in the fields of Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and Education, Pedagogy and Learning.
- B2** Recognise how different theoretically informed perspectives contribute to different knowledge, understanding and learning and teaching practices in a range of contexts.
- B3** Apply theoretical perspectives to understand and explain how individual institutions, classes and students learn, function and evolve.
- B4** Engage in abstract thinking and concept building when applying knowledge to factual and practical situations.
- B5** Adapt existing theories, concepts and explanations to exploration of specific areas of interest in their professional lives, and particularly in relation to Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and Education or Pedagogy and Learning.

Teaching and Learning Methods

Students' intellectual skills to interpret, analyze and exercise critical judgement are enhanced through lectures (B1-B3), seminars and tutorials which enable students to discuss, evaluate and demonstrate their skills (B1-B4). Specific teaching strategies such as group and individual problem solving sessions (B1-B4), computer assisted learning (B1-B 4), research supervision (B1-B4) also facilitate students' critical appreciation and application of theories and concepts in the field. Email fora are also encouraged to continue to expand and deepen debate and understanding.

<p>Case studies, role play and consideration of students' individual professional contexts assist the application of theories and concepts to 'real life' examples (B3-B5). Students' skills are further developed through conducting a research study and producing a dissertation.</p>
<p>Assessment Strategy</p>
<p>Intellectual skills are assessed by a means of written assignments (including portfolios), seminar preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.</p> <p>The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.</p>
<p>Practical Skills</p>
<p>On completing the programme students should be able to:</p> <p>C1 produce and implement policies and practices appropriate to their professional context and particularly in relation to Educational Leadership and Management, Inclusive Education and International Development and Education.</p> <p>C2 design learning and teaching initiatives appropriate to their professional context (e.g. interventions, schemes of work, curriculum plans, lesson plans, teacher development programmes) and particularly in relation to Inclusive Education, Information, Communication and Education Technology, Teaching and Learning.</p> <p>C3 use the major available educational technologies (if following the ICET pathway)</p>
<p>Teaching and Learning Methods</p>
<p>C1-C2 are achieved primarily through lectures delivered by academics with national and international expertise in their field of study. These are supplemented by seminars (C1-C2), visits (C1-C2), practical sessions and lab work (C2-C3), tutorials (C1-C3), computer assisted learning (C1-C3) and research supervision (C1-C3). Students' skills are further developed through conducting a research study and producing a dissertation or action research portfolio.</p>
<p>Assessment Strategy</p>
<p>Practical skills assessed by a means of written assignments (including portfolios), seminar preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.</p> <p>The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.</p>

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate effectively

- Written
- Oral

D2 Teamwork/ interpersonal

- Work with others
- Planning and coordination
- Resolving conflicts
- Leadership

D3 Planning and organising

- Setting objectives
- Determining priorities
- Scheduling and deadlines
- Managing personal time

D4 Problem solving

- Assimilate information
- Critical thought
- Breadth of thought
- Implement action

D5 Initiative

- Independent learning skills
- Set demanding personal goals
- Rise to challenges
- Decision making

D6 Adaptability

- Respond appropriately to changes
- Recognise possible improvement
- Pro-act not react
- Manage stress

D7 Numeracy/Statistics

D8 ICT skills

Teaching and Learning Methods

Teaching methods and strategies that are employed to achieve these objectives are both standard lectures (D1, D2, D3, D4, D7), ICT based lectures (D2-D8), workshop sessions (D2, D4, D5), Seminars (D1, D2, D5, D8), Web based learning (D1, D2, D7). Tutorials and research supervision focus on solving problems and working independently (D5, D3).

Optional modules and Students into Schools initiative involve the direct application of theories, concepts and perspectives to educational settings.

Seminars, where appropriate, involve presentations and micro teaching opportunities, discussion and analysis of research/case study explorations. The Graduate Skills Enhancement Programme offers students support and opportunities to discuss, understand, rehearse and practise key skills.

Assessment Strategy

Key skills are assessed through: *Coursework*: Written assignments and portfolios (D1-D8), Seminar preparation (D1-D8); *Presentations*: Individual presentations (D1,D2,D3,D6, D7,D8) Group presentations (D1, D2, D3, D6, D7, D8); *Research Led*: Research Proposals (D1,D4, D5,D6,D7,D8) and Research Project Report (D1,D4,D5,D6,D7,D8)

The aim of the *coursework* enables students to practise and hone their key skills constituting a broader process of the degree. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different mediums, whilst the *Research led* assessment encourages deeper understanding and sustained engagement with particular knowledge, theories, applications and concepts and enables students to demonstrate reflective practice.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme offers pathways in:

- Educational Leadership and Management
- Information, Communication and Education Technology
- Development and Education
- Teaching and Learning

There is also flexibility to offer a more generic award (MA International Perspectives) to those candidates who prefer not to specialise in one of the pathways.

- (a) Candidates may be admitted as full-time students only.
- (b) The period of study is normally 12 months full-time.
- (c) All candidates shall take modules to a total of 180 credits.
- (d) All candidates shall take compulsory modules, to the value of 80 credits:

20 of the optional credits can also be selected from other modules currently available in ECLS, or from elsewhere in the University, subject to the agreement of the Degree Programme Director.

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

The programme offers International Studies in Education with local, national and international perspectives on key issues in education and education related topics. The programme encourages students to reflect upon the implications of the theory and research underpinning policy and practice developments for their own context. The diversity of the student cohort is key to assist the exploration of culturally situated knowledge and intercultural understanding.

Within this context, the programme offers a suite of alternative, closely related pathways leading to different named awards. There is also flexibility to offer a more generic award to those candidates who prefer not to specialise in one of the pathways.

An integral part of the Programme of Study is Graduate Skills Enhancement Programme. This is particularly aimed at international students but is also open to Home/EU students. This programme is intended to enhance the skills of taught postgraduate students within the Faculty and provide opportunities to meet and work with students from other schools and disciplines. It is designed particularly to provide skills updating and a discursive environment in which students can unpack and understand the expectations of postgraduate study, particularly aimed at those who are new to the UK academic environment. The programme begins with an Induction Conference and offers extended support with drop-in and skills sessions throughout the academic year.

Programme regulations (link to on-line version)

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

13 Criteria for admission

(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. Candidates are normally expected to have attained a minimum of a 2.1 Honours degree.

(b) Candidates would show a capacity for academic work at higher degree standard.

(c) Candidates will have demonstrated an appropriate level of competence in the English language. Candidates whose first language is not English are expected to have obtained a score of 6.5 or above in the IELTS English language test, or its equivalent. Candidates who have not obtained this standard may be admitted if judged suitable by the Degree Programme Director and with the approval of the Dean of Postgraduate Studies.

In addition, relevant professional experience in an educational context would be advantageous but not essential.

(d) 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

In accordance with ECLS school development plan, colleagues teaching on this programme are encouraged to take part in peer observation of teaching.

16 Regulation of assessment

Pass mark

The pass mark is 50

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.

Weighting of stages

Common Marking Scheme

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
- 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

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004.
A2	EDU82028; EDU8211; EDU8019; EDU8214; EDU8033; EDU8112/EDU8113; EDU8119
A3	EDU8046; EDU8213; EDU8019; CSC8008; CSC8004; EDU6000; EDU8042; NCL4001/NCL4002; EDU8124; EDU8212.
A4	EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU6000; EDU8042; CSC8008; CSC8004; NCL4001/NCL4002; EDU8124; EDU8112/EDU8113; EDU8035; EDU8119; EDU8212; EDU8211.
A5	EDU8095; EDU8019; EDU8012; EDU8124.
B1	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
B2	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; EDU8012.
B3	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; EDU8012.
B4	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; EDU8012.
B5	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000;EDU8112/EDU8113; EDU8119; EDU8124;

	EDU8212; CSC8008; CSC8004; EDU8012.
C1	EDU8028; EDU8211; EDU8033; EDU8214; EDU8124.
C2	EDU8095; EDU8046; EDU8213; EDU8028; NCL4001/NCL4002; EDU8024; EDU8212; CSC8008; CSC8004; EDU8214; EDU8112/EDU8113.
C3	EDU8213; CSC8008; CSC8004.
D1	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D2	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8119; EDU8124; EDU8212.
D3	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU6000; EDU8028; EDU8042; EDU8119; NCL4001/NCL4002; EDU8012; EDU8124.
D4	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D5	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D6	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D7	EDU8095; EDU8012; EDU8214; EDU8211; CSC8008.
D8	EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019; EDU8033; EDU8214; EDU8042; NCL4001/NCL4002; EDU6000; EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.