



## **Programme Specification**

### **Education Leadership [UWE Online]**

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#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	2
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	7
Part D: External Reference Points and Benchmarks .....	7
Part E: Regulations .....	7

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Education Leadership [UWE Online]

**Highest award:** MA Education Leadership

**Interim award:** PGCert Education Leadership

**Interim award:** PGDip Education Leadership

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Distance without attendance 2yrs

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 July 2024

**Programme code:** X90P12

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** In an era marked by escalating complexity, the role of education has never been more crucial. It's increasingly evident that individuals must be equipped with advanced, specialized education to navigate and excel in the world. Furthermore, rapid technological advancements pose challenges to education, demanding innovative responses from institutions, educators, and learners alike. Effective leadership in education within this dynamic landscape necessitates a deep understanding of the latest research and evidence-based practices in both education and leadership domains.

Our MA in Education Leadership is designed to equip students with essential knowledge and skills in education leadership, delivered through a flexible mode of instruction. Through a focus on the strategic, operational and interpersonal domains of leadership they will learn the skills to lead at all levels within educational contexts. Beyond mere academic pursuits, our program aspires to foster collaboration and cultivate a vibrant learning community comprising students from diverse backgrounds, each contributing unique perspectives shaped by varied educational contexts. Through this inclusive approach, we aim to empower our graduates to lead confidently and effectively in the ever-evolving field of education, driving positive change and innovation within their respective spheres of influence.

### **Features of the programme:**

**Educational Aims:** The course will provide insight into the latest developments, innovations and challenges in leadership theory and practice in educational contexts. The course aims to equip students with the practical leadership skills necessary to effectively manage educational institutions and lead teams towards achieving goals and objectives in their own educational and cultural context. Focusing on critical and appreciative inquiry, participants will gain skills to analyse educational policies, practices, and research findings to inform decision-making and drive positive change. Through reflective practice participants will develop the skills to evaluate their leadership approaches and adapt strategies to meet the evolving needs of diverse educational communities. The course is underpinned by evidence based practice, aimed at enhancing a research-informed and practice-led approach to education leadership. This will provide students the opportunity to develop evidence

informed decision making to improve their leadership practice. Underpinned by a focus on equality, inclusion and ethical approaches to leadership the course will focus on the importance of personal and professional values in leading. Moreover, participants will be encouraged to develop innovative approaches to leadership to ensure they remain adaptive in periods of change and uncertainty. Focusing on personal and professional growth the course will provide opportunities for students to engage in ongoing professional development, empowering them to continue growing as educational leaders throughout their careers.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Gain a comprehensive grasp of contemporary educational leadership challenges, including navigating policy and practice, working with others, as well as understanding the complex nature of educational environments.
- PO2. Critically evaluate and integrate existing theories, evidence, and research methodologies relevant to leadership across diverse educational contexts.
- PO3. Develop proficiency in systematically identifying, gathering, analysing, and interpreting relevant evidence, emphasizing the importance of evidence-based approaches in educational leadership and decision-making.
- PO4. Effectively influence and empower others by articulating issues and evidence clearly, contributing to strategic educational decision-making through compelling communication.
- PO5. Cultivate self-awareness regarding personal values and strengths, engaging in a structured self-development journey towards effective educational leadership.
- PO6. Build confidence in decision-making abilities, strategic thinking, interpersonal strengths and overall leadership style, fostering growth and adaptability in educational leadership roles.

**Assessment strategy:** We have designed our assessments to serve as demonstrative tools for students' achievement of the learning outcomes. These assessments are anchored in two overarching principles aimed at maximising

student engagement, enhancing their learning experience, increasing employability and ensuring fair evaluation of their skills.

The first principle emphasises the importance of diversity and breadth in assessments. We believe that offering a variety of assessment methods not only enriches the student experience but also allows for a more equitable evaluation, enabling students with varying skill sets to excel in different assessment formats.

The second principle centres on the practical application of leadership skills in educational contexts. By aligning assessments with real-world scenarios, we aim to heighten student engagement and increase their employability prospects. This approach not only deepens students' understanding but also prepares them to effectively apply their knowledge and skills in professional settings.

Through this strategic approach to assessment, we aim to cultivate reflective practitioners who continuously evolve and develop throughout the program. Furthermore, our assessments provide students with a solid foundation for advancing their careers in education leadership.

Our program encompasses a diverse range of assessment methods, including self-assessments, presentations, critiques, case studies, reflective practices, reports, and evidence-based inquiries. This multifaceted approach ensures that students engage with course content in various ways, reinforcing their learning and preparing them for success in the field of education leadership.

**Student support:** For the online programme, Skilled will provide dedicated Tier 1 student support that will be signposted in Blackboard and will enable a student to get a quick response to any issues they face. Academic enquiries will be directed to the tutors and/or UWE support staff whereas all pastoral (non-academic) support will be handled by the Skilled support team. The Skilled support team will use phone/email/Whatsapp/Chat to manage these enquiries through a ticketing system in Hubspot, the CRM. Skilled support staff will monitor the key engagement metrics in Blackboard, this data will be provided via Failure to Attend (FTA) and Failure to

Participate (FTP) daily reports enabling proactive outreach to students who have not met minimum engagement criteria. Skilled support staff will be the initial point of contact for any student support enquiry and will determine the most effective path for resolution of the problem. All student interactions will be logged in Hubspot.

## Part B: Programme Structure

### Year 1

Students must take 90 credits from the modules in Year 1 comprising six from the eight 15 credit modules in the programme.

The order in which students take modules depends on their intake month but all students must take Personal Leadership first.

### Year 1 Compulsory Modules

Students must take 15 credits from the modules in Compulsory modules

Module Code	Module Title	Credit
UTLH3Q-15-M	Personal Leadership 2023-24	15

### Year 1 and Year 2 Compulsory Modules

Students must take 75 credits in year 1 from the modules in Year 1 and Year 2 Compulsory modules.

Students must take 30 credits in year 2 from the modules in Year 1 and Year 2 Compulsory modules.

Module Code	Module Title	Credit
UTLH3S-15-M	Change and Influence in Education Leadership 2023-24	15
UTLH3V-15-M	Debates and Innovation in Education Leadership 2023-24	15
UTLH3U-15-M	Developing Individuals and Teams 2023-24	15
UTLH3T-15-M	Education Policy and Practice 2023-24	15

UTLH3W-15-M	Evidence Based Education Leadership in Practice 2023-24	15
UTLH3Y-15-M	Leadership of Complex Education Systems 2023-24	15
UTLH3R-15-M	Organisational Cultures in Education 2023-24	15

## Year 2

Students must take 90 credits from the modules in Year 2 comprising the remaining two 15 credit modules not taken in Year 1 plus the 60 credit Enquiry / project.

### Year 2 Compulsory Modules

Students must take 90 credits from the modules in Compulsory Modules comprising the remaining two 15 credit modules not taken in Year 1 plus the 60 credit Enquiry / project.

Module Code	Module Title	Credit
UTLH3X-60-M	Educational Enquiry 2024-25	60

## Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme is designed to enable those in, or hoping to move into, leadership positions within educational environments to develop their leadership skills. The programme provides opportunities to develop core leadership capabilities through applied and authentic assessments building on core knowledge. Through the implementation of evidence based practices gained on this programme, leaders or aspiring leaders will become more effective and influential through their approach to leadership.

## Part D: External Reference Points and Benchmarks

## Part E: Regulations