



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	Alexander College, Larnaca, Cyprus
Delivery Location	Alexander College, Larnaca, Cyprus
Faculty responsible for programme	ACE
Department responsible for programme	Education
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	n/a
<i>Name of PSRB</i>	
<i>Type of approval</i>	
Dates	
Highest Award Title	MA Educational Leadership
Default Award Title	n/a
Interim Award Titles	PG Cert Educational Leadership PG Dip Educational Leadership
UWE Progression Route	
Mode(s) of Delivery	FT
Codes	UCAS: ISIS2: X99B12
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	QAA Benchmark Statement for Education Studies
CAP Approval Date	1 August 2012
Valid From	September 2012
Valid until Date	September 2018
Version	1

Part 2: Educational Aims of the Programme

The programme aims to:

- provide a rigorous study of internationally accepted leadership and educational theory for executives and professionals, in order to improve their effectiveness.
- develop an awareness and appreciation of the terminology, concepts, and principles required in the practice of modern educational leadership.
- create an awareness of the constraints and opportunities afforded by the particular environment in which a leader operates.
- develop practical research skills through a broad and integrated understanding of research methods and analytical techniques
- develop critical and analytical thinking in order to be able to analyse complex issues and be able to recommend and use appropriate techniques for handling them.
- provide training for the development of common leadership skills such as teamwork, group building, change, planning, and communication.
- enhance lifelong learning, reflection and personal development so as to be able to work with self-direction and to be able to contribute to education and society at large.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and Understanding

A Knowledge and understanding of:

...educational organizations, the external context in which they operate and how they are managed. This knowledge will be integrated with their past experience to help them deal with difficult situations efficiently and effectively.

A successful learner from this programme will be able to:

- Explain how educational centres are developed and operate in relation to resources, teaching staff and students.
- Discuss the characteristics of a student-centric institution and explain its relation to quality enhancement.
- Analyse the external context in which educational institutions operate and explain the various factors that influence teaching, learning and leadership.
- Evaluate the various areas in Educational Leadership and describe how each one of these can become a source of differentiation.
- Evaluate the type of resources that need to be managed in an educational institution and

Teaching/learning methods and strategies:

The College's teaching and learning strategy seek to recognize the range of abilities and preferred learning styles within any given group and attempts to use methods that will benefit every student. To achieve a balance of traditional teaching methods and a student-centred learning approach, different modalities are used:

- *Lectures*
Lectures are the principal teaching method used for the presentation of theoretical issues. They are used to focus on the key issues of a module and are often used in conjunction with seminars to extend and examine the issues raised.
- *Written course materials*
A valuable support to other information sources and may prove useful long after completion of the programme.
- *Tutorials*
Tutorials provide an opportunity to discuss the students' progress and to agree a further course of action. They may be used to address specific issues in the work, to follow up assessments or to discuss other factors

Part 3: Learning Outcomes of the Programme

- explain the importance of operations for their effective management.
- f. Explain the importance of curriculum policy and strategy for educational success.
 - g. Selectively apply the various leadership techniques and methods that can be utilized in appropriate professional contexts

affecting progress. Informal and formal tutorials are held with each student.

- *Case studies*
Analyse real successful and non successful educational cases and scenarios and draw conclusions from them.
- *Individual reports*
Self-managed independent study forms an essential part of the course. It is important that the student develops an organised and effective approach to independent study to enable them to complete and extend projects and take full advantage of learning resources at the College and elsewhere
- *Presentations*
Making formal presentations with the use of audiovisual aids about a specific subject. This will help students to develop the necessary communication and interpersonal skills for a successful career in education.
- *Role play*
Role play aims to help students acquire knowledge by an action oriented approach.
- *Guest speakers*
Distinguished guests will, from time to time, be invited to deliver specific lectures and conduct discussions with students.
- *Group discussions/seminars*
Group discussions will be used to promote the exchange of ideas between students, in relation to different educational and leadership concepts and their validity and relevance to contemporary education practice.
- *Group work*
Working with others on specific tasks helps students learn from each other, consider differing opinions and learn how to build good team spirit for achieving common goals.
- *Online, interactive self-inventories*
This use of TEL is to increase self-awareness and create a better understanding of personal aptitudes, strengths and growth areas.

Students are helped to reflect constructively upon their learning experience and to reinforce the understanding of the materials studied.

The ultimate goal is to create a learning environment where students will become lifelong, autonomous learners.

Assessment:

A range of different types of assessment will be

Part 3: Learning Outcomes of the Programme

employed throughout the course. These will include:

Essays
Reports
Short essay questions
Action Research
Formal presentations
A Final Project

Informal assessment will also take place through participation in set exercises.

Learning Outcomes

For each assignment, students will be provided with learning outcomes, which in turn are linked to the learning outcomes for the course module. Part of the assessment will be the degree to which these outcomes are realised in students' work.

Summative Assessment Feedback

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

General Assessment Criteria

- Relevance of the material in the work to the title of the assignment
- Relevance to the content of the course
- Understanding of the issues or problems under discussion
- Knowledge and understanding of relevant readings
- Independent research, where applicable
- Use of suitable data
- Clarity and depth in the analysis of theory, data and the issues discussed
- Coherence of argument
- Clarity and relevance of introduction and conclusion
- Clarity and precision of expression
- Use of appropriate and consistent conventions for referring to the work of others*.
- Clarity of presentation (layout, use of paragraphs and tables etc)
- Clarity of writing, including grammar, punctuation, spelling and sentence construction.

In addition to the above general assessment criteria, additional criteria specific to the assignment will also be issued.


Where a Module has more than one form of assessment, the weighting will be made explicit, as

Part 3: Learning Outcomes of the Programme	
	will the weighting between content, form and referencing.
B Intellectual Skills	
B Intellectual Skills	Teaching/learning methods and strategies:
A successful learner from this programme will be able to: <ul style="list-style-type: none"> a. Explain and appropriately utilize key terms, concepts and theories in educational leadership. b. Evaluate educational leadership and change situations and statements and critically argue alternative approaches. c. Synthesis information in an innovative and creative manner and propose solutions/improvements to a wide range of situations. d. Demonstrate self-direction and originality in problem solving. e. Act autonomously in planning and implementing tasks at a professional level. f. Critically read a wide range of academic texts, and apply a variety of methods of critical analysis to texts of different kinds; g. Construct coherent and cogent arguments; h. Formulate research aims, and in the light of these aims, collect and judge evidence of different types and from different sources; i. Apply the research and bibliographic skills appropriate to independent study in the field; j. Respond constructively to feedback in research and project work. 	<p>Through the delivery methods outlined above, students will be encouraged to:</p> <ul style="list-style-type: none"> • Apply critical thinking analysis and synthesis. Identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately. • Apply problem solving and decision making using appropriate skills. Identifying, formulating and solving institutional problems, demonstrating the ability to create, identify and evaluate options to complex, challenging and often ill-defined management problems and issues. • Show effective self-awareness, reflexivity and sensitivity to diversity in people and situations to present arguments and communicate affectively with peers and subject experts. <p>Assessment:</p> <p>In addition to the above general assessment criteria, additional criteria specific to each assignment will also be issued.</p>
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
A successful learner from this programme will be able to: <ul style="list-style-type: none"> a. Design research activities appropriate to educational leadership and change issues. b. Collect data, individually or as part of a team, analyse the results, and present the conclusions in a clear and complete manner. c. Develop and use educational and leadership models to optimize education institutions. d. Propose, implement and use communication & and team building to enhance the efficiency and effectiveness of educational institutions. e. Recognise and address ethical dilemmas 	<p>Throughout the course, students will be encouraged to:</p> <ul style="list-style-type: none"> • Communicate effectively both orally and in writing using a variety of media. • Selectively apply educational management and leadership skills including the use of models of educational leadership and change. • Use information and communication technologies effectively. • Collect, analyse and use data appropriately in educational contexts

Part 3: Learning Outcomes of the Programme	
and corporate social responsibility issues.	<p>Assessment:</p> <p>In addition to the above general assessment criteria, additional criteria specific to each assignment will also be issued.</p> <p>These skills will also be informally assessed through the degree of informed participation in debate and discussion throughout the course.</p>
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <p>A successful learner from this programme will be able to:</p> <ol style="list-style-type: none"> a. Use appropriate techniques to identify sources of complex problems, propose and implement possible solutions then review and evaluate outcomes. b. Organise data and establish mechanisms to share abstracted knowledge with others. c. Communicate clearly, complex ideas and arguments in both oral and written forms using a range of media, including audio-visual materials, the internet, and electronic databases, as well as more traditional sources; d. Critically assess his/her own personal qualities and abilities and manage for further professional development. e. Perform effectively and learn through reflection on practice and experience. f. Develop effective team environments and utilise the contribution of individuals within them. g. Function effectively within a group as a leader or member and use negotiation and persuasion techniques to handle conflicts and influence others. h. Lead effectively and inspire a group of people by adopting an appropriate leadership style under different situations, setting targets, motivating and monitoring results. i. meet deadlines through effective time management; j. demonstrate skills in critical reasoning, debate and argument and a capacity for independent and creative thought and judgment. k. Undertake reading for a variety of purposes, both academic and practical, and including visual as well as verbal literacy; l. Information-technology skills such as word-processing, electronic data access, research and retrieval skills, numeracy skills, ability to interpret statistical and numeric data. 	<p>Teaching/learning methods and strategies:</p> <p>Throughout the course, students will be encouraged to:</p> <ul style="list-style-type: none"> • Acquire and enhance personal qualities and transferable skills necessary for employment and progression, to other qualifications requiring the exercise of personal responsibility and decision making. • Set and agree targets and plan how these will be met over an extended period of time. • Take responsibility for learning and seeking feedback and support from relevant sources, to help meet targets. <p>Assessment:</p> <p>In addition to the above general assessment criteria, additional criteria specific to each assignment will also be issued.</p> <p>Transferable skills will also be informally assessed through personal reflection, the display of emergent leadership skills, participation in group activities and the ability to learn from critical feedback, throughout the course.</p>

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
 level and credit requirements
 module diet, including compulsory and optional modules
 Note: the interim award for this course is a PG diploma for which 120 credits are required.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<ul style="list-style-type: none"> • UTLGSP-20-M (EL01) Foundations of Learning • UTLGSQ-20-M (EL02) Curriculum Leadership • UTLGSR-20-M (EL03) Research Methods in Education • UTLGSS-20-M (EL04) School Management and Leadership • UTLGST-20-M (EL05) Leading and Managing Educational Change • UTLGSU-20-M (EL06) Decision Making, Leadership and Motivation • UTLGSV-60-M (EL07) Final Project 		<ul style="list-style-type: none"> • Credit requirements 60 credits - PG Certificate 120 credits – PG Diploma Other requirements

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements

Initial enquiries about courses and applications are dealt with by the Programme Administrator. All students will have an individual interview regarding their course/programme of study to ascertain areas where they may require additional support. Applicants who are aware of their specific needs are asked to outline them at this initial stage. During the interview process, assessment will take place to ensure that:

- The student's expectations are fully discussed and analysed, their needs understood and assessed.
- The proposed learning programme with the College is considered to be in the student's best interests and that they would not be better provided for elsewhere.
- The College facilities and resources are sufficient to meet those needs.

The Learning Agreement will contain clear statements specifying precisely what the College is offering to the student and details of the commitment the student is making to the College. Any changes to the student's circumstances will automatically require a full review of the Learning Agreement. Students with additional needs that are identified through their course of study will be counselled and guided through an assessment process to establish how they may be further supported through the remainder of their studies.

Where adjustments to the College educational environment are required, the College will make every effort to do so, provided this is achieved within resource constraints. Where this is not possible, outside assistance may be sought to minimise entry barriers.

Part 5: Entry Requirements

Desired candidates are highly qualified persons who have the ambition and the curiosity to explore ideas, challenge theories and contribute positively in the classroom. Admission criteria include:

- A university degree or an equivalent professional qualification from an accredited institution.
- Fluency in written and spoken English. Those candidates who have not studied in a University where English is the official language, should present a proof of English as follows:
 - GCE O level
 - or
 - IELTS 6.5
 - or
 - TOEFL 550
- A completed application form with all supporting documents.

In approved cases, educational experience may be accepted in the case of formal qualifications along with evidence that the candidate has the ability to undertake studies at the required level.

Applications for admission to Alexander College together with the applicant's credentials are examined and evaluated by the Academic Committee who makes the final decision for the application in September.

The Office of Admissions may permit late applications by local students however this may not be possible for international students due to visa requirements and other legally required procedures by immigration services.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Part 6: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, reports, short-answer essays, formal presentations, an Action Research project and a Final Project. These are detailed in the following assessment map:

Assessment Map for MA Educational Leadership

Instructions:

Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)

Add further columns as necessary*

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation
Compulsory Modules Year 1	Module UTLGSP-20-M							A (80)	B (20)	
	Module UTLGSQ-20-M							B (20)	A (80)	
	Module UTLGSR-20-M								A 100	
	Module UTLGSS-20-M								A 100	
	Module UTLGST-20-M						B (20)	A (80)		
	Module UTLGSU-20-M						B (20)	A (80)		
	Final Project UTLGSV-60-M									A 100

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

Contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MA: Educational Leadership programme teaching is a mix of scheduled learning and independent learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, presentations, role-play, discussions, set exercises and work-based learning; Scheduled sessions may vary slightly depending on the module.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module.

Technology Enhanced Learning (TEL)

UWE is currently revising its TEL Strategy, with the overarching aim to develop inclusive, flexible and accessible curricula that enables personalised learning and innovative pedagogic developments. The development of e-learning will be directed by pedagogic considerations rather than by the availability of various technologies, and the aim is to enhance the student experience through the provision of effective, flexible and engaging learning opportunities that take account of ability, disability, accessibility and learning preferences. UWE link tutors and Alexander College programme teams will work together to take full advantage of TEL opportunities – this may include the sharing of recent pilot projects and examples of good practice in areas such as resource-based learning, e-learning course design and computer aided assessment, and e-marking and feedback.

Description of Distinctive Features and Support

- Induction Programme for orientation and study skills
- Detailed student handbooks and module guides.
- Extensive specialist library.
- On-line learning resources, internet, intranet and email access.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

QAA Benchmark Statement for Education Studies for undergraduate studies. No QAA Benchmark Statement for MA course.

University teaching and learning policies: See above.

Part 8: Reference Points and Benchmarks

Staff research projects:

Staff have engaged in a range of educational research projects and have a range of published works that relate, in part, to the content of this course. It is hoped that new research topics will emerge from the interaction with students in their professional situations.

Employer interaction/feedback:

Recruitment experience from the previous year suggests that demand for the course is coming from local teachers who are keen to advance their careers in education and see this qualification as a stepping stone on the path to senior management or beyond.

The Design Team has good contacts with the international school and language school sectors in Cyprus and draws upon these, as appropriate. For example, both will provide a source of potential 'guest speakers' to add diversity and richness to programme delivery. It is hoped that as the course develops, so too will links with the local sector, through field visits and school-based research projects. It is also hoped that two-way links with the Ministry of Education will be developed over time since this is also a potential area of employment for future graduates and the Ministry undoubtedly has a vested interest in the production of well qualified teachers who are capable of assuming leadership roles in education.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.