Programme Specification Document

Approved, 2022.02

Overview

Programme Code	36413
Programme Title	Leadership in Education
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Programme Leader	
Link Tutor(s)	Matthew McLain

Partner Name	Partnership Type
Unicaf	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Postgraduate Certificate - PC	Critically evaluate the existing theory and evidence base associated with leadership in education. Critically examine research methodologies relevant to the study of leadership in education. Synthesise current and original concepts for the creation and interpretation of knowledge in relation to leadership in education. Apply relevant knowledge of leadership and management to a range of complex educational situations. Critically assess current practice relating to leadership in education.
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	Critically evaluate the existing theory and evidence base associated with leadership in education. Critically examine research methodologies relevant to the study of leadership in education. Synthesise current and original concepts for the creation and interpretation of knowledge in relation to leadership in education. Apply relevant knowledge of leadership and management to a range of complex educational situations. Critically assess current practice relating to leadership in education. Evaluate the rigour and validity of published research within different educational contexts. Apply appropriate research methodologies and data collection processes to inform the critical analysis of and reflection on practice.

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	April	Unicaf	5 Years
Part-Time, Face to Face	August	Unicaf	5 Years
Part-Time, Face to Face	December	Unicaf	5 Years
Part-Time, Face to Face	February	Unicaf	5 Years
Part-Time, Face to Face	January	Unicaf	5 Years

Part-Time, Face to Face	July	Unicaf	5 Years
Part-Time, Face to Face	June	Unicaf	5 Years
Part-Time, Face to Face	March	Unicaf	5 Years
Part-Time, Face to Face	May	Unicaf	5 Years
Part-Time, Face to Face	November	Unicaf	5 Years
Part-Time, Face to Face	October	Unicaf	5 Years
Part-Time, Face to Face	September	Unicaf	5 Years

Aims and Outcomes

Educational Aims of the Programme

-Expand critical understanding in the area of Leadership in Education through learning based on critical engagement with current education theory, research, policy and practice - Develop critical educational practice through analysis of reflection on and engagement with this knowledge and understanding in their professional settings - Develop professionally and personally through learning programmes at Masters level - Conduct original research in their educational setting around an aspect of leadership in education - To provide opportunity for students to achieve their full academic potential at level 7 through study, encouraging self motivation, self awareness and application of initiative - To develop students with leadership acumen for current and future educational contexts

Learning Outcomes

Code	Description
PLO1	Critically evaluate the existing theory and evidence base associated with leadership in education
PLO2	Gather, present, interpret and analyse quantitative and /or qualitative data in appropriate from for research project purposes, related to the field of leadership in education
PLO3	Critically examine research methodologies relevant to the study of leadership in education
PLO4	Synthesise current and original concepts for the creation and interpretation of knowledge in relation to leadership in education
PLO5	Apply relevant knowledge of leadership and management to a range of complex educational situations
PLO6	Critically assess current practice relating to leadership in education
PLO7	Evaluate the rigour and validity of published research within different educational contexts
PLO8	Apply appropriate research methodologies and data collection processes to inform the critical analysis of and reflection on practice
PLO9	Critical reflection on value systems and conceptual assumptions
PLO10	The preparation of a research project based on a study in appropriate depth of a topic related to leadership in education

Programme Structure

Programme Structure Description

The award MA Leadership in Education requires 180 credits from all core modules (7501MALED, 7502MALED, 7503MALED, 7504MALED, 7505MALED, 7506MALED & 7507MALED). The award Post Graduate Diploma Leadership in Education requires 120 credits from the following core modules (7501MALED, 7502MALED, 7503MALED, 7504MALED, 7505MALED & 7506MALED) The award Post Graduate Certificate Leadership in Education requires 60 credits from any of the following core modules (7501MALED, 7502MALED, 7503MALED, 7504MALED, 7505MALED or 7506MALED). Students will register for one new module at a time and must complete the whole programme within 5 years.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7501MALED Learning at Masters Level Approved 2022.01 - 20 credit points	
[MODULE] 7502MALED Leading Change Approved 2022.01 - 20 credit points	
[MODULE] 7503MALED Leading Effective Teams Approved 2022.01 - 20 credit points	
[MODULE] 7504MALED Contemporary Issues in Education Approved 2022.01 - 20 credit points	
[MODULE] 7505MALED Developing Critical Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 7506MALED Research Design Approved 2022.01 - 20 credit points	
[MODULE] 7507MALED Research Project Approved 2022.01 - 60 credit points	
Level 7 Optional - No credit points	OPTIONAL

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Approved variance from Academic Framework Regulations

Variance

Students will be eligible for a Final Module Attempt (FMA) once they have failed the first and referral attempt of a module. Students will not have to wait until all the assessment opportunities from the taught element of the programme have been exhausted. (approved 03/11/2022)

Teaching, Learning and Assessment

Acquisition of knowledge and understanding is achieved through a broad range of teaching methods including lectures, tutorials, workshops, case studies and engagement with theory and research through critical reading, critical reflective practice and the use of appropriate ICT applications. Intellectual skills are developed through engagement with literature, theory and policy and through analysis and reflection on real-world professional practice, through a range of learning activities such as taught sessions, tutorials, seminars, and private study and coursework assignments as appropriate. Usually, coursework assignments require the integration of theory and practice, in order to enable participants to demonstrate the learning outcomes. Practical skills are developed throughout the programme by ensuring that critical approaches to context, policy and learning for education underpin module content and processes. Equally, critical reflection on theory, research and professional practice is a design feature of all modules. Transferable skills are incorporated within modules and related to relevant assessments as appropriate. Building on the student's experiences as they advance through the programme, the delivery of the programme begins with a largely instructor-directed approach and gradually moves to develop a student-directed learning approach in later levels, culminating in students engaging in independent research, supported by lecturers. This approach leads to more independent learning and direct student responsibility for their learning. A range of appropriate teaching methods are used across the programme, including: • Seminars • Lectures • Tutorials • Workshops • eLearning • Directed independent study • Distance Learning • Group work • Presentations Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and dissertations and other appropriate activities. Intellectual skills are assessed and the mode of assessment is specified in the module handbooks. The underpinning assessment strategy is reflection on professional practice from a theoretical / research perspective. Professional practical skills re-assessed within the assessment strategies.

Opportunities for work related learning

The programme is designed to meet the needs of education practitioners in advancing their knowledge, understanding and practice in educational settings. There is an expectation that study will be related to the professional workplace and some assignments may be linked to professional practice in the workplace.