

Leadership in Education

Programme Information

2022.01, Approved

Overview

Programme Code	36532
Programme Title	Leadership in Education
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	N/A
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	
-----------------------	--

Partner Name	Partnership Type
Westford University College	Franchised

External Benchmarks

Subject Benchmark Statement	
-----------------------------	--

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	February	Westford University College	1 Years
Full-Time, Face to Face	July	Westford University College	1 Years
Full-Time, Face to Face	November	Westford University College	1 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 Provide opportunity for students to achieve their full academic potential at level 7 through study, encouraging self motivation, self awareness and application of initiative Develop students with leadership acumen for current and future educational contexts
-----------------------------------	---

Learning Outcomes

Code	Number	Description
PLO1	1	Critically evaluate the existing theory and evidence base associated with leadership in education
PLO2	2	Gather, present, interpret and analyse quantitative and /or qualitative data in appropriate form for research project purposes, related to the field of leadership in education
PLO3	3	Critically examine research methodologies relevant to the study of leadership in education
PLO4	4	Synthesise current and original concepts for the creation and interpretation of knowledge in relation to leadership in education
PLO5	5	Apply relevant knowledge of leadership and management to a range of complex educational situations
PLO6	6	Critically assess current practice relating to leadership in education
PLO7	7	Evaluate the rigour and validity of published research within different educational contexts
PLO8	8	Apply appropriate research methodologies and data collection processes to inform the critical analysis of and reflection on practice
PLO9	9	Critical reflection on value systems and conceptual assumptions
PLO10	10	The preparation of a research project based on a study in appropriate depth of a topic related to leadership in education

Course Structure

Programme Structure Description	Students are required to achieve 180 credits at Level 7 for the MA, 120 credits at Level 7 for the Postgraduate Diploma and 60 credits at Level 7 for the Postgraduate Certificate. The award MA Leadership in Education requires 180 credits from all core modules (7511ELED, 7512ELED, 7513ELED, 7514ELED, 7515ELED, 7516ELED & 7517ELED). The award Post Graduate Diploma Leadership in Education requires 120 credits from the following core modules (7511ELED, 7512ELED, 7513ELED, 7514ELED, 7515ELED & 7516ELED). The award Post Graduate Certificate Leadership in Education requires 60 credits from any of the following core modules (7511ELED, 7512ELED, 7513ELED, 7514ELED, 7515ELED or 7516ELED). 60 credits associated with the Postgraduate Diploma can not include the credits from the Dissertation module (7517ELED). Students can only submit the Dissertation once Research Design (7516ELED) is passed.
---------------------------------	---

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7511ELED Learning at Masters Level Approved 2022.01 - 20 credit points	
[MODULE] 7512ELED Leading Change Approved 2022.01 - 20 credit points	
[MODULE] 7513ELED Leading Effective Teams Approved 2022.01 - 20 credit points	
[MODULE] 7514ELED Contemporary Issues in Education Approved 2022.01 - 20 credit points	
[MODULE] 7515ELED Developing Critical Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 7516ELED Research Design Approved 2022.01 - 20 credit points	
[MODULE] 7517ELED Research Project Approved 2022.01 - 60 credit points	
Level 7 Optional - No credit points	OPTIONAL

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>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:</p> <ul style="list-style-type: none"> • Lectures/eLearning • Seminars • One-One & Group Tutorials • Workshops • Group work • Directed independent study • Online Discussion Forums • Assessment e-Workshops • Digital Presentations <p>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.</p>
-----------------------------------	--

Opportunities for work related learning

Opportunities for work related learning
<p>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</p>

Entry Requirements

Type	Description
Alternative qualifications considered	<p>For standard entry, students will meet the following criteria as a minimum: Have a first degree in a related area - classification normally a minimum of 2.2 Honours or equivalent, of a UK university. Or equivalent overseas qualification. Applicants who have successfully completed a Postgraduate Certificate in Education (PGCEi) with Westford University College as the approved Teaching Institution, may be considered for advanced entry on to the MA Leadership in Education. This remains subject to the University's regulations on Advanced Standing in Postgraduate Awards and approval by the Faculty Recognition Group. The PGCEi would count as 60 credits towards the MA Leadership in Education programme with exemptions for 7511ELED; 7514ELED; 7515ELED. Students will need to complete the following modules once they join the MA Leadership in Education: [7512ELED; 7513ELED; 7516ELED; 7517ELED] A student should have had their complete education and qualifications in an English medium school and College/HEI, or have achieved an IELTS score of 6.0 overall for admission to the programme.</p>

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name

Jennifer Woods