

1. Programme Title(s):

MSc Educational Leadership

2. Awarding body or institution:

University of Leicester

3. Mode of study

Part-time

4. Type of study

Distance learning

5. Registration periods:

The normal period of registration is two years

The maximum period of registration is four years

6. 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 its equivalent. 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 subsections (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.

7. 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.

8. 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.

9. Reference points used to inform the programme specification:

QAA Masters Degree Characteristics

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf>

University of Leicester Learning and Teaching Strategy <http://www2.le.ac.uk/offices/sas2/quality/learnteach>

University of Leicester Examining Code of Practice <http://www2.le.ac.uk/offices/sas2/quality/codes/documents/examining-code.pdf/view>

University of Leicester Code of Practice on Distance Learning <http://www2.le.ac.uk/offices/sas2/quality/codes/documents/distancelearning.pdf/view>

Guidelines on the University's personal tutor system

<http://www2.le.ac.uk/offices/sas2/quality/documents/personal-tutor-system.pdf>

10. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Subject and Professional skills</i>		
Knowledge		
<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>On-line resources, tutorials; seminars; directed reading; independent research.</p>	<p>Assignments; on-line discussion; dissertation.</p> <p>Assignments; on-line discussion; dissertation.</p>
Concepts		
<p>Demonstrate an understanding of educational leadership, learning and change in the context of schools, colleges, educational institutions, related agencies including health, and the third sector.</p>	<p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Assignments; on-line discussion; dissertation.</p>
Techniques		
<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>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analysis		
<p>Reflect on theory in the area of educational leadership, learning and change and use it as the basis for understanding and improving professional practice.</p> <p>Critically analyse professional practice in a wider context of theory, through a review of current literature.</p> <p>Critically evaluate theoretical and practical issues associated with organisational effectiveness and improvement in educational settings through small-scale investigations of professional practice.</p>	<p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p> <p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p> <p>Directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Assignments; on-line discussion; dissertation.</p> <p>Assignments; on-line discussion; dissertation.</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>
Presentation		
<p>Present written and graphic information effectively and persuasively, to professional standards, using standard conventions.</p>	<p>On-line resources; tutorials; seminars; directed reading; independent research; empirical investigations; work-based learning.</p>	<p>Assignments; on-line discussions; dissertation.</p>
Appraisal of evidence		
<p>Reflect on theory around the external influences on educational leadership and its implications for policy development and application in educational settings.</p> <p>Critically analyse policies associated with educational settings.</p>	<p>On-line resources; tutorials; directed reading; independent research; work-based learning.</p> <p>On-line resources; directed reading; independent research; work-based learning.</p>	<p>Assignments; on-line discussions; dissertation.</p> <p>Assignments; dissertation.</p>

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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication skills		
<p>Demonstrate clarity, fluency and coherence in delivering presentations and managing group discussion about educational issues.</p> <p>Demonstrate an ability to respond rationally and supportively to questioning.</p> <p>Write coherently, following standard conventions of presentation, about educational issues.</p> <p>Demonstrate accuracy, fluency and vivid use of language in written work about educational issues.</p> <p>Present written work to a professional standard.</p>	<p>On-line discussions; tutorials.</p> <p>On-line discussions; tutorials.</p> <p>On-line resources; tutorials; directed reading.</p> <p>On-line resources; tutorials; directed reading.</p> <p>Tutorials; directed reading.</p>	<p>On-line discussions; tutorials.</p> <p>On-line discussions; tutorials.</p> <p>Assignments; dissertation.</p> <p>Assignments; dissertation.</p> <p>Assignments; dissertation.</p>
Data presentation		
<p>Analyse data collected from work settings to address clearly articulated research questions around an identified professional challenge.</p> <p>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.</p>	<p>On-line resources; on-line discussions; directed reading; tutorials; independent research; work-based learning.</p> <p>On-line resources; on-line discussions; directed reading; tutorials; independent research; work-based learning.</p>	<p>On-line discussions; assignments; dissertation.</p> <p>On-line discussions; assignments; dissertation.</p>
Information technology		
<p>Develop basic skills of use of a virtual learning environment as an end user.</p>	<p>On-line discussions and collaborative on-line group work; tutorials; directed reading; supervised use of VLE at a distance.</p>	<p>Participation in on-line activities including the use of podcasts and contributions to wikis and discussion fora.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Problem solving		
<p>Design and manage small-scale inquiry by demonstrating decision making skills as to project feasibility and problem-solving skills during each inquiry.</p> <p>Plan and organise a strategy for a research design</p> <p>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</p>	<p>On-line resources; directed reading; tutorials; work-based learning.</p>	<p>Direct and indirect evidence through assignments and dissertation.</p>
Working relationships		
<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>
Managing learning		
<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 associated with the use of a self-audit form throughout the course.</p>

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

11. Special features:

(i) Distance learning delivery

Participants learning through distance learning delivery works through the support of a personal academic tutor, a range of distance learning materials, provided by the University, together with remote access to library and computing services. In addition to the materials provided in hard copy 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. By reducing entry dates to twice a year we are building in activities that will facilitate tutor-student and student-student interactions to work towards creating and developing a community of learning, as is increasingly underpinning the ethos and culture of education in the 21st century.

(ii) International comparative approaches

Participants are encouraged to take an international and comparative approach to their studies. This is supported by the provision of learning materials provided by the University, which provide an explicitly international and comparative perspective. 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. This aspect to the course, acknowledged in student feedback and requested to be acknowledged, is now being supported by formally assessed reflective blogs in the first three modules.

12. Indications of programme quality:

The predecessors to this new course, MBA Educational Leadership and Management and then MSc Educational Leadership have 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.

The previous version of this course has been one of the highest recruiting in the School of Education and has maintained high completion rates.

The course was reviewed by the course development and design team in the summer of 2010 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.

13. Scheme of Assessment

This programme follows the University's Senate Regulations 6 www.le.ac.uk/senate-regulations

The first four modules are assessed by two written tasks all related to inquiry relevant to candidates' own interests. One 1000 words reflective piece of writing supports candidates in developing a focus for their inquiries that makes up 20% of the marks for the module. The remaining 80% marks are associated with a final 4,000 – 5,000 word written assignment. The final module is assessed by a 15,000 to 20,000 word dissertation.

14. Progression points

Progression from the taught credits to the dissertation is set out in Senate Regulations 6 available here www.le.ac.uk/senate-regulations

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 award where appropriate.

15. Rules relating to re-sits or re-submissions:

Students may re-submit any assignment once.

16. Additional information [e.g. timetable for admissions]

2 year with two entry points in October and April each year.

Appendix 1: Programme structure (programme regulations)

Candidates will take the following modules:

Module code	Module title	
ED7586	Educational Leadership Learning and Change	30 credits
ED7587	External Influences on Educational Leadership	30 credits
ED7588	Organisational Effectiveness, Improvement and Transformation	30credits
ED7589	Research Methods	30 credits
ED7500	Dissertation	60 credits
Total		180 credits

Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>