

**Programme Specification**

GENERAL INFORMATION	
<i>Programme title</i>	MA (PG Dip / PG Cert) International Education and Globalisation
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Programme accredited by (including date of accreditation)</i>	n/a
<i>Subject Benchmark Statement*Subject Benchmark Statement:</i>	n/a
<i>Date of Specification preparation/revision</i>	
<i>Applicable to cohorts</i>	
<i>Programme Approved by</i>	

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.

Structure and Content:

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.

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.

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

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.

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).

- Knowledge & Understanding:

	<p>for the Certificate, Diploma and Masters awards</p> <ol style="list-style-type: none"> 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 <p>additionally for the Diploma and Masters awards</p> <ol style="list-style-type: none"> 7. know and understand, at an advanced level, key research methods in international education research <p>additionally for the Masters award</p> <ol style="list-style-type: none"> 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
<ul style="list-style-type: none"> • Intellectual Skills: 	<p>for the Certificate, Diploma and Masters awards</p> <ol style="list-style-type: none"> 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 <p>additionally for the Diploma and Masters awards</p> <ol style="list-style-type: none"> 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 <p>additionally for the Masters award</p> <ol style="list-style-type: none"> 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

<ul style="list-style-type: none"> Professional Practical Skills: 	see above section.
<ul style="list-style-type: none"> Transferable/Key Skills: 	<p>demonstrate an advanced level of skills as follows</p> <p>for the, Certificate, Diploma and Masters awards</p> <ol style="list-style-type: none"> cross-cultural sensitivity and effective interpersonal communication skills written and oral communication including presentation skills critical and creative thinking skills problem solving and decision making skills applied to complex and unpredictable situations and familiar and unfamiliar problems independent study and learning skills information skills including literature search ICT skills for study, searching for information, networking, communicating ideas and discussing with others ICT skills for academic and professional development independent and group working skills time management and organisation skills and prioritising workloads producing work to meet agreed objectives and deadlines, responding appropriately to feedback from tutors and peers exercising initiative and personal responsibility self evaluation of academic and professional performance as a basis for development responding to career opportunities and challenges <p>additionally for the Masters award</p> <ol style="list-style-type: none"> 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)
<p>Summary of assessment and progression regulations</p>	
<p>NFA - fully compliant</p>	
<p>Progression Regulations and Awards</p>	
<p>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.</p> <p>Specific regulations for the masters are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.</p> <p>The assessment method for units is by assignments that total 5,000 words or equivalent.</p>	
<p>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</p>	
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<p>Details of Study Abroad Requirements</p>	
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<p>Details of Professional Accreditation</p>	
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<p>Admissions Criteria including APL/APEL arrangements</p>	
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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.

Details of Support Available to Students

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.

Department and Programme Specific Support Information