

PROGRAMME SPECIFICATION – Postgraduate Courses

PG Cert in Church School Leadership

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	Postgraduate Certificate
5.	Programme title	Postgraduate Certificate in Church School Leadership
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Taught programme, mixed-mode delivery, blended learning
8.	Mode of attendance	Part-time with attendance in the evenings, weekends or in taught blocks
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	N/A
11.	Date of Programme Specification preparation/ revision	May 2011

12. Educational aims of the programme

The Postgraduate Certificate (PGCert) award resides within the MSc in Educational Management and Leadership programme, and is part of the Postgraduate Education Programme (PEP) which is designed for those who have responsibility for teaching and learning within a professional context.

The PGCert was designed initially in response to the National Society (Church of England) Education Division's requirement for leadership development and training "that includes supporting, developing and improving Church of England schools". Its remit has since been broadened in order to extend its accessibility to a wider audience of Church schools of any denomination.

The PGCert embraces all of the aims of the MSc Educational Management and Leadership programme in that it aims to develop rigorous professional practice in ways which will have impact on the Church school and on the achievement of all learners in that context. More specifically, it focuses on the distinctive nature of the leadership and management within Church schools. It has been designed to provide opportunities for course participants to pursue reflective and systematic enquiry which will enable them to extend their capacity for critical analysis, reflection and autonomous action, underpinned by a high level of professional knowledge, skills and understanding.

The overall aims of the programme are to promote:

- The development of leadership and management skills within a clear framework of the learners' own professional values and those of a Church school.
- The development of an enhanced critical and reflective attitude towards school leadership and management and the development of challenging and creative leadership strategies at all levels within the Church school.
- The adoption of a research-based approach to personal and organisational leadership and management.
- An understanding and articulation of the interdependent and transformational nature of the relationship between the theory and practice of 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 an action plan or introduce actual improvements through the use of leadership and management strategies appropriate to a Church school context;
- ii. further their own leadership and management practice and facilitate the development of leadership within the organisational setting of a Church school;
- 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 course 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 course,

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 will be delivered in a variety of ways depending on requirements of the particular group, including: intensively through extended weekends; coaching by individual tutors in workplace contexts; twilight sessions; and through professional learning networks. A particular strength of the programme has been the collaboration with Anglican Diocesan Directors of Education. Students will be encouraged to form professional learning sets to foster ongoing networks with other church schools within the dioceses.

Assessment 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 and small-scale action research projects. The intended learning outcomes at module level are derived from leadership and management subject priorities and the PEP Masters assessment criteria.

<p>Knowledge and understanding:</p> <p>Pursue reflective and systematic enquiry of leadership issues and challenge current practice where appropriate;</p> <p>Develop as a critically reflective leader;</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>Participants will reflect on the role of a leader in a church school and identify areas of their current practice that may be enhanced further. Assessment through an evaluative critique of their thinking and a proposal for improvement, as applied to a school situation (MEDD4028; MEDD4022)</p> <p>Participants will have the opportunity to reflect critically on their understanding of their own professional context. Assessment through identifying application of critical reflection to school context (MEDD4022; MEDD4007)</p>
<p>Cognitive and intellectual skills:</p> <p>Critique pedagogic models, including the cyclical process of experience, reflection and analysis;</p> <p>Confront their own values, beliefs and actions in relation to leadership, management, and learning;</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>Participants will acquire and enhance skills of evaluating various pedagogical models and an understanding and application of techniques of research and advanced scholarship. Assessment through critical self-analysis of perception and practice, and an action research proposal (MEDD4028; MEDD4022; MEDD4007)</p> <p>Participants will be able to challenge their own thinking, values and beliefs and apply them to their professional context. Group sessions,</p>

	seminars and case studies will enable critical scrutiny of theory and practice.(MEDD4028; MEDD4007)
<p>Practical skills relevant to employment:</p> <p>Implement action plans or introduce actual improvements through the use of appropriate leadership and management strategies</p> <p>Further their own leadership and management practice and facilitate the development of leadership within the organisational contexts of a church school;</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>Participants' ability to develop and apply leadership and management strategies which can be implemented within their experience will be enabled through the development of an action research strategy for improvement within the school. Assessment through a critical overview and evaluation of action plans and strategies initiated by the student (MEDD4022; MEDD4007)</p> <p>Participants have the opportunity to enhance their leadership and management skills in the church school through the development and implementation of a practitioner-based action research project. Assessment through critical reflection on the project and its relevance and applicability to the organisational context of a church school. (MEDD4028; MEDD4007; MEDD4022)</p>
<p>Transferable/key skills:</p> <p>Create and utilise professional support networks across workplaces, between organisations and in a range of collaborative contexts;</p> <p>Engage in creative ways of leading, managing and learning and benefit from the opportunity to apply their studies in a coherent and relevant manner;</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>Participants will be able to apply their professional knowledge and understanding to different institutional and organisational settings through professional networks. Assessment through reflection on outcomes in collaborative tasks (MEDD4028; MEDD4007)</p> <p>All modules support professional awareness and understanding of leadership and management in a practical context Assessment through evaluation and critical reflection on a professionally based piece of work (MEDD4028; MEDD4022; MEDD4007)</p>

14. Assessment Strategy

All of the assessment criteria are at 'M' level. In order to ensure consistency in the high standards associated with 'M' level work this generic set of criteria is based on the dimensions of the professional models which underpin the Programme. In addition the educational aims of the Programme are supported by this strategy in as much as it enables the participants 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.

The key features of the course and the 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 recognizes 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. 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

Award map for Postgraduate Certificate in Church School Leadership

Module Code	Module Title	Credits (number)	Status Mandatory (M) or Optional (O) number)
MEDD4028	Leading and Managing in Church Schools	20	M
MEDD4022	Organisational Improvement Through Action Research	20	M
MEDD4007	Negotiated Learning (Action Research Project)	20	M

The award can be taken part-time over at least three terms. The award consists of three modules. The modular structure will enable some flexibility for students wishing to study for more than the minimum three terms.

Modules will normally be delivered in intensive taught sessions of either 3 days duration per module or spread over a longer period of time over 5 evenings. The taught sessions will further be supplemented by individual and group tutorials and seminars at the students place of work or other suitable location.

Students will be encouraged to form professional learning sets to foster ongoing networks with other church schools within the dioceses and to build a community of practice within the subject area.

The award of PGCert in Church School Leadership, a 60 credit award, is transferable and can be carried forward by participants towards a PGDip (a further 60 credits, which may include research methods (20 credits)) or Masters award in Education (a further 120 credits,

which must include research methods and a dissertation). Additional modules of study may be chosen from any area of the suite of modules available on the Postgraduate Education Programme.

Should participants have M-level credits from previous programmes of study they should consult the course leader upon application about the implications of this for the direction of their course of study.

The programme is designed to be delivered through a mixture of evening and weekend working. Attendance is required at all sessions. The sessions are designed to address the intended learning outcomes of the module and full support is provided as detailed in section 17.

16. QAA Academic Infrastructure

The learning outcomes for this award have been aligned to the [Framework for HE Qualifications](#) benchmarks for award at level 7/M.

17. Support for students

Induction is offered to all students at the start of each module in addition to that provided centrally by the University:

- Support for writing-up of assignments is provided as part of each module.
- Email support is provided as part of the delivery of the taught modules.
- Reading packs are provided along with recommended reading, module outlines detailing aims, intended learning outcomes, assessment requirements and indicative content. The programme will make use of a VLE (Blackboard or Moodle) to facilitate interaction between students, communication and learning.
- All sessions are designed to take a practice-based approach that incorporates peer group and tutor-facilitated discussions and observations, practical activities, case studies and group led presentations.
- Additional individual tutorial support will be provided to take account of the needs of students who are returning to study.
- Formative tasks and discussions allow for feedback and guidance to be given.
 - Regular feedback sheets are provided for the participants to complete which gives tutors immediate feedback allowing for adjustments in teaching to better match learning styles etc.
 - The University of Worcester is committed to Equal Opportunities and full information is on the website under the 'student life' link or: <http://www.worc.ac.uk/student/equalopportunities/912.html> Links from this page offer details of provision for students with a range of specific needs.

A full range of support is available for students within the University.

Students will be invited to join other PEP students for induction to the programme, Information and Learning Support Services (ILS) and a Registry induction at the beginning of their course.

18. Admissions Policy

The course is open to graduates or the equivalent who are qualified teachers, or others who carry a professional responsibility for teaching, learning and professional development. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the course.

Normally applicants should be in-post, ideally within a Church school. 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 course encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

Entry requirements

Admission to the course 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 (2:2 Honours degree) or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrates they possess appropriate knowledge and skills.

Accreditation of Prior Learning

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

Please contact the Registry Admissions Office for further information or guidance 01905 85511.

Admissions procedures

Applications are made through the normal forms available from Registry or online. Students may contact the Course Leader for further information prior to application.

Admissions/selection criteria

Selection is made on the basis of satisfying the entry requirements stated above.

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

- The annual evaluation report reviews the quality of the Programme in which the awards sit and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External Examiner reports feed into the annual evaluation report and serve as indicators for areas where staff development and /or other improvement strategies will be of benefit to the Programme.

- Each module provides opportunities for student evaluation.
- The PEP Course 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 Programme.
- Appraisals of staff and peer assessment of teaching provide important means of updating and monitoring developments in teaching and learning.
- PEP staff are 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 HE 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.
- 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 [Postgraduate Regulatory Framework](#).

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

The award of PG Cert may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

Standards on PEP are viewed by external examiners as being in line with that of other HEIs. Quality on the programme is continually monitored and further enhanced by an engagement in all of the processes described above.

In November 2005, the University 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.

The course team is comprised of the course leader who is a member of the Standing Committee for Research into Leadership and Management (SCRELM) and the British Educational Leadership, Management and Administration Society (BELMAS); and a course tutor who was formerly the Deputy Secretary of the National Society.

22. Employability and graduate destinations

The course addresses the key issues of leadership and management in schools with particular emphasis on the distinctive quality of Church schools. The course has been designed in response to, and addresses the specific needs of Church schools and their leadership. The course provides useful support and training for existing leaders within church schools. It aims to build leadership capacity within the school and would therefore also be essential for those aspiring to leadership positions within a church school.

The course team is supported by the Diocesan Directors of Education who provide guidance and advice on the Church' perspective. The Head of Postgraduate Studies and Professional Learning chairs a steering group consisting of teachers, LA representatives and others involved in CPD six times a year. This provides important links with the professional community and ensures that the PEP is involved in the promotion and development of significant initiatives.

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 outlines and Section 3 of the 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.