# Lincoln Bishop University

# MA Educational Leadership and Management

# (Part-time Online)

# 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.*

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

| 1 | Programme Specification Title |
|---|---|
| MA Educational Leadership and Management | |
| **1a** | **Programme Code** |
| EDLMGD_1.0 | |
| **2** | **Brief Summary (for Marketing Purposes)** |

The part-time distance-learning MA Educational Leadership and Management is an exciting two-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. This course offers a great deal of flexibility because it is 100% online and largely asynchronous. The learning experience is interactive throughout, allowing learners to learn from peers working in other contexts while being supported by a team of expert specialists.

This part-time programme consists of five modules aimed at developing your expertise in educational leadership and management. During the first year of study in Trimester 1, your module will guide you to explore key challenges within your professional context while reflecting on the influence of policy. This is followed by two specialist modules in Trimesters 2 and 3 in which you will develop your understanding of leadership and management theory and practice. Here you will have the opportunity to reflect on your own leadership style and consider how different practices, as well as leadership development can be utilised to maximise impact. During the second year of study, you will undertake a module about research skills in preparation for conducting a research project focusing on an area of your choice.

Whether you are an aspiring or experienced leader, this programme will equip you with the knowledge and skills to develop strong leadership within your organisation 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 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.

| 3 | **Awarding institution** | Lincoln Bishop University | | |
|---|---|---|---|---|
| **3a** | **Programme Length** | **Full-Time** <br> N/A | **Part-Time** <br> 2 years | |
| **3b** | **Mode(s) of Study** | Part-time, Distance Learning | | |
| **4** | **Home Academic Programme Portfolio** | Initial Teacher Education | | |
| **5** | **HECoS/CAH2/ITT/UCAS code(s)** | **HECoS/CAH2** <br> CAH22-01-01 | **ITT** <br> N/A | UCAS code generated at QAC stage by Admissions |
| **6** | **Framework for HE Qualifications position of final award(s)** | Masters (Level 7) | | |
| **7** | **Alignment with University Credit Framework** | Postgraduate | | |
| **8** | **Compliance with University Assessment Regulations** | Academic Regulations Governing Taught Qualifications | | |
| **9** | **Progression routes with Foundation Degree (FdA) or Top-up** | N/A | | |

## Awards

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

| 10b | Pathway | N/A | |
|-----|---------|-----|---|
| 11 | **(i) Combined Honours Awards available eg:**<br>• BSc/BA (Hons) XX<br>• BSc/BA (Hons) XX and YY | N/A | |

## Arrangements with Partners

| 12 | **Approved Collaborative partner(s)** | Partner Name | Type of Collaborative Partnership |
|-----|---------|-----|---|
| | | N/A | N/A |
| 13 | **Articulation Arrangements with Partners** | Partner Name | Details of Arrangements |
| | | N/A | N/A |

## Professional, Statutory and Regulatory Bodies

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

# SECTION B - OUTCOMES

| 17 | QAA Benchmark Statement(s) |
|----|----|

The QAA does not provide Benchmark Statements for postgraduate level in Education Studies. Therefore, Benchmark Statements have been aligned to the Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies that states:

Master's degrees are awarded to learners who have demonstrated:
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
2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship
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
4. conceptual understanding that enables the student:
   a. to evaluate critically current research and advanced scholarship in the discipline
   b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:
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
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
3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:
1. the qualities and transferable skills necessary for employment requiring:
   a. the exercise of initiative and personal responsibility
   b. decision-making in complex and unpredictable situations
   c. the independent learning ability required for continuing professional development.

| 18 | **Programme Aim** |
|---|---|

The MA Educational Leadership and Management is an exciting and engaging programme designed to support and challenge educators working or volunteering in a wide range of settings and contexts that aspire to develop their leadership and management skills. 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.

The aim of the MA Educational Leadership and Management is to develop postgraduates who can:
- Demonstrate a detailed and systematic knowledge and understanding of key contemporary issues relating to educational leadership and management.
- Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context.
- Develop a critical understanding of existing research and reflection, and the implications for professional practice.
- Examine the relationships between leadership theory and practice in education, drawing on relevant literature, published research and own professional practice.
- Develop a sound conceptual understanding that allows for critical evaluation of a wide range of educational literature.
- Evaluate and critique a range of methodologies and methods used in educational research and understand the relevant ethical issues.
- 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.
- Apply research findings to elicit new insights for a relevant context and their own professional development.

| 19 | **Programme Specific Outcomes** |
|---|---|

**Final Award Learning Outcomes**
On successful completion of MA 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.
**KU4:** Illustrate a comprehensive knowledge and understanding of how to undertake educational research within a specific 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.

**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.

**Programme Specification**

# 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 |
|---|---|---|
| EMC701D_1.0<br><br>Vision, Practice and Policy: Shaping the Future<br><br>30 credits | ELM701D_1.0<br><br>Understanding Effective Leadership and Management<br><br>30 credits | ELM702D_1.0<br><br>Leadership Development for Education<br><br>30 credits |
| **Year 2; Trimester 1** | **Year 2; Trimester 2** | **Year 2; Trimester 3** |
| EMC702D_1.0<br><br>Research Skills<br><br>30 credits | EMC703D_1.0<br><br>Research Project<br><br>60 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 |
|---|---|---|---|---|
| EMC701D_1.0 | Mandatory | Vision, Practice and Policy: Shaping the Future | 1 | 30 |
| ELM701D_1.0 | Mandatory | Understanding Effective Leadership and Management | 2 | 30 |
| ELM702D_1.0 | Mandatory | Leadership Development for Education | 3 | 30 |
| EMC702D_1.0 | Mandatory | Research Skills | 1 | 30 |
| EMC703D_1.0 | Mandatory | Research Project | 2&3 | 60 |

| 22 | Curriculum Design |
|----|-------------------|

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 their practice and synthesise their insights with the wider body of research, in turn developing expertise in leadership and management and becoming a more informed practitioner. 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 own role and aspirations.

The MA is designed to suit practitioners working in a wide range of educational settings and international contexts, e.g. primary, secondary, Further Education, Higher Education, privately-owned education providers and the non-profit sector. With the versatile modules and flexibility regarding assignment foci, learners in different professional roles, such as senior leaders or newly qualified practitioners will all be able to take advantage of what the programme can offer. As the programme is designed for practitioners who are working in the education sector across the world, the MA is a part-time distance-learning course, allowing those who are working full-time to undertake the programme alongside their job. Given the aim of the programme, all the assessments are linked to learners' practice and context.

Being a part-time programme, the MA takes two years to complete. In year 1, learners will undertake one 30-credit core module within each trimester. During Trimester 1 learners will take 'Vision, Practice and Policy: Shaping the Future', in Trimester 2, learners will take 'Understanding Effective Leadership and Management', and in Trimester 3, learners will take 'Leadership Development for Education'. In year 2, learners will undertake a 30-credit 'Research Skills' module, followed by a 60-credit 'Research Project' module in which they will complete their dissertation. Overall, learners will complete 180 credits.

The modules
The suite of modules is specifically designed to cover various aspects of educational leadership and management which are relevant to practitioners from a wide range of settings and sectors. More specifically:

**Vision, Practice and Policy: Shaping the Future**
This module explores key elements of effective practice, guiding learners to engage with contemporary challenges related to professional contexts while reflecting on the influence of policy. 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.

**Understanding Effective Leadership and Management**

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**

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 in 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.

Distance-learning by design

The programme has been specifically designed with distance-learning in mind, allowing learners to reap the benefits of what such a learning mode has to offer. Firstly, the online and largely asynchronous nature of the course offers learners significant flexibility, something that is especially important to those working full-time or in different time zones. Secondly, learners undertaking the MA have access to a plethora of multimedia learning materials, covering a wide range of topics. Given the flexible nature of the assessment tasks, learners can select a specific area that they want to focus on whilst still able to enrich their learning by exploring all the topics on offer. Thirdly, whilst most of the tasks being asynchronous with learners typically working independently, multiple interactive and formative assessment opportunities have been incorporated, meaning learners are able to work within a community and receive regular tutor support.

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 their own context.

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 learner 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 distance-learning programme, learners will be required to complete a range of learning activities via the VLE throughout the programme. 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 and work-based learning throughout the programme. For example, they will be required to reflect on their professional experience and consider how they can apply effective leadership and management practices in the workplace, while at the same time, 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 leadership and management within their own practice, 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 | **Learning and Teaching Strategies** |
|----|--------------------------------------|

As a distance-learning programme aimed at learners both in the UK and across the world, the MA Educational Leadership and Management is a programme that predominantly utilises asynchronous delivery. This allows learners in full-time employment and/or any time zone to undertake the course remotely and complete the learning at a time that best suits their individual context and needs.

To provide learners with an engaging and high-quality learning experience, a variety of activities and resources are used. These include:
- Pre-recorded learning materials - both audio and video
- Visual presentation
- Suggested reading of key sources relevant to the programme
- Specially designed prompt questions and activity sheets
- Extended reading lists covering a diverse range of sources relevant to module topics
- Academic blog
- Reflective diary
- Tutorials

A range of EdTech platforms, as integrated within the VLE, will be used to support some of the activities above. Where possible, multiple formats of learning materials, such as audio and written, will also be provided to enhance accessibility and inclusivity. The approach to learning and teaching for the MA is underpinned by three key principles: model, scaffold and feedback. This means all tasks will be accompanied by good-quality examples and clear instructions to get learners started. Learning will then be broken down into shorter activities and aided by prompt questions or activity sheets. All modules have also incorporated multiple formative assessment opportunities where tutors will check learners' understanding and provide timely and developmental feedback. For example, to optimise learning, asynchronous discussion boards will be used regularly in addition to the other learning activities to help learners to reflect on what they have learnt from the various module topics. After the learners have participated, the module leader will then provide the whole cohort with collective formative feedback, e.g. via email or a post in the comment section.

As evident in the module overviews [see Appendix A], regular engagement points will exist within each module to structure the learning. Not only will the expectations be made explicit during the course induction, but these engagement points will also be clearly outlined in the module handbook, and again, reiterated during the 'module introduction video' as well as on the learning platform itself. Student engagement will be regularly recorded and monitored by the module leaders. Throughout the course, the programme team will work closely with staff with responsibilities in distance learning, such as Digital Learning developers, to ensure consistency of materials in terms of length, visual appearance and content to provide an easy-to-follow, predictable learning experience that promotes confidence for learners.  All materials will be checked regularly to ensure that there are no technical issues such as broken links or display issues. Whilst the programme is designed to offer learners flexibility to work at their own pace, recommended duration for activities and specific formative assessment deadlines will be set to help learners manage their learning effectively and prepare them for their summative tasks.

Learners will be informed about the key tasks at the beginning of each module, and this will allow them to plan ahead and work flexibly. To ensure learners have the best learning experience, VLE functions such as 'forced sequence' and 'time release' will be applied to some of the materials. This is so that learners do not miss any important information or get overwhelmed by the volume of materials available. Some activities which require participation of the whole cohort will also only be made available during a specific timeframe to maximise interactivity.

Peer learning is an important feature of this programme. Thus, opportunities for learners to learn from each other have been embedded throughout, e.g. discussion board tasks. The purpose of such an emphasis is to encourage learners to share with others their professional experiences, as well as the knowledge and insight gained from their own setting. With the MA being a practice-oriented programme, authentic and current professional experiences from other practitioners is invaluable. In addition to peer learning, all learners are guided to reflect on their own professional practice in each module, so that they can identify opportunities to develop as a practitioner and apply what they have learnt from the course to their work setting.

To establish and maintain a positive distance-learning community, the programme team will ensure the following:

1. All learners are allocated a personal tutor.

2. Regular engagement points throughout each module to keep learners engaged, including:

   • Induction and introduction activity at the beginning of the programme to establish sense of community.

   • One module introduction video and a module handbook made available at the beginning of each module to help learners get familiarised with what to expect and to receive initial directions.

   • Two Q&A opportunities per module, with either a follow-up assignment webinar or tutorial.

   • One assignment webinar per module featuring learner contributions to explain assignment tasks.

   • One asynchronous online interactive activity per module involving contributions from the whole cohort.

   • Two draft submission opportunities per module for learners to acquire formative feedback for different elements of the assignment.

   • Two one-hour online tutorials, or equivalent, per module to provide learners with support and formative feedback.

3. Learners are encouraged to engage with professional services, including the Hub.

4. All literature required for the programme is available electronically via the Library's website.

5. Support for Study would be used where appropriate to provide learners with additional support.

The programme is underpinned by principles for effective distance-learning set out in the University's in-person and online delivery guidance framework, and the Blended Learning VLE Template. The intention is to offer learners occasional synchronous sessions such as the 'assignment webinar' and tutorials to maximise student engagement and interactivity.  It will also provide a good opportunity for tutors to build relationships with their learners, which is crucial for maintaining a positive learning community.

Given the potential challenge associated with these types of activities for distance learners, the programme team will work flexibly with learners each year to ensure their specific time-zone and any challenges will be taken into account when scheduling these sessions. In accordance with the University's Engagement Policy, learners are required to attend their scheduled tutorials. They will be required to engage with all of the asynchronous online activities and complete tasks set throughout the programme, e.g. posting on discussion boards, as all of these form part of the learning hours stated in the module specifications. The programme team will work closely with the wider University to identify any engagement-related issues and put in place appropriate interventions to help resolve them.

To ensure all learners are familiar with the expectations and the specific assessment approaches associated with HE studies, clear guidance will be provided by the programme team during the induction, module introductions and assignment webinars. They will also be directed to all the key relevant materials offered by the Hub to help develop their academic skills. Furthermore, learners are expected to learn by reflecting on their professional practice as part of their workplace and independent learning throughout the programme. This experiential learning is used to inform the asynchronous activities set as well as module assignment tasks. To meet the intended learning outcomes, learners are required to complete other independent learning activities outside of the scheduled tasks, such as module reading and assignment preparation.

| 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.

For example, all learners will also be asked to produce a presentation as part of their portfolio for 'Understanding Effective Leadership and Management'. 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. In year 2 for 'Research Skills' learners will write an evaluation of the different methodological approaches related to their area of interest. Within Trimester 2 and 3 learners may wish to develop their research skills project idea in the form of a dissertation. All the assignment tasks and descriptions can be found in the assignment briefs provided.

With many of the prospective learners likely to be working full-time or have other substantial commitments, this part-time 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). The deadline for summative assessments will take place at the end of each module, which coincides with the end of each trimester in year 1, and in Trimesters 1 and 3 during year 2.

| Module Code | Module Description | Credits | Year | Assessment and learning methods | | |
|---|---|---|---|---|---|---|
| | | | | Exam/Written | Practical | Coursework |
| | | | | % | % | % |
| EMC701D_1.0 | Vision, Practice and Policy: Shaping the Future | 30 | 1 | - | - | 100 |
| ELM701D_1.0 | Understanding Effective Leadership and Management | 30 | 1 | - | - | 100 |
| ELM702D_1.0 | Leadership Development for Education | 30 | 1 | - | - | 100 |
| EMC702D_1.0 | Research Skills | 30 | 2 | - | - | 100 |
| EMC703D_1.0 | Research Project | 60 | 2 | - | - | 100 |

The indicative submission dates for assessments are deliberately timed to give learners the opportunity to complete assessments during the main holiday periods (January/May/August).

**Indicative Assessment Strategy**

| Module Code | Module Title | Credits | Indicative Assessment Type and weighting | Indicative Submission | Indicative Assessment Date |
|---|---|---|---|---|---|
| EMC701D_1.0 | Vision, Practice and Policy: Shaping the Future | 30 | Portfolio 100% | 6,000 words | January |
| ELM701D_1.0 | Understanding Effective Leadership and Management | 30 | Portfolio 100% | 6,000 words | May |
| ELM702D_1.0 | Leadership Development for Education | 30 | Portfolio 100% | 6,000 words | August |
| EMC702D_1.0 | Research Skills | 30 | Portfolio 100% | 5,000 words | January |
| EMC703D_1.0 | Research Project | 60 | Dissertation 100% | 12,000 words | August |

| 25 | Inclusive Practice and Personal Development Planning |
|----|---------------------------------------------------|

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 a range of services offered by the Hub and the Students' Union. This MA adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced learning opportunities that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme. Learners will be signposted to these services during their induction and via personal tutors. The VLE will provide relevant links and introductory videos to ensure learners are aware of these policies.

The curriculum of the MA 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. As explained in Section 23, the distance learning 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. With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).

Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities, and where appropriate, in liaison with the International Office. Where time zones make direct contact with professional tutors impracticable, the University will work with the learner to seek workable solutions, so that they are sufficiently supported.

| 26 | Technology Enhanced Learning |
|----|------------------------------|

As a distance learning course, this MA will make extensive use of the University's virtual learning environment and learners will be expected to have suitable IT and internet access. All learning materials will be accessed through the VLE, hosted on separate pages for each module and then organised into folders. Module materials will be well-signposted and structured in a way that is easy for learners to navigate. A plethora of informative multimodal resources such as visual presentations, audio clips and videos will be hosted on the VLE, alongside links to other external materials, e.g. web-based articles. Module reading lists, hosted by the Library, will also be available via the VLE with direct links to the Library's catalogue. To optimise student experience, an electronic module handbook 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.

During the course, the programme team will facilitate a range of structured, but asynchronous interactive activities, such as discussion boards. The aim of these activities is to complement the workplace and independent learning that learners undertake, whilst offering significant flexibility. All learners will be required to attend two online tutorials per module (subject to tutor availability) to receive the support they need to succeed. At the start of the MA, learners will be given information relating to the equipment and IT skills required and how they can access further support. The programme will be delivered in line with the validated Distance Learning template. Throughout the

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programme, learners will be encouraged to apply their existing digital skills and also to develop new ones. Resources from the Hub, such as those relating to online collaboration tools, will be available to ensure that learners can acquire new knowledge and confidence in using technology. Meanwhile, the Library has an extensive range of online resources related to the subject, such as electronic journals and e-books.

| 27 | Work-related Learning |
|---|---|

Learners are expected to hold a professional role (paid or voluntary) within an educational setting for the duration of the course, typically 5 hours a week. In order to link theory and practice, learners will use these 'work-related learning hours', as directed by the set learning tasks, to consider how the topics they study are reflected in their professional experience. During some parts of the programme, learners may also be required to carry out specific activities in their workplace to inform their module work. This learning based on engaging with professional practice will be monitored by module tutors working on the programme. 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, learners are likely to undertake research in their own workplace as part of their research project module. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

If a learner loses access to their work/volunteering setting during a particular module, they may continue with their study, as long as they are still able to complete the summative assessment tasks and meet the intended learning outcomes. If this is not possible, Support for Study or a break in study may be offered to allow the learner some flexibility for securing alternative employment or volunteering opportunities.

| 28 | Employability |
|---|---|

There has been significant consultation with employers about programme delivery and the curriculum design. Owing the part-time and distance learning nature of the programme, learners can enjoy a great deal of flexibility, being able to study alongside their work. In terms of curriculum design, consultation has mostly focused on the topics covered in the programme. Employers are keen for learners to undertake work that reflects current priorities in education, so that the learning has the potential to benefit their work setting. With this in mind, the suite of modules available on the MA programme, such as 'Understanding Effective Leadership and Management' and 'Leadership Development for Education' offers learners the opportunity to develop their knowledge and understanding in contemporary issues pertinent to educational leadership and management across different contexts and at various levels. Employers conveyed that staff who complete MA-level programmes are often ambitious to take on leadership responsibilities, therefore this programme is likely to support these learners.

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

| 29 | Programme Specific Admission Requirements |
|----|-------------------------------------------|

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 some practitioners did not study a first degree in Educational Leadership and Management, and similarly, some who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level since graduating. Therefore, admission to the MA will be made on a case-by-case basis. Due to the distance learning nature of the course, all learners must also have regular and reliable internet access.

Learners are required to be working or volunteering in an educational setting for the duration of the course, typically for a minimum of 5 hours per week or equivalent. This equates to 75 hours per trimester.

English language requirements are IELTS 6.5 with a minimum of 6 in each component.

Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the *Code of Practice for Recognition of Prior Learning*.

| 30 | Programme Specific Management Arrangements |
|----|--------------------------------------------|

This programme is managed through the Faculty, led by its Programme Leader, who reports to the relevant Head of Programmes and is supported by the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.

The programme will be taught by academic staff from within the Faculty who are qualified to master's level and above. Visiting lecturers 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.

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 the University's Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

The programme team will work closely with the International Office to maintain links between the University and learners who are studying from outside of the UK. They will also work alongside the Hub to ensure that the online nature of the programme is successful, and that learners can access all materials.

| 31 | **Staff Responsibilities** |
|---|---|

Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.

Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and in some cases, personal tutors to learners on the programme.

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, 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. Close engagement with the wider professional services as part of the student experience will be embedded within the programme via a dedicated area on the VLE for the Hub, in line with the validated Distance Learning template. Using the appointment system accessible via the VLE, learners from different time zones will be able to book an online appointment with professional services such as Student Advice at a time that suits them (subject to availability). In addition, learners will have access to all the online materials shared by these professional services. Meanwhile, learners studying this MA can also benefit from the support made available by the Students' Union.

All learners will be allocated a personal tutor to provide pastoral and academic support shortly after their enrolment. They will also receive a comprehensive induction from the programme team, introducing them to the learning platform, the structure of the programme and how the learning should be completed. A module introduction video as well as a module handbook will be used at the start of each module to help learners commence their study and there will be multiple opportunities such as the assignment webinar and tutorials to ensure that they are on track. Learners will have opportunities to receive formative feedback by taking part in interactive activities and submitting the allowed proportion of their assignments, as drafts, to their tutor (see Appendix A to see what the learning journey looks like).

The Programme Leader will work regularly with the programme team as well as the Faculty Administration Office to provide personalised support where appropriate, e.g. by using a specific Support for Study plan. Moreover, learners will have full access to the Library's online catalogue and can book one-to-one online appointments with the relevant Librarian at a time that suits them (subject to availability). The programme team will ensure that all core sources required for the programme will be available on WorldCat and that links provided on the VLE are in working order.

Given the distance-learning nature of the course, it is vitally important to establish and maintain a positive learning community and this has been taken into account during the programme design stage. For more information, please see Sections 22 and 23. Furthermore, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

| 33 | **Programme Specific Student Evaluation** |
|---|---|

The Programme complies with current institutional evaluation policies.

<u>Programme Specific Evaluation</u>

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 – MAPPING

## MAP I ASSESSMENT /OUTCOMES MAP

| 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 24

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

*NB the above align to the Employability outcomes on the module specifications http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx*

# SECTION 25

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 <br> *(Light/Minor - include level & title of modules & a brief description of modification)* <br> *(Major - include details of change such as new routes, pathways etc)* | Date of QASA Approval (or event) | Approval effective from: | Details of cohort of students who will be affected by the modification <br> *(eg students entering Level 5 from September 2016 onward)* |
|---|---|---|---|---|
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# SECTION 26

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** *Please details requirement of PSRB here* | **PSRB Requirement** *Please details requirement of PSRB here* | **PSRB Requirement** *Please details requirement of PSRB here* | **PSRB Requirement** *Please details requirement of PSRB here* | **PSRB Requirement** *Please details requirement of PSRB here* | **PSRB Requirement** *Please details requirement of PSRB here* |
| Met? | | | | | | |
| Modules Identified in: | | | | | | |
| Evidence of Requirement met | | | | | | |
| Location of PSRB Approval Document | | | | | | |

## Appendix A

<p align="center"><u>Academic Year 2025-2026 Trimester 1</u></p>

**Vision, Practice and Policy: Shaping the Future**

| Week | Learning activities/tasks | Assessment | Recommended checkpoints* |
|---|---|---|---|
| **Week 1** 20/9/25 | • **Course enrolment/induction** (2 hrs)<br>• Introduction activity | | |
| **Week 2** 29/9/25 | • **701 module introduction** (1 hr) | | *Begins topic 1 study* |
| **Week 3** 6/10/25 | • Reading: assignment brief and module handbook<br>• Q & A submission for webinar | | |
| **Week 4** 13/10/25 | • **Assignment webinar** (1 hr): host and release | | *Begins topic 2 study* |
| **Week 5** 20/10/25 | • Reading: chosen source for assessment task | | |
| **Week 6** 27/10/25 | • Create blog draft | | *Begins topic 3 study* |
| **Week 7** 3/11/25 | • Q & A submission for tutorial | Submit blog draft | |
| **Week 8** 10/11/25 | • **Tutorial** (1 hr): discuss blog and chosen theme | | *Begins topic 4 study* |
| **Week 9** 17/11/25 | • Respond to formative feedback | Posting own final blog | |
| **Week 10** 24/11/25 | | | *Begins topic 5 study* |
| **Week 11** 1/12/25 | • **Interactive activity** (1 hr equivalent): reading peer's blog and compose comment | Posting comment for peer | |
| **Week 12** 8/12/25 | | Appraisal draft submission | *Begins topic 6 study* |
| **Week 13** 5/1/26 | • **Tutorial** (1 hr): discuss draft and final submission | | |
| **Week 14** 12/1/26 | • Respond to formative feedback | | |
| **Week 15** 19/1/26 | | Final assignment submission | |

1. **Synchronous mandatory activities** = learners to complete these activities <u>on or by</u> a specific date/time. Regarding tutorials, learners should liaise with their tutor to arrange a date/time that is mutually suitable.
2. **Asynchronous mandatory activities** = learners to complete these activities/engage with materials provided whenever suitable within a specified timeframe, e.g. 1 week.
3. **Formative assessment** = learners are expected to complete these formative tasks in order to receive feedback from tutor.

4. **Hosted events** = events which learners are expected to engage with either synchronously or asynchronously.
5. **Recommended activities** = activities which learners are encouraged to complete.

*Recommended checkpoints are 'recommended' only, learners are free to complete the topics in their own preferred timeframe.

Programme Specification