Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
Teaching Institution*	University of Bath
Validated/Franchised/Licensed (if appropriate)	n/a
Programme accredited by (including date of accreditation)*	n/a
Programme approved by (including date & minute number of Senate)	Senate 4.6.14, Minute 12846
Final award	MA International Education and Globalisation PG Diploma International Education and Globalisation PG Certificate International Education and Globalisation
Programme title*	**MA International Education and Globalisation**
UCAS code (if applicable)	THED-AFM44
Subject Benchmark Statement*	N/A
Intended level of completed programme (in line with FHEQ)*	Level 7
Duration of programme & mode of study*	1 year full time
Date of Specification preparation/revision*	3rd August 2016
Applicable to cohorts (eg. for students commencing in September 2013 or 20013/14-2014/15)*	Students commencing in September 2016-17

Synopsis and academic coherence of programme*

The MA International Education and Globalisation provides cutting edge knowledge, skills and understandings at the intersection between two fields of study: international education and globalisation. Studying the overlap between these two fields is a distinctive feature of the programme. There is expanding interest in the intersection of these two fields as education professionals and policy makers respond to the challenge of globalisation and strive to prepare learners for an increasingly connected and mobile global society. The MAIEG programme aims to

support the development of an understanding of the implications of this shifting global educational landscape.

A distinctive feature of the programme and all of its units is the 'bridge-building' between theory/ research and practice at the overlap between international education and globalisation. Students develop the knowledge, skills and understandings to i] critically analyse and use research in the fields and ii] undertake small scale research themselves. [Doing independent research (through the Dissertation) is a major component of the programme which builds on all other units.] Importantly, students engage in the critical analysis of the assumptions and evidence that underpin change and reform to policy and practice in international education.

International education and globalisation are challenging and contested concepts for educationalists, researchers and policy makers. Students have the opportunity to analyse the import, scope and dimensions of international education and globalisation (as they relate to each other) alongside critiquing relevant educational purposes, methods and approaches.

The MA IEG is relevant to diverse audiences including students with professional experience in formal and informal education, charities and non-governmental organisations (e.g. teachers, lecturers, school leaders, trainers, education officers, educational leaders, managers, policymakers and educational administrators). In addition, it is relevant to students aspiring to a career or research in international education and globalisation.

Educational aims of the programme*

In support of the University's Mission, the general aims of the MA International Education and Globalisation are to:

1. promote students' understanding and critical analysis of i] the concepts of international education and globalisation and how they are contested at a conceptual, ideological and philosophical level and ii] the interrelationships between international education and globalisation

2. develop students' reflective, analytical and practical research skills and, through this, explore beliefs, knowledge and assumptions about international education and globalisation

3. develop students' knowledge, understanding and critical analysis skills in respect of contemporary trends, issues, policies and practices in international education and globalisation

4. develop students' practical research skills for the fields of international education and globalisation together with direct experience of leading edge research and contemporary theoretical debates in the fields

5. ensure that students understand and critically analyse the role and importance of culture in developing international education policy and practice and, specifically, its role in learning

6. promote the application of knowledge and skills to policy and practice in international education, such that our students are capable of making significant contributions to

international education research, policy and practice in their future career and /or academic study

7. provide students with a stimulating and challenging educational environment in which to study international education and globalisation such that they are supported in achieving their full potential.

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Programme aims and learning outcomes have been mapped to unit aims and learning outcomes to ensure coherence. Some programme learning outcomes are expected to be achieved as a result of studying specific units, other programme outcomes are achieved as a result of studying the whole programme, for example, intellectual and professional skill 8, *'assess their own learning needs and enhance their future professional practice in international education and globalisation'.* Individual unit descriptions indicate their particular contributions to programme learning outcomes as well as the contribution they make, along with other units, to the achievement of other outcomes. The personal tutor has responsibility to support achievement of 8 (as above) and has particular responsibility for transferable skill 14, '*responding to career opportunities and challenges.'*

Learning and teaching

Learning and teaching in the programme is research-led but is also informed by professional perspectives in international education. A distinctive feature of students' experience is the way in which theory, research and professional practice are synthesised to inform learning and teaching. Throughout the programme students' prior (international) education experience is valued as a source of evidence. Students are encouraged to analyse, critique, share and build upon these experiences as a basis for developing new learning on the programme.

The programme offers generic and specific knowledge and skills whilst allowing for depth and selective focus in Semester 2 (one optional unit and the Dissertation unit). Progression is supported by providing students with a foundation of core knowledge, understanding, and skills in Semester 1 in respect to international education, globalisation and key research methods in the field. In Semester 2 students' learning is extended with attention to: effective learning in international education and how culture impacts on this; leadership of innovation OR international development; and undertaking independent research projects.

Learning and teaching takes place through lectures, workshops and seminars blended with on line learning opportunities and group/ individual study. Students become increasingly independent during Semester 2 with more focus on independent research as they work towards their Dissertation with the support of a supervisor.

In addition to the formal unit teaching and supervision a complementary programme is offered in order to extend students' learning and experience; this includes seminars, guest lectures, study support and student-led activities.

Assessment and feedback

For each unit learning outcomes will be assessed using a variety of rigorous assessment methods that are judged to be fit-for-purpose, taking account of reliability, validity, transparency and authenticity. A variety of formative assessment methods will be used throughout the programme to review learning and support students' further learning. These will include tutor feedback to students on their oral (individual and group) and written work and tutor and peer feedback relating to on line

activity. Summative assessment will be closely mapped onto the programme's learning outcomes, and will enable learning outcomes from each unit to be assessed in different ways. Students will have opportunities to demonstrate their knowledge, understanding and skills using a range of assessment methods. The Dissertation unit will be assessed by a 15,000 word research report (dissertation). Assessment of other units will include formal academic style writing tasks (5000 words in total) as well as other assessment tasks in which students communicate their learning via different media (e.g. new technologies such as film, webpages, podcasts) and in different styles depending on audience (e.g. researchers, policymakers, practitioners, the public).

Intended learning outcomes

By the end of the programme, students should be able to:

➢ Knowledge & Understanding:	**for the Certificate, Diploma and Masters awards**
	1. evaluate critically the concepts of international education and globalisation including how they are interrelated and how they are contested at a conceptual, ideological and philosophical level
	2. articulate and critique i] beliefs, knowledge and assumptions about international education and globalisation and ii] their own understanding and perspective on these concepts
	3. understand and critique current theories relevant to international education and globalisation and be able to apply these to policy and practice
	4. know, understand and critique contemporary trends, issues, policies and practices in international education and globalisation
	5. cite examples of leading edge research in the field
	6. understand and critically analyse the role and importance of culture in developing international education policy and practice
	additionally for the Diploma and Masters awards
	7. know and understand, at an advanced level, key research methods in international education research
	additionally for the Masters award
	8. critique research methodologies and methods in research in international education and globalisation and when appropriate develop new research questions and hypotheses
	9. understand research issues, methods and ethical dilemmas applicable to their own small scale research projects, and on a larger scale
➢ Intellectual and Professional Practical Skills:	**for the Certificate, Diploma and Masters awards**
	1. demonstrate sensitivity to the values, viewpoints and interests of others
	2. act both autonomously and collaboratively in planning and implementing tasks

	3. demonstrate clarity of thought and quality of argument in educational issues relating to international education and globalisation
	4. make critical use of the literature and professional experience the field of Education, synthesising information from a number of sources in order to gain coherent understandings and make informed judgements in the absence of complete data
	5. apply knowledge and skills critically to policy and practice in international education and globalisation including critiquing the evidence underpinning policy/ practice (and change in practice)
	6. formulate and articulate well reasoned arguments, insights and conclusions and communicate this to specialist and non-specialist audiences orally and in writing
	7. contribute effectively to professional debate and discussion in the fields of international education and globalisation
	8. assess their own learning needs and enhance their future professional practice in international education and globalisation
	additionally for the Diploma and Masters awards
	9. formulate research questions and research foci in the field of international education and globalization that have relevance to professional practice
	10. design a small scale research project to address a research focus
	additionally for the Masters award
	11. make critical use of appropriate theory and literature in small scale research project in the field, and on a larger scale
	12. design, systematically undertake, manage and analyse data, critique and evaluate a small scale research project, with support from a supervisor
	13. justify decisions and choices made during the research process
	14. address ethical issues and dilemmas in carrying out research
	15. formulate and articulate well-reasoned arguments, insights and conclusions arising from an independent research project and communicate this orally and in writing
➢ Transferable/Key Skills:	demonstrate an advanced level of skills as follows
	for the, Certificate, Diploma and Masters awards
	1. cross-cultural sensitivity and effective interpersonal communication skills
	2. written and oral communication including presentation skills
	3. critical and creative thinking skills

	4. problem solving and decision making skills applied to complex and unpredictable situations and familiar and unfamiliar problems
	5. independent study and learning skills
	6. information skills including literature search
	7. ICT skills for study, searching for information, networking, communicating ideas and discussing with others
	8. ICT skills for academic and professional development
	9. independent and group working skills
	10. time management and organisation skills and prioritising workloads
	11. producing work to meet agreed objectives and deadlines, responding appropriately to feedback from tutors and peers
	12. exercising initiative and personal responsibility
	13. self evaluation of academic and professional performance as a basis for development
	14. responding to career opportunities and challenges
	additionally for the Masters award
	15. research skills with reference to data management skills that can be applied to a variety of tasks and situations (see Diploma level and Masters level intellectual skills above)

Structure and content of the programme (including potential stopping off points)

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The MA IEG is a full time, one year programme which runs from September to September on campus. This is a 90 credit programme comprising five 12 credit units (60 credits), and a 30 credit Dissertation. The programme follows a semester-based structure with one 12 credit unit provided across the two semesters and two other 12 credit units per semester. Four out of the five 12 credit units are compulsory to ensure that all students develop appropriate knowledge, understanding and skills in the field of international education and globalisation at Masters level and are equipped to undertake the Dissertation in an international education specialism of their choice.

Students have the opportunity to choose one of the second semester units from two units. This is intended to provide some flexibility in the programme reflecting students' experience and interests whilst maintaining a clear focus on appropriate knowledge for international education and globalisation including from the fields of international development and educational leadership (leading innovation). Each of these choices is significant for international education and globalisation and each has connections to and builds upon specific core units (Education and International Development connects with Education Globalisation and Change; Leading Innovation in International Education and Globalisation connects with Learning and Culture, and with Education in an International and Global Context). Students choose whichever one of the two units has more relevance to them according to their professional experience/ aspirations and educational contexts. The timing of the option choice will allow students to develop their interests in Semester 1 before making their selection.

In addition to the MA IEG there are two potential exit awards: a Postgraduate Certificate

International Education and Globalisation, for which 30 credits are required[1] (the Research Methods in IEG unit is not required for this award), and a Postgraduate Diploma International Education and Globalisation, for which 60 credits are required (Research Methods in IEG is required for this award). The Diploma and Certificate are exit awards only. PG Certificate and PG Diploma qualifications exist as components of the full Masters programme. All students register for the MA IEG award at the outset and are required to attend the University.

The structure is shown in Appendix 1 (NFAAR PGT template). The full programme comprises two stages: Stage 1 comprises the taught units and Stage 2 the Dissertation (Programme Description Appendix 1). The programme description details the programmes' structures, credits and the units required for each award.

Taught 12 credit units consists of 24 hours contact time (eight teaching sessions each of approximately 180 minutes' duration to include lectures, workshops and seminars) and approximately 174 hours of individual research including towards assessed work. The dissertation is worth 30 credits and is 15,000 words in length. Within the dissertation, the detailed content is negotiated (and re-negotiated as necessary as the work unfolds) between student and supervisor.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

Details of support available to students (e.g. induction programmes, programme information, resources)

All taught students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students. Personal Tutors will have responsibility for the following programme learning outcomes:
Intellectual and Professional Practical Skills: 8
Transferable/ key skills: 14

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

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[1] Students exiting with the PGCES are required to accumulate 36 credits due to the size of units within the programme.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements
- a good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university **or**
- non-honours degree candidates can be considered where they have at least two years' substantial experience in a relevant field or sector.

The minimum non-graduate qualifications acceptable for admission are:
- an advanced diploma in education and at least two years of relevant experience, **or**
- a teaching qualification (gained after at least the equivalent of two satisfactory years of higher education) and at least two years of relevant experience.

English Language requirements
Certificates must be dated to within two years of the start of the programme of study.

IELTS 6.5 (with no less than 6.0 in each of the four components – listening, reading, writing and speaking) **or** PTE Academic of 62 overall with no less than 59 in any element

If you wish to improve your English proficiency before commencing your studies, pre-sessional language training can be arranged through the English Language Centre.

References
One academic reference is required.

Summary of assessment and progression regulations

The assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at http://www.bath.ac.uk/registry/nfa/index.htm.

Specific regulations for the masters are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.
Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Descriptions in Appendix 1.

The assessment method for units is by assignments that total 5,000 words or equivalent.

Indicators of quality and standards (e.g. professional accreditation)

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
   http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:

Governance:

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc

Review and Monitoring:

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document: http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

…………………………………………Dean/Head LPO   ………………………. Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Appendix 1

DRAFT **Two stage NFAAR PGT template**
PD Form 4

Programme code	THED-AFM44
Programme title	MA International Education and Globalisation
Award type	Masters
Award title	MA International Education and Globalisation
Mode of Attendance	Full time
Length	1 year
State any designated alternative programme(s)	PG Diploma International Education and Globalisation (for which 60 credits must be accumulated from 5 taught units as set out below including RME) PG Certificate International Education and Globalisation (for which 30 credits must be accumulated from **any** taught units, does not need to include RME. NOTE: students will need to accumulate 36 credits due to the size of units within the programme
Approving body and date of approval	Revision FLTQC 3.12.14

Year 1 *(for implementation with effect from September 2015)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1&2	ED50485	Research Methods in International Education and Globalisation (IEG)	C	12	DEU	Non-SRU	TSC	
		S1	ED50486	Education in an International and Global Context	C	12		Non-SRU	TSC	
		S1	ED50487	Education, Globalisation and Change for IEG	C	12		Non-SRU	TSC	
		S2	ED50488	Learning and Culture	C	12		Non-SRU	TSC	
				SELECT ONE UNIT FROM:						
		S2	ED50489	Education and International Development for IEG	O	12		Non-SRU	TSC	
		S2	ED50490	Leading Educational Innovation in International Education and Globalisation	O	12		Non-SRU	TSC	
	2	DIS	ED50491	Dissertation in International Education and Globalisation	C	30	n/a	n/a	DPC	**Must be grounded in international education and globalisation**

Programme characteristics & decision references	
Programme Progression requirement	--
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters) http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma) - delete if not applicable http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf (Certificate) - delete if not applicable
Number of TSC	60
Number of DPC	30
Any approved exemptions	None

Notes:
All averages are credit weighted.
Any re-assessment of a Stage Required Unit (SRU) must be completed in the normal supplementary assessment period prior to progression to t the programme, i.e. students cannot commence stage 2 prior to the completion of re-assessment of a SRU.
Students can only be condoned in a maximum of 20% of the taught stage credits (TSC).
For a Masters/diploma programme, the maximum number of credits that can be re-assessed is 18 TSC. 12 TSC for PG Certificate.
Where the Dissertation Project Average (DPA) is made up of more than 1 unit, marginal failure in one unit can be compensated by a better mark
Where the project/dissertation unit(s) is started at the same time as taught stage units please ensure that this is clear by indicating this in the Nor study column.
DIS = dissertation period i.e. normally the summer vacation after the end of teaching.