

MA EDUCATION LEADERSHIP

Institute of Education, Arts and Society

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|-----------------------------|---|---------------------|-----|
| Academic Level: | B7 | Credits: | 180 |
| UCAS Code: | NA | | |
| Awarding Body: | University of Cumbria | | |
| Delivery Site: | Lancaster | | |
| Programme Length: | FT 1 Year | | |
| Mode of Delivery: | Face-to-face | | |
| Pattern of Delivery: | Full time | | |
| | Total weeks of study: | 36 weeks | |
| | Delivery pattern: | 3x 12 week semester | |
| | Standard semester dates: | Yes | |
| Programme Webpage: | https://www.cumbria.ac.uk/study/courses/postgraduate/ma-education-leadership/ | | |

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage: <https://www.cumbria.ac.uk/study/courses/postgraduate/ma-education-leadership/>

Applicants who have completed relevant master's level study with the University of Cumbria or through another organisation may be considered through the University's standard APL processes.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

This is an advanced study master's degree (QAA, 2020). By the end of this programme learners will be able to:

- develop self-direction in their studies and bring originality to solving problems/questions in their chosen field of professional practice or educational enquiry.
- participate as a pro-active contributor to a collaborative educational learning community in which students in professional practice in education debate and engage in critical examination of key issues in their chosen field of study and where they can communicate ideas and share findings.
- develop their skills and knowledge in relation to high quality leadership. This MA is designed to support the student's professional development and enrich their contribution in their own context.
- develop conceptual understanding needed to critically evaluate current research/scholarship/practice and systematically address a range of complex issues in professional practice in education.
- demonstrate a comprehensive understanding of research in their field of professional practice/educational enquiry and their capacity to show originality in the application of knowledge and practical understanding.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following in terms of knowledge and understanding:

After 60 credits of study (PgCert) you will be able to demonstrate:

K1. An in-depth and systematic approach to knowledge in their field of professional educational enquiry as well as a critical grasp of key texts, key drivers, key ideas and concepts and their different interpretations;

K2. A comprehensive and critical awareness of the controversial/current issues in their field of professional educational enquiry and of the complexities and contested areas within their field of professional educational enquiry;

After 120 credits of study (PgDip) you will be able to demonstrate:

K3. A critical knowledge and understanding of advanced scholarship at the forefront of research and theory in their field of professional educational enquiry;

After 180 credits of study (MA) you will be able to demonstrate:

K4. A critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to their field of professional educational enquiry;

K5. A comprehensive and critical understanding of techniques applicable to investigating practice in education and a critical knowledge and understanding of how techniques of research are employed to create and interpret knowledge in their field of professional enquiry.

K6. An advanced knowledge and understanding of the concepts underpinning research and scholarly activity in their field of professional educational enquiry and a critical understanding of current research and relevant methodologies as well as a sound grasp of the ethical dimension to research and professional enquiry in their field.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PgCert) you will be able to demonstrate skills that evidence your capability to:

- S1.** Analyse and evaluate complex ideas and concepts and interpret data relevant to your field of professional educational enquiry;
- S2.** Construct and sustain coherent and critically sound arguments and synthesise ideas;
- S3.** Reflect critically on the relationship between theory and practice and use systematic critical reflection to inform your own professional development;

After 120 credits of study (PgDip) you will be able to demonstrate:

- S4.** Deal with complex issues systematically and creatively and make sound judgements sometimes in the absence of complete data;
- S5.** Employ a range of communication skills to share ideas and present findings clearly and coherently;
- S6.** Demonstrate imagination and originality in asking questions, solving problems, developing theory and in application of knowledge and practice;

After 180 credits of study (MA) you will be able to:

- S7.** Demonstrate independence in thought and critical awareness of own beliefs, bias and blind spots;
- S8.** Show readiness to act autonomously in planning professional enquiry; design and execute a sustained piece of independent, intellectual study.

The programme also provides opportunities to build on the following transferable and generic skills:

- A discriminating use of range of academic resources, compile bibliographies, and engage critically with scholarly sources,
- The ability to participate in collaborative learning, debate and discussion and skills in presenting & defending a line of debate/research findings
- A range of skills in the use of technology to retrieve information, share ideas, support research, present and communicate findings
- The ability to identify a key issue/problem and the ability to construct an enquiry
- The ability to make decisions in complex/unpredictable situations
- Sound initiative and independent learning ability and readiness to take responsibility for own personal and professional development
- A readiness to advance knowledge and understanding and to develop new skills to a high level

PROGRAMME FEATURES

Programme Overview

Our full-time **MA Education Leadership** is designed to help you gain the mastery you need, in terms of knowledge, understanding and skills in order to respond effectively to the changes and challenges in the world of education today. It will also provide a choice of themes for study and an approach to extend and develop your educational knowledge, skills and interests for career development.

In this **MA Education Leadership**, you will be able to accumulate credit through the successful completion of modules which are geared to your needs and appropriate to your stage in terms of career and interests. It provides an opportunity to consider theory and practice in education through a wide range of professional lenses; including teacher, lecturer, governance, leadership and management. This module is taught across two MA programmes (e.g. MA Education and MA Education Leadership). With the support of academics teaching and leading the module, students are expected to shape their learning in accordance with the programme they have chosen and their personal, professional interests.

The **MA Education Leadership** provides good opportunities for local and international students to gain an award at M level in just one year. Modules are designed to take account of the student's own educational experience/context. The fact that the programme is face to face and full time allows students to work within a focused and dynamic academic community on campus. The tutors for the MA already have good experience in working with students working in local and international contexts. Modules draw on current international research and the resources available to MA students reflect a wide range of educational research both in the UK and in an international context. This programme will provide professionals with the theoretical basis of education leadership, to inform their practice and understanding of the role of effective leadership as a catalyst for social change. Options at the stage of dissertation take account of the different interests and educational roles and contexts that students aim to work in when they graduate.

The programme team have strong and sustained partnerships developed over many years by the UoC and their legacy organisations - with schools and educational institutions. Locally, these partnerships reach across Lancashire, Cumbria and Greater Manchester, while nationally they involve partners from across England, the UK and internationally. This informs our programme design and development.

Applicants will be accepted with a wide range of experiences and interests relating to educational occupations. It is appropriate to aspiring leaders considering career progression, those who lead and manage subject areas and departments, educational consultants and governance and those who work for national or regional government in a planning, development or inspection role. It is targeted at participants with a strong commitment to developing a career in educational leadership across a range of contexts, roles and settings.

This **MA Education Leadership** programme is aligned to the 2030 Agenda for Sustainable Development (2015) which is centred around the 17 Sustainable Development Goals. The Sustainable Development Goals address interconnected issues include poverty, inequality, climate change, inclusive societies and access to health and education. A central commitment of the Goals

is to Leave No One Behind, ensuring that development progress reaches the most vulnerable and marginalised populations.

This **MA Education Leadership** gives students a deeper understanding of the field of education and the global outlook, cultural fluency and importance of social change prized in today's employment market. Employer-led events, career guidance and consultancy and introductions to organisations offering optional voluntary practical experience opportunities, mean students develop their professional profile and become well equipped to forge their own employment pathway once they graduate.

Tutors are experts in their field - and in working with students from all over the world. The University's qualifications are recognised around the world.

Learning and Teaching

Teaching

At Level 7 you typically have around 8 –12 contact hours per week, typically consisting of:

- ...1 hours of lectures
- ... 9 hours of seminars
- ...1 hour(s) of group/individual tutorial

However, the pattern may vary from week to week and between semesters.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study.

Programme Teaching and Learning Strategy

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

This MA is designed to run as full-time face-to-face experience. This provision will also allow you to access material and appropriate learning activities on programme and module virtual learning environments (VLE).

The programme will be delivered using the range of teaching and learning strategies appropriate to adult learning (andragogy). The intention is to ensure you have a sense of being part of a learning community and that you are able to engage in learning experiences that are intellectually stimulating and enriching.

Learning and Teaching

The programme integrates a variety of teaching and learning methods and resources that support the needs, preferences and interests of different learners. Explicit models of design will support

students in understanding the process that they are engaging with. Expert knowledge contributions are combined with effective use of learning technologies to promote powerful social and individual learning opportunities. The focus of assessments is particularly designed to be relevant to the needs and interests of individual students with an emphasis on the interaction between theory and practice.

Teaching Staff

Research-informed teaching on the programme draws on sector specific knowledge and expertise in a global/international context. All the tutors supporting this programme are experts in their field and the team has substantial experience in tutoring MA and research students.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your PT will be able guide you through your MA journey.

Skills Support

All students have the opportunity to benefit from postgraduate academic skills support. With a free pre-session programme of study online to enable applicants to refresh and develop their language and academic literacy skills before starting the programme. Academic, digital and professional graduate skills development sessions are built into the programme's modules and the University's academic skills team provide support specifically designed for Master's level study throughout the year.

International Student Support

International applicants will benefit from specific guidance and support relating to studying in the UK, developing English language proficiency and career, employability and CV development for the UK and international market. Students can register with our International Student Support Hub for advice on application, finance, and visa requirements and find details of pre-session English language proficiency programmes through our programme webpage [insert programme webpage link]. While on the programme, International students also gain from the additional support that the hub can offer for their specific needs and interests in terms of settling in to study in the UK and making choices that enhance future career development. Support for international applications can be found here <https://my.cumbria.ac.uk/Student-Life/careers/International-Students/>

Assessment

Programme Assessment Strategy

It is intended that students will engage in a variety of different forms of assessment, which are designed to provide a creative and balanced strategy across the programme. We provide a range of engaging and challenging opportunities that are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success. The programme promotes

the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers through formative and summative assessment opportunities in each module.

Summative Assessment is the process of evaluating (and grading) the learning of students at a point in time. Every module will have a summative assignment and these module assignments be submitted online via **Turnitin**. These summative assignments draw on a range of strategies and in the course of the MA students will be assessed through literature review, construction of a critical reading log, academic poster and presentation. This aligns to the University-wide Learning Teaching and Assessment plan moving forward in terms of authentic assessment that will contribute to professional understanding and employability.

The assessment of skills will culminate in the dissertation. At the dissertation stage of the MA a detailed module guide/handbook will ensure that your supervisor and Personal Tutor can track and monitor your progress and provide interim feedback to support and help you.

Formative Assessment is designed to help learners learn more effectively by giving them feedback on their performance in order to indicate how it can be improved and sustained.

Formative assessments included in each module will help you to make progress in terms of preparation for the summative assessment for the module. There is a direct relationship between the formative and the summative assignment and academic skills/research skills development. You will get feedback to inform the summative assignment for the module, which is particularly useful in the transition to Master's level writing. Formative assessment may also be a part of tutorial and seminar support. Tutors will provide feedback to enhance your skills including relating theory to practice, critical reflection, analysis and evaluation.

Module assignments are submitted through 'Turnitin' which will allow you to check through your work and ensure that all your sources and quotations are correctly referenced and provide opportunity for you to make corrections at this stage.

In formative assessment a section of written work can be submitted online via Turnitin to allow for detailed tutor feedback.

Overview of the methods of assessment used on the programme:

Scoping Literature Review

Critical Reading Log

Presentation

Academic Poster

Dissertation

Feedback is provided in line with the University regulations and policy.

Graduate Prospects

This dynamic full-time programme offers the opportunity to extend professional knowledge appropriate to enhancing career profile and prospects in a range of roles relevant to the applicant's context and interests. It is targeted to develop careers in educational leadership across a range of contexts, roles and settings. It provides professionals with the theoretical basis of education

leadership, to inform their practice and understanding of the role of effective leadership as a catalyst for social change.

This opportunity enhances career progression for aspiring leaders, and those who are already in a leadership position and are seeking advancement. Developing knowledge and understanding of research informed practice to lead and manage subject areas and departments, educational consultants and governance and those who work in national or regional government in a planning, development or inspection role.

Current and future career prospects for successful graduates of this programme are excellent. This is based on the University's employment data for our existing part-time programme (100% in the last academic year). This programme is designed for students to achieve significant career progression and curriculum content supports career progression options. The programme's learning, teaching and assessment strategies focused on knowledge, skills and understanding that specifically support career advancement in this field.

MODULES

| Year 1 | | | |
|--|--|---------|--------|
| Code | Title | Credits | Status |
| MAEP7002 | Theories of Education Leadership | 30 | Core |
| MAEP7003 | Education Policy | 30 | Core |
| MAEP7004 | Leading Advanced Professional Learning | 30 | Core |
| MAEP7005 | Challenging Disadvantage | 30 | Core |
| MAEP7006 | Critical Analysis of Theory and Practice | 60 | Core |
| Students may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Post Graduate Certificate Education Leadership (PGCert) 60 Credits Post Graduate Diploma Education Leadership (PGDip) 120 Credits | | | |

Module Statuses

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| All core modules | Must be taken and must be successfully passed. |
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Timetables

Timetables are normally available in September. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found <https://www.cumbria.ac.uk/study/courses/postgraduate/ma-education-leadership/>

The following course-related costs are included in the fees:

Library access and skills support

Tuition

Additional Costs

The following course-related costs are not included in the fees:

Optional field trips (no more than £10)

Recommended that students have a personal computer and/or laptop

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations, Academic Procedures and Processes and Curriculum Design Framework.

External and Internal Benchmarks

- QAA Characteristics Statement: Master's Degrees (2020)
- ECTS Users' Guide https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en
- Framework for Qualifications of the European Higher Education Area (QF-EHEA) www.ehea.info/page-qualification-frameworks
- QAA, Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (2008) www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks
- QAA, Subject Benchmark Statements www.qaa.ac.uk/quality-code/subject-benchmark-statements
- QAA Scotland, Enhancement Themes: Learning from International Practice in the Taught Postgraduate Student Experience www.qaa.ac.uk/scotland/development-projects/learning-from-international-practice
- UK Higher Education Europe Unit, guidance on the relationship between UK arrangements for academic credit and the European Credit Transfer System (ECTS) https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

Disclaimer

The details of the programme offered for a particular intake year will be as detailed on the programme webpage: <https://www.cumbria.ac.uk/study/courses/postgraduate/ma-education-leadership/>