	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Postgraduate Certificate
4	**Programme Title**	Postgraduate Certificate in Educational Leadership
5	**Programme Code**	3073P (September start) 3077P (January start)
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	Level 7
9	**Last updated**	May 2014

10	**Programme Aims**

The programme aims to provide effective post-graduate professional development for teachers / lecturers and school leaders wishing to develop enhanced educational leadership. The aims are as follows:

- To gain comprehensive knowledge and understanding of the theories, current thinking and key issues as they relate to leadership and strategic management of educational institutions.

- To introduce a broad range of models of leadership and associated approaches, behaviours and styles

- To identify the impact of effective educational leadership

- To explore links with leadership practices in business, industry and educational contexts

- To heighten students' awareness of practical approaches that may be used to encourage educational effectiveness and improvement as part of the overall process of the management of change.

- To develop critical awareness of the strategic planning process as a means by which one's vision can be achieved

- To develop the practical skills of strategic planning

- To explore the impact of learning-centred leadership on student outcomes

- To increase awareness of global developments in educational leadership

- To raise awareness of best practice in educational leadership globally

- To engage critically with relevant literature in the field of leadership and strategic management

- To encourage the student to engage with problem-solving strategies as a means of developing their analytical and planning skills

- To develop the confidence and competence to be able to conduct small scale investigations
  into aspects of leadership in their own institutions in order to improve leadership practice at any level of the educational organisation

- To be familiar with a range of research methods and be able to evaluate their appropriateness;

- To reflect critically on their own leadership practice

- To encourage the development of ethical, social and cultural sensitivity related to leadership and management

- To ensure programme meets the requirements of a level 7 qualification as defined by the Framework for Higher Education Qualifications.

- To ensure that the programme conforms to University policies and to QAA codes of practice.

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.

Knowledge and Understanding

On completing the programme students will:

A1 have a good critical understanding of current thinking and key issues as they relate to leadership and strategic management of educational institutions

A2 have a good understanding of relevant leadership theories and their significance for educational leadership

A3 have a good understanding of practical approaches to encourage educational effectiveness and improvement

A4 have a critical knowledge of a range of research methodologies for small-scale research

A5 have a critical understanding of theory and research in their chosen fields of educational leadership enquiry.

Teaching and Learning Methods
A1, A2, A3, A4 and A5 learning outcomes will all be achieved via the following methods: Lectures and workshops will provide the students with the necessary background theory, both of leadership issues and research methodology, for them to devise a small-scale investigation in their own professional context. Through guided reading and seminar discussion students will engage with relevant research and be encouraged to extend their critical engagement with wider literature.

Assessment Strategy
Knowledge outcomes (A1, A2, A3, A4 and A5) will addressed via the following strategy: Modules are assessed by 4000 word and 8000 words assignments (according to credit value). These are structured as portfolios, which will include a literature review to support the investigation, and demonstration of the rationale for the enquiry methodology. They will require the students to evaluate small-scale research with academic rigour and the commentary will emphasise the implications for professional development.

Intellectual Skills
On completing the programme students will have the skills to: B1 Conduct and evaluate small-scale research and critical reflection in the field of educational leadership; B2 Reflect on professional practice for gaining alternative perspectives to complex process and problems. B3 Contextualise the outcomes of their enquiry and/or critical reflection can be contextualized within a wider understanding of educational leadership theory and research. B4 Engage in and draw upon critical dialogue regarding the implications of current research for practice in the wider context of educational leadership. B5 Lead and manage change effectively with due regard to ethical, social and cultural sensitivites.

Teaching and Learning Methods

The lectures provide the students with the necessary input and guidance in defining the focus of the study in order to conduct a small scale design experiment in their chosen domain of interest. Discussion will promote critical engagement with the empirical evidence and research methodology in the chosen field of interest. Teaching sessions will enable the students to reflect on their experience and make connections between the implications for their professional life and practice and current research into effective teaching and learning and school improvement. All of the above methods will help students to develop B1, B2, B3 , B4 and B5 intellectual skills.

Assessment Strategy

In order to assess if intellectual outcomes B1, B2, B3, B4 and B5 have been developed students will be asked to demonstrate their ability to design and justify a research proposal; and to design a research instrument for use in this proposed research. The portfolios will encourage critical reflection upon the research process through a report of the investigation and a reflective commentary grounded in current theory and research.

Practical Skills

On completing the programme students should be able to:

C1 Conduct practitioner enquiry in the field of educational leadership using appropriate methodologies and methods of data collection and analysis

C2 Undertake literature searches to support scholarship

Teaching and Learning Methods

C1 and C2 will be developed via the following:
The process of enquiry is supported through seminars to encourage individual and group learning, to address any research problems, and to promote critical engagement with the evidence collected. Supported self-study materials will be provided, together with guidance on research practice in educational contexts. Individual tutorials, and electronic support, will address the individual needs of students.

Assessment Strategy

To complete the portfolios students will be required to evidence C1 and C2practical skills to inform design and conduct of practitioner research.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development
D2 Plan and organise research and development projects.
D3 Communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists

Teaching and Learning Methods
D1, D2 and D3 are all developed viatutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used). Informal presentations to peers. Supported self-study and tutor support via Blackboard, website and email.
Assessment Strategy
The processes of writing the portfolios and engaging in peer review will allow students to develop transferable academic skills and achieve D1, D2 and D3 learning outcomes

12   Programme Curriculum, Structure and Features
Basic structure of the programme

(a)   The programme is available for part-time study only. It is specifically designed to be undertaken by students who work in an educational context.

(b)   The period of study for part-time mode shall normally be 9 months starting in September or January.

(c)   The programme comprises taught modules to a credit value of 60 credits.

(d)   Candidates shall follow a modular route as described below:

All students will complete
- EDU8033 Investigating Educational Leadership (40 credits)

They will also complete ONE of
- EDU8172 Leadership and Strategic Management (20 credits)
- EDU8133 Critical Reflection on Professional Practice (20 credits)

(e) All candidates who have successfully completed the National Professional Qualification for Middle Leadership (NPQML) shall take the following modules to a value of 60 credits from the following:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type
EDU8139 OR	NPQML Accreditation	20		20	7	CORE
EDU8110	NPQML Accreditation	20	20		7	CORE
AND EDU8033	Investigating Educational Leadership	40		40	7	CORE

(f) All candidates who have successfully completed the National Professional Qualification for Senior Leadership (NPQSL) shall take the following modules to a value of 60 credits from the following:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type
EDU8143 OR	NPQSL Accreditation	40		40	7	CORE
EDU8111	NPQSL Accreditation	40	40		7	CORE
AND EDU8172	Leadership and Strategic Management	20	20		7	CORE

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

This programme will be run for practising teachers / lecturers and is particularly suited to those in educational leadership roles, or aspiring leaders who have a context in which they can develop relevant understanding and skills. Students will need a professional context in order to undertake the practice-based assignments. The programme will not be suited to full-time students due to the need for a current professional context in which to develop practice. Students who will engage in the programme will develop both 'know how' and 'know why' in relation to educational leadership, using approaches of practitioner research as a means for professional practice development and school / college improvement.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13   Criteria for admission

Entry qualifications
Entry requirements are a first degree and relevant professional experience in an educational context.

We do not need employers' permission for entry to the programme, although students would be expected to discuss the focus of their assignments (where necessary) with appropriate colleagues / line managers. Candidates need to have current access to educational workplaces (e.g. through employment or educational consultancy), candidates do not need to be currently in leadership roles.

Admissions policy/selection tools
Applications are considered on the basis of the university's online application form.

Level of English Language capability Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support
Each undergraduate and taught postgraduate student will be assigned a personal tutor.*
A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.
*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support team 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.

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.

All new students whose first language is not English are required to take an English Languag[e] Proficiency Test. This is administered by INTO Newcastle University Centre on behalf [of] Newcastle University. Where appropriate, in-sessional language training can be provided. Th[e] INTO Newcastle University Centre houses a range of resources which may be particular[ly] appropriate for those interested in an Erasmus exchange.

Education Resource Centre
The Education Resource Centre is located in King George VI and houses a
fully-networked cluster of PCs and a wide range of school focused texts.

Computing
The University Computing Service provides fully-networked computer services on three types of system – Windows-based PC, Unix and Apple Macintosh – in cluster rooms throughout the University. Cluster rooms are available each weekday; some are open for extended hours and at weekends. A wide range of software is available on each type of system. Printing facilities consists of fast draft printers, draft colour plotters, high-speed, high-quality black and white laser printers, and high-quality colour plotters. The draft facilities are available at every cluster of workstations, and usage is free. The high-quality printers are accessed via the network and printing must be paid for and collected at the main Computing Service building in the centre of the campus. The many and various services of the UCS are described in documents which are widely available in the cluster rooms and on the World Wide Web. Students can use any cluster on the University Campus. One cluster is based in the King George VI Building.

| 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

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

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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

Faculty and University Review Mechanisms
Every six years degree programmes in each subject area undergo periodic review. This

involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate programmes

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

A Distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module. The work will be consistently well structured and sharply focused. There will be evidence of the capacity to generalise and transfer principles to take account of the wider context. It will demonstrate critical analysis and coherence of argument. Connections between theory, practice and research will be discussed from an informed and highly reflective perspective. A high level of critical engagement will be echoed in the sustained coherence and quality of discussion.

A Merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments and relevant literature. The work will be well structured and will demonstrate an understanding of the different perspectives of evidence from research, practice and theory. Only some aspects of these will be fully integrated conceptually. Literature cited will be used judiciously to identify, interpret and substantiate the main themes.

A Pass level mark (50%-59%) will be awarded for work that is adequately structured and displays some integration of the focus into wider contexts and perspectives. Some links will have been made between different aspects without a sustained conceptual integration and development. Work will draw upon more than one type of evidence and display some critical thinking.

A Fail mark (49% and below) will be given to work which uses a narrow range of evidence from a limited range of sources. Discussion will be largely descriptive with no consideration of the wider context. There will be little attempt to develop an argument or present information coherently.

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: http://www.ncl.ac.uk/postgraduate/

The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU8033	Core / compulsory	1, 2,3, 4, 5	1,2 3, 4, 5	1, 2	1, 2, 3
EDU8172	Core	1, 2,3, 5	2, 4, 5	2	1, 3
EDU8133	Core	1, 2, 3, 5,	2, 3, 4, 5	2	1, 3