



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	MA International Education (Leadership and Administration)
Final Award	MA
Route Code	MAIEIABF
Intermediate Qualification(s)	
FHEQ Level	7
Location of Delivery	Bedford Campus
Mode(s) and length of study	1 year full time
Standard intake points (months)	October
External Reference Points as applicable including Subject Benchmark	QAA Framework for Higher Education Qualifications, level 7, 2014 https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf Reference to Master's Degree Characteristics Statement (QAA., 2020) https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
HECoS code(s)	101087
UCAS Course Code	

Course Aims

This course focuses on supporting educators to further develop and enhance their skills, as educators, and more specifically as current or potential future leaders or administrators of educational settings. This course focuses on providing advanced professional development for educators, in line with the view that teaching should now be considered a Masters' level qualification globally. Educators from international contexts will be supported to continue to develop and enhance their skills, in the context of a lifelong learning approach to the continuous professional development needs of educators. Students will be exposed to global trends and thinking in relation to issues that are faced by school leaders and administrators. They will engage with theorists from a variety of disciplines, and explore how they influence the policy and practice of schools. They will also be supported to develop the skills to become a reflective practitioner, considering their strengths, and how they can continue to develop their skills. Reflection will be underpinned by a range of opportunities to observe practice in UK settings. A range of visits will be organised for students to begin to explore how schools in the UK are run. A substantial observational placement will also be organised within one of the units, giving students an opportunity to explore in greater depth the processes that inform the decisions made about how schools in the UK are run. The placement will be initially organised by university staff. There will be an opportunity to explore the range of policies that impact school leaders, and what freedoms they have in influencing school culture and practice. This will be scaffolded by detailed discussion of the expectations for staff working in educational settings. Students should expect to get DBS clearance before their placement commences.

Students will be supported to:

- develop an understanding of how education policy develops, the extent to which it is theoretically informed, and how it is practiced in settings
- develop their own personal portfolio of skills and knowledge as an educator, reflecting on their own skills, and on the practice they observe in UK settings, based on reflective practice principals
- develop research skills to conduct significant independent research in an internationally relevant area of educational research.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Critically reflect on contemporary and global issues that impact on the administration and leadership of schools	MA International Education (Leadership and Administration)
	2	Demonstrate insight into the factors that impact the practice of leaders and administrators in UK educational settings, and the potential for this practice to be replicated elsewhere	MA International Education (Leadership and Administration)
	3	Reflect on and develop a deep understanding of your own personal and professional values as an educator, and how these can inform your role as a leader or administrator	MA International Education (Leadership and Administration)
	4	Demonstrate a systematic understanding of the complex range of skills and knowledge that an educational administrator must possess in order to support the success of an educational setting	MA International Education (Leadership and Administration)
	5	Reflect on the overlap between a leader and an administrator in an educational setting	MA International Education (Leadership and Administration)
	6	Be able to undertake a substantial independent investigation in education, to address significant areas of theory and/or practice in relation to educational leadership or administration	MA International Education (Leadership and Administration)
	7	Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education	MA International Education (Leadership and Administration)
8	Undertake analysis of complex data and judge the appropriateness of the data and application to own practice	MA International Education (Leadership and Administration)	

Teaching, learning and assessment strategies	<p>A majority of the teaching and assessments will have an emphasis on developing practical skills and knowledge, in line with a focus on teacher professional development. The students on this course will be given the opportunity to develop deeper understandings of the complexities involved in being an administrator and a teacher in modern educational settings. They will be exposed to policy and practice in the UK in particular, as well as the opportunity to explore how education is practiced in a range of different cultures. The broad aim is for students completing this course to have a critical insight into the skills and knowledge a teacher in the 21st century requires in order to support learners. Assessments will look at how particular cultural, leadership and administrative, and teaching issues play out in specific contexts, and will expect students to draw on policy, practice and theory, covering a range of countries. Students will be encouraged to individualise their work, looking at issues, areas, and countries of particular relevance to them. This individualisation, and the formative approach taken throughout provides an opportunity for staff to minimise potential risks in relation to potential academic offences. The portfolio approach, involving individual reflection and evidence, in addition to the presentation also serve a similar function.</p> <p>Students will also have the opportunity in a number of units to develop portfolios of evidence, to support their developing knowledge and skills as reflective practitioners. They will also have the opportunity to continue to develop their presentation skills. Finally, as a capstone for this qualification, students will engage in a major independent piece of research focused on educational leadership and administration, with an international dimension.</p>
Learning support	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p>
Admissions Criteria	<p>https://www.beds.ac.uk/entryrequirements Approved Variations and Additions to Standard Admission N/A</p>
Assessment Regulations	<p>https://www.beds.ac.uk/about-us/our-university/academic-information Note: Be aware that our regulations change every year Approved Variations and Additions to Standard Assessment Regulations' N/A</p>

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC123-6	Education and International Development	7	30	Core	TD A1	TA2						TA 1							
EDC179-6	Research Methods for International Educators	7	30	Core	TA 1					TA 1	TA 2	TD A1							
EDC181-6	The Administration and Management of Educational Settings	7	30	Core	TD A1	TD A2		TD A1	TD A1			TD A2							
EDC183-6	Exploring Practice in UK Educational Settings	7	30	Core	DA 1	TD A1	TD A2	TA1	TD A1										
EDC184-6	Dissertation in International Education (Leadership and Administration)	7	60	Core	DA 2					DA 2	DA 1	DA 2							

Section C: Assessment Plan

The course is assessed as follows :

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Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC123-6	7	SEM1	Core	PR-ORAL	6	CW-ESS	13				
EDC179-6	7	SEM1	Core	PR-ORAL	5	CW-OT	15				
EDC181-6	7	SEM2	Core	CW-ESS	7	CW-CS	14				
EDC183-6	7	SEM2	Core	PR-ORAL	6	CW-PO	15				
EDC184-6	7	SEM3	Core	CW-OT	3	PJ-DIS	15				

Glossary of Terms for Assessment Type Codes	
CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-OT	Coursework Other
CW-PO	Coursework - Portfolio
PJ-DIS	Coursework - Dissertation Report

Administrative Information	
Faculty	Faculty of Education and Sport
School	School of Education and English Language
Head of School/Department	Andy Goodwyn
Course Coordinator	Cathal Butler