



Programme Specification

Education Leadership [UWE Online]

Version: 2024-25, v1.0, 15 May 2024

Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	2
Part A: Programme Overview, Aims and Learning Outcomes	2
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis	8
Part D: External Reference Points and Benchmarks	8
Part E: Regulations	8

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 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: The MA Education Leadership is designed to enable those in, or hoping to move into, leadership positions within educational environments to develop their leadership skills. We prioritise student success, offering dedicated student support to address any concerns promptly. This support covers student onboarding and preparation activities, general pastoral care and the in-depth academic guidance and support needed for online students to succeed.

Throughout a student's journey, we emphasise the importance of academic and

pastoral support. Academic inquiries will be directed to module tutors and UWE support staff, ensuring that students receive expert guidance during the duration of their studies. Meanwhile, our student support team is here to assist with any pastoral non-academic concerns, providing assistance through whatever channel the student prefers to use, whether app, email, or phone.

Using a ticketing system in the student information management system (CRM) the student support team efficiently manages inquiries, ensuring no issue goes unresolved. They are equipped to handle a wide range of student support needs, from technical difficulties to time management and personal challenges.

We understand that timely assistance is crucial, which is why our support staff monitor key engagement metrics and proactively outreach to any at risk student, to ensure swift responses and effective resolutions. Every student interaction is logged in to the CRM, ensuring a seamless support experience.

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 2024-25	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 2024-25	15
UTLH3V-15-M	Debates and Innovation in Education Leadership 2024-25	15
UTLH3U-15-M	Developing Individuals and Teams 2024-25	15
UTLH3T-15-M	Education Policy and Practice 2024-25	15
UTLH3W-15-M	Evidence Based Education Leadership in Practice 2024-25	15
UTLH3Y-15-M	Leadership of Complex Education Systems 2024-25	15
UTLH3R-15-M	Organisational Cultures in Education 2024-25	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 2025-26	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**