	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MPA
4	**Programme Title**	Master of Public Administration in Educational Leadership and Management
5	**UCAS/Programme Code**	5833, 3408, 3036
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	M Level
9	**Date written/revised**	June 2007

10   Programme Aims

(i)   To provide a theoretical and practical grounding in current approaches to leadership and management as they relate to educational organisations;

(ii)   To enable leaders at all levels in the organisation to reflect on ethical practices in leading and managing educational organisations;

(iii)   To enable leaders at all levels in the organisation develop effective problem solving strategies;

(iv)   To enable leaders at all levels in the organisation to develop emotionally intelligent organisations and acquire the core competencies and skills necessary to manage an educational organisation including leading the process of change;

(v)   To enable leaders at all levels of the organisation to become more reflective practitioners in order to develop educational institutions into learning organisations;

(vi)   To develop knowledge and understanding of practical approaches to educational effectiveness and improvement, and to understand key issues and debates in the field;

(vii)   To contribute to the University objectives by providing high quality research training to an increasing number of postgraduates (Institutional Plan 6.7 (ii) and (iii)) and enhancing their key skills and employability (5.7 (iv)).

(viii) To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework

11   Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. In addition the intended learning outcomes for the Degree Programme conform to those defined byt eh HEQF as being at M level.

Knowledge and Understanding

On completing the programme students should have:

A1. Data collection and analysis

i)   The capacity to undertake small-scale research projects aimed at improving educational practice in their organisation

ii)   A knowledge and understanding of sampling, generalisability, validity, reliability and replicability

iii)   An understanding of the strengths and weaknesses of different approaches to

research design and different types of data

A2. Ethical Issues in Research

(i)   A knowledge and understanding of matters relating to informed consent, privacy, confidentiality, objectivity and transparency
(ii)   An understanding of the dilemmas that researchers commonly encounter when conducting enquiries, especially in their own institutions
(iii)   An awareness of professional codes of practice such as those of BERA, BSA and BPS

A3. Bibliographic and Computing Skills

(e. .   The skills needed to undertake systematic reviews of the relevant sources including scholarly articles, theses, books, conference proceedings, professional publications, official documents and data bases
(ii)   The skills needed to manage and analyse different types of data effectively (e.g. the use of spreadsheets, databases, management information systems and software such as SPSS and NVIVO)

Teaching and Learning Methods

The teaching/learning strategy is to offer a combination of lectures, workshops and group tutorials. Students develop data collection and analysis skills through seminars, independent reading and hands-on experience in their research project. Students acquire knowledge of ethical issues through team work, presentation, case studies and independent reading. Students develop bibliographic skills by developing an initial bibliography for their research project.

Assessment Strategy

All learning outcomes are assessed by the use of module assignments.

Intellectual Skills

On completing the programme students should be able to:

B1 Engage in effective problem solving strategies and high level analytical and planning processes
B2 Develop the capacity to reflect on their practice as educational leaders

B3 Acquire a strong intercultural understanding and a sensitivity to issues of social justice and equity

B4 Develop an understanding of the affective and emotional dimensions of educational leadership

B5 Enhance their communication skills in a range of contexts

Teaching and Learning Methods

The teaching/learning strategy is a combination of lectures and workshops, utilising both discipline-specific and team-based problem solving exercises. Students will learn through completing assignments, practical exercises and their research project.

Assessment Strategy

All learning outcomes are assessed by the use of module assignments.

Practical Skills
On completing the programme students should be able to: C1 Knowledge and understanding of the central theoretical approaches to educational leadership and management and critical grasp of the relevant research in the field C2 Knowledge of practical approaches to leadership and management as they relate to educational organisations, including those relating to leading change and improved performance C3 Critical understanding of the implications of research on school effectiveness and improvement C4 Skills needed to manage an educational organisation effectively (e.g. strategic, social and fiscal) C5 Skills needed to devise structures that enable ethical decision-making in educational organisations C6 Capacity to engage with educational policy nationally and internationally
Teaching and Learning Methods
The teaching/learning strategy centres around the use of team and individual presentations which focus on practical aspects of educational leadership and management. Extensive use is made of case studies and problem-based learning approaches in order to achieve this end.
Assessment Strategy
All learning outcomes are assessed by the use of module assignments.
Transferable/Key Skills
On completing the programme students should have: D1 The ability to communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists D2 The ability to work effectively as both a team member and team leader D3 The ability to plan strategically and capacity to reflect on their own practice D4 The ability to develop effective problem-solving, analytical and planning skills D5 A comprehensive knowledge of relevant software packages and hardware Innovations
Teaching and Learning Methods
The teaching/learning strategy is a range of written assessment and seminars at which students are required to make team and individual presentations. They provide opportunities for the students to co-operate, develop ideas, improve problem-solving capacity and work to deadlines. The research project/dissertation provides specific opportunities for key skills development through the construction of a research plan, through synthesising knowledge and by participating in dissertation workshops and individual meetings with supervisors.

Assessment Strategy
All learning outcomes are assessed by the use of module assignments.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The MPA is a one-year full-time or two-year part-time programme.

It is a module-based programme. It consists of taught modules, 60 compulsory and 60 optional (120 credits) and a research element in the form of a dissertation or research-based portfolio (60 credits).

There are two pathways within the programme as follows:

Pathway one :
Compulsory and Core Modules:
EDU8095/EDU8995 - Research Strategies and Methods (20cr)
EDU8170/EDU8172 - Leadership and Strategic Management (20cr)
EDU8028/EDU8030 - The Management of Change in Educational Organisations (20cr)
EDU6098 – Dissertation (60cr)

Optional Modules (students choose 60cr of optional modules):
EDU8113/EDU8112 – Middle Management in Education (20cr)
EDU8027/EDU8029 – Human Resource Management (20cr)
EDU8015/EDU8017 – Policy, Planning and School Effectiveness (20cr)
EDU6000/EDU6001- Emotional Intelligence and Leadership (20cr)

Pathway two:
Compulsory and Core Modules:
EDU8095/EDU8995 - Research Strategies and Methods (20cr)
EDU8033 – Investigating Educational Leadership (40cr)
EDU6098 – Dissertation (60cr)

Optional Modules: (students choose 60cr of optional modules)
EDU8113/EDU8112 – Middle Management in Education (20cr)
EDU8027/EDU8029 – Human Resource Management (20cr)
EDU8015/EDU8017 – Policy, Planning and School Effectiveness (20cr)
EDU6000/EDU6001- Emotional Intelligence and Leadership (20cr)

Subject to the agreement of the DPD, 20cr of the optional modules may be selected from other EDU modules available in the School of Education, Communication and Language Sciences.

Key features of the programme (including what makes the programme distinctive)

The MPA has been introduced to appeal to professionals in the field of education. The aim of the programme is to offer a thorough grounding in the theory and practice of education leadership and management. While the successful student can exist with an MPA, the degree is designed in such a way that such an individual can progress to doctoral study where appropriate.
A distinctive aspect of the MPA is that it is possible for students who possess the National Professional Qualification for Headship (NPQH) to submit a bridging assignment of approximately 5,000 words. This is worth 60 credits and counts towards the credits awarded for the optional modules.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/

13	Criteria for admission

Entry qualifications

A candidate must either be a graduate of this or another approved University or awarding body and hold a 1st or 2nd class honours degree; or other qualification approved by the Graduate School of HASS (Faculty of Humanities, Arts and Social Sciences) regarded as equivalent to a degree of a university in the United Kingdom. In order to be eligible for TDA support, UK candidates will be expected to have Qualified Teacher Status.

Admissions policy/selection tools

Admission decisions are based on the application.

Non-standard Entry Requirements

In the event that an applicant has substantial relevant experience, the DPD may apply for a concession on behalf of the applicant.

Additional Requirements

Level of English Language capability

IELTS 6.5 or equivalent.

14	Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice

about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see
http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See
http://ncl.ac.uk/langcen/index.htm

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15   Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

    See and approve examination papers
    Moderate examination and coursework marking
    Attend the Board of Examiners
    Report to the University on the standards of the programme

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In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/postgraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1. Data collection and analysis	**EDU 8095, EDU 6098**
A2. Ethical Issues in Research	**EDU 8095, EDU 6098**
A3. Bibliographic and Computing Skills	**EDU 8095, EDU 6098,** Bibliographic skills developed in all modules.
B1.　　Knowledge and understanding of the central theoretical approaches to educational leadership and management and critical grasp of the relevant research in the field	**EDU 8170. EDU 8028,** *EDU8033*
B2.　Develop the capacity to reflect on their practice as educational leaders	**EDU 8170. EDU 8028,** EDU 8113, EDU 8027, EDU 8015, EDU 6000, ***EDU8033***
B3.　Acquire a strong intercultural understanding and a sensitivity to issues of social justice and equity	**EDU 8170,** EDU 8027, EDU 8113
B4.　Develop an understanding of the affective and emotional dimensions of educational leadership	EDU 6000
B5.　　Enhance communication skills　in a range of contexts	All modules
C1.　　Knowledge and understanding of the central theoretical approaches to educational leadership and management and critical grasp of the relevant research in the field	All modules *EDU8033*, but **EDU 8170, EDU 8028** in particular.
C2.　Knowledge of practical approaches to leadership and management as they relate to educational organisations, including those relating to leading change and improved performance	*EDU8033*, **EDU 8170, EDU 8028,** EDU 8015
C4.　　Critical understanding of the implications of research on school effectiveness and improvement	*EDU8033*, **EDU 8170. EDU 8028,** EDU 8015
C5.　　Skills needed to manage an educational organisation effectively (e.g. strategic, social and fiscal)	*EDU8033*, **EDU 8170. EDU 8028,** EDU 8113, EDU 8027, EDU 6000
C6. Skills needed to devise structures that enable ethical decision-making in educational organisations	*EDU8033*, **EDU 8170. EDU 8028,** EDU 8027
C7.　　Capacity to engage with educational policy nationally and internationally	*EDU8033*, **EDU 8170. EDU 8028,** EDU 8015
D1.　　The ability to communicate with a range of audiences and stakeholders, including the dissemination of　research findings to both specialist and non-specialists	***EDU8033*, EDU 8095, EDU 8170. EDU 8028**
D2.　　The ability to work effectively as both a team member and team leader	***EDU8033*, EDU 8113, EDU8027, EDU 6000**
D3. The ability to plan strategically and capacity to reflect	All modules but **EDU 8170** in particular.

on their own practice	
D4. The ability to develop effective problem-solving, analytical and planning skills	All modules but **EDU 8170** in particular.
D5. A comprehensive knowledge of relevant software packages and hardware innovations	**EDU 8095**