

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	<b>Master of Education Leadership</b>
2	<b>Course Code</b>	PT1648 / PT1650
3	<b>Awarding Institution</b>	<b>Birmingham City University</b>
4	<b>Teaching Institution(s)</b> (if different from point 3)	On-line
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Not Applicable

6	Course Description
	<p>The Master of Education Leadership is part of a suite of Master's qualifications deigned to support those working in the education sector in all its breadth.</p> <p>In common with all Master's degrees, it is made up of three stages: the postgraduate certificate (60 credits at level 7), the postgraduate diploma (a further 60 credits at level 7), the Master's (a further 60 credits at level 7). Progress onto the diploma and the Master's is dependent upon successful completion of the previous stage.</p> <p>To provide maximum flexibility, the course is available as individual stages leading to the relevant award. You can then enrol for the next stage to progress. Alternatively, you can enrol for the all-through version with one enrolment and progression on successful completion of the previous stage. Modules need to be completed within specified time frames.</p> <p>Through the Recognition of Prior Learning (RPL) scheme, students might be able to make a claim against certain modules to count towards academic credits to a maximum of 60 credits. There are two entry points to the course each year; Semester 1 (September/October) or Semester 2 (January/February).</p> <p>Delivery will be largely on-line through some synchronous taught sessions, asynchronous learning activities and personal study. It is a part time course.</p> <p>The Master of Education Leadership (MEL) is intended for those in the education sector who are already in leadership and those aspiring to or preparing for education leadership. This will include those who have studied or who are studying for a National Professional Qualification (NPQ) in a specialist area of teaching and in addition to those who are, or aspire to be senior leaders.</p> <p>The course will build upon your professional role and experience to date. Drawing upon corroborated local, national and international perceptions of education leadership, you will enhance your professional learning through research enquiry.</p>

Birmingham City University draws upon a strong tradition of supporting, validating and accrediting professional learning, centred upon practitioners own professional practice. Through carefully framed research, you will enquire into what, how and why your own practice works within and across education settings.

We recognise the importance of who, where and when; through practice-led enquiry you will be able to reveal the nuances of your own professional practice to enhance your understanding of what you do and why you do it. This will future-proof your career, enhancing your confidence to lead teams of colleagues.

### **What's covered in the course?**

The really attractive aspect of this course is that it frees you up to gain a further qualification without giving up your job - that's because our course is delivered wholly online on a part-time basis using a blend of synchronous and asynchronous sessions. Much of the study time can be undertaken when it best suits you but you can access the expertise of our highly experienced tutors on a regular basis.

This practice-based course is designed to support your professional learning and development as a leader in education. We only deliver this course online to groups of educators who work in a variety of educational settings.

Since this course is centred on your professional practice, you'll enjoy the flexibility to choose the areas of research and study on which you wish to concentrate as you move through your career. The emphasis on contemporary online learning provides opportunities for a blended delivery format. Our staff will support and guide you through the clear and concise modular framework that will enhance your understanding and application of practice-led research methodologies. You'll be involved in action research and textual analysis of policy documents and there is a strong emphasis on practice-led enquiry.

The course supports continuing professional development rooted in a concept of partnership. This partnership is centred on professional respect and promotes learning at all levels. We value collaboration in the development of educators, to maximise your impact on the individuals' organisations and communities within which you work.

Through developing you as a leader of education or an aspiring leader in education, our Master of Education Leadership will enable you to activate change and successfully meet new challenges and opportunities in your professional career. You'll build on your previous work and be able to take increasing responsibility for your own development within a wider professional community.

This online course provides access to e-resources, such as online eBooks and journals, and our virtual learning environment (Moodle). You will still have access to our campus facilities, including the Education Collection in the Mary Seacole Library at our City South Campus in Edgbaston.

**Please note that completion of this course does not lead to Qualified Teacher Status (QTS).**

<b>7</b>	<b>Course Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	<u>Separate Stages:</u>		
	<b>Postgraduate Certificate in Education Leadership</b> <b>Postgraduate Diploma in Education Leadership</b> <b>Master of Education Leadership</b>  <u>All-through:</u> <b>Master of Education leadership</b>	Level 7 Level 7 Level 7  Level 7	60 credits 120 credits 180 credits  180 credits
<b>7b</b>	<b>Exit Awards and Credits Awarded</b>		
	<u>All-through:</u> <b>Postgraduate Certificate in Education Leadership</b>  <b>Postgraduate Diploma in Education Leadership</b>	Level 7  Level 7	60 credits  120 credits

<b>8</b>	<b>Derogation from the University Regulations</b>
	Not applicable

<b>9</b>	<b>Delivery Patterns</b>		
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Postgraduate Certificate in Education Leadership: Part Time / Distance	Online	1 Year	PT1644
Postgraduate Diploma in Education Leadership Part Time / Distance	Online	1 Year	PT1646
Master of Education Leadership: Part Time / Distance	Online	2 Years	PT1648
Master of Education Leadership (allthrough) Part Time / Distance	Online	4 Years	PT1650

<b>10</b>	<b>Entry Requirements</b>
	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> , or may be found by searching for the course entry profile located on the UCAS website.

<b>11</b>	<b>Course Aims</b>
	<p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Support your professional learning and development as an education leader with a focus on senior leadership or the leadership of a specialist area of teaching</li> <li>• Extend your systematic understanding and critical awareness of current issues within education leadership</li> <li>• Enhance your understanding and application of practice-led research methodologies</li> <li>• Enable your application of research and enquiry to create and interpret knowledge in education leadership</li> <li>• Promote originality in the application of knowledge in education leadership</li> <li>• Recognise and validate professional practice from within situated workplace settings</li> <li>• Promote collaboration to maximise the impact of your professional practice focused towards leadership</li> <li>• Embrace change and the transformative nature of professional learning</li> </ul>

<b>12</b>	<b>Course Learning Outcomes</b>
	<b>Knowledge and Understanding</b>
<b>1</b>	Demonstrate an understanding of key thinkers and theorists in the field of education and their application in a range of educational settings.
<b>2</b>	Critically evaluate your own professional learning and workplace experiences.
<b>3</b>	Be able to theorise contemporary education issues in order to think and apply alternatives in your future practice and in different settings.
<b>4</b>	Be a reflexive, critical, evaluative and innovative thinker in the field of education who is capable of independent enquiry and who takes responsibility for learning and professional practice.
	<b>Skills and other attributes</b>
<b>5</b>	Conceive, develop and investigate research questions within education using appropriate methods and adhering to ethical standards.
<b>6</b>	Be a confident, critical academic reader and writer at Level 7.
<b>7</b>	Be confident in your knowledge of research methodologies and methods.
<b>8</b>	Exhibit the characteristics of a confident and effective professional learner, able to stimulate and support a collaborative learning culture amongst immediate colleagues and within a wider professional community.
<b>9</b>	Make a positive contribution to learning, teaching, educational and organisational development within your role in education.
<b>10</b>	Recognise the role of educators and education as a tool for development and social justice in local and global society.

<b>13</b>	<b>Level Learning Outcomes</b>
	<b><i>Upon completion of the Postgraduate Certificate in Education Leadership, students will be able to:</i></b>
	Exercise initiative and personal responsibility.
	Make decisions in complex and unpredictable situations.
	Demonstrate the independent learning required for continuing professional development.
	<b><i>Upon completion of the Postgraduate Diploma in Education Leadership, students will be able to:</i></b>
	Deal with complex issues both systematically and creatively.
	Act autonomously in planning and implementing tasks at a professional or equivalent level.
	Continue to advance their knowledge and understanding.
	<b><i>Upon completion of the Master of Education Leadership, students will be able to:</i></b>
	Make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
	Demonstrate self-direction and originality in tackling and solving problems.
	Develop new skills to a high level.

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The School of Education and Social Work's vision of what constitutes high quality learning and teaching is informed by the University's guiding principles for Learning, Teaching and Assessment.</p> <p>These guiding principles include:</p> <ul style="list-style-type: none"> <li>• the pursuit of excellence by our students and by our staff;</li> <li>• a professional, practice-led, knowledge-applied experience for students;</li> <li>• maximising inter-professional and inter-disciplinary working;</li> <li>• an employability-driven and internationalised curriculum; and</li> <li>• increasingly inclusive approaches to learning and teaching.</li> </ul> <p>Typically, BCU graduates:</p> <ul style="list-style-type: none"> <li>• are professional and work ready;</li> <li>• are creative problem solvers;</li> <li>• are enterprising; and have a global outlook.</li> </ul> <p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• The School of Education and Social Work expects that all teaching and learning experiences should be part of a constructively aligned curriculum in which there is a clear and direct link between the intended learning outcomes, the teaching methods and materials utilised and the summative assessment.</li> <li>• Teaching and learning will be research-informed.</li> <li>• Learning should be an active rather than passive experience. An active approach to learning should be encouraged through group work, focussed practical tasks, live projects, problem-based learning, discussion and feedback. Students are encouraged to contribute to the community of learners.</li> </ul>

- The learning and teaching experience will place the student at the core and deliver an approach that recognises the diversity and strengths of those individuals through formative learning opportunities and personal support.
- Learning outcomes and associated assessment design should be the focus of the planned student experience. The delivery pattern, size and shape of modules supports that focus, and does not constrain or define it.

### **Assessment and feedback**

Decisions about assessment design are based on up to date, accurate knowledge of sector requirements and common HE norms.

- Assessment will be based on clearly defined learning outcomes. No student should be assessed against a learning outcome that is not taught as part of the course.
- Assessment design starts from the principle of 'inclusivity and success for all', with an aim of reducing the need for reasonable adjustments.
- Assessment design incorporates some level of choice for students in terms of assessment methods.
- Opportunities for students to receive, and be taught to understand the value of, feedback focussed on improving future performance is built into the assessment design.
- An emphasis on formative feedback will enable students to recognise how to apply key messages to future learning, supporting ipsative assessment (improving on personal best).
- Assessment, marking and feedback are viewed as vitally important learning and teaching activities within course delivery.

Specifically, the Master of Education Leadership is delivered through an online platform, supplemented and enhanced by:

- Flipped learning using online recorded lectures and online activities;
- Blended learning using real-time, online seminars and tutorials;
- Supported e-learning by a designated Personal Tutor;
- Collegiate support groups;
- Independent application of research and enquiry;
- Critically reflexive reading and writing;
- Critical academic enquiry.

15a	<b>Level 7:</b> <i>In order to complete a Postgraduate Certificate in Education Leadership a student must successfully complete all the following:</i>		
	<b>Module Code</b>	<b>Module Name</b>	<b>Credit Value</b>
	TBC	Introducing Level 7 Study	20
	TBC	Becoming a Reflexive Education Leader	40
	<i>In order to complete a Postgraduate Diploma in Education Leadership a student must also successfully complete all the following:</i>		
	<b>Module Code</b>	<b>Module Name</b>	<b>Credit Value</b>
	TBC	Evaluating Current Education Leadership	20
	TBC	Researching Education Leadership	40
	<i>In order to complete a Master of Education Leadership a student must also successfully complete the following:</i>		
	<b>Module Code</b>	<b>Module Name</b>	<b>Credit Value</b>
TBC	Dissertation	60	

<b>15b</b>	<b>Structure Diagram</b>		
<b>Level 7:</b>			
Year 1a PG Certificate		Year 1b PG Certificate	
Introducing Level 7 Study		Becoming a Reflexive Education Leader	
Year 2a PG Diploma		Year 2b PG Diploma	
Evaluating Current Education Leadership		Researching Education Leadership	
Years 3 and 4 Master's			
Practice-based Dissertation			

**Master of Education Leadership (MEL)****Postgraduate Certificate**

Introducing to Level 7  
Study  
20 credits  
Module 1 Generic

Becoming a Reflexive Education Leader  
40 credits  
Module 2 MEP Companion

**Postgraduate Diploma**

Evaluating Current  
Education Leadership  
20 credits  
Module 3 MEP  
Companion

Researching Education Leadership  
40 credits  
Module 4 MEP Companion

**Master's**

60 credits  
Module 6 Generic

Practice-based Dissertation



<b>16</b>	<b>Overall Student Workload and Balance of Assessment</b>
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Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

**Level 7:**  
**Workload**

**Postgraduate Certificate in Education Leadership**

**5% time spent in timetabled teaching and learning activity**

Activity	Number of Hours
Scheduled Learning	30 (synchronous teaching)
Directed Learning	270 (asynchronous learning)
Private Study	300
<b>Total Hours</b>	600

**Postgraduate Diploma in Education Leadership**

**5% time spent in timetabled teaching and learning activity**

Activity	Number of Hours
Scheduled Learning	30 (synchronous teaching)
Directed Learning	270 (asynchronous learning)
Private Study	300
<b>Total Hours</b>	600

**Master of Education Leadership**

**3% time spent in timetabled teaching and learning activity**

Activity	Number of Hours
Scheduled Learning	20 (synchronous teaching)
Directed Learning	280 (asynchronous learning)
Private Study	300
<b>Total Hours</b>	600

**Balance of Assessment****Postgraduate Certificate in Education Leadership**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100%
Exam	
In-Person	

**Postgraduate Diploma in Education Leadership**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100%
Exam	
In-Person	

**Master of Education Leadership**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100%
Exam	
In-Person	