

MEd Leadership and Learning Course Descriptor

Course Title

[Developing as a Strategic Educational Leader](#)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard?	Availability	Home students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	To follow	Taught in Gaelic?	No
Course description	<p>The <i>Into Headship</i> PG Cert programme structure is designed to enable participants to develop the strategic leadership and management competences as specified by the <i>Standard for Headship (SfH)</i> (GTCS, 2012) in Scotland to facilitate their transition into headship. The emphasis is on addressing a whole school strategic change issue.</p> <p>The aim of this first course is to enable participants to understand their role as a headteacher in applying the principles and practices of strategic leadership to frame and conceptualise educational problems and issues.</p> <p>Participants will be expected to undertake a critical analysis of the wider local, national and global policy context to identify, frame and conceptualise a strategic educational issue pertinent to their school community on the basis of evidence and educational argument. Participants will be expected to critically review their self-evaluation against the <i>Standard for Headship</i> and identify key priorities for their professional learning in leading strategic change.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	<ul style="list-style-type: none"> • Current GTCS registration; • Applicants must have demonstrated to their employer that they have already met the Standard for Middle Leadership and Management (normally with a minimum of five years' teaching experience); • Applicants must have their employer and headteacher endorsement as a suitable applicant for headship within the next 2-3 years. 		
Co-requisites	Current and regular access to conduct work-based learning		
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	N/A
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

<p>On completion of this course participants will be able to:</p> <ul style="list-style-type: none"> • analyse critically education policy trends and articulate the implications for headship, drawing from a range of academic literature; • demonstrate a critical understanding of the key concepts underpinning strategic leadership in schools; • identify and justify the educational purposes underpinning the focus for strategic change, drawing on relevant evidence and appropriate data; • articulate the relationship between the professional values and personal commitment in the role of a strategic leader; • evaluate systematically professional practice and development as a strategic leader against the Standard for Headship, drawing from a range of academic literature to inform the critical analyses.

Assessment Information

In the course design, assessment is regarded as a developmental, participant centred activity, enabling participants to critically reflect on developing their practice and learning. A range of innovative assessment approaches will be utilized combining both academic and professional requirements to impact on practice in the workplace. The assessment arrangements are designed to support the principle that assessment is an integral part of the continuing professional learning process of experienced senior professionals. Accordingly, the course is designed to match the initial phase in a strategic change process and so the assessment tasks, both formative and summative, enable participants to build progressively their understanding and skill in leading strategic change.

Assessment forms an integral element of the teaching learning process, enabling participants to synthesise ideas, practice and learning and thereby cumulatively demonstrating their achievement of the SfH. Course assessment combines formative and summative assessment designed to enable participants to develop the key concepts and frameworks necessary to undertake the programme of activities in school and to critically evaluate these.

Formative Assessment:

Formative assessment will involve tutor, peer or self-assessment and is integral to each course:

- Proposal for a critical policy analysis to identify a strategic change issue (Peer)
- Discussion on a proposal for a strategic change issue (In school mentor colleague)
- An outline plan for the critical analysis of the policy context and proposal (Tutor)
- Coached discussion on review of 360 evaluation and professional learning processes (SCEL Coach)

Summative Assessment:

Summative assessment will ensure the quality of individual learning against clearly articulated criteria drawn from SCQF Level 11 and the SfH:

- 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)
- 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)

Criteria for assessment:

- Articulate a critical understanding of current policy trends and the relationship between schools and society;
- Select and analyse critically a specific policy area, identifying an issue or problem to be addressed through a strategic change initiative;
- Make a case for the relationship between professional values and personal commitment in the role of a strategic leader;
- Evaluate systematically against the Standard for Headship, professional

- practice and development in leading strategic change;
- Access, evaluate, interpret and present relevant data and academic literature to inform critical analyses in both parts of the assignment;
- Demonstrate a standard of academic writing appropriate to an SCQF Level 11 course, including consistent, appropriate use of an accepted convention for citations and referencing.

Special Arrangements

Marketing, recruitment and selection into the *Into Headship* PG Cert is through Local Authority employers and the Scottish College for Educational Leadership.

Additional Information

Academic description	<p>The two courses of the <i>Into Headship</i> PG Cert programme are based on the model of professional learning which comprises four interdependent components: critical reflection, knowledge building, experiential learning and social learning processes.</p> <ul style="list-style-type: none">• reflecting upon, analysing and evaluating their experience and their leadership and professional practice, and applying what they have learned drawing on the ideas and experience of others through professional dialogue with peers and tutors;• cognitive development: building knowledge through reading and accessing other sources of information and critically appraising this material; using such sources to formulate principles of strategic leadership in the role of headteacher in relation to components of the <i>Standard for Headship</i> (and subjecting these to further evaluation);• practice-based learning: identifying, analysing, leading and reviewing a strategic change initiative through a cycle of change to address a specific issue• social process of learning: working with fellow course members to undertake collaborative tasks; working with and leading staff and stakeholders to initiate and review the strategic change programme. <p>This programme is part of the national specialist qualification for headship in Scotland, designed for aspirant headteachers working in a variety of settings. The programme will combine a number of approaches:</p> <p>Practice-based learning: the identification and scoping of an educational issue; working with the full school community to build a shared vision and programme for long term change.</p> <p>Taught elements: taught flexibly through face to face or digitally mediated sessions where the focus will be on developing</p>
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	<p>knowledge and critical analysis and on building social and collaborative learning.</p> <p>Directed study: directed study will form a core element including preparation for the taught sessions and follow up tasks through online learning. These directed study tasks will include a range of activities such as reading, short school based tasks, self evaluation and review tasks. This will be delivered flexibly including online via a VLE to enable participants to plan and shape their own learning programme.</p> <p>Group and individual seminars and tutorials: this element will become important to support the practice-based element of the courses. There will be a structured learner-centred programme where participants reflect on progress and identify key issues for discussion.</p> <p>Experiential pedagogies: the programme will use cohort learning shown previously on the SQH to be key, as peers play an important role in building understanding and confidence. This element is built into the taught days and online activities through group activities and workshops as well as peer formative assessment activities. In addition, it has been found that in-school mentoring can help to forge the critical connection between the programme and the school and between individual development and school improvement. Mentoring activities will be included in the directed study programme. Coaching will form an element of the 360 degree feedback process to be led by SCEL.</p>
<p>Syllabus</p>	<p>This is a preparatory programme for aspirant headteachers to enable them to demonstrate their achievement of the Standard for Headship (GTCS 2012). Underpinning the Standard for Headship is a model of whole school strategic leadership where a headteacher has responsibility for leading the whole school community to build and sustain the conditions for effective learning. The course will examine the wider educational policy context and enable the participants to explore the implications for their school and their role as strategic leaders. The course will also focus on developing strategic leadership for change and management practices, informed and critiqued through engagement with research and academic literature. Participants will be expected to undertake a critical analysis of the wider local, national and global policy context to identify, frame and conceptualise a strategic educational issue pertinent to their school community on the basis of evidence and educational argument. Participants will be expected to critically review their self-evaluation against the <i>Standard for Headship</i> and identify key priorities for their professional learning in leading strategic change.</p>

Transferable skills	Critical reflection and analysis; oral and written communication skills; application of professional knowledge and understanding
Reading list	<p>Indicative reading list (core texts in bold font):</p> <p>Barber, M., Whelan, F. and Clark, M. (2010) <i>Capturing the Leadership Premium: How the world's top school systems are building leadership capacity for the future</i>. London: McKinsey & Company.</p> <p>Blackmore, J. (2009). Leadership for Social Justice: A transnational dialogue - International Response Essay. <i>Journal of Research on Leadership Education</i>, 4(1), 1-10.</p> <p>Bush, T., Bell, L. and Middlewood, D. (eds.) (2010) The Principles of Educational Leadership and Management (2nd edition). London: Sage.</p> <p>Coleman, M. (2012) Leadership and Diversity. <i>Educational Management, Administration and Leadership</i>, 40(5), 592-609.</p> <p>Davis, J., Hill, L., Tisdall, K., Cairns, L., & McCausland, S. (2014) <i>Social Justice, The Common Weal And Children And Young People In Scotland</i>. The Jimmy Reid Foundation, Institute of Education, Community and Society and the Centre for Research on Families and Relationships. Edinburgh: University of Edinburgh.</p> <p>Lumby, J. and Coleman, M. (2010) Leadership and Diversity. <i>School Leadership and Management</i>, 30 (1), 1-2.</p> <p>Murphy, D. (2014) <i>Schooling Scotland: Education, equity and community</i>. Glendaruel: Argyll Publishing.</p> <p>O'Brien, J. (ed.) (2016) School Leadership (3rd edition in preparation). Edinburgh: Dunedin Press.</p> <p>Organisation for Economic Cooperation and Development (OECD) (2007) <i>Quality and Equity of Schooling in Scotland</i>. Paris: OECD.</p> <p>Ryan, J. (2010) Promoting Social Justice in Schools: Principals' political strategies. <i>International Journal of Leadership in Education</i>, 13(4), 357-376.</p> <p>Sosu, E. and Ellis, S. (2014) <i>Closing the Attainment Gap in Scottish Education</i>. York: Joseph Rowntree Foundation & University of Strathclyde.</p> <p>Torrance, D. and Forde, C. (2015) To What Extent Can Headteachers be Held to Account in the Practice of Social Justice Leadership? <i>Journal Of Educational Leadership, Policy And Practice</i>. 30(1), 81-93. Special issue on school leadership for social justice.</p>

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	<p>Ward, S.C., Bagley, C., Hamilton, T., Woods, P., Lumby, J. & Roberts, A. (2013) <i>School Leadership and Equity: An examination of policy response in Scotland</i>. Paper from the European Policy Network on School Leadership.</p> <p>Ward, S.C., Bagley, C., Lumby, J., Hamilton, T., Woods, P. & Roberts, A. (2015) What is 'policy' and what is policy response? An illustrative example of the implementation of the Leadership Standards for Social Justice in Scotland. <i>Educational Management Administration & Leadership</i>, 1-14.</p>
Study Abroad	Not entered
Study Pattern	20 Credits = 200 hours of notional effort Hours allocated as indicated below
	Taught = 20 hours Taught elements: face to face or digitally mediated sessions
	Directed Study = 60 hours Study activities to be carried out in preparation for and as follow up to taught sessions including formative tasks
	Practice based learning = 30 hours Tasks to be completed in school e.g. short investigations, discussions, evaluations
	Collaborative tasks, network meetings and learner support = 20 hours Groups tasks completed using online learning and presentations; peer assessment; regionally based learner driven meetings of course participants; in-school mentoring
	Individual Study = 40 hours Individual reading and follow up tasks
	Assessment = 30 hours Formative and summative assessment
Keywords	Headship preparation; school leadership and management; critical analysis; planning for strategic change

Contacts

Course organiser	Dr Deirdre Torrance Tel: 0131 – 651 – 6441 Email: deirdre.torrance@ed.ac.uk	Course secretary	TBC Tel: Email:
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**MEd Leadership and Learning
 Course Descriptor**

Course Title

[Leading Strategic Educational Change](#)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Home students
Credit level (Normal year taken)	SCQF Level 11	Credits	40
Home subject area	Education	Other subject area	None
Course website	To follow	Taught in Gaelic?	No
Course description	<p>The <i>Into Headship</i> PG Cert programme structure is designed to enable participants to develop the strategic leadership and management competences as specified by the <i>Standard for Headship SfH</i> (GTCS, 2012) in Scotland to facilitate their transition into headship. The emphasis is on addressing a whole school strategic change issue.</p> <p>The aim of this second course is to enable participants to secure commitment and initiate a strategic change process with members of the wider school community and to map sustainable long term strategies to address the educational issue identified in Course 1.</p> <p>The focus will be on leading a process of building a vision through engaging others from across the school community. In this phase a model of emergent and responsive planning will be used to determine and achieve short-term objectives, towards a longer term process of sustainable strategic change. Through this process participants will secure resourcing, assess risk, build commitment and capability to progress the strategic change initiative to address the educational issue. As participants move through a first cycle of change, the next step will involve reviewing progress towards a longer term strategy. Milestones for the next cycle of change will be set and appraised.</p>		

Entry Requirements (not applicable to Visiting Students)

Course Descriptors MEd Leadership and Learning
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Pre-requisites	<ul style="list-style-type: none"> • Current GTCS registration; • Applicants must have demonstrated to their employer that they have already met the Standard for Middle Leadership and Management (normally with a minimum of five years' teaching experience); • Applicants must have their employer and headteacher endorsement as a suitable applicant for headship within the next 2-3 years; • Successful completion of Course 1 of the <i>Into Headship</i> PG Cert, 'Developing as a Strategic Leader'. 		
Co-requisites	Current and regular access to conduct work-based learning		
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	N/A
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

<p>On completion of this course participants will be able to:</p> <ul style="list-style-type: none"> • critically apply the skills of leading, working and communicating with the whole school community including young learners and in building commitment to a shared vision for school improvement; • demonstrate a critically informed understanding of the complexity of strategically leading context specific school improvement and the processes involved, including critical enquiry, emergent planning, and rigorous and collaborative evaluation; • articulate a critical understanding of the political, ethical and management dimensions of leading strategic change for school improvement; • examine critically and evidence a values based contribution to strategic leadership with a clear focus on impact for learners, and identify areas for ongoing professional learning;

- appraise and apply ideas and concepts from research and academic literature to inform their analyses.

Assessment Information

In the course design, assessment is regarded as a developmental, participant centred activity, enabling participants to critically reflect on developing their practice and learning. A range of innovative assessment approaches will be utilized combining both academic and professional requirements to impact on practice in the workplace. The assessment arrangements are designed to support the principle that assessment is an integral part of the continuing professional learning process of experienced senior professionals. Accordingly, the course is designed to match the second phase in a strategic change process and so the assessment tasks, both formative and summative, enable participants to build progressively their understanding and skill in leading strategic change.

Assessment forms an integral element of the teaching learning process, enabling participants to synthesise ideas, practice and learning and thereby cumulatively demonstrating their achievement of the Standard for Headship. Course assessment combines formative and summative assessment designed to enable participants to develop the key concepts and frameworks necessary to undertake the programme of activities in school and to critically evaluate these.

Formative Assessment:

Formative assessment will involve tutor, peer or self-assessment and is integral to each course.

Part A:

- Communicate an educational rationale and proposal for stakeholder consultation (Peer)
- Present a proposal for the strategic change initiative (School Senior Management Colleagues)
- Present a draft plan for the strategic change initiative and the implications for their leadership and management (Peers and Tutor)
- Short self-evaluation task on the political and ethical dimensions of headship (Mentor colleague)

Part B:

Oral progress report of the strategic change process for critical review (Peers)

Proposal for sustained and embedded change, including risk assessment that tests the assumptions underlying participant's proposal and considers possible alternatives (Tutor)

Discussion focussed on analysis of a critical issue/dilemma encountered (Coach)

Work place discussion of progress for the sustained and embedded change initiative (Mentor colleague)

Summative Assessment:

Summative assessment will ensure the quality of individual learning against clearly articulated criteria drawn from SCQF Level 11 and the *Standard for*

Headship. The summative assessment comprises two parts, plus a verifying field assessment process:

- 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).
- Part 2: Critical reflection on the participant's leadership of strategic change processes by evaluating their practice against the *Standard for Headship* and identifying next steps for professional learning (3000 words).
- A field assessment (by SCEL trained field assessor) to verify leadership and management practice against the *Standard for Headship*. Professional discussions to examine the feasibility of the proposed long term strategic change process and the underpinning assumptions.

Criteria for assessment:

- Evaluate critically progress with the strategic change initiative against short term targets by collecting, analysing and responding effectively to on-going feedback from a variety of sources to determine future action;
- Demonstrate the ability to construct a comprehensive proposal that recognises the complexity of leading strategic change designed to build collaboratively capability and capacity for longer term school improvement;
- Construct a critical self evaluation of strategic leadership and management competences as specified by the *Standard for Headship* with an emphasis on improving teaching and learning;
- Demonstrate the ability to identify priorities for leadership development and construct a proposal for on going professional learning;
- Access, evaluate, interpret and present relevant data and academic literature to inform critical analyses in both parts of the assignment;
- Demonstrate a standard of academic writing appropriate to an SCQF Level 11 course, including consistent, appropriate use of an accepted convention for citations and referencing.

Special Arrangements

The summative field assessment will be supported by Local Authority employers and the Scottish College for Educational Leadership(SCEL), with field assessors nationally trained by SCEL, supported by UoE and other provider universities and locally trained by UoE programme staff.

Additional Information

Academic description	The two courses of the <i>Into Headship</i> PG Cert programme are based on the model of professional learning which comprises four
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interdependent components: critical reflection, knowledge building, experiential learning and social learning processes.

- reflecting upon, analysing and evaluating their experience and their leadership and professional practice, and applying what they have learned, drawing on the ideas and experience of others through professional dialogue with peers and tutors;
- cognitive development: building knowledge through reading and accessing other sources of information and critically appraising this material; using such sources to formulate principles of strategic leadership in the role of headteacher in relation to components of the *Standard for Headship* (and subjecting these to further evaluation);
- practice-based learning: identifying, analysing, leading and reviewing a strategic change initiative through a cycle of change to address a specific issue
- social process of learning: working with fellow course members to undertake collaborative tasks; working with and leading staff and stakeholders to initiate and review the strategic change programme.

This programme is part of the national specialist qualification for headship in Scotland, designed for aspirant headteachers working in a variety of settings. The programme will combine a number of approaches:

Practice-based learning: the identification and scoping of an educational issue; working with the full school community to build a shared vision and programme for long-term change.

Taught elements: taught flexibly through face to face or digitally mediated sessions where the focus will be on developing knowledge and critical analysis and on building social and collaborative learning.

Directed study: directed study will form a core element including preparation for the taught sessions and follow up tasks through online learning. These directed study tasks will include a range of activities such as reading, short school based tasks, self-evaluation and review tasks. This will be delivered flexibly including online via a VLE to enable participants to plan and shape their own learning programme.

Group and individual seminars and tutorials: this element will become important to support the practice-based element of the courses. There will be a structured learner-centred programme where participants reflect on progress and identify key issues for

	<p>discussion.</p> <p>Experiential pedagogies: the programme will use cohort learning shown previously on the SQH to be key, as peers play an important role in building understanding and confidence. This element is built into the taught days and online activities through group activities and workshops as well as peer formative assessment activities. In addition, it has been found that in-school mentoring can help to forge the critical connection between the programme and the school and between individual development and school improvement. Mentoring activities will be included in the directed study programme. Coaching will form an element of the 360 degree feedback process to be led by SCEL.</p>
Syllabus	<p>This is a preparatory programme for aspirant headteachers to enable them to demonstrate their achievement of the Standard for Headship (GTCS 2012). Underpinning the Standard for Headship is a model of whole school strategic leadership where a headteacher has responsibility for leading the whole school community to build and sustain the conditions for effective learning. The focus of this course, will be on leading a process of building a vision through engaging others from across the school community. In this phase, a model of emergent and responsive planning will be used to determine and achieve short-term objectives, towards a longer term process of sustainable strategic change. Through this process participants will secure resourcing, assess risk, build commitment and capability to progress the strategic change initiative to address the educational issue. As participants move through a first cycle of change, the next step will involve reviewing progress towards a longer term strategy. Milestones for the next cycle of change will be set and appraised.</p>
Transferable skills	<p>Self-evaluation as integral to career-long professional learning; oral and written communication skills; systematic and critical evaluation of professional impact.</p>
Reading list	<p>Indicative reading list (core texts in bold font):</p> <p>Bush, T. and Glover, D. (2012) Distributed Leadership in Action: Leading high performing leadership teams in English schools. <i>School Leadership and Management</i>, 32(1), 21-36.</p> <p>Busher, H. (2006) <i>Understanding Educational Leadership: People, Power and Culture</i>. Berkshire: Open University Press.</p> <p>Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, W. and Kington, A. (2009) <i>The Impact of School Leadership on Pupil Outcomes</i>. DCSF Final Report. London, Department for Children, Schools and Families.</p> <p>Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q. and Brown, E. (2010) <i>Ten Strong Claims About Successful School Leadership</i>. Nottingham: National College for Leadership of</p>

	<p>Schools and Children’s Services.</p> <p>Dimmock, C. (2012) <i>Leadership, Capacity Building And School Improvement: Concepts, themes and impact. Series: Leadership for learning series. London: Routledge.</i></p> <p>Hallinger, P. and Murphy, J. (2013) Running on Empty? Finding the Time and Capacity to Lead Learning. <i>NASSP Bulletin</i> 97: 5</p> <p>Hargreaves, A. and Fullan, M. (2012) <i>Professional Capital: Transforming teaching in every school. London: Routledge.</i></p> <p>Leithwood, K. and Day, C. (2008) The Impact of School Leadership on Pupil Outcomes. <i>School Leadership and Management</i>, 28(1), 1-4.</p> <p>Leithwood, K., Mascal, B. and Strauss, T. (eds.) (2009) <i>Distributed leadership According to the Evidence.</i> London: Routledge.</p> <p>MacBeath, J. and Dempster (eds.) (2009) <i>Connecting Leadership and Learning: Principles for practice.</i> London: Routledge.</p> <p>Murphy, D. (2013) <i>Professional School Leadership: Dealing with dilemmas (2nd Ed.).</i> Edinburgh: Dunedin Academic Press.</p> <p>Murphy, J., Smylie, M., Mayrowetz, D and Louis, K.S. (2009) The Role of the Principal in Fostering the Development of Distributed Leadership. <i>School Leadership and Management</i>, 29(2), 181-214.</p> <p>Robertson, J. and Timperley, H. (eds.) (2011) <i>Leadership and Learning.</i> London: Sage.</p> <p>Ryan, J. (2010) Promoting Social Justice In Schools: Principals’ political strategies. <i>International Journal of Leadership in Education: Theory and Practice</i>, 13(4), 357-376.</p> <p>Theoharris, G. (2010) Disrupting Injustice: Principles narrate the strategies they use to improve their schools and advance social justice. <i>Teacher College Record</i>, 112(1), 331-373.</p> <p>Woods, P.A. and Gronn, P. (2009) Nurturing Democracy: The contribution of distributed leadership to a democratic organizational landscape. <i>Educational Management Administration and Leadership</i>, 37(4), 430-451.</p>
Study Abroad	Not entered
Study Pattern	40 Credits = 400 hours of notional effort Hours allocated as indicated below
	Taught = 40 hours Taught elements: face to face or digitally mediated sessions
	Directed Study = 90 hours Study activities to be carried out in preparation for taught sessions and formative tasks
	Practice based learning = 120 hours Initiating, building and reviewing the strategic change process

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	Collaborative tasks, network meetings and learner support = 50 hours Groups tasks completed using online learning and presentations; peer assessment tasks; Regionally based learner driven meetings of course participants; in-school mentoring
	Individual Study = 50 hours Individual reading and follow up tasks
	Assessment = 50 hours Formative and summative assessment
Keywords	Headship preparation; school leadership and management; strategic change for school improvement; stakeholder engagement

Contacts

Course organiser	Dr Deirdre Torrance Tel: 0131 - 651 - 6441 Email: deirdre.torrance@ed.ac.uk	Course secretary	TBC Tel: Email:
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