Programme Specification

Programme award and title: MSc Educational Leadership (SQH)

SCQF Level: 11  SCQF Credit Value: 60/120/180

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme
- The purpose of the programme is to provide a number of pathways for practitioners in the compulsory education sector to develop their skills, knowledge and understanding of educational leadership. The programme aims to enable participants to develop the means of using critical reflection to enhance their practice, to develop the leadership and management competences specified by the CPD for Educational Leadership framework (SEED 2003) and the Standard for Headship (SEED 2005) and to gain a sound understanding of team, project and school leadership and management practices and theory as it applies in educational settings, with a particular emphasis on leading and managing change and improvement.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- Deepening knowledge and understanding of school and local authority culture.
- Understanding of processes of professional learning
- A sound understanding of the leadership and management processes required for implementing school improvement
- Synthesis of information. Understanding of school and community culture. Connecting values and purposes to action including contextualization within the wider policy arena
- Understanding & applying ideas of professionalism, leadership in a professional setting
- Understanding management of learning and teaching – pupil, parent and community engagement
- Policy overview and political awareness

Subject-specific skills and other attributes
- Skills of strategic management.
- Awareness of processes, managing people and resources and quality assurance.
- Planning as emergent and responsive. Skills of evaluation – “listening” to developments.
- Parameters of preparation for implementation – developing inclusion, capability and capacity.
- Building the school community and addressing issues of social justice
- The formation and development of educational values and purposes
- Awareness of own development as a leader and manager

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Skills underpinning professional discussion and debate. Presentation of arguments. Rhetorical skills. Negotiation skills, political awareness.
- Skills of planning including risk assessment and evaluation.
- Skills of co-coaching – questioning techniques, critical incident analysis, peer assessment, communication.
- Professional judgment, synthesis of information, making critical judgments about the validity and reliability of information, having an overview of data collection and analysis (STACS, qualitative data)
- Self-awareness of personal strengths and weaknesses including assumptions and biases.
- Articulation, justification and communication of values, opinions and strategic goals.
- Situational awareness. Data gathering - through reading and investigation – and data analysis.
- Self-awareness, skills of reflective practice
**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The learning and teaching strategies for all taught modules consist of supported self-study activities which are prepared by the participants ahead of the taught sessions. Taught sessions are interactive and are designed around a social constructivist model of learning. One module also includes a significant distance learning element, where students will engage in online discussions, quizzes and distance learning activities via the virtual learning environment.
- Throughout the work-based modules students are supported in seminars and tutorials. They also have access to self-study activities on Succeed.
- Throughout there is a focus on peer support, and all students are encouraged to engage in frequent peer mentoring sessions.
- Both formative and summative assessments are outlined in each module. Peer mentors review formative assessments along with tutors. Summative assessments build on formative assessment tasks and are linked to learning outcomes.

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<th>Professional/statutory body accreditation or recognition:</th>
<th>General Teaching Council Scotland</th>
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**Further details:**

Entry requirements: [http://www.stir.ac.uk/postgraduate/how-to-apply](http://www.stir.ac.uk/postgraduate/how-to-apply)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: September 2012