

Taught Postgraduate Programme Proposal Form Cover Sheet

SUMMARY INFORMATION*- please insert the requested information into the boxes below*

Programme Title	MSc in Higher Education
Programme qualification	MSc
Host School	School of Education
Name of proposer(s)	Professor Carolin Kreber Dr Charles Anderson Dr Jan McArthur
Name of intended Programme Director	Professor Carolin Kreber
Duration of study (tick as applicable, and give months for FT)	Part time yes 24-36 months
Mode of study / delivery (tick as many as applicable)	Resident at Edinburgh University Yes Resident at another HE institution No Collaborative No Distance learning No Flexible training package No
Date of intended first intake	January 2014
Date approved by School Board of Studies	
Approval of Head of School (signature and date) <i>(This is taken to indicate that all issue of resource have been addressed within the School)</i>	
Date submitted to College Learning and Teaching Committee	

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MSc in Higher Education

1. PROGRAMME INFORMATION

1.1. Brief outline of target audience and summary of basic strengths

The *target audience* are people who are or aspire to be professionally involved with Higher Education (as policy makers, politicians, institutional leaders, managers, administrators, members of institutional service units, staff at research councils, higher education researchers, members of teaching staff at all academic ranks at colleges and universities, people in student support roles, educational developers, etc.).

The *strengths* of the proposed MSc in Higher Education lie in its response to need, cost-effectiveness, academic rigour and support of an outstanding student experience.

The proposed programme *responds to a real need* in that

- it is the first MSc in Scotland that offers people who are or aspire to be professionally involved with Higher Education the unique opportunity to deepen and upgrade their knowledge and develop research skills in an area directly relevant to their professional roles and responsibilities

The proposed programme is *cost-effective* in that

- the PT programme will attract people who are professionally involved in HE in Scotland and the North of England
- it may also attract students in countries with developing HE systems (many of them non EU),
- it depends only on a small group of experienced core staff to teach it,
- it is likely to increase the number of doctoral students on the EdD by introducing a HE specialisation to this existing programme,
- it is likely to lead to more PhD students in HE.

The proposed programme supports MSc students in having an *outstanding academic experience* in that

- courses are research-led and informed by contemporary debates and developments
- students are able to draw on the domain-specific expertise of staff associated with the new *Higher Education Research Group* (HERG) and
- students are able to participate in the events and scholarly activities organised by HERG throughout the year.

1.2 Educational aims of the programme

The *MSc in Higher Education* aims to introduce students to the main issues, theories, debates and research methods in Higher Education from a multidisciplinary perspective. The various social, economic, political and historical influences on the relationship between higher education and society are considered as well as the internal operations of higher education institutions, including their approaches to access and student support and core functions of teaching, research, administration and management.

The programme offers participants the opportunity to interact with a wide range of other professionals working in the higher education sector, thereby deepening their knowledge and analytical skills necessary for understanding higher education from a broad perspective and contributing effectively within their specific area of higher education practice.

The main educational aims associated with the MSc in Higher Education are:

- students will be able to demonstrate a critical understanding of the key concepts, theories, and debates influencing higher education at the present time
- students will be able to critically analyse and interpret their own professional practice in light of these key concepts, theories and debates
- students will acquire an advanced understanding of the standards by which to judge the quality of research in the field, of higher education
- students will be able to critically analyse and carry out research in an area of interest relevant to their practice

1.3 Courses, timetable, assessment, progression arrangements, entry requirements

1.3.1 Overview

The *MSc in Higher Education* is delivered at SCQF level 11. The programme comprises a total of 180 credit points. All students are required to take the same six courses, plus the dissertation. Three of the courses will be shared with the existing EdD.

Taught in five short teaching blocks spread out across the academic year rather than in semesters means that the MSc in Higher Education is not compliant with the University's '*Curriculum Framework*'. However, the advantage of this structure is that it allows people presently working within the HE sector to gain a master's qualification that is apposite to their roles and responsibilities without needing to take a leave from work. Moreover, aligning the MSc in HE with the existing EdD provision has the further advantage of sharing three courses offered within the MSc in HE with the EdD (to be taken by EdD students as specialisation courses) will make the EdD more attractive to potential students.

The MSc in HE is offered on campus (face to face) with some elearning component incorporated. (The balance of face to face to online provision will be reviewed by the programme team as the programme establishes itself, informed by consultation with students on the programme. The programme team is part of a DEI (Distance Education Initiative) proposal that seeks to develop the on-line learning element of four potential new postgraduate courses within the School (leader: Hamish MacLeod).

The programme is offered initially on a PT basis but the development of a FT route is envisaged if interest in a FT provision is expressed by potential students.

The M.Sc in Higher Education is intended for people presently working in HEIs or agencies, government bodies or centres related to the sector. Offering the programme in shorter blocks during the year allows people not located in Edinburgh to visit Edinburgh during teaching blocks and complete the programme without having to take time off work.

1.3.2 Courses

- The changing (policy) landscape of Higher Education (40 credits)
(Kreber, McArthur, and Anderson with occasional invited input from others)
- Higher Education and Society (20 credits)
(course to be developed and *shared with Ed; a separate descriptor will be prepared for the EdD to be validated separately*)
(McArthur)
- Higher Education Curricula and Pedagogies supporting Student Learning (20 credits)
(course to be developed and *shared with EdD; a separate descriptor will be prepared for the EdD to be validated separately*)
(Kreber)
- Researching Higher Education (20 credits)
(course to be developed and *shared with EdD; a separate descriptor will be prepared for the EdD to be validated separately*)
(Anderson)
- Reading and analysing the literature in Higher Education (10 credits)
(Anderson, Kreber, McArthur)
- Research design in Higher Education (10 credits)
(Anderson, Kreber, McArthur)
- Dissertation (60 credits)

The intention is that cumulatively the courses *Reading and Analysing the literature on Higher Education*, *Researching Higher Education*, and *Research Design in Higher Education*, together with the dissertation will give participants a sound foundation for conducting research in their workplaces and/or for entry to doctoral study.

1.3.3 Time table

The PT MSc would be offered over thirty-six months (with the opportunity to finish sooner).

As shown in time table, all PT students will start the programme in January (please see appendix 1 for the cohort tables). There will be five teaching blocks during the year. An advantage of the proposed structure is that courses can be shared with the EdD and MSc students have more time to complete their dissertation as three courses, 'Reading and analysing the lit of HE', 'Researching higher education' and 'Designing research in higher education' dovetail (link up) with their dissertation research. Students therefore have the opportunity to work towards their literature review much sooner without violating progression requirements.

Although the proposed programme is not '*Curriculum Framework-compliant*', it has been discussed with Sue Rigby and a similar model for the EdD has proven to be successful in attracting PT students in professional roles including those from non-EU countries. Also taught in short blocks during the year, the PT PG Cert in Academic Practice attracts a high number of participants (staff) from across the university each year.

Since a January intake means that the students miss the induction event offered in September, the programme will make good use of on-line resources and have an integrated longitudinal approach to induction, where support is given throughout the programme at the appropriate times, an approach increasingly considered good practice.

Timetable for MSc in Higher Education, part-time (36 months or sooner)												
Year 1												
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
The changing policy landscape of HE, 40cr, 54h	1day (5h) Wed 2h			1day (7 h) Wed	1 st assign Due (20 %)		2 days (14h) Mo, Tue		2 days (14h) Mo, Tue	2 nd assign due (60%)	2 days (14 h) Mo, Tue	Final assign Due (20%)
HE and Society, 20cr, 27 h (EdD wk)	2 days Mo, Tue (13.5h)			2 days Mo, Tue (13.5 h)			Assign due					
Reading and analysing the literature of HE, 10cr,14h		Struct/ interact Online 2h	Struct/ interact Online 2h		Struct/ interact Online 2h	Struct/ interact Online 2h	½ day (3.5h) Wed		Assign due			
Year 2												
HE Curricula and Pedagogies Supporting Learning, 20 cr, 27h (EdD wk)							2 days (13.5 h) Thu, Fri		2 days (13.5h) Thu, Fri			Assign due
Research design in HE ,10cr,14h									1 day (7h) Wed		2 ½ days (7h) Tur, Fri	Assign due
Researching higher Education, 20 cr, 27h (EdD wk)	2 days (13.5h) Thu, Fri			2 days, (13.5) Thu, Fri			Assign due					
Year 3												
Complete Diss 60 cr					Complete diss, ideally by April							

1.3.4 Assessment

All formal assessment of learning outcomes is by course work (plus the dissertation). The University's common marking scheme will be followed. The course 'The changing (policy) landscape of HE' will run over one year and will have three assessments. All other courses will have one formal assessment, resulting in eight assessments in total.

All assessed learning outcomes align with level 11 of the Scottish Credit and Qualification Framework (SCQF).

1.3.5 Progression to dissertation

In order to be permitted to progress to writing the dissertation, candidates must have satisfactorily completed all the six courses (120 credits) and have achieved an average of 50% or more in assessed course work. PT students start the dissertation after having completed all course work after two years. However, as noted, the three courses 'Reviewing and Analysing the Lit in HE', 'Researching Higher Education' and 'Research Design in Higher Education' already help students prepare for the dissertation; in practice, therefore, the dissertation is not the 'isolated huge mountain' at the end.

Although the programme will not have an entry route into the PG Cert in HE and Diploma in HE (i.e., the goal is to attract MSc student not PG Cert or Diploma students), students who have completed 120 credits at or above 40% will be awarded the Diploma in HE (to be distinguished from the Undergraduate Diploma of Higher Education); and students who have completed 60 credits at or above 40%, will be awarded the PG Cert in Higher Education. DPT are included for all exit awards: Pg Cert, Diploma and MSc.

1.3.6 Entrance requirements

Admission is open to students with a good first degree in any subject. Proficiency in the English language is a requirement. An average IELTS score of 6.5 is expected, with no element (i.e., reading, listening, speaking and writing) achieving a score lower than 6, with a minimum score of 6.5 for listening and reading. The programme requires students to read independently and participate in class discussions. A score of at least 6.5 is therefore a requirement in these areas.

2. MARKET INFORMATION

2.1 Demand: Why such a programme is needed at this time

2.1.1 Brief overview and rationale

The need for a master's level qualification in Higher Education arises from the vast expansion of the higher education sector and the resultant increase in the number of academic and non-academic staff employed at UK HE institutions over the past decade (HESA, 2011). It is also important to look beyond HEIs themselves. The new MSc in Higher Education will also be attractive to the many people now working elsewhere in the sector for example, in institutions such as the Quality Assurance Agency, the Higher Education Academy, Higher Education Funding Councils, Research Councils and agencies.

The programme should also be of interest to international students in countries with developing higher education systems and /or little postgraduate provision in Higher Education.

The target audience for this programme, therefore, include people within the UK as well as EU and non-EU countries who are, or aspire to be, professionally involved with Higher Education (as policy makers, politicians, institutional leaders, managers, administrators, members of institutional service units, staff at research councils, higher education researchers, members of teaching staff at all academic ranks at colleges and universities, people in student support roles, educational developers, etc.)

2.1.2 Specific rationale

What grounds are there to suggest that students will sign up for the MSc in Higher Education?

Interest in the programme can be assumed as there is at present no master's degree in Higher Education on offer in Scotland and the MSc in Higher Education at The University of Edinburgh would offer added value to programmes at competitor institutions in England (see section on MARKETING). However there are several other justifications for such a programme, as presented in outline below.

(This section (ten sub-points) substantiates (through HESA data) what has been argued above. It is possible to move directly to point 2.1.3 (demand survey, p.11)).

We anticipate being successful with attracting Home students for the following five reasons

2.1.2.1 Drastic increase of staff working in higher education across the UK. The number of academic staff in the UK has reached 181,185 and the number of non-academic staff has reached 200,605 (add another 183,490 staff classified as 'atypical' given their complex employment relationships/status). These numbers reflect an increase by 12.7% and 8.1 % for academic and non-academic staff respectively over the past eight years (HESA, 2011).

2.1.2.2 The increasing importance of non-academic staff in supporting the academic enterprise and their need for a qualification apposite to their roles within the academy. The category 'non-academic staff' includes, for example, managers, non-academic professionals such as educational developers or study skills advisors, student welfare workers, IT people, library assistants, careers advisors, marketing personnel, personnel and planning officers, medical technicians, general administrative assistants, training instructors and so forth. These people are becoming increasingly important in supporting the academic enterprise. In 2011, Scottish Universities alone employed 22,380 non-academic staff (next to 17,020 academic staff). In order to carry out their work effectively and base decisions on a sound understanding of the institution and wider sector they work for, it is critical that an opportunity is provided for these colleagues to gain a qualification relevant to their work contexts that bestows them with greater credibility, a professional identity and authority within the academy. So while it cannot be assumed that non-academic staff do not hold a postgraduate degree (many do), the point is that what they need is a degree apposite to their particular roles and responsibilities within the academy. A master's degree in Higher Education is therefore an attractive option for staff on non-academic contracts.

2.1.2.3 *'Poorly qualified' academic staff.* A closer look at recent HESA (2011) reveal that less than half of all academic staff (45.7 %) hold a doctorate, for about 21 % of staff the highest qualification is a master degree, many (11.8 %) only have a first degree, and some don't even have that (Table 1). The data look somewhat better for Scotland with just more than half of all staff (52%) holding a doctorate. For 13 % of academic staff (2225 academics), however, the master's degree is the highest qualification and a large number of staff (2150 academics) hold only a first degree.

While other opportunities exist for these staff to upgrade their academic qualifications by studying for an advanced degree in their own subject area, *a master's qualification in Higher Education* is particularly (but not exclusively) attractive to academics on 'teaching-only' contracts (which, according to HESA, 2011, now amount to 44,005 people or 24.8% with the academy). While some of these colleagues will have a Postgraduate Certificate in Teaching in Higher Education, a more advanced degree offering deeper knowledge and a broader understanding of the developments concerning the higher education sector and how the academy is affected by these is becoming ever more desirable for this group of staff. Many of these staff will also be charged with (or seek out) administrative roles (e.g., Dean of Teaching and Learning) which make an additional qualification desirable.

However, as noted in personal conversations with the directors of higher education master's programmes at the Universities of Nottingham, Oxford, the IOE, and Oslo, even academics on regular (*'teaching and research'*) contracts and the rank of *Professor* are motivated to obtain an additional master's qualification in Higher Education. This might be the exception; nonetheless, an increasing number of academics begin to see the value in obtaining a qualification in this area so as to better understand their own practice (including the leadership roles they may wish to take on within their institution) and the wider social, political and economic contexts and developments it is affected by.

Table 1: Academic Staff by Highest Qualification (HESA 2011)

Highest qualification	FT UK Academic staff (N=118,120)	PT UK Academic staff (N=63,065)	All UK academic staff (N=181,185)	FT Scottish Academic staff (N=13,060)	PT Scottish Academic staff (N=3960)	All Scottish Academic Staff (N=17,020)
Doctorate	69,040 (58.4%)	13,730 (21.8%)	82,770 (45.7%)	7800 (59.7%)	1085 (27.3%)	8,885 (52%)
Master's	22,055 (18.7%)	16,235 (25.7%)	38,290 (21.1%)	1655 (12.7%)	570 (14.4%)	2225 (13.1%)
Pg cert/Diplo	6,905 (5.8%)	6,600 (10.5%)	13,505 (7.5%)	845 (6.4%)	345 (8.7%)	1190 (7.0%)
First degree	11,465 (9.7%)	9,975 (15.8%)	21,440 (11.8%)	1435 (11%)	715 (18%)	2150 (12.6%)
Other ug qualification, or award, unknown	7.5 %	24.2%	13.9%	10.2	32%	15.3%

2.1.2.4 *Geographical advantage.* Although not singled out in Table 1, there are 31,390 (21,130 FT, 10,260PT) academic staff employed in the North of England and their qualifications match those of staff in the UK generally (HESA, 2011). It is anticipated that the new MSc in Higher Education would attract students not only from Scotland but also from among these staff based in the North of England. This argument gains further purchase by the fact that our competitor institutions in the UK presently offering a Master's degree in Higher Education are located in the South of England and in Central England (notably The University of Nottingham, the London Institute of Education, Bath and Oxford).

2.1.2.5 *People working elsewhere for the sector seeking additional qualifications.* As noted, with the higher education policy environment having become increasingly complex, a sound understanding of the relationships between HE and society is important not just for staff at HEIs but also staff employed elsewhere within the sector (as policy makers, politicians, staff at research councils, the HEA, QAA, etc.)

We anticipate being successful with attracting international students for five reasons

2.1.2.6 *Lack of adequate provision in key **non-EU** sending countries.* China, India, Hong Kong, several African counties and Saudi Arabia are among the top non-EU sending countries in the UK (HESA, 2011). With the higher education systems in these countries expanding, a need arises for administrators, academics and policy makers in these countries to gain a deeper understanding of higher education as a field of study, including the key policy debates and their global drivers and ramifications.

2.1.2.7 *Lack of adequate provision in **Europe**.* The Bologna Process, which entailed major curricula reforms in EU universities, has fuelled the need for HE professionals in the area of quality enhancement and educational/academic development. However, there is at present no formal preparation for these important roles in Europe. Additionally, there very little taught master's provision in Higher Education in Europe, the exception being the European Master's in Higher Education offered by the University of Oslo, Norway. The fact that this programme is offered free of fees for all students, including those from non-EU countries, presents a serious challenge for any Master's programme in Higher Education on offer in the UK. However, the New MSc Higher Education envisaged for the University of Edinburgh is broader in its provision than the Oslo programme, and thereby competitive regardless of our need to charge standard Home and non-EU student fees.

2.1.2.8 *Increase in international students UK-wide.*

2.1.2.9 *Scotland already successfully attracts international students*

2.1.2.10 *The School of Education already successfully attracts international postgraduate students.*

For details on the last three points see appendix 2.

2.1.3. The demand survey

A survey posted on the School website asking potential students whether they would be interested in such a programme ran for several weeks (starting in July, 2012). Although only thirty-three people became aware of the survey the results are encouraging.

A small caveat: *The professionals that we would hope to attract to this new MSc in HE do not necessarily hold the understanding, as can be assumed of school teachers for example, that the School of Education is the place to look for an additional qualification for them.* The survey results, therefore, may not be fully representative of the ‘clientele’ we would hope to attract to the programme (e.g., only 50% of respondents indicated that they presently work in higher education!).

The results (although to be treated with some caution) show strong interest in a FT and PT MSc in HE:

- Twenty-four (out of 31) respondents indicated that they would be ‘interested to very interested’ in studying for a master’s qualification in Higher Education (Q1) and twenty-six (out of 30) respondents said they would like to do so at this University.
- Interest was expressed for all the courses we had proposed with ‘The changing landscape of HE’, ‘Social purposes of HE’, ‘The student learning experience’ and ‘leadership and admin’ being those that scored the highest (Q4).
- Nineteen of 28 respondents would take the programme with the goal to enhance career opportunities in HE or to secure any or a more senior position in HE (25 out of 28). Eight also would take the programme to prepare for a PhD in HE (Q6).
- Only 50 % of respondents presently work in HE (*this is unusual and probably unrepresentative of the people we would mainly attract; note that the question also does not distinguish between HEIs and the sector*).
- About 50% of respondents reported they would plan to work and study, about 25% said they would study only and about another 25% were unsure (Q8). Twelve (out of 26 respondents) indicated they would study ft, on campus, 9 indicated they would study pt on campus, and 12 said they would study pt online.
- Ten (out of 26) felt they would devote between 5-8 hours and 8 (out of 26) said they would dedicate 9-15 hours per week to their studies (Q10).
- The vast majority of the sample (61.8%) reported they would prefer studying over two years (Q11).
- There was a preference expressed by respondents for year-round or in semesters, Q12) with only four people preferring shorter blocks, *but again this is likely a function of the not so representative sample*.
- Eleven respondents came from Edinburgh, 5 from elsewhere in the UK, one from Europe, and 5 identified as international (Q15).

(The entire survey results are available as a PDF file, which can be inserted as appendix 3)

3. ACADEMIC STRATEGY

It is in the interest of the School and University to develop high quality postgraduate programmes offering a unique Edinburgh experience thereby living up to our already excellent reputation and attracting even more home and international students.

3.1 Why should an MSc in Higher Education be offered by The University of Edinburgh?

At present there is no master's degree in Higher Education on offer in Scotland. The University of Edinburgh is uniquely positioned to establish such a programme in Scotland given its already outstanding international reputation in postgraduate provision. A supportive and academically rigorous study environment is guaranteed by its staff with expertise in relevant areas enabling a research-led approach.

3.2 Why should such a programme be offered by the School of Education?

The School houses the *Higher Education Research Group (HERG)*, a multi-disciplinary group of academics drawn from across the School as well as other Centres and Institutes within the University. Members of *HERG* are active in research on topical higher education issues, thereby offering a wealth of expertise ready to be usefully employed for the purpose of this new master's programme. Key teaching staff are members of this Group. Kreber is also the external examiner for the MA International HE at the University of Nottingham.

Moreover, should the Higher Education Research Network, funded by SG come about (proposal in progress), there is an exceptional opportunity for drawing on the experts from across Europe and elsewhere (for example the Centre for Higher Education Policy Studies at the University of Twente in The Netherlands or the Higher Education Group at the Ontario Institute for Studies in Education, University of Toronto).

Given these linkages and rich resources already in place, it is anticipated that the new MSc in Higher Education will also lead to an increase in PhD students wishing to focus on Higher Education.

Opening up courses offered within the MSc in Higher Education to EdD students (to be validated at level 12 separately) may also lead to a higher number of students wishing to do the PT EdD at Edinburgh.

The School of Education already has distinguished itself as the institution of choice for many individuals from the UK, the EU and non- EU countries pursuing postgraduate studies.

4. RESOURCE INFORMATION

Financial plan

4.1 Increase of student in PT EdD

As noted above, discussions are presently underway with the EdD programme team (Kreber and Anderson both teach on this programme) to offer three of the courses designed for the new MSc in Higher Education also as options within the EdD ('HE and Society', 'HE Curricula and Pedagogies supporting Learning' and 'Researching higher Education'), thereby

also creating a Higher Education strand within the EdD. This would be a cost-effective measure as both MSc and EdD students would be sharing these courses. The new HE strand for the EdD is also expected to attract more students directly to the EdD, thereby making this programme more cost-effective.

4.2 Teaching staff and sustainability

Core teaching staff teaching on the programme initially are: Professor Kreber, Dr Anderson and Dr McArthur. Sustainability of particular courses does not hinge on one individual. ‘The Changing (policy) Landscape of HE’ course is taught by all three (plus occasional lecture inputs from other key staff from HERG). In addition, Kreber could also teach ‘HE and Society’ and ‘Researching HE’, and Anderson and McArthur each could teach both ‘HE Curricula, Pedagogies that support Student Learning’ and ‘Researching Higher Education’.

By 2014 Professor Kreber will have moved from the IAD into the School of Education on a full-time basis and her time and expertise can be usefully employed for the purposes of this new programme. Dr Jan McArthur, recently appointed on a part two-year year contract, would make a strong contribution to the proposed programme given her expertise in the field of higher education. Based on expected student-in-take of 20 FTE students (of which 5 non/EU) there would be a ‘surplus’ that would cover an additional lecturer’s contribution to this programme from 2016. Existing partnerships with the Institute for Academic Development (IAD) mean that sufficient resources are in place to offer the new programme. Specifically, as verified in discussion with Dr. Jon Turner, Director IAD, in exchange for Education staff teaching courses on the Postgraduate Certificate in Academic Practice [MacLeod, Anderson and Kreber], IAD colleagues [McCune, Lent and Loads, all associate members of *HERG*] could be expected to also make some contributions to the MSc).

4.4 Opening MSc HE courses to students from other programmes and as CPD

Individual courses offered as part of the MSc would also be open to MSc students from other programmes; in addition, individual courses would be made available as CPD courses for staff within the university who can either take it for credit or to achieve a certificate of attendance.

4.5 Course costings

Each 20 credit course is based on four teaching days amounting to 27 hours of contact time (the 40 credit course on 54 hours and the 10 credit courses on 13.5 h). These hours are based on the existing EdD where one 20 credit course is associated with 27 hours; however, normally only 25 hours of contact time are associated with 20 credit courses offered within the School. This means that the projected costings are somewhat higher than what they need to be (and there is some flexibility in reducing contact time/programme costs).

Staffing costs featured in the tables below are not based on individuals but an average grade of at least that required to deliver the level of course being delivered. Staffing changes therefore should not be detrimental to the costing model, with like for like replacements. As this was originally costed with a high grade of staff in mind there is even room for lower cost replacements.

Marketing is based on 1000 leaflets and some publication adverts (advertising costs for

Graduate Prospects @ £750 each). Higher marketing costs are anticipated in the first year.

Start-up costs have a detrimental effect on year 1's outturn. In reality most of these costs will have occurred prior to year 1 ('year 0') and also much of this work may already have been done so not going ahead would not really prevent this expenditure.

These revised costings have been prepared by Ross Grant (7 February 2013) and based on the updated fee policy of charging at point 0 on the PGT scale, ie £7,450 for 13/14 home students, and with a salary uplift to give 13/14 costs. Note that the fees are top sliced, only 54% comes to the School.

Note that Tables 2 to 7 illustrate future projections based on different scenarios.

Table 2 shows a gradually increasing recruitment, to 15 home and 5 overseas students (FTE).

Table 3 shows the same scenario except with no overseas interest.

Table 4 has the same starting scenario, but recruitment is flat, there is no increased uptake.

Table 5 shows the minimum annual intake of home students required if there are no overseas students.

Table 6 shows the effect of poor recruitment, based at half the level of Table 2

Table 7 shows the minimum annual intake of home students (N=17) required if the home fee is set at point 0 of the PGT fees scale (the current standard UoE PGT rate is below this).

PROGRAMME / COURSE COSTING – Table 2
Summary

		Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs		13,661				
Recurrent Costs						
	Marketing	3,700	1,850	1,850	1,850	1,850
	Staffing	26,981	45,129	58,418	58,418	58,418
	Total Recurrent Costs	30,681	46,979	60,268	60,268	60,268
Fee Income (School)						
	Home/EU	15,649	29,957	50,301	56,337	60,361
	Overseas	12,686	21,747	35,792	38,057	40,775
	Total Income	28,335	51,704	86,093	94,394	101,137
Annual Surplus/Deficit		-16,007	4,725	25,824	34,126	40,868

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
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Home/EU	10	22	37	42	45
Overseas	4	8	13	14	15
	14	30	50	56	60

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	10	12	15	15	15
Overseas	4	4	5	5	5
	14	16	20	20	20

PROGRAMME / COURSE COSTING – Table 3
Summary

		Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs		13,661				
Recurrent Costs						
	Marketing	3,700	1,850	1,850	1,850	1,850
	Staffing	24,742	41,335	50,828	50,828	50,828
	Total Recurrent Costs	28,442	43,185	52,678	52,678	52,678
Fee Income (School)						
	Home/EU	15,649	29,957	50,301	56,337	60,361
	Overseas	0	0	0	0	0
	Total Income	15,649	29,957	50,301	56,337	60,361
Annual Surplus/Deficit		-26,453	-13,228	-2,377	3,659	7,683

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	10	22	37	42	45
Overseas	0	0	0	0	0
	10	22	37	42	45

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	10	12	15	15	15
Overseas	0	0	0	0	0
	10	12	15	15	15

PROGRAMME / COURSE COSTING – Table 4
Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs	13,661				
Recurrent Costs					
Marketing	3,700	1,850	1,850	1,850	1,850
Staffing	26,981	45,129	58,418	58,418	58,418
Total Recurrent Costs	30,152	46,094	59,123	59,123	59,123
Fee Income (School)					
Home/EU	15,649	26,827	40,241	40,241	40,241
Overseas	12,686	21,747	32,620	32,620	32,620
Total Income	28,335	48,574	72,861	72,861	72,861
Annual Surplus/Deficit	-16,007	1,596	12,593	12,593	12,593

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	10	20	30	30	30
Overseas	4	8	12	12	12
	14	28	42	42	42

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	10	10	10	10	10
Overseas	4	4	4	4	4
	14	14	14	14	14

PROGRAMME / COURSE COSTING – Table 5
Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs	13,661				
Recurrent Costs					
Marketing	3,700	1,850	1,850	1,850	1,850
Staffing	34,257	57,456	83,087	83,087	83,087
Total Recurrent Costs	37,957	59,306	84,937	84,937	84,937
Fee Income (School)					
Home/EU	42,253	72,433	108,650	108,650	108,650
Overseas	0	0	0	0	0
Total Income	42,253	72,433	108,650	108,650	108,650
Annual Surplus/Deficit	-9,365	13,127	23,714	23,714	23,714

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	27	54	81	81	81
Overseas	0	0	0	0	0
	27	54	81	81	81

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	27	27	27	27	27
Overseas	0	0	0	0	0
	27	27	27	27	27

PROGRAMME / COURSE COSTING – Table 6
Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs	13,661				
Recurrent Costs					
Marketing	3,700	1,850	1,850	1,850	1,850
Staffing	23,063	38,490	45,135	45,135	45,135
Total Recurrent Costs	26,763	40,340	46,985	46,985	46,985
Fee Income (School)					
Home/EU	7,825	14,979	24,368	26,827	29,733
Overseas	6,343	10,873	16,310	16,310	16,310
Total Income	14,167	25,852	40,678	43,137	49,215
Annual Surplus/Deficit	-26,256	-14,489	-6,307	-3,848	2,230

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	5	11	18	20	22
Overseas	2	4	6	6	7
	7	15	24	26	29

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	5	6	7	7	8
Overseas	2	2	2	2	3
	7	8	9	9	11

PROGRAMME / COURSE COSTING – Table 7
Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs	13,661				
Recurrent Costs					
Marketing	3,700	1,850	1,850	1,850	1,850
Staffing	28,660	47,973	64,111	64,111	64,111
Total Recurrent Costs	32,360	49,823	65,961	65,961	65,961
Fee Income (School)					
Home/EU	26,604	45,606	68,409	68,409	68,409
Overseas	0	0	0	0	0
Total Income	26,604	45,606	68,409	68,409	68,409
Annual Surplus/Deficit	-19,417	-4,217	2,448	2,448	2,448

Total Students (pt 3yr)	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	17	34	51	51	51
Overseas	0	0	0	0	0
	17	34	51	51	51

Student Intake	Year 1	Year 2	Year 3	Year 4	Year 5
Home/EU	17	17	17	17	17
Overseas	0	0	0	0	0
	17	17	17	17	17

As with all new programmes, it should be noted that staff costs are higher initially given that first time delivery of courses is more time intensive.

4.6 Other costs (library, IT, teaching space)

A new programme (attracting more students) will inevitably put greater demand on library and IT resources and teaching space; however, in this case the additional demand should be minimal given the comparatively small size of the programme.

5. MARKETING/PROMOTION

Competitors

5.1 Review of competitor programmes

A detailed review of competitor programmes was carried out in July 2012 and the report is available (Appendix 4). The analysis revealed that although initially ten programmes were identified as being competitors to the new MSc Higher Education (see report for a rationale for this low number) this list could be narrowed down to the following key competitors:

- MA Education: Higher Education (University of Oxford)
- MA, Higher and Professional Education (Institute of Education, University of London)
- MA, International Higher Education (University of Nottingham)
- Master in Higher Education (University of Oslo, Norway)
- *DBA, in Higher Education Management (University of Bath)*
- *MBA, Higher Education Management (Institute of Education, University of London)*

The exclusive focus on management with the last two programmes may be a deterrent to applicants looking for a broader provision. The Edinburgh MSc in Higher Education would offer students wishing to make the management of Higher Education the focus of their studies the opportunity to pursue this focus in the dissertation phase, in the Reading and analysing the literature in Higher Education course and the Preparation for dissertation course. This study focus would be supported through expert supervision enhanced by members of the Higher Education Research Group qualified in this area. As the programme establishes itself the need for a course option on HE Management (possibly offered jointly with the the Business School) will be considered in consultation with programme participants, as will at this time the inclusion of other course options (for example the History of HE, elearning in HE; International/Transnational HE; Gender and HE, etc).

5.2 What is known about the key competitors?

A summary of what we know about the final four key competitor programmes is provided in the Table below (for info on all ten programmes see appendix 4).

	Nottingham MA International HE	IOE MA, Higher and Prof Educ	Oxford MSc HE	Oslo European Master's in HE
FT or PT	FT PT 2 years	FT PT 2-4 years	FT	FT
Students recruited pa	5-20	Unknown	10	25
Courses	4 core courses -HE and Society -Transnational HE -Improving learning in international HEs -Conducting	2 core courses -Change in HE and Prof Educ - Lifelong Learning Theory & Practice 2 options from any	3 core courses -Policy discourses and historical perspectives -Student learning, academic practice, higher education and	6 core courses -History and primary processes of HE -Introductory semester course on HE -Organisation, governance and management of HE

	research into international HE -plus diss	programme on offer recommended: -Education for the professions -Understanding Education research -Understanding Education Policy -plus diss	the economic system -Foundations of educational research -plus diss	-Research methods and Stats 1 -Research methods II -The economic and international/global dim of HE -plus diss and fieldwork
Fees	Home: FT/PT £4370 Non-EU: FT \$11,990	Home: FT:£5460 PT:£6150 Non-EU: FT: £12,300 PT: £2050	Home: £7665 Non-EU: £14755	Free (also for non-EU)

Further information on these programmes is provided in the appendices.

5.3 What would an Edinburgh MSc offer above and beyond what is available through these programmes?

Our previous tuition fees of £5300 (Home); £12,200 (non-EU) were comparable to those charged by other elite universities in the UK (Oslo is the real challenge for us here). As well, the strength of our academic provision is clearly comparable to that of the four main competitors. However, the MSc in Higher Education at Edinburgh has added value.

- 5.3.1 There is at present no MSc provision in HE in Scotland and/or the North of England, making the MSc in HE attractive for people from these geographical areas. As for length of study on the PT programme, it is comparable to Nottingham and IOE. Although a three year part-time programme students can complete already in two years.
- 5.3.2 As noted, our programme will offer students wishing to make the management of Higher Education (or any other specific domain of HE, for example social justice, internationalisation/globalisation, elearning, philosophy of HE, etc) the focus of their studies the opportunity to build such a focus in both the dissertation phase and the related two literature courses.
- 5.3.3 Our face to face programme, offered in blocks, emphasise interaction with academic staff and students which is further supported through the activities of the *Higher Education Research Group (HERG)*. Students studying at the University of Edinburgh will have access to a wide range of additional seminars and colloquia. The combined expertise of people associated with HERG will ensure a world-class teaching environment. For example, the core course ‘The changing landscape of HE’, although principally taught by Kreber, Anderson and MacArthur would draw on the expertise of other colleagues in the field of HE policy. Similar inputs will enhance the provision in the other courses.

- 5.3.4 Moreover, should the Higher Education Research Network, funded by SG come about (proposal in progress), there is an exceptional opportunity for drawing on the experts from across Europe (for example the Centre for Higher Education Policy Studies at the University of Twente in The Netherlands). As the programme matures that is even the option of joint programme provision with expansion of course offerings.

5.4 Plan for advertising of programme and first student in-take

If this new programme were validated (HSS-CPGSC and Senatus) by May/June 2013 it could be marketed over the summer (website, brochures, existing networks, the electronic/web prospectus and the printed course prospectus that comes out in mid-July) for a first in-take by January 2014. Given this relatively short marketing time it may not attract many international students in the first year given the time required to apply for a visa. However, a much larger pool of international students would be anticipated the following year (January 2015).

Once approved by Board of Studies in January 2013, it could also be immediately featured on the School website as a new programme that is presently considered by the university for validation with a likely intake of students in January 2014. Such a website notification would alert potential students to the possibility of the programme early on. People interested in the programme could be invited to contact the programme director.

Appendix 1 Cohort Tables

For the purposes of this exercise, cohorts are numbered by year. So each year we take in one new cohort – eg year 1 – 1PT, year two – 2PT etc....

So the teaching timetable works on mixing cohorts to maximize student intact and minimize staff resources.

2014 Teaching timetable												
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Changing Landscape	1PT			1PT			1PT		1PT		1PT	
HE & Society	1PT			1PT								
R&A Literature	1PT	1PT online					1PT					
Curricula & Pedagogies												
Designing research in HE												
Researching education												
Dissertation												

2015 Teaching timetable												
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Changing Landscape	2PT			2PT			2PT		2PT		2PT	
HE & Society	2PT			2PT								
R&A Literature	2PT	2PT online					2PT					
Curricula & Pedagogies							1PT		1PT			
Designing research in HE									1PT		1PT	
Researching HE	1P			1P								
Dissertation												

2016 Teaching timetable

	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Changing Landscape	3PT			3PT			3PT		3PT		3PT	
HE & Society	3PT			3PT								
R&A Literature	3PT	3PT online					3PY					
Curricula & Pedagogies							2PT		3PT			
Designing research in HE									2PT		2PT	
Researching HE	2PT			2PT								
Dissertation	1PT											

2017 Teaching timetable

	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Changing Landscape	4PT			4PT			4PT		4PT		4PT	
HE & Society	4PT			4PT								
R&A Literature	4PT	4PT online					4PT					
Curricula & Pedagogies							3PT		3PT			
Designing research in HE									3PT		3PT	
Researching HE	3PT			3PT								
Dissertation	2PT											

2018 Teaching timetable

	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Changing Landscape	5PT			5PT			5PT		5PT		5PT	
HE & Society	5PT			5PT								
R&A Literature	5PT	5PT online					5PT					
Curricula & Pedagogies							4PT		4PT			
Designing research in HE									4PT		4PT	
Researching HE	4PT			4PT								
Dissertation	3PT											

Appendix 2. Other reasons we believe we will be successful with attracting international students

- a. Increase in international students UK-wide.* In 2010-11 the UK was home to over 420,000 international students (ug and pg) (HESA, 2011). 70 % of students studying on taught postgraduate programmes in the UK are international (an increase of 8% from the previous year). Most of these international postgraduate students come from non-EU countries (128,000 non-EU students, compared to 31,685 EU students).
- b. Scotland already successfully attracts international students.* Last year, there were a total of 44, 190 international students in Scotland (which meant that 20% of the student population was international; in England this percentage was only 17%). These numbers show that Scottish universities have been very successful in attracting international students, with the University of Edinburgh being among the top twenty recruiting institutions in the UK (HESA, 2011). 7210 international students studied at The University of Edinburgh in 2010-11, representing 28% of the Edinburgh student population.
- c. The School of Education already successfully attracts international postgraduate students.* Although 'Education', as a field of study, accounts only for 6 % of international students (across the UK), over the past several years the School of Education at The University of Edinburgh has been exceptionally successful with recruiting high numbers of non-EU students into some of their MSc programmes, with most of these students coming from China. Just for this year alone the MSc Education attracted more than 90 students (although numbers are down for TESOL presumably due to the raised IALTS score). It is reasonable to assume that Edinburgh remains an attractive place to study for many potential students in China and other non-EU counties particularly if we offer programmes that meet a clearly identified nation-wide need (see #a & b).

Appendix 4

What competitor programmes exist to an Edinburgh based MSc in Higher Education?

In order to determine whether there is a demand for a new postgraduate programme focusing on Higher Education a search was conducted in July 2012 for taught postgraduate programmes focusing on *Higher Education* offered within the UK as well as in other European countries. Searches were carried out with the help of www.findamasters.com and www.mastersportal.eu.

The vast majority of postgraduate programmes in Higher Education thus identified have a focus on 'pedagogy' or 'preparation for academic practice' and are offered at *Postgraduate Certificate* level. Within the UK such *PgCert* programmes have become very common since the UK White Paper (2003) suggested that all academics obtain a teaching qualification. More recently it has become popular to expand the focus of these programmes to include preparing academics not just for their teaching but also their research roles. PgCert programmes are principally for an internal institutional 'market' (i.e., offered for staff teaching and researching at the institution where the programme was developed and is now being delivered). In most institutions, staff members participating in these programmes are not expected to pay fees as their participation is considered professional development. The PgCert in Academic Practice (formerly University Teaching) offered by The University of Edinburgh is an example of such a practice-focused programme intended for an internal audience, offering practice-oriented courses intended to prepare academics for their teaching and research management roles.

The number of universities offering a taught programme in Higher Education leading to a *master's degree* is considerably smaller and again many of these programmes tend to build on the PGCHE and thus focus on pedagogy and academics' preparation for academic practice (e.g, the M.Ed. in Teaching and Learning in HE at the University of Sheffield, and the M.Ed in Professional Practice in HE at the University of Glasgow).

Master's programmes that focus on Higher Education as the multidisciplinary study of the various social, economic, political and historical influences on the relationship between higher education and society as well as the internal operations of higher education institutions, including their approaches to access and student support and their core functions of teaching, research, administration and management, are very few. It should be emphasised that it is the latter type of programme that we seek to establish.

Initially, ten relevant programmes were identified, seven of which are presently being offered within the UK, two in wider Europe, and one in the US.

These programmes included:

- MA, Higher and Professional Education (Institute of Education, University of London)

- MBA, Higher Education Management (Institute of Education, University of London)
- MA, International Higher Education (University of Nottingham)
- DBA, in Higher Education Management (University of Bath)
- MSc Education: Higher Education (University of Oxford)
- MSc in Education, Management and Leadership (University of Southampton)
- MA, Higher Education (University of Kent)
- MA, in Higher Education (Dublin Institute of Technology)
- Master in Higher Education (University of Oslo, Norway)
- M.S., Higher Education, Walden University, USA.

Walden is a new online university advertising also in Europe. The USA offer several ('wide-ranging' interdisciplinary) postgraduate programmes in Higher Education (for example, at UCLA, NYU, Columbia U, U of Michigan, U of Arizona, etc. and there are two strong programmes in Canada, UBA and U Toronto); however, these are, in the first instance, intended for a North American market and delivered face to face. The difference is that Walden University advertises also in Europe and delivery is online.

Directors of above programmes were contacted and the following questions were asked (with adaptations, as was considered appropriate, given info already on their institution's website):

1. *How many students does your programme attract on a yearly basis?;*
2. *How do you offer your courses? (i.e., how is it scheduled, are classes offered on a weekly or bi-weekly basis, in the evening, in blocks of say four consecutive days several times a year, face to face, through blended learning or entirely on-line, etc?);*
3. *How many modules or courses do you offer as part of the programme?*
4. *Is there a choice of modules or do all students take the same courses/modules?*
5. *Do most students take it as a part-time or as ft programme?*
6. *Who is the programme for? (i.e., who is the target audience?);*
7. *What professional background do students have? What type of institutions do students come from, what roles do they typically hold there?*
8. *Do some already hold a master's or doctorate in their subject area?;*
9. *Which geographical area do they come from and, potentially, from which other countries beyond the UK?*
10. *How did people learn about your programme?*
11. *How did/do you promote yourself?*
12. *Why do you think your programme is a success?.*
13. *Is progression to a doctorate built into the programme?*
14. *What fee do you charge?*

Most Directors responded. In cases where no reply was received, website info was relied upon exclusively. The attached tables summarise the picture that emerged from a juxtaposition of the data:

A more careful analysis showed that there are in reality only six institutions that present a competition to the envisaged MSc. The provision at Kent and DIT is too narrow in focus (too much oriented toward preparation for teaching, learning, assessment and research). Walden might be too 'North American' in outlook for a UK audience. The exclusive online provision at Walden may also not allow for the interaction with key staff and students that the other competitor institutions emphasise. Southampton used to offer a programme that focused on HE but now offers a programme that is about educational management and leadership more generally.

Key competitor institutions and programmes therefore are:

the MA International Higher Education at Nottingham,

the MA Higher Education at Oslo,

the MA Higher Education at Oxford,

the MA Higher and Professional Education at IOE,

the MBA in HE Management at IOE

the DBA in HE Management at Bath.

A particular feature of the last two programmes on this list is that they focus on management. While management might be what some potential students are looking for, the exclusive focus on management may also be a deterrent to some applicants.

MARKET RESEARCH What are other institutions doing?	MSc Education, Management and Leadership (Southampton)	DBA, in HE Managemt. (Bath)	MBA, HE Managemt. (IOE)	M.S., HE, (Walden, USA)
1. Number of students recruited annually?	Unknown	About 20	Unknown	unknown
2. Scheduling		1 to 2 -week residential s over 2.5 years plus online Cohort based	One week block and independent study time in between	Fully online
3. Number /types of courses?	6 core modules -Underst education research -learning and teaching -policy and curriculum -leadership in education -Organisation and governance of educational institutions several options: e.g., Global/international education	4 core courses -Strategic Organisational Change in Higher Education -Strategic Issues in Higher Education Development and Management (Part 1 and 2) -Research Methods -plus diss	4 core courses -Strategic management of institutions -management of T&R in HE -management of Finance(part 1 and 2) 2 options e.g. -marketing	Choice between 5 <i>specialisations</i> -College T&L -Enrollment Management and - Institutional marketing -Global HE Leadership and student success -Online and distance learning Each specialisation has up to nine course options associated with it)

	Access and inclusion; School effectiveness		<ul style="list-style-type: none"> -Lifelong Learning -instit governance -Internationalisation of HE -The environmentally sustainable Uni -the student experience -plus diss or report 	<p>Examples:</p> <ul style="list-style-type: none"> -Underst. institutions: Organisational behaviour and culture -Creating engaging learning experiences -Globalisat. in HE -Administering inter. HE- -Leading change in student support programs -Planning and program development and distance learning
4. Is there a choice?	Some	No	No	Yes
5. Part-time or as ft?	Ft (1 year) and pt (or 2 years	Pt	Pt over 2 years in one week blocks	Presumably both
6. Who is the programme for? (i.e., who is the target audience?);	Educational managers and leaders	HE administrators and managers with masters degree and experience	Admin/managers, academic and academic support professionals (with experience); people with management responsibilities and with senior leadership aspirations	People who seek a career in the HE sector
7. Professional background of		Varied (mid to senior level managers; head of dept; staff	See above (details unknown)	Varied

students have? What jobs do they typically have?		at international office, president, ; mixed types of institutions		
8. Do students hold a master's or doctorate?	Varies	All have master's, some have a doctorate	Unknown	unknown
9. Geographical area?	Unknown	Across the globe	Unknown but UK and international	unknown
10. Advertising	Website	Webpage, word of mouth	Webpage	Strong website "Learn to develop and lead programs, services, and learning experiences that can help students realise their full potential. Understand the HE environment across a range of functions"
11. Self-promotion	"the degree will enable you to develop and improve your knowledge, understanding and practice as educational managers and leaders by critically analysing and synthesising national, international research and policy, plus to communicate outcomes in clear and convincing ways so as to enhance institutional performance.	Focus on 'Business' "The higher education environment of the 21st century is changing dramatically and requires managers who can respond creatively to the opportunities and challenges that lie ahead" "it is the first programme of	Focus specifically on management. "Good management of HE fundamental"	Lists occupations the degree leads to (teaching, registrar, Residential life, student affairs, faculty development, administration, etc.

		<p>its kind offered world-wide”.</p> <p>“It is distinctive in that it is based in a leading School of Management and combines research excellence with professional practice.”</p> <p>“It is also distinctive in offering a programme which is truly international in terms of its scope and in relation to student intake.”</p>		
12. Why programme is a success?		unknown	Unknown	
13. Progression to doctorate		This is a doctorate with master’s exit point	Unknown (but likely)	
14. Fees	<p>Home</p> <p>FT: £5,400</p> <p>PT£2,700</p> <p>Inter</p> <p>£12,500</p>	£19,500	<p>Home</p> <p>PT £11,500</p> <p>Inter</p> <p>PT £13,230</p>	\$18, 780

MARKET RESEARCH What are other institutions doing?	MA, Intern.HE (Nottingham)	MA, Higher and Prof Educ (IOE)	European Master in HE, (Oslo)	MSc HE (Oxford)
1. Number of students recruited annually?	5 to 20 (there were scholarships associated with it originally)	Unknown	25 (for entire programme but an additional 15 internat students who choose to study only for the first year)	10 -12
2. Scheduling	2 courses on-line 2 courses partly on line and partly day F2F in 5 day summer school	Evenings (3h) and as short courses (over 2 months) at the IOE	Periods of study usually in 2 week blocks (all day) F2F and elearning All lectures podcast (but students must attend!) Previously at three different universities (this has been discontinued).	3 mornings per week
3. Number /types of courses?	4 core courses -HE and Society -Transnational HE -Improving learning in international HES -Conducting research into international HE -plus diss	2 core courses -Change in HE and Prof Educ - Lifelong Learning Theory & Practice 2 options from any programme on offer recomm: -Education for the professions	6 core courses -History and primary processes of HE -Introductory semester course on HE -Organisation, governance and management o HE -Research methods and Stats 1 -Research methods II The economic and international/global dim of HE Plus diss and fieldwork	3 core courses -Policy discourses and historical perspectives -Student learning, academic practice, higher education and the economic system -Foundations of educational research -plus diss

		-Understanding Education research -Understanding Education Policy -plus diss or report		
4. Is there a choice?	No	Yes	No	No
5. Part-time or as ft?	Ft 1 year Pt 2 years	Ft 1 year Pt 2-4 years	FT over 2 years	Ft
6. Who is the programme for? (i.e., who is the target audience?);	All academic ranks; all roles in HE (e.g. Deans, professors, lecturers, educ developers, consultants, policy developers)	Lecturers, teachers, administrators and managers, professionals in different professions (e.g, healthcare), widening participation officers, researchers, managers, policy makers from FE colleges, national organisations and professional bodies	People who are or aspire to be professionally involved with HE (policy makers, politicians, institutional leaders, managers, administrators, members of institutional; councils, staff at research councils, higher education researchers, members of teaching staff at colleges and universities)	No professional experience required
7. Professional background of students have? What jobs do they typically have?	See above (diverse)	See above Diverse	Ranges from university professors and administrators, to students that have been involved in the student unions, fresh bachelor degree students, political scientists,	
8. Do students hold a master's or doctorate?	Often a doctorate (and master's degree)	Unknown	varies	Most do not and come straight from an undergrad degree; A few are academics (researchers, administrators,

				teachers)
9. Geographical area?	UK, Malaysia, China, International	Unknown	<p>Globally from more than 40 countries</p> <p>roughly 1/4 from North/South America, 1/3 from Africa, 1/3 from Asia (mostly China) and 1/12 from Europe. Within North/South America: the majority of the students come from US and Canada, but we have had students from Mexico, Peru, Chile, Brazil, Colombia. ' Within Africa: Many students come from Ghana, Cameroon, Uganda, South Africa, Mozambique, and Ethiopia. But we have had students from Nigeria, Lesetho, Tanzania, and Kenya.</p> <p>Within Europe: Many of our students come from Germany, the Netherlands, Spain, Portugal and Norway. We have had students from Serbia, Estonia, UK, Ukraine, Austria, Bulgaria, etc.</p> <p>Within Asia: The majority of our students are from China and Nepal. But also from India, Pakistan, Vietnam, Thailand, etc.</p>	Mostly overseas (China and USA)
10. Advertising	Webpage	webpage	<p>Very strong Website</p> <p>“Worldwide, ours is the only program covering a broader range of disciplinary (specialisation) perspectives on higher education”...</p> <p>“It builds upon the involvement of a variety of leading research centers and partner universities from Europe, Asia, Africa and North America, bringing together a variety of leading experts in the field.”</p>	Webpage
11. Self-promotion	Focus on the need to be internationally relevant	Offers critical insight into the changing field; examine policy in	Employment areas for graduates include entities (public and private) in need of personnel with advanced, specialised knowledge on higher education systems and dynamics.	“is aimed at future leaders in the field – academics, managers,

		relation to practice	These include, but are not limited to, the following bodies: national governmental agencies, public and private higher education institutions, non-governmental organisations (NGOs), independent/coordinating bodies (e.g. for quality), international development agencies, supranational organisations (OECD, Unesco, EU), multinational corporations, etc.	policy-makers and researchers”
12. Why programme is a success?	Initially local intake supported by scholarships. Now broadening out internationally. Success remains to be seen.	Unknown	Good recruitment	unknown
13. Progression to doctorate	Yes	Unknown (but likely)	yes	
14. Fees	Home FT £4370 Inter FT £11,990	Home Ft £5450 Pt £6150 Inter FT £12,300Pt £2050	FREE! For EU and intern students	Home FT £6200 Inter FT £13,290

MARKET RESEARCH What are other institutions doing?	MA, HE (Kent)	MA, in HE (DIT)
1. Number of students recruited annually?	7 (just started)	Up to 20
2. Scheduling	Weekly sessions (morning. Wed evening over several weeks)	Weekly sessions (one half day a week)
3. Number /types of courses?	<p>The programme has two strands (one focusing on teaching and one on research)</p> <p>2 core courses</p> <ul style="list-style-type: none"> -Intro to Learning, Teaching and Academic environment -Interrogating educational research; <p>Options include:</p> <ul style="list-style-type: none"> -Critical perspectives on Academic practice -Assessment and professional development in HE -Developing as a researcher in HE 	<p>6 Core courses (different credit weightings)</p> <ul style="list-style-type: none"> -Professional development -Learning theories -HE Policy -Negotiated study -Writing and dissemination of research -research methods -management of change in HE -MA thesis module -plus diss

	-The inclusive curriculum and 4 options	
4. Is there a choice?	Some	No
5. Part-time or as ft?	FT over 1 year PT	Pt 2 years
6. Who is the programme for? (i.e., who is the target audience?);	HE professionals (with experience)	Mainly staff at DIT. But others could participate “Programme enables participants to deepen their knowledge, develop their research, critical thinking and analytical skills and apply these skills <u>to their educational interests and specialisms.</u> ”
7. Professional background of students have? What jobs do they typically have?	‘Conventional’ academics and those working in learning support roles	Academic practioners in professional field such as Engineering and Architecture
8. Do students hold a master's or doctorate?	Most do hold a master’s and many a doctorate	Some do hold a masters or PhD BUT Because these are professional fields many staff have work experience but often no master’s qualification.
9. Geographical area?	Manly in-house but also now Greece and Middle East	Dublin area (mainly DIT)
10. Advertising	Website	Internal media (brochure,Website), word of mouth, Irish networks
11. Self-promotion	Focus on preparation for academic practice	“Offers participants the opportunity to ... to interact with like-minded professionals from a wide variety of Irish institutions and subject disciplines to examine the key issues, practices, research and policies of contemporary Irish and international higher education”.
12. Why programme is a success?	Unknown yet (just started new)	“Good teaching”

13. Progression to doctorate	The Centre also offers a PhD in HE	no
14. Fees	Home FT £4900 Overseas £11,625	Home EURO 2835 No intern fees advertised for this programme and FREE for DIT staff

