

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA (Master of Arts)
<b>4</b>	<b>Programme Title</b>	International Development and Education with Cross-Cultural Communication
<b>5</b>	<b>Programme Code</b>	4152F
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Date written/revised</b>	July 2021

**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, and the role of cross-cultural communication in this. 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 introduce students to the study of language and communication from a cross cultural perspective. This will allow them to examine how people from different cultures behave similarly or differently in a range of communicative contexts.
5. To allow students to think about the notion of culture, learning culture through language, cross-cultural communication in business settings, cross-cultural communication in educational contexts, and diversity at work.
6. 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, education and cross cultural communication.
7. 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 International Development: Theory and Practice and Placement module in order to proceed to careers in sectors concerned with international development, with international agencies and in the education sector.

8. To maximise the recruitment potential of the School and take full advantage of the existing teaching and research strengths and resources.
9. 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.
10. To prepare students for further study at PhD level by providing them with methodological rigour, resources and the passion needed for independent study.
11. To provide a programme that conforms in full with University policies and the QAA Quality Code
12. To provide a programme with learning outcomes that conforms to those defined by the FHEQ as being at Level 7.

## **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 completion of this programme, graduates will have developed a critical and practical understanding of international development, Cross-Cultural Communication, entrepreneurship and education. The skills required to enhance employability in the profession with NGOs and international agencies are provided through the module. 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, as well as to cross-cultural communication.
- A2 A sound awareness of the philosophical and historical debates concerning the role of government and markets in education.
- A3 An understanding of the nature of school provision in developing countries and achieve and possess knowledge concerning the behaviour exhibited by key players in international development. An advanced understanding of how human communication in general, and visual and aural in particular, influence and are themselves influenced by culture, cross-cultural communication and cultural identification.
- 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 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.

The teaching strategy is to provide subject specific and professional skills through a range of specialist modules. 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.

Students will benefit from sessions run on SPSS and will have the opportunity to attend the HaSS Graduate Skills programme which also features SPSS and statistical techniques for the analysis of data used as part of their dissertation.

### **Assessment Strategy**

A diverse range of knowledge and skills are required by students undertaking a programme of advanced study in International Development and Education with Cross-Cultural Communication. 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, and cross-cultural communication.
- C6 Evaluate models of individual and organisational learning.

### **Teaching and Learning Methods**

Many of the modules progressively develop C1, including the research module. This research module also develops C2; C3 is developed during the Dissertation. Other modules stimulate C4, and C5.

Students develop quantitative and qualitative skills through 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**

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.

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. D8 students need to reflect upon their own learning approaches through the assessment, which includes diary, portfolio and presentation. Whilst on placement they need to organise their own time regarding their mini research project, as this is limited they will need to be increase their ability to acquire effective personal and organisational skills.

#### **Assessment Strategy**

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.

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.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The MA International Development and Education with Cross-Cultural Communication 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.

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 international development issues because it considers international development from different perspectives, including Easterly, Moyo, Sachs, Ayittey etc. The combination of looking at international development, education as well as cross cultural communications brings together a wealth of expertise from the School and uses up to date research, in the modules that are cutting edge. 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)**

[4152 Programme Regulations 24-25](#)

**13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

*Learning resources*

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

The University's Virtual Learning Environment, Blackboard is used by individual module leaders to provide additional web-based support for teaching and learning.

Students are encouraged to attend research presentations organised by the School and others relevant to the programme, such as those organised by DARN.

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available [here](#).

*Accreditation reports*

n/a

*Additional mechanisms*

n/a

**15 Regulation of assessment**

Generic information regarding University provision is available [here](#).

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

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

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

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.