



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2023/24

Date created: 31/03/2021

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Version no. 1

### 1. Programme title(s) and code(s)

MSc Educational Leadership

#### HECOS Code

HECOS Code	%
100088	40%
100651	15%
100817	15%
101088	30%

### 2. Awarding body or institution

University of Leicester

### 3. a) Mode of study

Part-time

#### b) Type of study

Distance learning

### 4. Registration periods

The normal period of registration for the MSc Educational Leadership is two years

The maximum period of registration for the MSc Educational Leadership is four years

### 5. Typical entry requirements

Candidates should normally have at least a UK second class Honours degree or its equivalent, and have UK qualified teacher status or other widely-recognised teaching qualification. Additionally, they should have at least three years' teaching experience or alternatively, three years with equivalent professional status in an educational organisation. Typically, candidates should be in current employment in educational settings as they will be required to carry out empirical work throughout the programme. In addition, if their first language is not English, they will be required to satisfy the University's English Language requirements. For example, for IELTS, they must have a score of 6.5 with a minimum of 6 in ALL four sub-sections (Reading, Writing, Speaking and Listening) or TOEFL 575 (Paper) plus TWE 4.0, 90 (IBT). More information about meeting the University's English requirements can be found here:

[www.le.ac.uk/englishskills](http://www.le.ac.uk/englishskills).

### 6. Accreditation of Prior Learning

Accreditation of prior certified learning will be available, by application, up to a maximum of 60 credits. Candidates will need to show through a personal statement on an exemption application form evidence of prior achievement of the learning outcomes associated with the relevant modules(s) from which exemption is sought. This experience should typically relate to the previous five years. This will usually apply to the learning outcomes of the first module for exemption from 30 credits and the first two modules for exemption from 60 credits. Candidates will only be able to apply for exemption prior to starting the programme.

Those candidates who have completed the UK National College for School Leadership's National Professional Qualification for Head teachers (NPQH) programme will typically be able to show

evidence which matches with 60 credits exemption. Other, shorter, UK National College early leadership courses such as Teaching Leaders, Leadership Pathways and the Middle Leadership Development programmes are likely to offer a good match against our first module to allow candidates to successfully gain 30 credit exemptions. It is also possible, when backed by appropriate professional experience, to gain 30 and exceptionally 60 credits with an M level PGCE qualification. Applications will be considered on a case by case basis, through the strength of the personal statement. Applications are expected to be supported with transcripts from prior courses, which will, for overseas students, be checked against NARIC to check for UK equivalence.

## **7. Programme aims**

The programme aims to enable participants to develop:

- familiarity with a range of frameworks for understanding educational leadership, learning and change;
- the ability to use a flexible range of systematic and reflective research and enquiry strategies for investigating and creating knowledge about educational leadership, learning and change;
- advanced knowledge and understanding of educational leadership, learning and change in different cultural contexts;
- a set of skills for critically analysing practices and values related to educational leadership, learning and change in different cultural contexts;
- the ability to bring together theoretical perspectives on educational leadership, learning and change and apply an informed critique of their inter-relationships;
- the ability to contribute to informed development of policy and practice in educational contexts.

## **8. Reference points used to inform the programme specification**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## **9. Programme Outcomes**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

**a) Discipline specific knowledge and competencies**

**i) Knowledge**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Demonstrate advanced understanding of selected and relevant aspects of educational knowledge and educational issues, both national and international, for professionals in schools, colleges, educational institutions, related agencies including health, and the third sector.</p> <p>Demonstrate advanced understanding of research into, and theory of, educational leadership.</p>	<p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Assignments; on-line discussion; dissertation.</p>

**ii) Concepts**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Demonstrate an understanding of educational leadership, learning and change in the context of schools, colleges, educational institutions.</p>	<p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Assignments; on-line discussion; dissertation.</p>

**iii) Techniques**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Apply a range of appropriate research methods to topics of educational leadership, learning and change and identify problems pertaining to these topics in their own institutions, and contexts.</p> <p>Use ICT to support postgraduate study, including accessing electronic databases and journals; word processing and data analysis, where appropriate.</p>	<p>Apply a range of appropriate research methods to professional challenges identified in their own institutions.</p> <p>On-line discussions; tutorials; directed reading; Independent research; supervised use of VLE at a distance; collaborative on-line group work.</p>	<p>Assignments and dissertation based on conducting small-scale research investigations in their own educational setting in order to pursue personal professional development and generate organisational improvement.</p> <p>Assignment, dissertation.</p>

iv) Critical analysis

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Reflect on theory in the area of educational leadership, learning and change and understand how to use it as the basis for understanding and improving professional practice.	On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.	Assignments; on-line discussion; dissertation.
Critically analyse leadership practice in a wider context of theory, through a review of current literature.	On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.	Assignments; on-line discussion; dissertation.
Critically evaluate theoretical and practical issues associated with organisational effectiveness and improvement in educational settings through small-scale investigations of professional practice.	Directed reading; independent research; empirical investigations; work-based learning.	Assignments and dissertation based on conducting small-scale research investigations in their own educational setting in order to pursue personal professional development and generate organisational improvement.

v) Presentation

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Present written and graphic information effectively and persuasively, to professional standards, using standard conventions.	On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.	Assignments; on-line discussions; dissertation.

vi) Appraisal of evidence

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Reflect on theory around the external influences on educational leadership and its implications for policy development and application in educational settings.	On-line resources; tutorials; directed reading; independent research; work-based learning.	Assignments; on-line discussions; dissertation.
Critically analyse policies associated with educational settings	On-line resources; directed reading; independent research; work-based learning.	Assignments; dissertation.

## b) Transferable skills

### i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Locate, organise and marshall evidence from published literature	On-line resources; on-line discussions; directed reading; tutorials; live webinars; independent research; work-based learning.	On-line discussions; assignments; dissertation.
Report on the findings of the review of literature, analysing complex ideas and constructing critical arguments	On-line resources; on-line discussions; directed reading; live webinars; tutorials; work-based learning.	On-line discussion; assignments; formal ethical approval (for dissertation study); dissertation.
Collect, analyse and present information using statistical and graphical techniques where appropriate	Independent research; live webinars; empirical investigations; work-based learning; tutorials.	Assignments; dissertation.
Identify, plan, implement and critique investigations aimed at addressing issues and problems in their own institution		
Develop the skills of research study design, research instrument design, data collection and analysis and apply these to the study of issues surrounding educational leadership, learning and change in a local educational setting.		
Show an advanced level of ethical understanding about how to conduct empirical research in educational settings.		
Undertake small-scale inquiry to gather and interpret empirical evidence pertinent to issues of educational leadership, learning and change in educational settings.		

### ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in delivering presentations and managing group discussion about educational issues.	On-line discussions; tutorials.	On-line discussions; tutorials.
Demonstrate an ability to respond rationally and supportively to questioning.	On-line discussions; tutorials.	On-line discussions; tutorials.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Write coherently, following standard conventions of presentation, about educational issues.	On-line resources; tutorials; directed reading.	Assignments; dissertation.
Demonstrate accuracy, fluency and vivid use of language in written work about educational issues.	On-line resources; tutorials; directed reading.	Assignments; dissertation.
Present written work to a professional standard.	Tutorials; directed reading.	Assignments; dissertation.

iii) Data presentation

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Analyse data collected from work settings to address clearly articulated research questions around an identified professional challenge.	On-line resources; on-line discussions; directed reading; tutorials; independent research; work-based learning.	On-line discussions; assignments; dissertation.
Organise and present summaries of the data collected and analysed in professional, clear and appropriate ways (using statistical and graphical methods where appropriate) to show how the data addresses the research questions.	On-line resources; on-line discussions; directed reading; tutorials; independent research; work-based learning.	On-line discussions; assignments; dissertation.

iv) Information technology

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Develop basic skills of use of a virtual learning environment as an end user	On-line discussions and collaborative on-line group work; tutorials; directed reading; supervised use of VLE at a distance.	Participation in on-line activities

v) Problem solving

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Design and manage small-scale inquiry by demonstrating decision making skills as to project feasibility and problem-solving skills during each inquiry.  Plan and organise a strategy for a research design  Seek out, find, use and exchange information from a variety of sources to support their own studies and as a contribution to investigating and developing professional practice	On-line resources; directed reading; tutorials; work-based learning.	Direct and indirect evidence through assignments and dissertation.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Work collaboratively with colleagues to develop a shared understanding of professional practice in their own institutions and contexts.</p> <p>Work collaboratively with colleagues to develop the standard of professional practice in their own institutions through educational enquiry</p>	<p>Independent research; empirical investigations; work-based learning.</p>	<p>Indirect evidence through assignments and dissertation.</p> <p>Directly through group discussion where appropriate.</p>

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Use IT effectively within the University virtual learning environment</p> <p>Use theory and practice learned from the module to reflect on own professional practice</p> <p>Self-audit strengths and areas for developing as an independent distance learner, identifying the need for and being proactive about using support.</p> <p>Operate effectively within a virtual learning environment as an end user</p> <p>Use ICT to support postgraduate study, including accessing electronic databases and journals; word processing and data analysis, where appropriate.</p>	<p>On-line resources; software on-line discussions; tutorials.</p>	<p>On-line discussions; effectively using software; directly through tutorials throughout the course.</p>

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Demonstrate a commitment to personal/career development</p> <p>Apply creative thinking to novel situations and demonstrate leadership through project development</p>	<p>On-line resources; tutorials; directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Direct and indirect evidence through assignments and dissertation.</p> <p>Directly through tutorials throughout the course.</p>

**10. Special features**

**(i) Distance learning delivery**

Participants learning through distance learning delivery work with the support of a personal academic tutor, and engage with a range of distance learning materials, provided by the University. In addition, students have remote access to library and computing services. The course is supported by an interactive virtual learning environment on which audio, audiovisual and interactive learning activities are provided to support each module and the course in general. The practitioner research approach to investigating and developing professional practice enables participants to focus on organisational practice and research skills development is now integrated throughout the programme.

***(ii) International comparative approaches***

Participants are encouraged to take an international and comparative approach to their studies. This is supported by the learning materials provided by the University. We have broadened our materials to represent a wide range of institutional contexts in which educational leadership is relevant, to reflect our diverse student population's needs.

***(iii) Responsive to special interests and needs***

Through the programme of modules studied, participants are introduced to a wide range of issues, research and theory concerning educational leadership and its connections with learning and change. In their personal study and their research for assignments and dissertation, students then have the opportunity to focus on the special interests and needs of their institution and of their own role within it.

***(iv) Relevance to professional practice***

All modules involve the investigation of an identified and salient issue relating to educational leadership and its connections with raising standards, improving learning opportunities, and contributing to overall institutional improvement. Through negotiation with their tutor, participants choose the focus of each of the assignments and the dissertation within the framework of the module foci. Consequently, the expectation is that assessed work contributes to both individual professional development and organisational development.

## **11. Indicators of programme quality**

The previous version of this course has enjoyed the support of external examiners since their inception. Examiners' reports have been consistently positive, and their recommendations are fully discussed and followed up appropriately, with annual reports to the Vice-Chancellor of the action taken. It has been one of the highest recruiting in the College of Social Sciences, Arts and Humanities and has maintained high completion rates.

The course was reviewed by the course development and design team 2020/21 and its strengths outlined. Suggestions were made both to increase its administrative and academic quality, which have fed into a process of holistic course review, together with student feedback, tutor focus group feedback and discussions with external examiners.

## **12. Criteria for award and classification**

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

## **13. Progression points**

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.



**14. Rules relating to re-sits or re-submissions**

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

**15. External Examiners' reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

**16. Additional features** (e.g. timetable for admissions)

N/A

**Appendix 1: Programme structure (programme regulations)**

The University regularly reviews its programmes and modules to ensure that they reflect the status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Educational Leadership (successful completion of 180 credits)

Postgraduate Diploma Educational Leadership (successful completion of 120 credits)

Postgraduate Certificate Educational Leadership (successful completion of 60 credits)

<b>Module</b>	<b>October Start Date</b>	<b>April Start Date</b>
ED7586 Educational Leadership, Learning and Change	4 months (October to February)	4 months (April to August)
ED7587 External Influences on Educational Leadership	4 months (February to May)	4 months (August to November)
ED7588 Organisational Effectiveness, Improvement and Transformation	4 months (June to October)	4 months (December to April)
ED7589 Research Methods	4 months (October to February)	4 months (April to August)
ED7500 Dissertation	6 months (March to September)	6 months (September to March)