



**Lincoln Bishop  
University**

# MA Educational Leadership and Management (Full Time)

## Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## ***Versioning of Programme Specification***

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>Senate approval – date and outcome of last approval</b>	10 July 2025
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	July 2030
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2025
<b>4</b>	<b>Version Number</b>	v1.0

## ***Modifications to Programme Specification***

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## ***Cross Referencing of Programme/Module Specifications***

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*

# Programme Specification

*The information in this document is organised into the following sections:*

- Section A – Administrative and Regulatory Information*
- Section B – Outcomes*
- Section C – Structure*
- Section D – Teaching, Learning and Assessment*
- Section E – Programme Management*
- Section F – Mapping*
- Section G – Graduate Attributes*
- Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
	MA Educational Leadership and Management
<b>1a</b>	<b>Programme Code</b>
	EDLMGP_1.0
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
	<p>The full-time MA Educational Leadership and Management is an exciting one-year programme designed for ambitious professionals aspiring to develop their leadership and management skills, so that they can make a meaningful impact within their professional context of interest.</p> <p>This full-time programme consists of five modules aimed at developing your expertise in educational leadership and management. During the first Trimester, you will undertake two modules. One of these will guide you to explore key challenges within a relevant professional context while reflecting on the influence of policy; the other will help you become more research-informed in contemporary leadership and management practices. In your second Trimester, you will undertake one module about research skills and one module to further your understanding in leadership development, considering how it could be utilised to maximise impact in specific contexts. Within the third Trimester you will complete a research project focusing on an area of your own choice.</p> <p>Regardless of your previous professional experience, this programme will equip you with the knowledge and skills to develop strong leadership within your context of interest and get the best out of people. On completion of the MA, you will have advanced your critical understanding of educational leadership and management, deepened your knowledge in your chosen areas of focus and enhanced your practice as well as career prospects. For this reason, the MA Educational</p>

<p>Leadership and Management is also perfect for preparing learners wishing to undertake further studies, such as our EdD (Doctor of Education) and PhD (Doctor of Philosophy) programmes.</p>		
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<b>3</b>	<b>Awarding institution</b>	Lincoln Bishop University		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 1 year	<b>Part-Time</b> N/A	
<b>3b</b>	<b>Mode(s) of Study</b>	In-person		
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Initial Teacher Education		
<b>5</b>	<b>HECoS/CAH2/ITT/UCAS code(s)</b>	<b>HECoS/CAH2</b> CAH22-01-01	<b>ITT</b> N/A	<b>UCAS code generated at QAC stage by Admissions</b>
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Masters (Level 7)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Postgraduate		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	N/A		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	MA Educational Leadership and Management
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Postgraduate Certificate in Educational Leadership and Management (60 credits) Postgraduate Diploma in Educational Leadership and Management (120 credits)

<b>10b</b>	<b>Pathway</b>	N/A
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"><li>• BSc/BA (Hons) XX</li><li>• BSc/BA (Hons) XX and YY</li></ul>	N/A

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	N/A
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	N/A

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	N/A
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
<b>16</b>	<b>Expiry Date of PSRB approval</b>	N/A

## SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
<p>The QAA does not provide Benchmark Statements for postgraduate level in Education Studies. Therefore, Benchmark Statements have been aligned to the <a href="#">Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies</a> that states:</p> <p>Master's degrees are awarded to students who have demonstrated:</p> <ol style="list-style-type: none"><li>1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li><li>2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li><li>3. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li><li>4. conceptual understanding that enables the student:<ol style="list-style-type: none"><li>a. to evaluate critically current research and advanced scholarship in the discipline</li><li>b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li></ol></li></ol> <p>Typically, holders of the qualification will be able to:</p> <ol style="list-style-type: none"><li>1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and nonspecialist audiences</li><li>2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li><li>3. continue to advance their knowledge and understanding, and to develop new skills to a high level.</li></ol> <p>And holders will have:</p> <ol style="list-style-type: none"><li>1. the qualities and transferable skills necessary for employment requiring:<ol style="list-style-type: none"><li>a. the exercise of initiative and personal responsibility</li><li>b. decision-making in complex and unpredictable situations</li><li>c. the independent learning ability required for continuing professional development.</li></ol></li></ol>	

<b>18</b>	<b>Programme Aim</b>
<p>The MA Educational Leadership and Management is an exciting and engaging programme designed to support and challenge learners that aspire to work in leadership and management roles within a wide range of educational settings and contexts. Informed by current scholarship, research, and practice, it provides an opportunity for learners to develop professionally and gain advanced knowledge and understanding in a specific area of professional interest, as well as other key aspects of education.</p>	
<p>The aim of the MA Educational Leadership and Management is to develop postgraduates who can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed and systematic knowledge and understanding of key contemporary issues relating to educational leadership and management.</li> <li>• Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context.</li> <li>• Develop a critical understanding of existing research and reflection, and the implications for professional practice.</li> <li>• Examine the relationships between leadership theory and practice in education, drawing on relevant literature, published research and own professional practice.</li> <li>• Develop a sound conceptual understanding that allows for critical evaluation of a wide range of educational literature.</li> <li>• Evaluate and critique a range of methodologies and methods used in educational research and understand the relevant ethical issues.</li> <li>• Plan and undertake independent research using appropriate methodologies and methods and be able to communicate the outcomes of this to specialist and non-specialist audiences.</li> <li>• Apply research findings to elicit new insights for a relevant context and their own professional development.</li> </ul>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b><u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of MA Educational Leadership and Management, learners will be able to:</p> <p><b><u>Knowledge and Understanding</u></b></p> <p><b>KU1:</b> Demonstrate a systematic knowledge and understanding of key contemporary educational issues related to leadership and management.</p> <p><b>KU2:</b> Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.</p> <p><b>KU3:</b> Demonstrate a systematic knowledge and understanding of methodologies and methods frequently used in contemporary educational research.</p> <p><b>KU4:</b> Illustrate a comprehensive knowledge and understanding of how to undertake educational research within a specific educational context.</p>	

### Subject Professional Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

**SPS2:** Demonstrate the ability to make links between leadership theory and practice in various educational contexts.

**SPS3:** Demonstrate the ability to plan research on the subject of leadership and management within an educational context and identify relevant ethical considerations.

**SPS4:** Apply own knowledge and understanding of educational research to successfully undertake a research project within a specific educational context.

### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in educational research.

**IS4:** Evaluate own research critically and synthesise findings with existing knowledge to propose new hypotheses.

### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning educational research.

**TS4:** Make sound judgements and apply the research undertaken to successfully elicit new insights for the relevant context.

## **20 | Exit Award Learning Outcomes**

On successful completion of a Postgraduate Certificate in Educational Leadership and Management, learners will be able to:

### Knowledge and Understanding

**KU1:** Demonstrate a systematic knowledge and understanding of key contemporary educational issues related to leadership and management.

**KU2:** Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.

### Subject Professional Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

**SPS2:** Demonstrate the ability to make links between leadership theory and practice in various educational contexts.

### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

On successful completion of a Postgraduate Diploma in Educational Leadership and Management, learners will be able to:

### Knowledge and Understanding

**KU1:** Demonstrate a systematic knowledge and understanding of key contemporary educational issues related to leadership and management.

**KU2:** Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.

**KU3:** Demonstrate a systematic knowledge and understanding of methodologies and methods frequently used in contemporary educational research.

### Subject Professional Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

**SPS2:** Demonstrate the ability to make links between leadership theory and practice in various educational contexts.

**SPS3:** Demonstrate the ability to plan research on the subject of leadership and management within an educational context and identify relevant ethical considerations.

### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in educational research.

### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning educational research.

## SECTION C – STRUCTURE

**21a** Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
EMC701P_1.0 Vision, Practice and Policy: Shaping the Future 30 credits	ELM702P_1.0 Leadership Development for Education 30 credits	EMC703P_1.0 Research Project 60 credits
ELM701P_1.0 Understanding Effective Leadership and Management 30 credits	EMC702P_1.0 Research Skills 30 credits	

This programme is designed to have multiple entry points.

**21b** **Module Structure**

### Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EMC701P_1.0	Mandatory	Vision, Practice and Policy: Shaping the Future	1	30
ELM701P_1.0	Mandatory	Understanding Effective Leadership and Management	1	30
ELM702P_1.0	Mandatory	Leadership Development for Education	2	30
EMC702P_1.0	Mandatory	Research Skills	2	30
EMC703P_1.0	Mandatory	Research Project	3	60

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	<b>Curriculum Design</b>
The curriculum of the MA Educational Leadership and Management programme is aimed at offering learners an 'all-round' and meaningful professional development opportunity specific to leadership and management practices in education. learners will be encouraged to reflect on contemporary practices and synthesise their insights with the wider body of research, in turn developing expertise in leadership and management. learners will explore leadership and management theory, consider how they would apply effective leadership approaches in practice, and develop skills for managing people successfully across a range of contexts. They will also have the opportunity to develop their expertise in specific areas within education which are most pertinent to their development and aspirations.	
The MA is designed to suit those that are preparing to begin their career in education as well as practitioners with experience working in a wide range of educational contexts, e.g. primary, secondary, Further Education, Higher Education, privately-owned education providers and the non-profit sector. With careful differentiation, versatile modules and flexibility regarding assignment foci, learners with varying levels of professional experience will all be able to take advantage of what the programme can offer.	
Being a full-time programme, the MA takes one year to complete. In Trimester 1 learners will undertake two 30-credit modules: 'Vision, Practice and Policy Shaping the Future' and 'Understanding Effective Leadership and Management'. In Trimester 2, learners will take another two 30-credit modules: 'Leadership Development for Education' and 'Research Skills' followed by a 60-credit 'Research Project' module in Trimester 3, where they will complete their dissertation. Overall, learners will complete 180 credits.	
<b><u>The modules</u></b> The suite of modules is specifically designed to cover various aspects of educational leadership and management which are relevant to a wide range of settings and sectors. More specifically:	
<b>Vision, Practice and Policy: Shaping the Future</b> This module explores key elements of effective practice, guiding learners to engage with contemporary and potential future challenges related to professional contexts. learners will reflect upon competing ideologies which shape and influence policy visions. By linking theory and practice, learners will develop strategies to address real-world challenges within a range of settings. The reflective nature of the module makes it highly relevant for professionals across various disciplines.	
<b>Understanding Effective Leadership and Management</b> This module explores the practices of leadership and management. Learners will be introduced to a range of key concepts and perspectives to help them understand what makes effective practices in education across a range of contexts. By examining relevant theories and research, learners will critique contemporary approaches and consider how different leadership and management practices can be utilised to maximise impact.	

## **Leadership Development for Education**

This module explores leadership development within educational settings. Learners will consider opportunities and challenges relating to the management of human resources and how high-quality professional development should be led. Drawing from relevant theories and research, learners will apply their understanding to identify a range of approaches that can enhance organisational performance by bringing the best out of people.

## **Research Skills**

This module explores a range of methodologies and methods frequently used in social science educational research, examining their potential strengths, limitations and the associated ethical considerations. During the module, learners will develop their understanding of research concepts such as reliability, validity, trustworthiness, credibility and generalisability. They will also consider how to plan research using a suitable methodological approach, whilst taking into account the ethical issues they may encounter.

## **Research Project**

The module will facilitate learning and teaching in research skills. The module will lead to competence and confidence in what determines personal and professional standards for postgraduate research requirements. The module develops learners as ethical researchers who are able to undertake a suitable research project, develop realistic plans for disseminating their research findings to the wider academic and/or professional community. In addition, learners will be supported to extend and deepen their understanding of the chosen area of investigation and will be able to design and carry out projects that are useful to their professional development and/or interests, and employability.

## Graduate attributes

The MA is designed to help learners develop all six areas of the Graduate Attributes:

1. **Academic literacies:** learners are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require learners to apply their critical thinking.
2. **Global citizenship:** Through the taught sessions and learning materials, learners will have the opportunity to examine a range of contemporary educational issues from an international perspective and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in the educational context(s) that are of interest to them.
3. **Information literacy:** Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through platforms such as WorldCat and LibGuides. Engagement with The Hub will support

individuals to develop these skills, and tutors on the programme will help embed the capabilities within each student to create well-written assignments.

4. **Digital fluency:** Assessments are designed to support learners in developing digital fluency through a range of assignment tasks presented in portfolios, including an academic blog and a presentation with visual elements. As a full-time programme, learners will be required to use the VLE to access additional content to consolidate their understanding between sessions. The teaching team will also model the use of digital technology through session delivery where appropriate to facilitate communication of ideas and practices.
5. **Employability:** learners are enabled to develop their professional practice through academic study throughout the programme. For example, they will be required to reflect on how they may apply effective leadership and management practices in a range of contexts using current academic research to inform their practice. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.
6. **Being enterprising:** This programme puts a strong emphasis on helping learners to address practical issues related to the subject leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be challenged to put forward proposals and reflect on their own experience, in turn develop their entrepreneurial competency.

23	<b>Learning and Teaching Strategies</b>
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The overall approach to teaching and learning aligns with the University's Learning, Teaching and Assessment Strategy which aims to enable learners to achieve the highest possible standard in their chosen field of study with a commitment to 'support active and accessible learning'.

A diverse range of teaching and learning methods will be used, at the core of which will be interactive approaches. The reason is mainly to prepare and challenge the learners to become critical thinkers by entering into meaningful engagement with others, both people and tools. Different pedagogical approaches will also be utilised, for example, flipped learning and online discussion boards to establish a culture of shared responsibility where teaching and learning is not simply facilitated and initiated by the lecturers but where learners play a key role in facilitating the same as well by taking a lead in their learning.

All modules will be taught with contact time delivered in combination of lectures, seminars, small group tasks, workshops or tutorials. Modules aim to develop core subject knowledge, engage with empirical and theoretical research and develop an understanding of varied contexts, develop intellectual skills such as skills of description, selection, representation, synthesis, constructing an argument and drawing conclusions based on evidence.

The assignment brief and the reading list will be uploaded on the VLE at the start of each module. All lecture slides will be made available for learners for reference purposes. The learners will be encouraged to use the learning material provided on the VLE, carry out research using resources available from the

library and come prepared to deepen their understanding of the subject content through discussion with peers and tutors.

A personal tutor will be assigned such that learners could share any emerging academic concerns or any special needs and requirements. For the latter, the learners would be referred to the relevant professional services. Supervisors will be allocated for dissertation such that learners are guided and mentored to become skilled researchers as well as develop as individuals.

The overall learning experience aims to be positive, supportive and progressive. This process would start from the point of induction. The learners will be invited to attend an induction before the start of the programme in which they will be introduced to academic and support staff, learn about programme structure, assessments, and expectations. Each module will include an assignment workshop which is an opportunity for learners to ask questions about their assignment and receive feedback from their module leader and peers as they develop their ideas during the workshop. During the modules, there will be opportunities for learners to familiarise themselves with the marking rubric with guidance from their module leaders.

Learners will take part in a range of campus-based activities. The learners will be required to draw from their experience to inform classroom discussions and reflect on programme learning and assessments. By the time the learners reach Trimester 3, the Dissertation module, they will have developed the necessary skills required to undertake research. Each learner will be allocated a supervisor and where possible, an expert in area related to the learner's research interest. They will be required to use the milestones set by their supervisor to present and seek guidance on their research projects and demonstrate time management skills. For each module, learners will have one tutorial to attend. Prior to this tutorial, learners would be expected to submit a draft of their work to their module tutor. This tutorial is an opportunity for learners to discuss their draft and to ask questions about their assignment.

## **24 | Assessment Strategies**

The MA Educational Leadership and Management provides a mixture of assessment methods, offering learners more than one way to demonstrate their skills, knowledge and understanding. Each assignment/portfolio is split into at least two related tasks, allowing learners to demonstrate how they have met the learning outcomes, whilst getting the opportunity to develop a range of skills relating to academic study.

An example of an assessment within the programme, e.g. Vision, Policy and Practice: Shaping the Future, is a portfolio comprised of three parts: an analysis of language used to shape policy; a critical discussion of policy content and ideology; and, implications for future implementation of a policy.

For example, all learners will also be asked to produce a presentation as part of their portfolio for 'Understanding Effective Leadership and Management'. In addition, for 'Research Skills' learners will write an evaluation of research methods related to their area of interest followed by a presentation proposing a research project idea that they may wish to develop in their 3<sup>rd</sup> Trimester in the form of a dissertation. All presentations are followed by a real-time Q&A and learners are required to make all

their module tasks directly relevant to professional contexts that are of interest to them. All the assignment tasks and descriptions can be found in the assignment briefs provided.

This programme offers learners opportunities where their 'work in-progress' for each portfolio can be discussed with their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23 and Appendix A).

Module Code	Module Description	Credits	Year	Assessment and learning methods			%
				Exam/Written	Practical	Coursework	
				%	%	%	
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	1	-	-	-	100
ELM701P_1.0	Understanding Effective Leadership and Management	30	1	-	-	-	100
ELM702P_1.0	Leadership Development for Education	30	1	-	-	-	100
EMC702P_1.0	Research Skills	30	1	-	30	70	
EMC703P_1.0	Research Project	60	1	-	-	-	100

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	Portfolio 100%	6,000 words	January
ELM701P_1.0	Understanding Effective Leadership and Management	30	Portfolio 100%	6000 words	January
ELM702P_1.0	Leadership Development for Education	30	Portfolio 100%	6,000 words	May
EMC702P_1.0	Research Skills	30	Practical 30%	Presentation 10 minutes	March
			Portfolio 70%	Coursework 4200 words	May
EMC703P_1.0	Research Project	60	Dissertation 100%	12,000 words	August

<b>25</b>	<b>Inclusive Practice and Personal Development Planning</b>
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The University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported throughout their programme and given full access to the range of services offered by the Hub including support from learning development and digital learning, Student Advice, Students' Union and Library Services. The MA Educational Leadership and Management programme adheres to the University Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme.

The curriculum of the MA Educational Leadership and Management has been specifically designed to support learners in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities. As explained in Section 23, the blended and part-time delivery mode is also inclusive by design, taking into account the needs of our prospective learners. Furthermore, all learners will be assigned a personal tutor when they begin the MA, who will be a member of the MA Education delivery team (module leaders). With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).

<b>26</b>	<b>Technology Enhanced Learning</b>
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The MA Educational Leadership and Management will make use of the VLE to support learners throughout their study. Module leaders will be responsible for keeping these areas up-to-date and offering a range of multimodal resources to support learners' independent learning, which will include some asynchronous, but interactive learning activities, such as blog and diary entry posting. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. All learners will be invited to attend two tutorials per module, and both of these can be attended virtually (subject to tutor availability).

Module materials will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study. Moreover, learners will be provided with an induction to the VLE and the Library as they commence the programme. Included within the Library systems are access to journals and other specific subject-related learning resources. A reading list will be provided for every module.

<b>27</b>	<b>Work-related Learning</b>
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There is no requirement of work-related learning, however learners could be employed part-time or volunteering in the education sector, they might be freshly graduated, or they might be working in a different sector with interest in the education sector. If a learner's workplace or professional setting

requires a Disclosure and Barring Service (DBS) check, the learner will be responsible for covering this cost.

Whilst not a requirement, there will be opportunities for learners to reflect on any relevant experience through discussions within the taught sessions. As part of the dissertation module learners can undertake empirical research in the workplace. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

<b>28</b>	<b>Employability</b>
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MA Educational Leadership and Management reflects consultation with key stakeholders as the programme offers learners opportunities to develop their knowledge and understanding in contemporary issues pertinent to education such as: vision, practice and policy, and reflective and research-informed practice. Employers conveyed that staff who complete MA-level programmes are often ambitious to move into leadership roles, therefore this programme has been developed to support these learners. This MA includes two specialist leadership modules; 'Understanding Effective Leadership and Management' and 'Leadership Development for Education'.

In addition to having access to the support and guidance made available by the Hub throughout the course, as explained in Section 22, learners will also have the opportunity to develop all six areas of the Graduate Attributes, in turn enhancing their employability.

## SECTION E - PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>The entry requirement for MA Educational Leadership and Management is normally a second-class degree or equivalent (2:2 or above) in a relevant discipline. However, it is recognised that many interested in this area may not have studied a first degree in Education or Leadership and Management. Similarly, many learners who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level in other ways. Therefore, admission to the MA Educational Leadership and Management will be made on a case-by-case basis.</p> <p>English language requirements are IELTS 6.5 with a minimum of 6 in each component.</p> <p>Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the <i>Code of Practice for Recognition of Prior Learning</i>.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The programme is managed through the Faculty, led by the Programme Leader for the MA Educational Leadership and Management, reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.</p> <p>The programme will be taught by academic staff from within the Faculty who are qualified to master's level and above. Visiting tutors and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Executive Dean of Faculty. The quality of the programme is overseen by the quality office.</p> <p>Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learner and staff feedback, External Examiners' comments and broader stakeholder feedback. Targets for year-on-year development are set and effected to enhance programme delivery.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.</p> <p>Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and personal tutors to learners on the programme.</p>	

Dissertation supervisors: supervision and marking of individual learners' MA dissertations according to expertise.

## **32 | Programme Specific Academic Student Support**

For learners who enrol onto the MA Educational Leadership and Management, it may have been a significant period of time since they previously engaged in academic study. For this reason, learners are made aware of the support offered by the Hub from the outset and encouraged to submit the allowed proportion of their assignments (as drafts) to their module tutor for formative feedback. Given the different types of assessment learners will complete during the MA, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

All new learners are required to attend an induction event at the beginning of the academic year and provided with information about academic integrity as well as other important regulations. In addition to the academic tutorials offered during each module, support sessions relating to academic writing or assignment preparation are also made available.

## **33 | Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies.

### Programme Specific Evaluation

Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.

Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback.

Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.

## SECTION F – OUTCOMES MAPPING

MAP I

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Vision, Practice and Policy: Shaping the Future	X	X			X	X			X	X			X	X		
Understanding Effective Leadership and Management	X	X			X	X			X	X			X	X		
Leadership Development for Education	X	X			X	X			X	X			X	X		
Research Skills			X				X				X		X		X	
Research Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## SECTION G

### MAP 2

#### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	Programme Learning Outcomes															
	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Global Citizenship	X	X			X	X			X							
Information Literacy	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Digital Fluency									X	X				X	X	
Employability	X	X			X	X		X	X	X			X	X	X	X
Being Enterprising		X				X	X	X		X		X		X	X	X

#### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

## SECTION H

## MAP 3

### Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

## SECTION I

## MAP 4

### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Academic Year 2025-2026 Trimester 1 Vision, practice and policy: shaping the future

Week	Learning activities/tasks	Learning mode
<b>Enrolment week 1</b> 22/9/25	Course enrolment on campus	In-person
<b>Week 2</b> 29/9/25	Session 1	In-person
<b>Week 3</b> 6/10/25	Session 2	In-person
<b>Week 4</b> 13/10/25	Session 3	In-person
<b>Week 5</b> 20/10/25	Session 4	In-person
<b>Week 6</b> 27/10/25	Tutorial	In-person or online
<b>Week 7</b> 3/11/25	Session 5	In-person
<b>Week 8</b> 10/11/25	Session 6	In-person
<b>Week 9</b> 17/11/25	Session 7	In-person
<b>Week 10</b> 24/11/25	Session 8	In-person
<b>Week 11</b> 1/12/25	Session 9	In-person
<b>Week 12</b> 8/12/25	Session 10	In-person
	<b>Christmas holiday</b> 13 Dec – 4 <sup>th</sup> Jan	
<b>Week 13</b> 5/1/26	Assignment workshop (opportunity to gain feedback from and peers )	In-person
<b>Week 14</b> 12/1/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
<b>Week 15</b> 19/1/26	Assignment Submission (exam week)	independent

Academic Year 2025-2026 Trimester 2 Research Skills

Week	Learning activities/tasks	Learning mode
<b>Week 1</b> 26/1/26	Session 1	In-person
<b>Week 2</b> 2/2/26	Session 2	In-person
<b>Week 3</b> 9/2/26	Session 3	In-person
<b>Week 4</b> 16/2/26	Session 4	In-person
<b>Week 5</b> 23/2/26	Tutorial	In-person or online
<b>Week 6</b> 2/3/26	Session 5	In-person
<b>Week 7</b> 9/3/26	Session 6	In-person
<b>Week 8</b> 16/3/26	Session 7	In-person
<b>Week 9</b> 23/3/26	Session 8	In-person
	<b>Easter holiday</b> 28 Mar 2026 - 12 Apr 2026	
<b>Week 10</b> 13/4/26	Session 9	In-person
<b>Week 11</b> 20/4/26	Session 10	In-person
<b>Week 12</b> 27/4/26	Assignment workshop (opportunity to gain feedback from and peers)	In-person
<b>Week 13</b> 4/5/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
<b>Week 14</b> 11/5/26	Independent study	Independent
<b>Week 15</b> 18/5/26	Assignment submission	Independent