Programme Specification ARO 034a

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 they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Educational Leadership (Specialist Qualification for Headship)</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>MSc</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>Education Studies</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>TXX44 ELQ</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☑ Part Time ✗</td>
</tr>
<tr>
<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
<td></td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ✗ International ☑ Where:</td>
</tr>
<tr>
<td></td>
<td>Online ☑ Blended ☑</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☑ January ☑ Other</td>
</tr>
<tr>
<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
<td></td>
</tr>
<tr>
<td>Length of Programme</td>
<td>3 years</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td></td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>There is no benchmark for ‘education’ at Masters level</td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: General Teaching Council for Scotland for Into Headship course only (EDUP021/EDUP122) Required for programme: Yes - for Into Headship course only Date of Accreditation: 08 / 06 / 2015</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY

A comprehensive summary of the programme.

The MSc in Educational Leadership (Specialist Qualification for Headship) is a work-based Masters course designed to enable aspiring and early career school leaders and managers to gain a Masters degree which contributes to the development of the knowledge, understanding and skills required to allow them to articulate and enact informed strategic vision, values and aims in professional practice in leading change for improvement.

The MSc in Educational Leadership course has at its heart the Standard for Headship (GTCS 2012) which is embedded in the Into Headship modules. This element of the programme is accredited by the General Teaching Council for Scotland (GTCS) and so this work-based Masters course incorporates both a professional and academic award.

The course supports the professional growth of aspiring and early career leaders and enables them to contribute effectively to the improvement of practice in their own professional setting and the wider professional community. Specifically, the course will enable participants to develop the means of using critical reflection to enhance their practice, develop the strategic leadership and management competencies specified by the appropriate professional standards provided by the GTCS and gain a sound understanding of school leadership and management practice and theory as it applies in school settings.

The programme is designed to support the development of strong professional networks both within and beyond the course.

The MSc in Educational Leadership (leading to Specialist Qualification for Headship) programme comprises three stages:
- Middle Leadership
- Into Headship
- In Headship

There is also an option to complete the Masters programme through the Coaching and Mentoring pathway in year two or three: this will enable head teachers who started the programme without a formal Middle Leadership qualification to complete a Masters.

Features of the Programme (including what makes it distinctive)

Into Headship and In Headship are national courses developed in partnership with other Universities in Scotland through partnership with the Scottish College for Educational Leadership/Education Scotland. Prospective candidates for the Postgraduate Certificates Into Headship and In Headship must be sponsored by their local authority to apply for this Masters through the Scottish College for Educational Leadership/Education Scotland. These Postgraduate Certificates are fully funded by the Scottish Government and include national cohort conferences during the year.

PROGRAMME AIMS
Overarching Programme Aims

The aim of this MSc Educational Leadership is to facilitate and support aspiring and newly appointed leaders through building strategic leadership capacity in the compulsory education sector. The specific aims of the programme will enable participants to:

- build and apply sound knowledge and understanding of middle/strategic/system leadership and management theories and practices as appropriate to stage of leadership development
- recognise, understand and adapt to the complex challenges and opportunities of leadership through critical engagement with a wide range of academic literature and research
- understand the significance of middle/strategic/system leadership in driving change and improvement
- foster a future orientated stance to initiate and lead change through engagement with the school and wider community
- develop practice through critical enquiry and reflection to evaluate and strengthen the impact of their practices on the school community
- develop a culture of sustained professional growth for self and others
- demonstrate professional values and personal commitment as stated in the GTCS Standards framework
- enhance interpersonal and personal skills, confidence and resilience for those preparing to move into leadership roles
- develop a critical understanding of professional learning as collective and emergent, to facilitate school and system improvement

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes

The programme is staged through three PG certificates: detailed LOs are set out in the Module descriptors for the various stages of the programme.

On successful completion of this programme, you should be able to:

Knowledge and Understanding:
- Demonstrate a critical understanding of the principal theories, concepts and principles of educational leadership in practice.
- Demonstrate a critical awareness of current issues for leadership in the compulsory education sector

Apply knowledge, skills and understanding:
- In using the principal professional skills, techniques, practices and/or resources in professional education practice.
- In applying a range of techniques of enquiry
- in planning and executing a significant project of professional enquiry and engagement into practice
- To practise in a wide and often unpredictable variety of professional level contexts.

Intellectual, Practical and Transferable Skills and other graduate attributes:
- Apply critical analysis, evaluation and synthesis to forefront issues in the education sector.
- Identify, conceptualise and define issues in professional practice for strategic change and develop original and creative responses to address these through professional enquiry and engagement
- Communicate, using appropriate methods, the outcomes of your enquiry and engagement to a range of audiences with different levels of knowledge/expertise.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

Values and Attitudes:
- Demonstrate authority and exercise autonomy and initiative in professional practice through taking responsibility for own work and the work of others including the allocation of resources
- Demonstrate leadership and/or initiative and make an identifiable contribution to change
- Practise in ways which draw on critical reflection on own and others' roles and responsibilities.
• Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

**HOW WILL I LEARN?**

*Outline of the teaching methods and approach to be used on the programme.*

The programme will delivered through a blended learning format designed to facilitate both individual and collaborative work. The format is a mix of online, guided self-study, face-to-face and work-based learning. Elements of practice-based professional enquiry permeate the programme. The programme uses the online learning platform, CANVAS.

Two conferences, one in Autumn semester and one in Spring semester, are organised by SCEL/ES for the national cohort of Into Headship participants. Attendance is expected.

Two one night intensive study residential events, one in Autumn semester and one in Spring semester, are organised by SCEL/ES for the national cohort of In Headship participants.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

*Outline of the assessment methods and approach to be used on the programme.*

Assessment and Assessment Criteria

The assessment strategies reflect the different outcomes associated with each module and collectively intend to maximise the potential of all students. Some modules require a portfolio of evidence linked to the students enquiry.

Assessments procedures are set out in the Module Outlines.

Feedback on Assessment

You will receive feedback on coursework within 3 weeks of completion of the assessment. You will normally receive feedback on EDUP122 within 6-8 weeks of submission after the Professional Verification visit has taken place and the PV report is submitted. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; [http://www.stir.ac.uk/academicpolicy/handbook/assessment/](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

Assessment Regulations

*Highlight any exceptions to the assessment regulations for this programme*

None

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

- [Undergraduate](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)
- [Postgraduate – Taught](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)
- [Postgraduate - Research](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

**WHAT WILL I STUDY?**

*Outline Programme Structure*

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:
### Undergraduate

### Postgraduate

#### Year 1

Total year 1 credit value = 60  
Compulsory credits = 20  
Option credits = 40

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Critically with Professional Practices</td>
<td>EDUP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Into Headship 1</td>
<td>EDUP021</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>In Headship 1</td>
<td>EDUP123</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

**Option Modules – you may choose one of the following modules to take**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Leadership: principles and practices</td>
<td>EDUP103</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>Into Headship 2</td>
<td>EDUP122</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>In Headship 2</td>
<td>EDUP124</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Year 2

Total year 2 credit value = 60  
Compulsory credits = 20  
Optional credits = 40

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Critically with Professional Practices</td>
<td>EDUP001</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Examining Professional Practices: Work-Based Learning</td>
<td>EDUP007</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Into Headship 1</td>
<td>EDUP021</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>In Headship 1</td>
<td>EDUP123</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
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</table>

**Option Modules – you may choose one of the following modules to take**

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching and Mentoring: principles and practices</td>
<td>EDUP106</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>Into Headship 2</td>
<td>EDUP122</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>In Headship 2</td>
<td>EDUP124</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Year 3 – Option 1

Total year 3 credit value = 60  
Compulsory credits = 60  
Optional credits = 0

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Headship 1</td>
<td>EDUP123</td>
<td>20</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
<tr>
<td>In Headship 2</td>
<td>EDUP124</td>
<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
</tbody>
</table>
Year 3 – Option 2
Total year 3 credit value = 60
Compulsory credits = 60
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tbody>
<tr>
<td>Engaging Critically with Professional Practices</td>
<td>EDUP001</td>
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<td>11</td>
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<tr>
<td>Examining Professional Practices: Work-Based Learning</td>
<td>EDUP007</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
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</tbody>
</table>

Option Modules – you may choose one of the following modules to take

<table>
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<th>Module Title</th>
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<td>40</td>
<td>Autumn/Spring/Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

READING LIST
Required and Recommended Reading for the Programme
No change

Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.
More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**STEER**
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

**Stirling Graduate School**
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

**Academic and Pastoral Support**
**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

**Student Union:** you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

**Learning Resources**
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)

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**Section 4 Programme Evaluation and Enhancement**
METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s) (To be added following Stage 2 approval)
Name of External Examiner: Rene Koglbauer
Institution: Newcastle University
Please add as required.

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

What career avenues does this qualification open up to the student?
No change - this is set out in detail in the Module Descriptors.

How does this programme facilitate your development of the Graduate Attributes?

How does this module facilitate your development of the Graduate Attributes?

Through studying your degree programme you will become a subject specialist, with in-depth knowledge, understanding and skills associated with your discipline(s). Our ambition is that you will also be confident, aspirational graduates with the right skills and attitudes to connect, innovate and transform. The module is situated within a course designed to create opportunities for participants to become:

Connected
✓ with the complexities of current issues in education
✓ with wider education communities through contributions of employers, Local Authorities, Education Scotland, SCEL, GTCS, third sector and alumni to course development and presentation
✓ with different perspectives, to understand different cultures, beliefs and traditions through access to a wide range of academic research
✓ with one another through an inclusive learning community linked to wider education communities
✓ through digital and other media to facilitate professional dialogue through and beyond the course

Innovative
✓ through utilising current research and technologies to develop new understandings and creative solutions to issues in education
✓ through independent critical and reflective thinking
✓ through leading critical collaborative professional enquiry into practice

Transformative
✓ through their intellectual endeavors
✓ through engaging critically with new perspectives and research and participating in professional dialogue about their own and others’ experiences, views and values to broaden their horizons
✓ through their professional disposition to problem posing and solving, in ensuring excellent outcomes for their colleagues and students through being active global educators who are socially, culturally and environmentally aware

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**
N/A

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**
N/A

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**
What programmes of study could the student go on to after successfully completing this one? Students may consider the M Res in Educational Research or a Doctorate in Education

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**
Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

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**Section 6 Admissions**

**HOW DO I ENTER THE PROGRAMME?**

Admissions Criteria

Students apply for the Into Headship and In Headship programme through their local authority to Scottish College for Educational Leadership (SCEL) /Education Scotland. The Into Headship and In Headship Postgraduate Certificates are fully funded by the Scottish Government for aspiring school leaders and leaders in the first year three years of headship respectively.