Programme Specification and Curriculum Map

Programme Specification: MA Education: Leadership, Management and Change

1. Awarding institution	Middlesex University
2. Teaching institution	Middlesex University
3. Programme accredited by	N/A
4. Final award	MA Education: Leadership, Management and Change
5. Programme	Professional Development Directorate
6. UCAS code (or other relevant coding system)	
7. Relevant QAA subject benchmark group(s)	Education
8. Date of production/revision	July 2008

9. Reference points

- University's Regulations
- University's Learning and Teaching Strategy
- National Qualifications Framework

10. Educational aims of the programme

The programme aims to

- Develop students as agents of change
- Provide an environment in which students can develop an understanding of the process of change
- Provide participants with a framework for the systematic acquisition of advanced academic knowledge in education.
- Provide the opportunity to engage in reflective debate and practice.
- Enable students to engage in high level analytical and critical thinking and to relate theory with practice.
- Develop in students transferable competencies applicable in a wide range of educational or other contexts.

11. Programme outcomes – on completion of the programme the successful student will have achieved the following:

A. Knowledge and understanding of:	Teaching/learning methods
A1. Leadership management and the management of change A2. The impact of cultural differences and their impact on the processes of learning. A3. The significance of the international dimension to leadership and management. A4. The impact of activity in the process of the development of change. A5. Research techniques used in education. A6 International educational policy frameworks and networks.	Students gain knowledge and understanding through: • seminars, • interactive workshops, • planning and designing templates for change • reading, independent study and research • student presentations • E-learning **Assessment** Reflective journals, essays, presentations, dissertation.
B. Cognitive (thinking) skills **Able to:** B1. Identify a research problem and make use of the processes of hypothesis making, argument and causal explanation. B2. Critically evaluate and analyse proposals for change, own and others. B3. See links between identified problems and practical proposals for change. B4. Make generalisations from experience observations and study.	**Teaching/learning methods** Students develop cognitive skills through • Seminars discussions, • interactive workshops, • planning and designing templates for change • reading, independent study and research • student presentations • E-learning **Assessment** Reflective journals, essays, presentations, dissertation.
C. Practical skills **Able to:** C1. Present material to groups in an effective manner. C2. Communicate effectively orally and in written formats demonstrating a high level of academic literacy. C3. Apply research skills. C4. Evaluate the performance of peers. C5. Make effective use of ICT.	**Teaching/learning methods** Students develop practical skills through, presentations participatory seminars and workshops, group discussion, assignments and given tasks, and investigative field work. **Assessment** Students practical skills are assessed by written and practical tasks, such as essays, presentations, group assignments, and individual research. The dissertation is the culmination of students' ability to demonstrate their management of the presentation of work.

D.4. Graduate skills	Teaching/learning methods
Able to:	
	Students develop their graduate skills through problem solving practice, games and simulations and other interactive activities.
D1. Critically evaluate a problematic situation and make a proposal for change.	
D2. Evaluate methodologies and develop critiques of them and where appropriate to propose new hypotheses.	**Assessment**
D3. Organise their own learning and demonstrate high levels of autonomy.	Students' graduate skills are assessed through self-reflective journals, oral presentations, their proposal for change and the dissertation.
D4. Work as a team member, collaborate, plan and fulfil agreed responsibilities.	
D5 Demonstrate originality and self-direction in tackling and solving problems.	
D6. Act autonomously in planning and implementing tasks at a professional level.	

12. Programme structures and requirements, levels, modules, credits and awards
12. 1 Overall structure of the programme

The programme consists of three modules, EDU 4054, EDU 4055, and EDU 4044. The first two modules add up to one year's taught time plus self-study hours. This takes place at the University. Module EDU 4044 starts while you are at University and is completed whilst you are in your home country and is submitted six months later, i.e. January of the following year.

a) Policy, Leadership Management and Change
b) Current Issues and Pedagogy
c) Research Thinking and Project Development.

As can be seen from the areas covered, Strands (a) and (b) above focus on educational subjects, issues and theories, Strand (c) focuses on research processes, research tools, and the development of a dissertation strategy.

Taught time and self-study time are shared between the three areas, so that you can expect (4 x 3) 12 hours taught time and (3 x 9) 27 hours self-study time in a normal week. As the programme unfolds you will find significant overlap between the three areas, and the staff team all contribute to the preparation, tutorial supervision and assessment of your final dissertation.

After the taught course ends you can expect to work very much on your own with no taught hours. You will be engaged in completing your research and writing up your dissertation. Tutorial help will be available for you wherever you decide to locate your research. The programme makes it clear that your research project and final dissertation include action, implementation, and evaluation for change. The programme aims to maintain awareness of these requirements.

The programme is normally taken in full-time mode. Part-time mode can be arranged by discussion with the Programme Leader.

13. A curriculum map relating learning outcomes to modules
See curriculum map

14. Criteria for admission to the Programme
Normal admission requirements are a first degree at lower second or a higher level plus an acceptable competence in written and spoken English. Preference will be given to those with experience of working in an educational setting or expectations of working in such a setting. All students will need a basic understanding of the use of ICT and access to the internet in order to complete the course.

15. Information about assessment regulations
The assessment and progression rules are those that apply under the university regulations Assessment criteria are provided in each module introductory handbook and for each assignment. Students who fail a module have the right to resubmit coursework. Students will have to complete a set of formative assessments in order to be permitted to enter for the summative assessment which is the diissertation. The formative assessments will normally be essays or seminar assignments, plus reflective analysis. Assessments for each module include problem solving exercises, formal spoken presentation with questions, essays and a draft dissertation.

16. Indicators of quality
The degree is designed to follow the NQF for Level 4 qualifications and the University guidelines. It will be subject to normal university and QAA quality procedures.

17. Particular support for learning
Students attend an induction programme and receive a course handbook. Students are provided with a module introduction and supporting materials by individual tutors. Seminars are run using group work and discussion and all students are encouraged to participate. Dissertations are supported by personal supervision by a named tutor (via electronic means in Semester 3).The University provides a central support system for students. IRLS provide extra support for students who require help with areas such as essay writing and language support. There are timetabled sessions for support for postgraduate students. In addition to this staff are available for booked tutorials and are able to be accessed by email at any time. Material is provided on the web to aid learning in modules. Tutors' research activites are used in modules to enhance and support student learning. Students with disablties will receive support from central university services and their learning will be supported by the provision where possible of materials in a suitable format.

18. Methods of evaluation and improving the quality and standards of learning
Feedback questionnaires are completed by students at the end of each module. Boards of studies take place once in each term. These meetings are attended by student representatives and staff and discuss the programme, student concerns and results from student evaluation of modules. External examiners reports and the Annual Monitoring Report for the programme are also considered. Students may discuss concerns directly with tutors. Concerns regarding the provision of University services are discussed at the Campus Forum meetings which occur each term. Staff undergo peer observation of teaching and are encouraged to undertake training and development opportunites. The seminars will function as a learning community where students will be encouraged to give feedback on the learning experience to tutors.

> **19. Placement opportunities**
> Students undertaking this programme are not required to undertake a placement but will be encouraged to visit educational establishments such as schools and training organisations through an arranged programme of visits.

> **20. Future careers how the programme supports subsequent career development.**
> Students will generally be working in their own countries but careers advice and support can be provided by the University Careers Advisory Centre. The programme will be of benefit to those
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> - wishing to improve their practice as education professionals
>   wishing to advance their careers in education through their capacity to respond, innovate and lead change.

Appendix 1

A. Knowledge and understanding of:

A1. Leadership management and the management of change
A2. The impact of cultural differences and their impact on the processes of learning.
A3. The significance of the international dimension to leadership and management.
A4. The impact of activity in the process of the development of change.
A5. Research techniques used in education.
A6 International educational policy frameworks and networks.

B. Cognitive (thinking) skills
Able to:

B1. Identify a research problem and make use of the processes of hypothesis making, argument and causal explanation.
B2. Critically evaluate and analyse proposals for change, own and others.
B3. See links between identified problems and practical proposals for change.
B4. Make generalisations from experience observations and study.

C. Practical skills

Able to:

C1. Present material to groups in an effective manner.
C2. Communicate effectively orally and in written formats demonstrating a high level of academic literacy.
C3. Apply research skills.
C4. Evaluate the performance of peers.
C5. Make effective use of ICT.

D.4. Graduate skills

Able to:

D1. Critically evaluate a problematic situation and make a proposal for change.
D2. Evaluate methodologies and develop critiques of them and where appropriate to propose new hypotheses.
D3. Organise their own learning and demonstrate high levels of autonomy.
D4. Work as a team member, collaborate, plan and fulfil agreed responsibilities.
D5 Demonstrate originality and self-direction in tackling and solving problems.
D6. Act autonomously in planning and implementing tasks at a professional level.

MA Education: Leadership, Management and Change

There are 3 modules, each worth 60 credits at Level 4:   Policy Leadership and Management in Education, Pedagogy and Critical Issues in Education, both of these two give theoretical input and the Dissertation, (Action Research Project) which begins at the start of the degree and continues until the January after the June of the teaching year (i.e. around 18 months). After teaching finishes you will be required to carry out your field work possibly in your own country.

MA Education: Leadership, Management and Change Curriculum Diagram

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MODULE	TITLE	TIME
EDU 4064	**Policy Leadership & Management in Education**	**September 2008 to June 2009**
EDU 4065	**Pedagogy and Critical Issues in Education**	**September 2008 to June 2009**

EDU 4044	**Dissertation (Action Research Project)**	**September 2008 to June 2009 (18 months after beginning the course)**