

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



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| <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>              | Master of Education                              |
| <b>4</b> | <b>Programme Title</b>          | Master of Education: International Perspectives  |
| <b>5</b> | <b>Programme Codes</b>          | 5842F - MA Education: International Perspectives |
| <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>     | Revised May 2024                                 |

**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 and other contexts. The programme builds on a strong research and scholarship 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, analyse 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 prevailing University policies and QAA codes of practice 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, Technology in Education, International Development and Education, Teaching 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 Technology in Education, 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), digital learning (A1-A5), practical sessions (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 be able to:

- B1** Interpret, analyse and exercise critical judgement in understanding and evaluation of major theoretical perspectives, concepts, and evidence presented in the fields of Education, Pedagogy, Educational Leadership and Management, Technology in Education, International Development and Education, Teaching and Learning.

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| <b>B2</b> | Recognise how different theoretically informed perspectives contribute to different knowledge, understanding and learning and teaching practices in a range of contexts.   |
| <b>B3</b> | Apply theoretical perspectives to understand and explain how individual institutions, classes and students learn, function and evolve.   |
| <b>B4</b> | Engage in abstract thinking and concept building when applying knowledge to factual and practical situations.  |
| <b>B5</b> | 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, Technology in Education, International Development and Education or Teaching and Learning. |

#### **Teaching and Learning Methods**

Students' intellectual skills to interpret, analyse 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), digital 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.

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.

#### **Assessment Strategy**

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.

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.

#### **Practical Skills**

On completing the programme students should be able to:

- C1 produce and implement policies and practices particularly in relation to Education.
- C2 design learning and teaching initiatives.  
(e.g., interventions, schemes of work, curriculum plans, lesson plans, teacher development programmes).
- C3 use the major available educational technologies.

#### **Teaching and Learning Methods**

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 (C2-C3), tutorials (C1-C3), digital 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.

### **Assessment Strategy**

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.

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.

### **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 Digital 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), digital based lectures (D2-D8), workshop sessions (D2, D4, D5), Seminars (D1, D2, D5, D8), online learning (D1, D2, D7). Tutorials and research supervision focus on solving problems and working independently (D5, D3).

Optional modules 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.

### 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 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 optional modules relating to:

- Educational Leadership and Management
- Technology in Education
- Teaching and Learning

- (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, including comparative education and pedagogy. The programme encourages students to reflect upon the implications of the theory and research underpinning policy and practice developments for their own context. The international student cohort is key to assist the exploration of culturally situated knowledge and intercultural understanding.

### Programme regulations (link to on-line version)

[5842 Programme Regulations 24-25](#)

**13 Support for Student Learning**

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

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

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

**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/courses/#a-z>

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.