

Programme Specification: PGCert/PGDip/MA in International Education

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) on the Faculty Moodle (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Postgraduate Certificate in International Education Postgraduate Diploma in International Education MA in International Education
Programme Title:	PGCert/PGDip/MA in International Education
Main fields of Study:	Pedagogy, educational improvement, management & leadership, research methods
Modes of Study:	Full time
Language of Study:	English
UCAS Code:	This course does not recruit through UCAS
JACS Code:	

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

QAA subject benchmarks are not available for Education at Master's level, but the undergraduate benchmarks for education studies inform the programme, namely:

All programmes in education studies will relate to a set of principles.
Programmes should:

- ☐ draw on a wide range of intellectual resources, theoretical perspectives and

academic disciplines to illuminate understanding of education and the contexts within which it takes place

- provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts
- encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society
- provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice
- encourage the interrogation of educational processes in a wide variety of contexts
- develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner
- promote a range of qualities in students including intellectual independence and critical engagement with evidence.

Specifically the programme aims to provide participants with:

- the knowledge, skills and understanding applicable to individuals with an interest in education and training in an international context through a coherent programme of study at level 7.

The programme aims to:

- help participants generate advanced knowledge, skills and understanding of educational issues;
- develop an in-depth understanding of factors influencing the quality of learning including pedagogy, issues relating to international educational improvement, education management and research-informed practice
- create a learning environment in which participants will be both challenged and supported in the task of analysing, evaluating, modifying and reordering academic knowledge and understanding and/or professional practice in the ever-changing contexts in which they work;
- recognise the academic and/or professional status of its participants and provide opportunities to construct a meaningful and relevant individual programme of study for each student;
- attract as wide a range of participants as possible regardless of their country of origin, age, gender, ethnic and/or religious background, race, social background, or sexual orientation;
- recognise and defend good practice within the teaching and learning environment;
- engage participants with both theoretical and practical issues;
- encourage the incorporation of individual interests and original research into the programme of study and assessed work.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

Knowledge and understanding

By the end of the course, students will have increased their knowledge and understanding of:

- the social, emotional & cognitive aspects of learning
- international paradigms of educational effectiveness and improvement using a range of literature
- theories of leadership management, managerialism & organisational culture
- factors influencing the justification of their choice of project and research methodologies

Intellectual / cognitive skills

By the end of the course, students will be able to:

- Evaluate the impact of social, emotional & cognitive aspects of learning on motivation and engagement in classrooms
- Account for differences in learning practices by comparing & contrasting aspects of the learning environment in two different countries.
- Explain the role that various stakeholders play in the educational improvement process
- Analyse the extent to which managerialism has been adopted in educational institutions within Britain and one other country
- Explain your own management and leadership philosophy
- Demonstrate an ability to identify & critically evaluate relevant literature
- Critically evaluate current research & advanced scholarship in the area under review and apply range of research methodologies to a topic of professional interest

Practical, research and independent learning skills

By the end of the course, students will be able to:

- Use extant documentation to benchmark the institution's performance
- Prepare an institutional plan in a logically structured, well presented and clearly written format using the Harvard referencing system in a format appropriate for a professional audience.
- Design and justify the use of an appropriate research instrument
- Articulate links between theory & practice through the identification conceptualisation and justification & implementation of a substantial professional enquiry
- Use appropriate methodologies to analyse current problems/issues in your academic discipline/field of study or area of professional practice & provide possible solutions and or insights

Transferable / key skills

By the end of the course, students will be able to:

- Collate and organise appropriate documentary evidence in a logically structured, well presented and clearly written format using the Harvard referencing system.
- Demonstrate time management, communication and group skills
- Use a wide range of ICT

Learning teaching, and assessment methods used

Knowledge and Understanding

Knowledge and Understanding

Teaching and learning:

The teaching strategies adopted are intended to support a variety of learning styles, eg resource-based learning, negotiated learning, project-based learning and independent study. Approaches used will include:

- presentations by tutors with active student participation, in which significant topics of general interest can be explored with relatively large groups of students;
- seminars in which students can share their learning
- group and individual tutorials
- workshops and student-led seminars which facilitate group activity, answer questions and extend student thinking and investigation;
- structured group tasks using a range of techniques to elicit ideas and information;

- the use of the Virtual Learning Environment (VLE) Moodle, particularly the use of discussion forums, blogs and wikis
- video, audio and computer-based material;
- individual and group tutorials;
- independent study.

Assessment

- Negotiated assignments that require students to demonstrate their knowledge and understanding of an issue that is of academic and/or professional as well as personal significance.
- Students undertaking research as part of their module are required to critically evaluate research methodologies.
- Oral and poster presentations

Intellectual and Cognitive skills

Teaching and learning:

- presentations by tutors with active student participation, in which significant topics of general interest can be explored with relatively large groups of students;
- seminars in which students can share their learning
- group and individual tutorials
- workshops and student-led seminars which facilitate group activity, answer questions and extend student thinking and investigation;
- structured group tasks using a range of techniques to elicit ideas and information;
- the use of the Virtual Learning Environment (VLE) Moodle, particularly the use of discussion forums, blogs and wikis

Assessment:

- A negotiated assignment, research project or dissertation that requires the student to demonstrate critical analysis of an issue of academic and/or professional significance.
- Reflective journals
- Oral and poster presentations

Practical, research and independent learning skills

Teaching and Learning:

- independent study.
- workshops and student-led seminars which facilitate group activity, answer questions and extend student thinking and investigation;
- structured group tasks using a range of techniques to elicit ideas and information;
- the use of the Virtual Learning Environment (VLE) Moodle, particularly the use of discussion forums, blogs and wikis
- individual and group tutorials;

Assessment:

- A negotiated assignment, research project or dissertation that requires the student to demonstrate effective research skills and the ability to manage independent learning.
- Oral and poster presentations
- Supplementary evidence in appendices

Transferable Skills

These skills are embedded in the teaching and learning methods across the whole course and assessed at every stage within each module.

Transferable skills are developed formatively within the taught sessions and throughout the induction process, for example, presentations regularly take place during taught sessions. Additionally, these skills are more formally assessed summatively at the end of each module.

Programme structure and requirements, levels, modules, credits and awards

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Stage 1

Module number	Module name	Credit
EDU7085	Creating and Sustaining Diverse Learning Cultures	30
EDU7084	International Perspectives on Educational Analysis and Improvement Planning	30

Award: Postgraduate Certificate in International Education 60 level 7 credits

Stage 2

Module number	Module name	Credit
EDU7083	International Perspectives on Leading and Managing Educational Innovation	30
EDU7086	Using Research to Inform Education Practice	30

Award: Postgraduate Diploma in International Education 120 level 7 credits

Stage 3

Module number	Module name	Credit
EDU7090	MA International Education Dissertation	60

Award: MA in Education 180 level 7 credits

ECTS Equivalents

European Credit Transfer System (ECTS) equivalents: A 30 credit module on the MA International Education is equivalent to 15 ECTS credits and the 60 credit dissertation is equivalent to 30 ECTS credits.

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- Student Course Handbook, which gives information about the course, student entitlements and contact names and numbers;
- information about assessment, including the University Postgraduate Assessment Regulations and guidance for submission of assignments;
- reading lists and timetables for teaching;
- a dedicated area on the University virtual learning environment, Moodle;
- library induction and support at all stages of the programme for accessing electronic catalogues and inter-library loans;
- IT support in the open access computer rooms, student e-mail accounts and access to the Internet;
- tutorial support with writing assignments and feedback in order to improve weak or failed submissions;
- at Stage 3 (the Dissertation module) a guidance booklet supplements individual tutor support from a tutor with appropriate qualifications and experience;
- a dedicated course administrator who provides a point of first contact for individual enquiries and requests;
- the University Library provides books, journals and Internet resources. Induction and support are also available;
- guidance on choice of appropriate modules for your professional needs.

Equal Opportunities Policy:

The course operates within the Faculty's Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Student Handbook. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:

- Board of Studies
- Team meetings
- Examination Board
- School of Secondary and Post-Compulsory Education meetings
- Faculty Academic Standards and Quality Enhancement Committee (FASQEC)
- Student Experience Committee
- Faculty Board
- Senate

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Appraisal of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Faculty Academic Standards and Quality Enhancement Committee and Faculty Board
- Approval and re-approval events
- Student satisfaction survey
- Annual course development days