

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Postgraduate Certificate
<b>4</b>	<b>Programme Title</b>	Postgraduate Certificate in Educational Leadership
<b>5</b>	<b>Programme Code</b>	3073P (September start) 3077P (January start)
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Last updated</b>	May 2026

**10 Programme Aims**

The programme aims to provide effective post-graduate professional development for educators 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 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 increase awareness of global developments in educational leadership
- 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 reflect critically on their own leadership practice

- To encourage the development of ethical, social and cultural sensitivity related to leadership and management

## 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 understanding of theory and research in their chosen fields of educational leadership enquiry.

### Teaching and Learning Methods

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

Seminars and workshops will provide the students with the necessary background theory of leadership issues.. 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, and A4) will addressed via the following strategy:

Modules are assessed by assignments structured as portfolios, which will include a group presentations and positioning papers for example. They will require the students to evaluate global trends with academic rigor emphasising the implications for professional development.

### Intellectual Skills

On completing the programme students will have the skills to:

B1 Conduct critical reflection in the field of educational leadership;

B2 Reflect on professional practice for gaining alternative perspectives to complex process and problems.

B3 Contextualise critical reflection within a wider understanding of educational leadership theory and research.

B4 Engage in and draw upon critical dialogue regarding the implications of current research 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 workshops provide the students with the necessary input and guidance to promote critical engagement with the empirical evidence in the chosen field of interest. Teaching seminars 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 the portfolios will encourage critical reflection grounded in current theory and research.

**Practical Skills**

On completing the programme students should be able to:

- C1 Conduct presentations and produce a portfolio of resources in the field of educational leadership
- C2 Undertake literature searches to support scholarship

**Teaching and Learning Methods**

C1 and C2 will be developed via the following:  
The process of critical engagement is supported through seminars to encourage individual and group learning.. Supported self-study materials will be provided, together with guidance on scholarship in educational contexts. Individual tutorials, and digital 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 their work.

**Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Demonstrate effective oral and written communication and use of digital and AI tools to support intellectual development
- D2 Plan and organise portfolio work and scholarly literature review in a self-directed manner
- D3 Communicate with a range of audiences and stakeholders, including peer collaboration

**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 the digital and AI tools.

### **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 educators 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 2026-27](#)

## **13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

## **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available [here](#).

*Accreditation reports*  
n/a

*Additional mechanisms*  
n/a

## **15 Regulation of assessment**

Generic information regarding University provision is available [here](#).

In addition, information relating to the programme is provided in:

The University Prospectus: [Find a Degree | Postgraduate | Newcastle University](#)

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/>

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.