



THE UNIVERSITY OF EDINBURGH
PROGRAMME SPECIFICATION FOR:
MEd Leadership and Learning

- 1) **Awarding Institution:** University of Edinburgh
- 2) **Teaching Institution:** University of Edinburgh
- 3) **Programme accredited by:** University of Edinburgh (academic award) and Scottish College of Educational Leadership (SCEL) (professional award)
- 4) **Final Award:** MEd Leadership and Learning
- 5) **Programme Title:** MEd Leadership and Learning
- 6) **UCAS Code:** N/A
Relevant QAA Subject Benchmarking Group(s): N/A
- 7) **Postholder with overall responsibility for QA:** Gillian Robinson/Deirdre Torrance
- 8) **Date of production/revision:** September 2015

9) **External Summary** (200-250 words)

The School of Education has long standing experience of developing and delivering high quality, sector leading professional PGT programmes, balancing theory, research, policy and practice perspectives. For the past ten years, at least, this provision has consistently been highly commended by External Examiners. In the University's Postgraduate Programme Review (2014), these professional PGT programmes were commended with 'very good practice' being highlighted.

Building on this recognised excellence, the MEd Leadership and Learning has been designed both to respond to the changing needs of educational professionals and to respond to recent changes in Scottish educational policy. Recent developments in Scottish education, including *Teaching Scotland's Future* (Donaldson, 2010) and the revised professional Standards (GTCS, 2012), make explicit a number of enhanced expectations for teachers and school leaders. Enhanced understandings of and practice in leadership and learning have been identified as pivotal to all educational professionals through Career-Long Professional Learning (CLPL, previously CPD). CLPL now carries with it an expectation of being at Masters level. Accordingly, CLPL needs to be research informed and progressed through engagement in critical reflection on theory, policy and practice. An expectation has been placed on all teachers, regardless of role or remit, to contribute to school leadership and learning. This fits well with the University's employability agenda in the practice relevance of the programme and its support of teachers seeking to enhance their professional practice, contribute to education and Scottish society, and in its support of teachers' longer-term career enhancement.

The MEd Leadership and Learning is unique in its design. It offers a range of flexible postgraduate learning, career responsive pathways and provides choice, whilst ensuring

coherence and progression. The design features of the programme enable participants to choose their entry pathway and related entry and exit point, dependent on personal and professional considerations such as career phase, specific interest areas and professional aspiration. The core processes that link the various programme components include a focus on practitioner enquiry and a focus on educational leadership. These are expressed in terms of impacting on the learning of the individual for the enhancement of own and school practice, for the ultimate benefit of pupils. Graduates will develop as accomplished and enquiring professionals, demonstrating a range of skills and qualities as adaptive experts, knowledge creators, curriculum developers, practitioner enquirers, critical thinkers, collaborative practitioners, leading learners. All this is reflective of the expectations articulated within the Standard for Career-long Professional Learning (GTCS, 2012). These design features make a wider civic contribution to Scottish education and its communities of practice, through practitioners and their schools.

10) Educational aims of programme:

The MEd Leadership and Learning aims to introduce participants to the main issues, theories and research methods in the field of educational leadership, with a focus on leadership and learning at different levels of a school's organisation. The specific focus will depend on which programme route the participant chooses to follow, be it practitioner enquiry, teacher leadership, middle leadership or school leadership.

The programme offers participants the opportunity to interact with a wide range of perspectives from theory, policy and practice. As 60 credit pathways can be shared across programme routes, participants will be encouraged to challenge established assumptions in their field of view through interaction with perspectives from other contexts and practices.

MEd Leadership and Learning aims to:

- enhance the professional knowledge, understanding, skill and actions of educational professionals, so that impact on learners and learning might be critically considered and evaluated.
- support the development and practice of accomplished and enquiring professionals, who are able to demonstrate a range of skills and qualities as adaptive experts, knowledge creators, curriculum developers, practitioner enquirers, critical thinkers, collaborative practitioners, leading learners.
- foster the development of independent learners with transferable intellectual and study skills who can make a socially responsible contribution within their chosen career path

These programme aims are aligned with the common descriptors (outcomes) of the *Scottish Framework for Masters in Education*, which draw on SCQF Level 11 and recognise key features of practice-focused Masters-level learning. These are expressed as:

Knowledge and Understanding - Participants will be able to:

- demonstrate a critical understanding of the principal theories, principles and concepts
- demonstrate a critical awareness of current issues in a subject/ discipline and one or more specialisms

Practice: applied knowledge and understanding - Participants will be able to:

- use a range of specialised skills, techniques, practice and/ or materials which are at the forefront of, or informed by forefront developments
- demonstrate originality or creativity in the application of knowledge, understanding and/ or practices

Generic cognitive skills - Participants will be able to:

- apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by developments in a subject/ discipline
- demonstrate they deal with complex issues and make informed judgments in situations in the absence of complete or consistent data

Communication, ICT and numeracy skills - Participants will be able to:

- communicate using appropriate methods, to a range of audiences with different levels of knowledge/expertise
- communicate with peers, more senior colleagues and specialists

Autonomy, accountability and working with others - Participants will be able to:

- demonstrate they take responsibility for own work and/ or significant responsibility for the work of others

11) Programme Outcomes:

11a) Knowledge and Understanding

Graduates of this programme will be able to :	When and where	Teaching & Learning	Assessment
critically assess existing claims to knowledge and recognise the need to regularly challenge all knowledge	Central to the whole the programme	<ul style="list-style-type: none"> • Seminar contribution • collaborative group work and debate • tutor and peer support and formative feedback + feedforward to develop necessary academic literacies • independent study 	Coursework
critically consider the relationship(s) between leadership and learning	Throughout the programme but particularly in - Developing as a Leader - both courses for Middle Leadership & Management Certificate - both courses for Into Headship Certificate	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
demonstrate critically informed knowledge and understanding of a range of pedagogical and /or leadership approaches	Throughout the programme - with more emphasis on pedagogical approaches in the Core Processes for Leadership and Learning Certificate - with more emphasis on leadership approaches in the Middle Leadership & Management and Into Headship Certificates	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
critically consider the strengths and limitations of collaborative practice(s) in educational context(s)	Throughout the programme but particularly in - Developing as a Leader - both courses for Middle Leadership & Management Certificate - both courses for Into Headship Certificate	<ul style="list-style-type: none"> • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
demonstrate critically informed knowledge and understanding of the contested nature of leadership	Throughout the programme but particularly in - Developing as a Leader - both courses for Middle Leadership & Management Certificate - Course 1 of the Into Headship Certificate	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
critically consider the contested nature of professionalism and what it means to be a 'good' teacher and/or leader	Throughout the programme but particularly in - Self Study Enquiry - Developing as a Leader - both courses for Middle Leadership & Management Certificate - both courses for Into Headship Certificate	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
demonstrate understanding of the complexity of	Throughout the programme but particularly in	<ul style="list-style-type: none"> • workshops 	Coursework

Graduates of this programme will be able to :	When and where	Teaching & Learning	Assessment
the change process in education	<ul style="list-style-type: none"> - Self Study Enquiry - Developing as a Leader - both courses for Middle Leadership & Management Certificate - Course 2 of the Into Headship Certificate 	<ul style="list-style-type: none"> • seminar contribution • work-based projects, as integral to courses • independent study 	

11b) Graduate attributes: Skills and abilities in Research and Enquiry

Graduates of this programme will be able to :	When and where	Teaching & Learning	Assessment
demonstrate a critical awareness of theory, policy and practice developments in education and research that currently influence leadership, pedagogy and curriculum	<p>Central to the whole programme</p> <ul style="list-style-type: none"> - with more emphasis on those aspects that influence pedagogy and curriculum in the Core Processes Certificate - with more emphasis on those aspects that influence leadership in the Middle Leadership & Management and Into Headship Certificates 	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
identify, define and analyse issues and challenges to identify or create processes to address them	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Practitioner Enquiry - Course 2 of the Middle Leadership & Management Certificate - both courses for the Into Headship Certificate - Extended Work-Based Project Certificate 	<ul style="list-style-type: none"> • workshops • seminar contribution • work-based projects, as integral to courses • independent study 	Coursework
demonstrate a critical understanding of a range of research methods employed to identify, interrogate and inform professional values, identities, understanding and practices including:	Throughout the programme	<ul style="list-style-type: none"> • workshops • seminar contribution • collaborative group work and debate • work-based projects, as integral to courses • tutorial consultations/ supervision • independent study 	Coursework
- plan, implement and evaluate small-scale practitioner enquiry research	<p>Throughout the programme but particularly in</p> <p>Self Study Enquiry</p> <ul style="list-style-type: none"> - Practitioner Enquiry - Extended Work-Based Project Certificate 		Coursework
- plan, implement and evaluate a systematic, situational analysis and use this to inform next steps in leading change	<ul style="list-style-type: none"> - Extended Work Based Project Certificate - Course 2 of the Middle Leadership & Management Certificate - Course 1 of the Into Headship Certificate 		Coursework
- justify and systematically evaluate pedagogical/leadership approach(es) adopted	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Practitioner Enquiry - Course 2 of the Middle Leadership & Management Certificate - Course 2 of the Into Headship Certificate - Extended Work-Based Project Certificate 		Coursework
- provide, analyse and present evidence collected, to demonstrate the ways in which the nature and extent of impact achieved on learners and/or learning has been ascertained	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Practitioner Enquiry - Course 2 of the Middle Leadership & Management Certificate - Course 2 of the Into Headship Certificate - Extended Work Based Project Certificate 		Coursework

demonstrate an advanced understanding of the criteria defining a critically informed literature review	Throughout the programme but particularly in - Extended Work Based Project Certificate	<ul style="list-style-type: none"> workshops seminar contribution collaborative group work and debate independent study 	Coursework
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11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

Graduates of this programme will:	When and where	Teaching & Learning	Assessment
be open to new ideas, methods and ways of thinking	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be creative and imaginative thinkers	Throughout the programme but particularly in - Course 2 of the Middle Leadership & Management Certificate - Course 1 of the Into Headship Certificate - Extended work-Based Project Certificate	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be able to identify processes and strategies for learning	Throughout the programme but particularly in - Practitioner Enquiry - Extended work-Based Project Certificate	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be independent learners who take responsibility for their own learning and who demonstrate commitment to continuous reflection, self evaluation and self improvement	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be able to use collaboration and debate effectively to test, modify and strengthen their own views	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be intellectually curious and able to sustain intellectual interest	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework
be able to respond effectively to unfamiliar problems in unfamiliar contexts	Throughout the programme but particularly in - Course 2 of the Middle Leadership & Management Certificate	<ul style="list-style-type: none"> seminar contribution collaborative group work and debate independent study 	Coursework

Graduates of this programme will:	When and where	Teaching & Learning	Assessment
	<ul style="list-style-type: none"> - Course 2 of the Into Headship Certificate - Extended Work-Based Project Certificate 		
<p>have a personal vision and goals and be able to work towards these in a sustainable way</p>	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Self Study Enquiry - Course 2 of the Middle Leadership & Management Certificate - both courses for the Into Headship Certificate 	<ul style="list-style-type: none"> • seminar contribution • collaborative group work and debate • independent study 	<p>Coursework</p>

11d) Graduate Attributes: Skills and abilities in Communication

Graduates of this programme will :	When and where	Teaching & Learning	Assessment
make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Core Processes for Leadership and Learning 1 : Self Study Enquiry - Core Processes for Leadership and Learning 2 : Practitioner Enquiry - Extended Work-Based Project Certificate - Course 2 of the Middle Leadership Certificate - both courses for the Into Headship Certificate 	<ul style="list-style-type: none"> • workshops • seminar contribution • collaborative group work and debate • independent study 	Coursework
use communication as a tool for collaborating and relating to others	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Core Processes for Leadership and Learning 3: Developing as a Leader - Course 2 of the Middle Leadership Certificate - both courses for the Into Headship Certificate - Extended Work-Based Project Certificate 	<ul style="list-style-type: none"> • workshops • seminar contribution • collaborative group work and debate • independent study 	Coursework
further their own learning through effective use of the full range of communication approaches	Central to the whole the programme	<ul style="list-style-type: none"> • seminar contribution • collaborative group work and debate • independent study 	Coursework
recognise the benefits of communicating with those beyond their immediate environments	<p>Throughout the programme but particularly in</p> <ul style="list-style-type: none"> - Core Processes for Leadership and Learning 3: Developing as a Leader - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate - Extended Work-Based Project Certificate 	<ul style="list-style-type: none"> • seminar contribution • collaborative group work and debate • independent study 	Coursework
be able to critically analyse their own professional development and practice and use	Central to the whole the programme	<ul style="list-style-type: none"> • workshops • seminar contribution • collaborative group work and debate • independent study 	Coursework
use effective communication to articulate their values, knowledge, understanding and skills and consider the ways in which these influence their practice	Central to the whole the programme	<ul style="list-style-type: none"> • seminar contribution • collaborative group work and debate • independent study 	Coursework

11e) Graduate Attributes: Skills and abilities in Personal Effectiveness

Graduates of this programme will:	When and where	Teaching & Learning	Assessment
be able to create and harness available opportunities	Throughout the programme but particularly in - Core Processes for Leadership and Learning 2 : Practitioner Enquiry - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> tutorials work-based projects, as integral to courses independent study 	Coursework
be able to manage risk while initiating and managing change	Throughout the programme but particularly in - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> tutorials seminar contribution work-based projects, as integral to courses independent study 	Coursework
be responsive to their changing surroundings, being both flexible and proactive	Throughout the programme but particularly in - Core Processes for Leadership and Learning 2 : Practitioner Enquiry - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> seminar contribution collaborative group work work-based projects, as integral to courses independent study 	Coursework
have the confidence to make decisions based on their understandings and personal and intellectual autonomy	Central to the whole the programme	<ul style="list-style-type: none"> seminar contribution work-based projects, as integral to courses independent study 	Coursework
be able to transfer their knowledge, learning skills and abilities from one context to another	Throughout the programme but particularly in - Core Processes for Leadership and Learning 3: Developing as a Leader - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> seminar contribution work-based projects, as integral to courses independent study 	Coursework
be able to work effectively with others, capitalising on their critically informed thinking, and different experience and skills	Throughout the programme but particularly in - Core Processes for Leadership and Learning 3: Developing as a Leader - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> seminar contribution collaborative group work work-based projects, as integral to courses independent study 	Coursework
work with, manage, and lead others in ways that value their diversity and equality and that encourage their contribution to the organisation and the wider community	Throughout the programme but particularly in - Core Processes for Leadership and Learning 3: Developing as a Leader - Course 2 of the Middle Leadership Certificate - Course 2 of the Into Headship Certificate	<ul style="list-style-type: none"> workshops seminar contribution work-based projects, as integral to courses independent study 	Coursework

12) Programme structure and features

The MEd Leadership and Learning Programme has been designed for practising teachers and educational leaders and managers. To allow **flexibility and** choice whilst retaining coherence, continuity and progression in learning, the degree can be achieved by completing three postgraduate certificates.

Once enrolled on the MEd LL degree, participants will be able to follow one, of three main pathways towards one of three named Masters degree awards:

1. MEd Leadership and Learning
2. MEd Leadership and Learning with Standard for Middle Leadership and Management
3. MEd Leadership and Learning with Standard for Headship

Pathway 1 for all educators who wish to graduate with MEd Leadership and Learning

- Core Processes for Leadership and Learning Certificate (compulsory to achieve MEd LL and will normally be taken as the first Certificate of the degree)
- **2 further** PG certificates of choice* from MEd LL programme

OR

- **1 PG certificate of choice*** from MEd LL programme **PLUS One PG certificate, which, with approval from the Programme Director, can be selected from another Edinburgh University masters programme. Alternatively, courses amounting to 60 SCQF level 11 credits from other Edinburgh University masters programmes can be selected**

Pathway 2 for educators who hold or aspire to a middle management/leadership role and who wish to graduate with MEd LL with Standard for Middle Leadership and Management.

The route for those following Pathway 2 is likely to be:

- PG Certificate Middle Leadership (compulsory to achieve MEd LL with Standard for Middle Leadership and Management)
- **2 further** PG certificates of choice* from MEd LL programme

OR

- **1 PG certificate of choice*** from MEd LL programme **PLUS One PG certificate, which, with approval from the Programme Director, can be selected from another Edinburgh University masters programme. Alternatively, courses amounting to 60 SCQF level 11 credits from other Edinburgh University masters programmes can be selected**

Pathway 3 for educators who hold a management/leadership role and who aspire to senior leadership/Headship and to achieving the GTCS Standard for Headship. The route for those following Pathway 3 is likely to be:

- PG Certificate Middle Leadership (compulsory to achieve MEd LL with Standard for Middle Leadership and Management)
- PG Certificate Into Headship (compulsory to achieve MEd LL with Standard for Headship)
- PG Certificate of choice* OR once nationally developed and validated by UoE, the new Headship 'Extended Induction' PG Certificate

* **N.B.** At present, only 5 new certificates are being put forward for approval, one of which is a 'shell' certificate to accommodate 60 level 11 credits achieved by PGDE graduates. In addition, to allow flexibility and choice, one postgraduate certificate can be selected from another Edinburgh University masters programme. Alternatively, courses amounting to 60 SCQF level 11 credits from other Edinburgh University masters programmes can be selected. Participants will be required to write a short rationale, to make clear the relevance to the leadership and learning focus of the programme of their proposed study choice e.g. ASL; PE; Outdoor Learning. It is also anticipated that other certificates will be able to be developed to meet specific needs e.g. MEd LL PG Certificate Extended Induction for Headteachers (title to be confirmed) and PG Certificate and MEd LL Pg Cert in Supporting Teacher Learning/Mentoring (title to be confirmed).

The following 5 certificates (1 of which is a 'shell' certificate) are presented for approval:

1. PG Certificate Leadership and Learning: Core Processes
2. PG Certificate Leadership and Learning 'Shell' Certificate - **N.B.** The MEd LL PG 'Shell' Certificate is only that: a shell certificate to accommodate 60 SCQF Level 11 credits awarded as part of either the PGDE Primary or PGDE Secondary award. Neither this certificate nor any of the courses therein, will be offered as taught study.
3. PG Certificate Leadership and Learning: Middle Leadership and Management
4. PG Certificate Leadership and Learning: Into Headship
5. PG Certificate Leadership and Learning: Extended Work-Based Project

Programme structure for MEd Leadership and Learning

PG Certificate Leadership and Learning: Core Processes for Leadership for Learning	This Certificate and each component course is	SCQF Level	Credits
Self Study Enquiry	Compulsory for those following Pathway 1 to MEd LL and normally taken as the first certificate. Elective for those following Pathway 2 Elective for those following Pathway 3	11	20
Practitioner Enquiry		11	20
Developing as a Leader		11	20
PG Certificate Leadership and Learning : Extended Work - Based Project			
Extended Work-Based Project Proposal	This Certificate and each component course is Elective for those following Pathway 1 Elective for those following Pathway 2 Elective for those following Pathway 3	11	10
Extended Work-Based Project		11	50
PG Certificate Leadership and Learning: Middle Leadership & Management (with Standard for Middle Leadership & Management)			
Critical Analysis of Middle Leadership and Management	This Certificate and each component course is Compulsory for those following Pathway 2 Elective for those following Pathway 1 Elective for those following Pathway 3	11	20
Leading Change and School Improvement		11	40
PG Certificate Leadership and Learning : Into Headship (with Standard for Headship)			
Developing as a Strategic Leader	This Certificate and each component course is Compulsory for those following Pathway 3	11	20
Leading Strategic Change		11	40

PG Certificate Leadership and Learning: Elective Certificate	With agreement from MEd LL Programme Director, 60 credits selected achieved from another in the Edinburgh University suite of Master's programmes, can be included	11	60 total e.g. 3x 20
Advanced Standing for 60 PGDE Level 11 Credits	This Certificate is a shell certificate to accommodate the 60 Level 11 credits PGDE (primary or secondary) students have achieved and can only be claimed through Advanced Standing	11	60
TOTAL required to be awarded MEd Leadership and Learning			180

Entry requirements:

The normal entry requirement for those undertaking Pathway 1 is that participants who have been awarded government funding must be fully registered with the GTCS and have current a regular access to conduct work-based learning. For non-funded places, entry is conditional on appropriate experience or equivalent registration, with current and regular access to conduct work-based learning.

The normal entry requirement for those undertaking Pathway 2 is that participants who have been awarded government funding must be fully registered with the GTCS and hold a position in middle or senior leadership within an educational establishment and have current a regular access to conduct work-based learning. For non-funded places, entry is conditional on appropriate experience or equivalent registration, with current and regular access to conduct work-based learning.

The normal entry requirement for those undertaking Pathway 3 is that participants who have been awarded government funding must be fully registered with the GTCS and hold a position in middle or senior leadership within an educational establishment and have current a regular access to conduct work-based learning. Funded participants must also have their application endorsed by their employer, as a suitable candidate for headship within the next 2-3 years. For non-funded places, entry is conditional on appropriate experience or equivalent registration, with current and regular access to conduct work-based learning.

Exit awards MEd Leadership and Learning

Programme credits achieved	For those who elect to follow Pathway 1	For those who elect to follow Pathway 2	For those who elect to follow Pathway 3
60	PG Certificate Leadership and Learning: Core Processes for Leadership and Learning	PG Certificate Leadership and Learning: Middle Leadership & Management (with Standard for Middle Leadership & Management)	PG Certificate Leadership and Learning : Into headship (with Standard for Headship)
120	PG Diploma Leadership and Learning	PG Diploma Leadership and Learning with Standard for Middle Leadership & Management	PG Diploma Leadership and Learning with Standard for Headship
180	MEd Leadership and Learning	MEd Leadership and Learning with Standard for Middle Leadership & Management	MEd Leadership and Learning with Standard for Headship

13 Teaching and Learning Methods and Strategies

Teaching and Learning strategies employed at the University of Edinburgh consist of a variety of different methods appropriate to the programme aims. The graduate attributes listed above are met through a teaching and learning framework (as detailed in Graduate Attribute Tables on pages 4-8 of this document), which is appropriate to the level and content of the course. Within this programme, teaching and learning activities will include: workshops, seminars, problem based learning activities, peer group learning, and one to one meetings with personal tutors and supervisors. The development of on-line distance learning resources will be considered for future development of the programme.

14 Assessment Methods and Strategies

The PG common marking scheme will be used to award grades and percentages. Given the professional nature of this Masters programme, the dual professional award of the Standard for Headship (conferred by the GTCS) and the anticipated dual professional award of the Standard for Middle Leadership and Management (to be conferred by the GTCS), it is proposed that on this Masters programme it would not be possible for participants to progress through each certificate without having passed the previous course(s) i.e. that they are not able to 'carry' a failed course. Should a course be failed, on first submission: participants would have one opportunity to resubmit, following feedback from and the opportunity for a tutorial with their tutor.

For details of assessment methods please see Appendix 1.

15 Career Opportunities

Potential career paths, exit routes and employers include: middle and senior leadership and management positions in schools and other educational establishments; local authority offices; teaching in further and higher education institutions.

16 Other Items

Fees Home and EU students £8100, unless a future reduction in fees is negotiated for some elements, beyond the first two funded years of the programme.

Student support:

The students will join a large vibrant postgraduate community of over 600 students in Moray House School of Education Graduate School. The students will have access to generic support for taught postgraduate students including an induction website (<http://www.blendedlearning.me/induction/>) and Handbook. Students will also attend an induction session prior to the start of the programme. The Graduate School organises social events throughout the year, which are open to part time, as well as full time PG students.

The students will be integrated into an active research culture and will be offered the opportunity to attend School and Institute seminars. Where appropriate, opportunities may be available to be involved in ongoing research projects within the Institute. The students will also benefit from the world class library facilities available at the University and be able to access on-line and print journals and up to date text books. All courses will be supported with an on-line learning environment.

Students with disabilities can receive additional support from the Student Disability Service and the Programme will incorporate Accessible Learning guidelines into the design and delivery of courses.

For pastoral care and student support all participants will be assigned a Personal Tutor. The Personal tutor's function is to monitor progress, provide advice on course choices and offer a first line of pastoral support for any scholarly or personal issues that may arise. Participants will be encouraged to reflect on their progress at regular intervals during the programme. The Personal Tutor will be available to discuss appropriate pathway and course choices. In recognition of the nature of support appropriate for participants on this programme the personal tutoring system and pastoral support available to students will be non-standard. The senior personal tutor will be consulted on this to ensure integration with the school systems.

Appendix 1 Assessment Matrix - Proposed Programme: MEd Leadership and Learning

PG Certificate Leadership and Learning : Core Processes for Leadership and Learning								
*This Certificate is Compulsory for those following Pathway 1 to MEd LL but Elective for those following Pathway 2 or Pathway 3								
Course Code	Course Title	Credits	Sem	*Comp/ Elective	Essay	Presentation	Reflective Report	Project
	Self Study Enquiry	20		C to achieve the Cert.	Critical Review of Literature 2000 words 50%	Oral presentation of self – study learning journey, to date 2000 words 50%		
	Practitioner Enquiry	20		C to achieve the Cert.		Research Poster + Oral presentation on Enquiry conducted 50%		Participants will conduct a Practitioner Enquiry - See presentation column for assessment
	Developing as a Leader	20		C to achieve the Cert.	Critically informed discussion of leadership approaches + issues 2000 words		Reflective Report on own leadership development + Personal Action Plan 2000 words 50%	

*This Certificate is a shell certificate to accommodate the 60 Level 11 credits PGDE (primary or secondary) students have achieved and can only be claimed through Advanced Standing								
Course Code	Course Title	Credits	Sem	*Comp/ Elective	Essay	Presentation	Reflective Report	Project
	PGDE Level 11 Course 1	20				Awarded through Advanced Standing Only		
	PGDE Level 11 Course 2	20				Awarded through Advanced Standing Only		
	PGDE Level 11 Course 3	20				Awarded through Advanced Standing Only		

PG Certificate Leadership and Learning : Extended Work - Based Project

***This Certificate is Elective for those following either Pathway 1 or Pathway 2 or Pathway 3 to MED LL**

Course Code	Course Title	Credits	Sem	*Comp/ Elective	Essay	Presentation	Reflective Report	Project
	Extended Work-Based project Proposal	10		C to achieve the Cert.				A written proposal and timeline for extended work-based learning project 2000 words 100%
	Extended Work-Based Project	50		C to achieve the Cert.	<p>Equivalent – 10,000- 12,000 words Participants will plan + conduct + prepare for publishing or making public the findings from an extended work based project. Means of publication/ making public to be agreed with participants and Course Tutor and innovative means will be explored, ensuring whatever is agreed will allow the assessment criteria to be demonstrated. Possible options include:</p> <ul style="list-style-type: none"> • writing an article for publication in a refereed journal • research poster + oral presentation to professional audience, accompanied by a handout which includes a précis of the literature review conducted ; a summary overview of the research design and critical reflection on research design, in terms of fitness for purpose • creation and presentation of a video essay • illustrated/visual + written research report • written research report <p>Following the condition set out by the Panel- to reduce the options available, the following options will not be offered:</p> <ul style="list-style-type: none"> • creation of artefact(s) (e.g. collage ; narrative, poetry, illustrated journal etc.) used as integral to an oral / videoed presentation to professional audience, accompanied by handout, if necessary. • having conducted a collaborative extended work-based project with another participant on the course; present, in any of the ways above, a collaborative account for joint assessment. <p>Equivalent –10,000 words 100%</p>			

PG Certificate Leadership and Learning: Middle Leadership & Management

*This Certificate is Compulsory for those following Pathway 2 to MEd LL but Elective for those following Pathway 1 or Pathway 3

Course Code	Course Title	Credits	Sem	*Comp/ Elective	Essay	Presentation	Reflective Report	Project
	Critical Analysis of Middle Leadership & Management	20		C to achieve the Cert.	Critical review of the specific nature of middle leadership 2000 words 50%		Reflective Report on own collaborative leadership development, as a middle-leader + Personal Action Plan 2000 words 50%	
	Leading Change and School Improvement	40		C to achieve the Cert.			<p>Part 4 – A written evaluation of professional development to date in relation to the SfML&M identifying next steps for further development, with reference to the initial self-evaluation conducted in Course 1 and supported by reflection on critical incidents and/or dilemmas encountered in the process of leading change and improvement (2000 words).</p> <p>2000 words 20%</p>	<p>Part 1 – A detailed analysis of the faculty’s/school’s need for change and capacity to improve (1500 words);</p> <p>Part 2 – A rationale for a faculty/school improvement project (1000 words) with an updated detailed project plan included in the appendix (indicative 500 words);</p> <p>Part 3 – A written evaluation of project development to date identifying next steps for faculty/school improvement, supported by evaluative evidence included in the appendix (3000 words);</p> <p align="right">Total 6000 words 80%</p>

PG Certificate Leadership and Learning : Into Headship

***This Certificate is Compulsory for those following Pathway 3 to MEd LL but elective for those following Pathway 2**

Course Code	Course Title	Credits	Sem	*Comp/ Elective	Essay	Presentation/Other	Reflective Report	Project
	Developing as a Strategic Leader	20		C to achieve the Cert.	Critical analysis of the current policy context which leads to the identification and justification of a strategic change issue to be addressed on the basis of evidence and educational argument. 2,500 words 55%		Critical reflection on their self-evaluation leading to identification of key priorities for their professional learning in leading and managing strategic change. 1,500 words 45%	
	Leading Strategic Change	40		C to achieve the Cert.			<p>Part 1: Critical evaluation of interim progress against the short-term targets drawing on evidence to support their analysis. Present a reasoned argument to underpin a proposal designed to bring about sustained and embedded long term strategic change 5000 words 63%</p> <p>Part 2 – Critical reflection on the participant’s leadership of strategic change processes by evaluating their practice against the <i>Standard for Headship</i> and identifying next steps for professional learning 3000 words 37%</p>	

