

PROGRAMME SPECIFICATION (Taught Postgraduate)	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	Postgraduate Certificate in Educational Leadership
5	Programme Code	3073P (September start) 3077P (January start)
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7
9	Last updated	July 2021

10	Programme Aims
The programme aims to provide effective post-graduate professional development for teachers / lecturers and school leaders wishing to develop enhanced educational leadership. The aims are as follows: • To gain comprehensive knowledge and understanding of the theories, current thinking and key issues as they relate to leadership and strategic management of educational institutions. • To introduce a broad range of models of leadership and associated approaches, behaviours and styles • To identify the impact of effective educational leadership • To explore links with leadership practices in business, industry and educational contexts • To heighten students' awareness of practical approaches that may be used to encourage educational effectiveness and improvement as part of the overall process of the management of change. • To develop critical awareness of the strategic planning process as a means by which one's vision can be achieved • To develop the practical skills of strategic planning • To explore the impact of learning-centred leadership on student outcomes • To increase awareness of global developments in educational leadership • To raise awareness of best practice in educational leadership globally • To engage critically with relevant literature in the field of leadership and strategic management • To encourage the student to engage with problem-solving strategies as a means of developing their analytical and planning skills	

- To develop the confidence and competence to be able to conduct small scale investigations into aspects of leadership in their own institutions in order to improve leadership practice at any level of the educational organisation
- To be familiar with a range of research methods and be able to evaluate their appropriateness;
- To reflect critically on their own leadership practice
- To encourage the development of ethical, social and cultural sensitivity related to leadership and management
- To ensure programme meets the requirements of a level 7 qualification as defined by the Framework for Higher Education Qualifications.
- To ensure that the programme conforms to University policies and to QAA codes of practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students will:

A1 Have a good critical understanding of current thinking and key issues as they relate to leadership and strategic management of educational institutions

A2 Have a good understanding of relevant leadership theories and their significance for educational leadership

A3 Have a good understanding of practical approaches to encourage educational effectiveness and improvement

A4 Have a critical knowledge of a range of research methodologies for small-scale research

A5 Have a critical understanding of theory and research in their chosen fields of educational leadership enquiry.

Teaching and Learning Methods

A1, A2, A3, A4 and A5 learning outcomes will all be achieved via the following methods:

Lectures and workshops will provide the students with the necessary background theory, both of leadership issues and research methodology, for them to devise a small-scale investigation in their own professional context. Through guided reading and seminar discussion students will engage with relevant research and be encouraged to extend their critical engagement with wider literature.

Assessment Strategy

Knowledge outcomes (A1, A2, A3, A4 and A5) will addressed via the following strategy:

Modules are assessed by words assignments structured as portfolios, which will include a literature review to support the investigation, and demonstration of the rationale for the

enquiry methodology. They will require the students to evaluate small-scale research with academic rigor and the commentary will emphasise the implications for professional development.
Intellectual Skills
On completing the programme students will have the skills to: B1 Conduct and evaluate small-scale research and critical reflection in the field of educational leadership; B2 Reflect on professional practice for gaining alternative perspectives to complex process and problems. B3 Contextualise the outcomes of their enquiry and/or critical reflection can be contextualized within a wider understanding of educational leadership theory and research. B4 Engage in and draw upon critical dialogue regarding the implications of current research for practice in the wider context of educational leadership. B5 Lead and manage change effectively with due regard to ethical, social and cultural sensitivities.
Teaching and Learning Methods
The lectures provide the students with the necessary input and guidance in defining the focus of the study in order to conduct a small scale design experiment in their chosen domain of interest. Discussion will promote critical engagement with the empirical evidence and research methodology in the chosen field of interest. Teaching sessions will enable the students to reflect on their experience and make connections between the implications for their professional life and practice and current research into effective teaching and learning and school improvement. All of the above methods will help students to develop B1, B2, B3, B4 and B5 intellectual skills.
Assessment Strategy
In order to assess if intellectual outcomes B1, B2, B3, B4 and B5 have been developed students will be asked to demonstrate their ability to design and justify a research proposal and to design a research instrument for use in this proposed research. The portfolios will encourage critical reflection upon the research process through a report of the investigation and a reflective commentary grounded in current theory and research.
Practical Skills
On completing the programme students should be able to: C1 Conduct practitioner enquiry in the field of educational leadership using appropriate methodologies and methods of data collection and analysis C2 Undertake literature searches to support scholarship
Teaching and Learning Methods
C1 and C2 will be developed via the following: The process of enquiry is supported through seminars to encourage individual and group learning, to address any research problems, and to promote critical engagement with the evidence collected. Supported self-study materials will be provided, together with guidance on research practice in educational contexts. Individual tutorials, and electronic support, will address the individual needs of students.

Assessment Strategy
To complete the portfolios students will be required to evidence C1 and C2 practical skills to inform design and conduct of practitioner research.
Transferable/Key Skills
On completing the programme students should be able to: D1 Demonstrate effective oral and written communication and use of ICT to support intellectual development D2 Plan and organise research and development projects D3 Communicate with a range of audiences and stakeholders, including the dissemination of research findings to both specialist and non-specialists
Teaching and Learning Methods
D1, D2 and D3 are all developed via tutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used). Informal presentations to peers. Supported self-study and tutor support via Blackboard, website and email.
Assessment Strategy
The processes of writing the portfolios and engaging in peer review will allow students to develop transferable academic skills and achieve D1, D2 and D3 learning outcomes

12 Programme Curriculum, Structure and Features
Basic structure of the programme
(a) The programme is available for part-time study only. It is specifically designed to be undertaken by students who work in an educational context. (b) The period of study for part-time mode shall normally be 9 months starting in September or January. (c) The programme comprises taught modules to a credit value of 60 credits.
Key features of the programme (including what makes the programme distinctive)
This programme will be run for practising teachers / lecturers and is particularly suited to those in educational leadership roles, or aspiring leaders who have a context in which they can develop relevant understanding and skills. Students will need a professional context in order to undertake the practice-based assignments. The programme will not be suited to full-time students due to the need for a current professional context in which to develop practice. Students who will engage in the programme will develop both 'know how' and 'know why' in relation to educational leadership, using approaches of practitioner research as a means for professional practice development and school / college improvement.
Programme regulations (link to on-line version)
Programme Regulations 2025-26

13 Support for Student Learning
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Generic information regarding University provision is available here .
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14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available here .
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<i>Accreditation reports</i> n/a

<i>Additional mechanisms</i> n/a

15 Regulation of assessment

Generic information regarding University provision is available here .
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In addition, information relating to the programme is provided in:
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The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/
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Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/
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Please note. 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 she/he takes full advantage of the learning opportunities provided.
