

PROGRAMME SPECIFICATION

MSc Educational Management and Leadership (with PG Cert and PG Dip)

1	Awarding institution/body: University of Worcester
2	Teaching institution: University of Worcester
3	Programme accredited by: University of Worcester
4	Final award: PG Cert, PG Dip, MSc.
5	Programme titles: PG Cert Educational Management and Leadership; PG Dip in Educational Management and Leadership; and MSc in Educational Management and Leadership
6	Pathways available: Not applicable
7	Mode and/or site of delivery: University of Worcester, schools and other workplaces
8	Mode of attendance: Part time and full time
9	UCAS Code: Not applicable
10	Subject Benchmark statement: Not applicable
11	Date of Programme Specification preparation/revision: December 2010

12 Educational aims of the *Master of Science (MSc) in Educational Management and Leadership Programme*

The awards within the MSc Programme are part of the Postgraduate Education Programme (PEP) and are designed for those who have responsibility for the leadership and management of learning. Participants will be working in educational and training contexts in either the public or private sectors. The Programme will be of benefit to professionals working within educational and training settings including those undertaking roles such as teaching, training, facilitating, mentoring, or coaching. The ***MSc in Educational Management and Leadership Programme*** is suitable for leaders and managers at all levels within the organisation.

The programme aims to develop leadership and management skills that deepen understanding of processes of organisational improvement, including enhancing team and individual performance. Learning outcomes, course activities and assessment processes all enable participants to implement change, either at a personal level or within their work setting. Course participants will also pursue reflective and systematic enquiry which will enable them to extend their capacity for critical analysis, reflection, autonomous action and creativity.

The overall aims of the Programme are to promote:

- Development of leadership and management skills within a clear framework of the learners' own professional values.
- A critical and reflective attitude towards leadership and management issues and the development of challenging and creative leadership strategies at all levels within the workforce.
- The adoption of a research-based approach to personal and organisational leadership and management.
- An understanding and articulation of the interdependent and transformational relationship of practice and theory with respect to leadership and management.
- The ability to promote learning and systems thinking at individual, team and organisational levels, and within collaborative and virtual contexts.

13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the award the student will be able to:

- i. implement action plans or introduce actual improvements through the use of appropriate leadership and management strategies;
- ii. further their own leadership and management practice and facilitate the development of leadership within their organisational contexts;
- iii. create and utilise professional support networks across workplaces, between organisations and in a range of collaborative contexts;
- iv. engage in creative ways of leading, managing and learning and benefit from the opportunity to apply their studies in a coherent and relevant manner;
- v. pursue reflective and systematic enquiry of leadership issues and challenge current practice where appropriate;
- vi. confront their own values, beliefs and actions in relation to leadership, management, and learning;
- vii. critique pedagogic models, including the cyclical process of experience, reflection and analysis;
- viii. develop as a critically reflective leader.

Approaches to learning and teaching support the achievement of the learning outcomes of the Programme through engagement with the cyclical process of experience, reflection, analysis, and the application of principles to leadership contexts including their own. Further to this and in order to develop and sustain a critical form of educational practice within the Programme, each of the modules employs learning processes through which course participants are encouraged to analyse principles and procedures as active practitioner researchers.

Approaches to learning and teaching vary according to the perceived needs of the students. Modules are delivered in a variety of ways including: intensively through extended weekends; summer schools; coaching by individual tutors in workplace contexts; twilight sessions for the duration of a semester or term; and through professional learning networks.

Assessment within the MSc Programme follows that of the Postgraduate Education Programme (PEP) and is based on 100% coursework. This approach is in keeping with the models of the 'professional as learner' and the 'professional as researcher' which inform the Programme, the emphasis being upon the ability of such professionals to provide impetus for organizational evaluation, leadership development and real improvement in the workplace. To this end the coursework embraces a variety of approaches to assessment, including the critiquing of literature, the analysis of aspects of the curriculum/professional practice of the workplace, designing development plans, small-scale action research projects, reflective portfolios and case studies. The intended learning outcomes at module level are derived from leadership and management subject priorities and the PEP Masters assessment criteria.

14 Assessment Strategy

Although the PEP structure is incremental, moving from a Postgraduate Certificate through a Postgraduate Diploma to an MSc degree, all of the assessment criteria are at Masters level. In order to ensure consistency in the high standards associated with Masters (NQF Level 7) work this generic set of criteria is based on the dimensions of the professional models which underpin the MSc Programme. In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance

professional practice within a clear framework of the participants' own professional values.

While all of the assessment criteria in the MSc Programme are at NQF Level 7, progression in assessment is ensured by the way in which course participants move from an emphasis upon subject study within their initial modules or Certificate phase, through a transitional phase involving making research approaches and judgements of their validity more explicit. Further deepening and formalisation of research skills and reflective approaches takes place within the dissertation phase. This final phase sees participants as independent researchers exercising autonomous professional judgment in a chosen field, with clear outcomes in terms of personal and/or organizational development.

The key features of the MSc/Postgraduate Education Programme assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes that are informed by leadership and management subject priorities and which also relate to the generic PEP Masters criteria for all modules
- vi. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

15 Programme structures and requirements – see award map appended

16 QAA Academic Infrastructure

As propounded by the Framework for Higher Education Qualifications (FHEQ), both the module specific and the generic learning outcomes of the PEP draw on the principles of 'originality in the application of knowledge' and an understanding of 'how the boundaries of knowledge are advanced through research.' This is assured via the centrality of the practitioner researcher to the Programme. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments' demanded by FHEQ is supported by the Programme's emphasis upon experiential learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ (QAA 2001), at post graduate level students will have begun to acquire:

- i A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge.
- iv A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

17 Support for students

Because of the wide range of approaches to the delivery of the Programme induction tends to be within specific modules. However a specific induction process is offered for students following the international/full time MSc pathway through the '*Personal and Professional Development*' module *MEDD4015*. An induction specific to PEP is also available to all students in addition to the induction for all postgraduate students organised centrally by the University. In addition Information Learning Services (Library, Media, Print and ICT) provides induction sessions both independent of, and in conjunction with, specific modules delivered by the Programme.

All MSc students receive individual tutor guidance when requested and when engaging in negotiated learning elements. Similarly individual support is provided to students during the researching and writing up of the dissertation. Tutorial support is also provided as part of the delivery of all taught modules in the MSc Programme.

Due to the centrality of professional learning and reflection in the learning, teaching and assessment methods of the PEP, Professional Development Planning and Profiling are seen as integral to the work of all students on the MSc Programme.

Electronic versions of the PEP student handbook, the dissertation handbook, the University of Worcester student guide, and MSc module study guides are all updated annually.

At the beginning of each MSc module students receive a module study guide identifying specific learning outcomes, assessment items and other relevant information pertaining to the module.

WebCT provides students with electronic means of accessing course information and communicating with peers and teaching staff.

Study skills support is available on request to all students at the University, including those engaged in postgraduate studies.

Socrates Erasmus funding and Comenius projects provide opportunities for study in Europe. These opportunities are only available to practising teachers.

18 Admissions policy, criteria and procedures

The MSc Educational Management and Leadership Programme is open to graduate or equivalently qualified applicants who carry a professional responsibility for education and training. The University will seek evidence of personal professional experiences that provides an indication of ability to meet the demands of the Programme.

Normally applicants should be in-post. However, applications will be considered from those who are planning to resume their career. Such applicants will be supported in the undertaking of all necessary workplace based/focused tasks and assignments.

In keeping with University policy on widening participation and diversity the MSc Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally:-

- a) be the holder of a bachelor's degree or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrate they possess appropriate knowledge and skills.

The normal arrangements for APL apply. Advanced standing is available for those in possession of qualifications granted in the last five years.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- The annual monitoring report reviews the quality of the MSc Programme and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External examiner reports feed into the annual monitoring report and serve as indicators for areas where staff development will be of benefit to the Programme.
- Each module provides opportunities for student evaluation.
- The PEP committee for staff and students considers feedback from all participants. It also serves as a forum for identifying important issues which are likely to impact upon the MSc Programme.
- Appraisals of staff and peer assessment of teaching provide important means of updating and monitoring developments in teaching and learning.
- MSc tutors are all involved in either research or scholarly activity which impacts upon teaching and learning issues in the Programme and ensures that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.
- A PG Cert for new staff, Learning and Teaching in Higher Education, accredited by the HEA and SEDA, provides a forum for individual and collaborative reflection on approaches to teaching and learning.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Attendance is required at all sessions
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.

- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

21 Indicators of quality and standards

Over the last three years the external examiners for the MSc Educational Management and Leadership Programme have confirmed that the marking of student work was comparable to standards elsewhere at this level and that the standards set for the awards are appropriate for qualifications at Master's level. The most recent OfSTED inspection findings (2003) confirmed that grade 1s were achieved in all areas of the Programme inspected namely: identification of student needs; provision of training; impact of provision on practice; and quality assurance.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities and Links with Employers

The educational aims of the MSc Programme centre on the enhancement of leadership and management practice and provide students, where appropriate, opportunities for career moves within and beyond their organizations. Feedback from students frequently reinforces the value of the MSc Programme in terms of generating greater understanding, the confidence to apply for new roles, and a vocabulary with which to engage in dialogue about leadership and management issues.

The Head of Continuing Professional Development (CPD) chairs a CPD steering group that meets six times a year. It consists of teachers, LA representatives, colleagues from children's services, and others. The group provides important links with the professional community and ensures that tutors within the MSc Programme are engaged in a range of development activities in collaboration with its education and training partners.

Please note: This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- Definitive Course Validation Document (Parts A and B)

- PEP student handbook (reviewed annually)
- Dissertation handbook
- MSc Module Study Guides
- Web address for MSc Educational Management and Leadership
- <http://www.worc.ac.uk/departments/696.html>
- Web address for Institute of Education/CPD: www.worc.ac.uk (follow links to CPD)