The University of Edinburgh
The Moray House School of Education
School Postgraduate Studies Committee
24 November 2010

Pg Diploma/Masters in International Educational Leadership

Brief description of the paper

This paper comprises:

- the supporting documentation (programme specification, DPT, course descriptors) for the Pg Diploma/Masters in International Educational Leadership
- the documentation submitted for approval at the Board of Studies on 10 November

Action requested

To approve

Resource implications

Does the paper have resource implications? Yes/No

Risk assessment

Does the paper include a risk analysis? Yes/No (Section 8 of the Board of Studies paper)

Equality and diversity

Does the paper have equality and diversity implications? Yes/No

Freedom of information

Can this paper be included in open business? Yes/No

Any other relevant information

None

Originator of the paper

Graham Thomson [Director Centre for Educational Leadership],
Deirdre Torrance [Director of the Masters in Educational Leadership and Management],
In consultation with Dr Gale MacLeod.
PROGRAMME SPECIFICATION FOR:
Pg Diploma/Masters in International Educational Leadership

1) **Awarding Institution**: The University of Edinburgh

2) **Teaching Institution**: The University of Edinburgh

3) **Programme accredited by**: N/A

4) **Final Award**: Pg Diploma/Masters in International Educational Leadership

5) **Programme Title**: Pg Diploma/MSc International Educational Leadership

6) **UCAS Code**: N/A. Relevant QAA Subject Benchmarking Group(s):

7) **Postholder with overall responsibility for QA**: Programme Director (to be appointed)

   Developed by Graham Thomson, Director Centre for Studies in Educational Leadership and Deirdre Torrance, Director of the Masters in Educational Leadership and Management.

8) **Date of production**: October 2010

9) **Educational aims of programme**:

   The programme aims to develop leadership knowledge and understanding, and leadership and organisational skills, and to enable participants to apply critically the understanding and skills they acquire. The programme addresses the tensions between views of 'management' and 'leadership' within educational contexts and particularly the contested nature of the relationship between educational leadership and learning. It aims to enable participants to reflect critically on these debates and to place the associated arguments and theory within their own professional practice. Through this programme, participants will be able to develop and demonstrate their understanding of the principles and practice of educational leadership with a particular focus on middle leadership.

   The programme will:

   - develop both a critical understanding of the concept of educational leadership and a grounding in issues of practical relevance to leadership practice to enable students to reflect critically on the relationships between theory and practice and explore issues in the effective application of educational leadership;

   - provide students with the analytical and conceptual knowledge and knowledge of skills relevant to middle leaders in educational settings. This knowledge includes that of the internal aspects, functions and processes of educational organizations, the economic, environmental, ethical, legal, political, sociological and technological context in which educational organizations exist and of the conceptual and analytical tools valuable in their critical analysis;

   - provide students with the proficiency to practice and develop integrated and multiple educational leadership skills including communication, team-working and inter-personal interaction;

   - provide students with the knowledge and skills to address problems through flexible,
• foster the development of general transferable intellectual and study skills that will equip graduates to make a valuable contribution both within their chosen career path and in the wider community and to encourage a positive attitude to continuing development and lifelong learning.

10) Programme Outcomes:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

(a) Knowledge and understanding:
By the end of this programme, participants will be able to demonstrate knowledge and understanding in:
- the contested nature of leadership
- the nature of middle leadership in educational settings
- the relationship between leadership and learning
- the importance of collaborative practice in educational settings

Students are provided with an in-depth understanding of the theoretical foundations of international educational leadership alongside current and emerging practitioner issues and applications in many areas such as: global issues, diversity and their contexts; strategic leadership perspectives; analysis of educational contexts and leadership effects; Leadership for Learning approaches; developing staff capacity around change and improvement; and educational leadership research methods.

(b) Intellectual skills:

• the ability to gather evidence to make informed decisions and find solutions;
• skills of identifying, formulating and solving educational challenges and problems by analysing appropriate descriptive statistics;
• cognitive skills to reflect critically upon a range of theoretical perspectives on leadership, to think critically about concepts and arguments, to analyse arguments, problems and events, and to synthesise different ideas;
• the ability to evaluate own effectiveness within a given range of tasks and skills;
• identify and justify decisions taken in relation to their educational leadership practice;
• develop research skills relevant to the investigation of practice and the delivery of more effective practice.
• use reading to inform practice, decisions and reflection.

(c) Professional/subject-specific/practical skills include:

• awareness of the key factors impacting on effective learning;
• reflect on, analyse and evaluate experience in developing leadership;
• propose and implement solutions to educational challenges;
• draw on ideas from literature, through dialogue with others and experience to review and plan practice;
• the ability to obtain and process information from a variety of sources;
• the ability to apply theoretical and conceptual knowledge to practical situations;
• and the ability to present work with a clear and accessible structure with conventions fully adhered.

(d) Transferable skills include:
• Ability to utilise influential communication skills
• Planning skills with self-evaluation and reflection
• Decision-making skills
• Critical evaluation skills
• Self management skills including self evaluation and reflection
• Problem solving skills
• The ability to empathise with others
• The ability to create, maintain and enhance working relationships with others and to lead teams and support partnership approaches

Provision
The MSc programme will be delivered online. Students will have the opportunity to work closely with fellow-learners and tutors in a properly supported, collaborative and vibrant online learning environment. Courses will be taught through combinations of independent study and online group work and structured online discussion.

A directed study programme with set reading, reflective activities and short work based tasks involving gathering and analysing data. The programme seeks to foster a strong link between the principles of leadership and practice in participants’ work settings. An important aspect of the programme will involve developing web based supportive networks among participants.

Assessment
Each course will be assessed using specific criteria in relation to learning outcomes and in addition, general criteria that derive from descriptors for SCQF Level 11.

11) Programme Structure and Features:
Participants will complete 120 credits at SCQF 11 Level. The courses, attracting either 10 or 20 credits, are mapped out below. Course members will normally complete Courses 1 to 3 in one academic session and Course 4 to 6 in the subsequent academic session. Courses 5 and 6 contain options. The dissertation carrying 60 credits will follow in year 3.

PG Dip/MSc Educational Leadership

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>core course 1 20 credits</td>
<td>core course 4 20 credits</td>
<td>MSc Dissertation 10 Research Methods: Planning Research REDU11044 followed by 50 credits dissertation</td>
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<tr>
<td>core course 2 20 credits</td>
<td>course 5 [options] 20 credits</td>
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<tr>
<td>core course 3 20 credits</td>
<td>research course 6 [options] 20 credits total</td>
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Courses
1. International Perspectives and Practices
2. Developing Leadership
3. Strategic Leadership in Education
4. Leadership for Learning
5. Option from:
   a. Managing Organisational Learning and Knowledge
   Or
   b. Understanding learning in the online environment
6. Research Courses Option from:
   a. The sources of knowledge: Understanding and analysing research literature and Conceptualising research: Foundations, assumptions and praxis.
   Or
   b. Research methods [MSc in E-learning]
PG dip awarded on completion of year 1 and 2 [120 credits]
Masters awarded on completion of 180 credits

The following courses are already available:

- International Perspectives on Education and Training
- Managing Organisational Learning and Knowledge
- Understanding learning in the online environment
- The sources of knowledge: Understanding and analysing research literature and Conceptualising research: Foundations, assumptions and praxis
- Research methods [MSc in E-learning]

The following courses are new:

- Developing Leadership
- Strategic Leadership in Education
- Leadership for Learning

Entry Requirements

First degree and/or professional equivalent.

The typical student will have professional qualification in an education area such as schools, further and higher education institutions and a range of other education related services or where relevant a significant and appropriate professional experience. It is expected that applicants will have a minimum of three years of work experience in education or an area related to education and will be wanting to develop their leadership skills and prepare for the next level of their career.

Students without the requisite work experience may be considered if they demonstrate an exceptional academic record and strong evidence of commitment to the subject, e.g. through dissertations, voluntary projects, internships etc.

English language requirements: IELTS: 6.5 with no less than 6 in each sub skill.

Quality Assurance: the programme will adhere to the regulations of the University of Edinburgh:

- an external examiner will be appointed
- student feedback will be gathered at the completion of each course
- a staff student liaison committee will be established
- course and programme QA reports will be completed by the programme leader annually.

12) Other items:

a. Progression
To pass the coursework component, students must obtain an average of 50% or more across all courses, subject to obtaining marks less than 50% in no more than 40 credits. The mark for the dissertation must not fall below 50% for the award of Masters.

The Diploma in Educational Leadership may be awarded to students obtaining average marks in the 120 credits of coursework of 40% or more, provided that at least 80 credits are passed at the
Diploma level.

b. Length of study
This is a standard part-time masters that students will take over 36 months with 3 courses per year in the first two years followed by the dissertation in the third year.

c. Fees
International £11,750. These are 2010/11 fee costs and we may have to assume a 5% increase on 2010/11 levels for session 2011/12.
DPT: International Educational Leadership (MSc) (Part-time) – 3 Years

Year 1

Compulsory Courses
The following courses are compulsory for this DPT

20 credits International Perspectives on Education and Training EDUA11011

20 credits Developing as a Leader [new course]

20 credits Strategic Leadership in Education [new course]

Year 2

Compulsory Courses
The following courses are compulsory for this DPT

20 credits Developing Leadership for Learning [new course]

Course options
Option courses to be selected for this DPT using the following rules:

Select exactly 20 credits from the following courses level 11, as available.
20 credits Managing Organisational Learning and Knowledge (EDUA11081)
Or
20 credits Understanding learning in the online environment (EDUA11145)

AND

Select exactly 20 credits from the following courses level 11, as available.

10 credits The sources of knowledge: Understanding and analysing research literature (REDU11046)
AND
10 credits Conceptualising research: Foundations, assumptions and praxis (REDU11045)

OR

Select exactly 20 credits from the following course level 11, as available.
20 credits Research methods (MSc in E-learning) (REDU11017)

Year 3
Compulsory courses

10 credits Research Methods: Planning Research REDU11044

50 credits dissertation
Developing as a Leader

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**Brief rationale for the course**
The main aim of this course is to enable participants both to develop and demonstrate their understanding of the principles of educational leadership:

- To explore the nature of leadership.
- To develop participants’ awareness of their middle leadership skills and potential

**Learning Outcomes**
On completion of this course participants will demonstrate:

*knowledge and understanding of:*
- the nature of leadership in educational settings and the role of values
- middle leadership
- the contested nature of the role of the middle leader
- professional learning and their development as a middle leader
- self evaluation for development

*skill in:
- gathering evidence including feedback to make an informed self evaluation
- identifying their leadership skills within their current role
- evaluating and critically reflecting on their leadership practice
- identifying and justifying their professional development needs in relation to leadership
- reflecting critically upon a range of theoretical perspectives on leadership
- making more informed and effective decisions in their practice in leadership
- presenting the outcomes of a self evaluation

**Special arrangements**
Applicants need to be familiar with the use of IT

**Teaching mode**
On-line

**Delivery period**
Semester One

**Indicative content**
- Professional responsibilities - exploring professional values, defining professionalism, management and leadership, evidence informed practice, networked professionals
  - Personal leadership - new notions of professionalism, exploring own professional values, professionalism for the 21st Century
  - Introduction to leadership - leadership styles and qualities, influencing and supporting others, motivation
  - Middle leadership - issues and possibilities, the development of expertise and the development of practice
• Self management - managing personal change, self analysis and personal learning, time management, seeking feedback
• Judging effectiveness - obtaining and using feedback, presenting findings and a coherent analysis, reflecting on outcomes and identifying targets, planning leadership development opportunities
• Use reading as a critical lens to self evaluate practice and development.

Assessment
Throughout this course, students will be supported through a range of blended learning activities to articulate their learning which will in turn inform their final assignments.

Assessment Task
Assessment will consist of two components. Participants must complete each component satisfactorily to be awarded a pass grade.
• A critical review of approaches to leadership to include exploration of key issues within the literature and policy discourse. Drawing from practice and experience and identifying implications for the development of practice in an educational context. The length of the discussion will be 2000 words (+/- 10%).
• A reflective discussion and review of the development of the participant’s leadership skills, supported by illustrative examples. The discussion will include a review of the participant’s next steps for professional development. The participant will carry out an evaluation using feedback from significant colleagues that will inform the critical self-assessment. The length of the discussion will be 2000 words (+/- 10%).

Assessment Criteria
• Demonstrate a critical understanding of the principles underpinning leadership and management in schools drawing on relevant literature
• Demonstrate a critical understanding of key implications for the development of leadership practice in an educational context drawing on relevant practice and experience
• Plan, gather, select and justify appropriate evidence including feedback from significant colleagues to support self evaluation of own leadership skills
• Conduct a rigorous self-evaluation of own leadership skills drawing on relevant literature
• From the review of self-evaluation, identify and justify targets for own development in leadership
• Present work with a clear, coherent and accessible structure with conventions fully adhered.

Indicative bibliography

Indicative Reading
Hobbs, K. [2006] *Rethinking middle leadership roles in secondary schools: This report examines how schools have shifted the focus of middle leaders from management to leadership*, Nottingham: NCSL.
Hopkins, D (n.d.) *Instructional Leadership and School Improvement*, Nottingham: NCSL.

Strategic Leadership in Education

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**Brief rationale for the course**

This course provides students with an advanced study of Strategic Educational Leadership. Key concepts, principles and processes will be explored; and course members will be encouraged to develop the application of these to their own professional activities. There will be an emphasis on concepts relevant to the challenges of leading for results in a strategic educational context.

There will be exploration of the complex, varied nature of leadership work and the often competing operational demands of the workplace environment on one hand and of strategic, quality and continuous improvement imperatives on the other. The impact of environmental turbulence and uncertainty on strategy and planning within schools, colleges and universities will be examined and the role of strategic leader in providing cohesion in relation to purpose will be explored.

**Learning Outcomes**

On completion of this course, learners will be able to understand, analyse and critically evaluate:

- Contemporary educational organisations and their principal environments;
- The managerial and educational environment within which educational professionals work;
- How educational organisations are shaped by and developed in response to internal and external environmental factors;
- The key characteristics of an effective strategy;
- The contribution that strategic leadership can make to successful performance, both of individuals and educational organizations;
- The difficulties that strategic leadership face in developing the resources and capabilities of educational organisation-capabilities in particular;
- Educational Organisational mission, structure, culture and stakeholders management;
- Change management and innovation in educational contexts.

**Special arrangements**

Applicants need to be familiar with the use of IT

**Teaching mode**

On-line

**Delivery period**

Semester 2

**Indicative content**

- Understand, analyse and critically evaluate contemporary educational organisations and their principal environments.
- Understand, analyse and critically evaluate the strategic leadership and business environment within which educational professionals work.
- Understand, analyse and critically evaluate how educational organisations are shaped by and developed in response to internal and external environmental factors.
- Understand, analyse and critically evaluate the market and competitive environments of organisations and how organisational leaders respond to them.
- Understand, analyse and critically evaluate globalisation and international forces and how they shape and impact on educational organisations.
- Understand, analyse and critically evaluate demographic, social and technological trends and how they shape and impact on educational organisations.
• Understand, analyse and critically evaluate government policy and legal regulation and how these shape and impact on educational organisations.

**Assessment**

Opportunities will be taken during the course to use online activities as a basis for formative assessment both to establish a basis of conceptual understanding for the summative task and to provide course members with opportunities to check their own progress.

**An Assignment** Comprising a review of relevant literature and a theoretically informed and analytical case study of an appropriate organisation (4,000 words maximum)

**Assessment Criteria**

• Explain the nature of strategic leadership and critically evaluate its contribution to the work of educational organisations

• Apply relevant theories of the organisation to an analysis of organisational function, structure and culture

• Appraise the concept of organisational leadership in relation to relevant theories of change and development

• Articulate theories relevant to the leading of/for quality and continuous improvement

• Apply the techniques of strategic planning to the evaluation of the leadership of educational organisations

• Present an informed appraisal of ethical and other professional issues to be addressed in strategic leadership role

**Indicative bibliography**


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce, P. M.</td>
<td><em>Strategic management for the public services</em></td>
<td>Open U.P. (1999)</td>
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<tr>
<td>Leavy, B. and McKiernan, P.</td>
<td><em>Strategic Leadership: Governance &amp; Renewal</em></td>
<td>Palgrave Macmillan (2009)</td>
</tr>
<tr>
<td>Mintzberg, H.</td>
<td><em>The rise and fall of strategic planning</em></td>
<td>FT/Prentice-Hall (2000)</td>
</tr>
<tr>
<td>Pavitt, K.</td>
<td><em>Technology management and systems of innovation</em></td>
<td>Elgar (1999)</td>
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<tr>
<td>Rayner, C., and Adam-Smith, D.</td>
<td><em>Managing and Leading People</em></td>
<td>CIPD Publications (2005)</td>
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<tr>
<td>Vasconcellos e Sa, Jorge</td>
<td><em>The Neglected Firm</em></td>
<td>Palgrave (2002)</td>
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Developing Leadership for Learning

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**Brief rationale for the course**

This course will explore and develop the role of middle leaders in:

- supporting effective learning and teaching;
- and in creating capacity for professional learning and improvement.

Improving learning is often difficult for leaders to influence, whatever their educational setting. Leaders’ impact on student learning is largely mediated through the interplay of direct, indirect and reciprocal behaviours with colleagues and others. This course will examine the collaborative interactions and behaviours of middle leaders to effect change and improvement.

**Learning Outcomes**

On completion of this course participants will demonstrate:

- **an appreciation of:**
  - what the learner brings to the learning context;
  - how the learning context can effectively support learning;
  - and the contribution that leadership can make to the learning and teaching process.

- **knowledge and understanding of:**
  - the contested nature of the relationship between leadership and improved learning and teaching outcomes and the different contributing dimensions comprising leadership for learning to include professional learning, learning-centred leadership and instructional leadership in various educational settings;
  - and leadership approaches that facilitate individual, collective and shared approaches to enhancing learning.

- **skill in**
  - gathering relevant information to examine leadership for learning in practice;
  - reviewing critically their leadership impact on areas such as improving student learning, teaching and achievement;
  - working collaboratively with and through individuals and groups to build capacity to improve student learning;
  - reflecting critically upon a range of theoretical perspectives on educational leadership’s impact on learning;
  - and making more informed and effective decisions in their educational leadership for learning practice.
Special arrangements
Applicants need to be familiar with the use of IT

Teaching mode
On-line

Delivery period
Semester 1 from 2012/13

Indicative content

- the factors that affect student learning within and beyond formal educational systems and contexts;
- developing leadership for learning: direct, indirect and reciprocal actions and activities; creating a learning focus; leadership roles of modeling, monitoring and dialogue around pedagogy; blended coaching approaches; lesson observation and feedback;
- collaborative approaches to support improvement: working effectively with people within and across boundaries; distributed approaches to leadership and collaborative cultures; learning communities; networking; the processes, challenges and advantages of sharing effective practice and developing innovative practice; and developing professional learning capacity;
- using a range of evidence and data to understand the quality of the learners’ experience to inform leadership actions and sustainable next steps;
- and using reading to generate criteria and, collecting, analysing and presenting valid evidence, providing information to different audiences.

Assessment
Throughout the course there will be a range of online activities that will provide formative assessment information to students in order to deepen knowledge, skills and conceptual understanding.

Assessment Tasks
Assessment will consist of two components. Participants must complete each component satisfactorily to be awarded a pass grade.

- A critical review of leadership for learning approaches in areas such as improving student learning, teaching and achievement, drawing from practice and experience, and the implications for the development of practice. The length of the discussion will be 2000 words.
- A reflective discussion and review of the development of the participant’s leadership for learning skills, supported by illustrative examples. The discussion will include a review of the participant’s next steps for professional development. The length of the discussion will be 2000 words.

Assessment Criteria

- demonstrate a critical understanding of contemporary perspectives on the significance of leadership for learning processes on areas such as improving student learning, teaching and achievement;
- demonstrate an understanding of the leadership processes that support and develop the capacity of individuals to enhance learning and teaching;
- demonstrate an understanding of the leadership processes involved in leading and sustaining collaborative approaches to support improvement;
- conduct a rigorous self-evaluation drawing from a range of evidence gathered of own contribution to leadership for learning;
- identify next steps from within own role, designed to enhance leadership for learning;
- and present work with a clear, coherent and accessible structure with conventions fully adhered.
**Indicative bibliography**

Peter Lewis and Roger Murphy [2008]. *Review of the Landscape: Leadership and Leadership Development 2008* A review of what is known about effective leadership and leadership development Notingham: NCSL


Lewis, P. and Murphy, R. [2008] *Effective School Leadership: A brief review summarising selected literature on the evidence for effective school leadership*. Nottingham:NCSL.


Slater, L. [2008] Pathways to Building Leadership Capacity Educational Management Administration Leadership January 2008 vol. 36 no. 1 55-69


Education (Educational Leadership) MEd. School of Education and Social Work. Enhance your professional learning and career progression by developing a deeper knowledge of educational theory, research and leadership. Date of entry. November 2020. In this section. Overview. You can tailor the educational experience to suit your own circumstances, working entirely online, at your own pace, and taking a break from studies if needed. You can choose to study for the full Master of Education award, or you can exit early with a PG Certificate or PG Diploma. Most of the learning will build on your previous training and is based around your work experience. You do not need to be currently employed to study this course, as long as you have the relevant experience. The Masters of Education in Leadership and Learning, developed by the Teacher Education Partnership with funding from the Scottish Government, may be earned through completing a mixture of Postgraduate Certificate (PgCert) programmes and career-long professional learning (CLPL) courses developed with partners. You will also need to meet the University’s language requirements. University of Edinburgh. Welcome to the University of Edinburgh Influencing the world since 1583 The University of Edinburgh is one of the world's top universities, consistently ranked in the world top 50, and ranked 20th in the 2020 QS World University Rankings. The University of Edinburgh The Moray House School of Education School Postgraduate Studies Committee. 24 November 2010 Pg Diploma/Masters in International Educational Leadership Brief description of the paper This paper comprises: the supporting documentation (programme specification, DPT, course descriptors) for the Pg Diploma/Masters in International Educational Leadership). The documentation submitted for approval at the Board of Studies on 10 November requested To approve Resource implications Does the paper have resource implications? Yes/No Risk assessment Does the paper incl