

Programme specification

MA Educational Leadership and Management



<i>School:</i>	School of Education		
<i>Entry from:</i>	2019/20	<i>in:</i>	September
<i>Awarding institution:</i>	York St John University		
<i>Teaching institution:</i>	York St John University		
<i>Delivery location:</i>	York St John University		
<i>Programme/s accredited by:</i>	Not applicable		
<i>Exit awards:</i>	Postgraduate Certificate Educational Leadership and Management Postgraduate Diploma Educational Leadership and Management		
<i>UCAS code / GTTR / other:</i>	Not applicable		
<i>Joint Honours combinations:</i>	Not applicable		
<i>QAA benchmark group(s):</i>	QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7).		
<i>Mode/s of study:</i>	Postgraduate periods of study for Full-time (1 year) and part-time (2 years).		
<i>Language of study:</i>	English		
<i>Study abroad opportunities:</i>	No		

Introduction and special features

This programme is one of a range of successful undergraduate and postgraduate qualifications within the School of Education. It has been designed for those wishing to pursue personal and professional development opportunities and qualifications within educational leadership and management. The aims of the programme are aligned with the relevant benchmarks and appropriate sector standards, ensuring the relevancy and robustness of the qualification.

In undertaking this qualification, you can expect to receive an academically challenging and varied learning experience that will support your development of theoretical understanding of educational leadership and management as well as your ability to critically reflect and critically evaluate relevant policy and practices. The programme provides opportunity for you to plan, implement and review local projects that will make a positive impact on a school or educational organisation. The assessment strategies across the programme allow for all students to learn collaboratively and reflect on their role as professionals and learners. In addition, the programme will support you in demonstrating skills identified in the National Standards of Excellence for Head Teachers.

Special features:

- The School of Education is committed to providing you with an experience that reflects the value of social justice; hence, you will have opportunities to benefit from the research undertaken by the School of Education lecturers who will share their expertise in optional seminars and workshops.
- This programme aligns with the National Standards of Excellence for Head Teachers and embraces the four domains; 'Qualities and knowledge', 'Pupils and staff', 'Systems and processes' and 'Self-improvement'.
- The flexibility and negotiability designed into this programme makes it accessible and intellectually challenging.
- There will be high levels of academic support throughout as well as the utilisation of assessment strategies that reflect real life work issues.

Admissions criteria

You must meet the University's general entry criteria for [postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing through recognition of up to 60 relevant M level credits.

Programme aims

The programme aims to:

1. Cultivate your in-depth knowledge and understanding of educational leadership and management which is informed by current practice, scholarship and research;
2. Develop your skills of reflection on practice with particular reference to leadership, management, school effectiveness, instigating change and influencing decision making, developing positive relationships and collaborative ways of working within learning communities;
3. Engage you in intellectually rigorous ways with current policy issues and developments in education;
4. Provide you with opportunity to add value and impact on the development of knowledge, understanding and skills within the context of leadership and effective practice with reference to positive outcomes for children and young people;
5. Support you in achieving a range of appropriate capacities, abilities and skills including the use of initiative, problem-solving, reflecting critically, learning independently and communicating effectively with colleagues/peers and a wider audience in a variety of media;
6. Enable you to develop curiosity, the skills of enquiry, advanced scholarship and research to support future progression in academic study at a higher level such as PhD or professional doctorate.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 7

- 7.1 Critique leadership and management theory, policy and practice relating to education;
- 7.2 Critically evaluate concepts and evidence, demonstrating in-depth engagement with academic debates relating to educational leadership and management;
- 7.3 Demonstrate independent, critical and reflective thinking with respect to theory and professional practice;
- 7.4 Demonstrate confidence, competence and capability to actively engage in the development of research-informed practice;
- 7.5 Exemplify competence in management and organisation within the context of their emerging professional practice;
- 7.6 Develop practical and professional skills including presentation and report writing for disseminating research and practice findings;
- 7.7 Reflectively apply practical and professional skills to independent learning and personal development planning.

Programme Structure

The typical mode of delivery will cover three school terms which will create synergy between the professional roles of those in work and postgraduate learning. The programme is therefore accessible and it is designed to accommodate those working full time, as teaching sessions take place on weekends and evenings. The full time route will typically take 12 months and the part time will typically take two years. There are three compulsory 30 credit modules, one optional 30 credit module (choice from six**) and the compulsory 60 credit dissertation.

**Subject to a viable cohort of students.

Full time

Code	Level	Year	Term	Title	Credits	Status of Module*
MED101	7	1	1	Developing Self and Others	30	C
MED102	7	1	1	Leading and Managing Change through a Project	30	C
MED103	7	1	2	Contemporary Issues in Educational Leadership	30	C
Choose one from the six options below**						
MED104	7	1	2	The Enquiring Leader	30	O
MED003	7	1	2	Global Perspectives on Education	30	O
MED004	7	1	2	Critical Contemporary Issues in Education in a National Context	30	O
MED105	7	1	2	Leading across Professional Boundaries	30	O
MED005	7	1	2	Local Independent Study	30	O
MED006	7	1	2	Local Independent Project	30	O
MED106	7	1	1,2&3	Dissertation	60	C

***C**: Compulsory, **CA**: Compulsory for award, **O**: option or **E**: elective.

**Subject to a viable cohort of students.

Part time

Code	Level	Year	Term	Title	Credits	Status of Module*
MED101	7	1	1	Developing Self and Others	30	C
MED102	7	1	2	Leading and Managing Change through a Project	30	C
MED103	7	1	3	Contemporary Issues in Educational Leadership	30	C
Choose one from the six options below**						
MED104	7	2	1	The Enquiring Leader	30	O
MED003	7	2	1	Global Perspectives on Education	30	O
MED004	7	2	1	Critical Contemporary Issues in Education in a National Context	30	O
MED105	7	2	1	Leading across Professional Boundaries	30	O
MED005	7	2	1	Local Independent Study	30	O
MED006	7	2	1	Local Independent Project	30	O
MED106	7	2	1,2&3	Dissertation	60	C

**Subject to a viable cohort of students.

Learning, teaching and assessment

The programme adopts a 'social constructivist' model of learning facilitation where you will learn by co-constructing knowledge, relating both theoretical perspectives and contemporary practice through collaborative dialogue with tutors, peer practitioners and for those working within education, professional colleagues. Teaching includes a mix of University-centred and independent learning which comprises lectures, seminars, discussion and debate, digital learning via the virtual learning environment (VLE), independent reading and research and negotiated learning activities. Teaching materials will be prepared so that learner autonomy is scaffolded appropriately and in order to be inclusive to the needs of all learners on the programme, a number of structured learning resources will be provided to inform the development of knowledge and understanding of practitioner and academic enquiry and the preparation of the assessment.

You will experience a variety of assessment methods and there will be some scope for negotiation in terms of the emphases that your assessments might take so that you can demonstrate the learning outcomes in ways most appropriate to you. Such an approach adheres to the principle of 'authentic' assessment, which is understood as the design of assessment tasks that enable you to align the assessments to your individual circumstances and practice. Assessments may include an action research report, a presentation, a 360 degree appraisal, an essay and a critique of academic papers. You will be supported with formative opportunities, provided as 'rehearsal opportunities' where the environment is without the same risk factors as when engaging in the summative assessments. Formative opportunities may or may not involve assessment. All formative opportunities will provide feedback and will support your progress towards successful summative outcomes. You will receive formative feedback from tutors and peer feedback will also be used to enable you to scaffold one another's learning. Equally, you will have the opportunity to access wider study support including academic writing and research skills to enhance employability and career development.

Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)
- [National Standards of excellence for Headteachers](#)

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)

Date written / revised: 24/08/18

Programme originally approved: 11/09/18