

Course Aim and Title	MA Leadership in Education
Intermediate Awards Available	Postgraduate Certificate Postgraduate Diploma Master in – Leadership in Education
Teaching Institution(s)	University of East London and approved School of Education and Communities Partnership Schools
Alternative Teaching Institutions (for local arrangements see final section of this specification)	UEL in Education and approved School of Education and Community Partnership Schools
UEL Academic School	School of Education and Communities
UCAS Code	N/A – Postgraduate
Professional Body Accreditation	Chartered Management Institute
Relevant QAA Benchmark Statements	QAA, Masters’ – Management, 2019
Additional Versions of this Course	N/A
Date Specification Last Updated	January 2023

Course Aims and Learning Outcomes

This Course is designed to ensure that students learn the following:

Course aims:

- *Understand the key concepts, theories and practice of leadership and leading change*
- *Understand national and international policy concepts*
- *Develop personal theories, vision and values in relation to leadership*
- *Develop strategic thinking and the innovative implementation of policies in a learning context*
- *Undertake small scale research*

Learning Outcomes:

Knowledge

- *Demonstrate a systematic understanding of knowledge in relation to leadership and leading change;*
- *Show a critical awareness of current issues, theories, and new insights in leadership and the leadership of change.*

Thinking skills:

- *Demonstrate application of knowledge of leadership to context;*
- *Demonstrate awareness of national and societal contexts and the wellbeing of stakeholders;*
- *Make sound judgements in the development of others to meet organisational needs;*
- *Critically evaluate and select relevant approaches to research and scholarship.*

Subject-based Practical skills/ Skills for life and work (general skills)

- *Continue to advance knowledge and understanding, and to develop new skills;*
- *Explore and demonstrate moral purpose indecision making in complex and changing situations;*
- *Demonstrate awareness, self-direction and creativity in tackling and solving problems;*
- *Develop capacity to lead and develop research to inform practice*

Learning and Teaching

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

For UEL based students:

- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument
- Practical workshops - enabling experimentation and the analysis and discussion of issues, documents and materials;
- Work based activities – to allow participants to undertake enquiry and/or development work
- Seminars - to generate group and individual creativity, discussion and reflection
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate;
- Supported self-study using relevant materials - to promote individual enquiry and development
- Individual tutorials - to enable a more extended, in-depth analysis and support of self-study.
- E-learning opportunities – involving the use of virtual learning environments.

Assessment

A single submission portfolio 5,000 words or equivalent – for the 30 Credit modules ET7734, ET7735, ET7736 and ET7747
100% Weighting
ET7710 – 14 000 word or equivalent submission.
100% Weighting

Knowledge is assessed by:

- Essay and project work

Thinking skills are assessed by:

- Essay and project work.

Practical skills are assessed by:

- Essay and project work.

Skills for life and work (general skills) are assessed by:

- Essay and project work

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the Course.

Work or Study Placements

Candidates engaged in the MA- Leadership in Education, are in work in educational contexts. Their project work is based on their engagement with their roles within these contexts. They do not need mentoring or further support within their contexts, and are fully supported by their Module and Course leader.

Course Structure

All Courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree Course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this Course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	ET7734	Strategic Leadership and Reflective Practice	30	Core	N
7	ET7735	Developing Leadership Capability for Change	30	Core	N
7	ET7736	Strategic Leadership: wellbeing and mental health in education contexts (Mental Wealth)	30	Core	N
7	ET7747	Leading Change	30	Core	N
7	ET7710	Applied Research Project in Education	60	Core	N

Please note: Optional modules might not run every semester, the Course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the Course module structure:

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7.

In order to obtain a Masters, you will need to obtain 180 credits at Level 7. These credits will include a 60 credit Level 7 core module of advanced independent research (ET7710 Applied Research Project)

Please note that currently you would need to complete all of the modules listed above to complete the MA award. The 30 credit modules can be taken in any order.

The overall credit-rating of this Course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

The Course is coupled with the CMI Certificate in Management and the CMI certificate in Mentoring and Coaching. All assignments for ET7747, ET7735 and ET7710 will be used for the CMI portfolio submissions for these two certificates. Candidates must make sure that they highlight their understanding of how to lead change and impact on organisational change effectively. For ET 7735 candidates must ensure that they embed their understanding of how both coaching and mentoring can be used to lead to institutional change.

Typical Duration

The duration of this course is 24 months. Enrolment takes place every Semester, in line with the MA – Leadership in Education students' academic year, in educational contexts. The time limit for completion of a Course is four years after first enrolment on the Course.

Further Information

More information about this Course is available from:

- The UEL web site (www.uel.ac.uk)
- The Course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages CMI Website -<https://www.managers.org.uk/>
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All UEL Courses are subject to thorough Course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our Courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

N/A

Alternative Locations of Delivery

All modules are delivered at the University of East London, or at approved School of Education and Communities partnership schools.