| | PART 1 – MA EDUCATION: LEADING INNOVATION AND CHANGE PROGRAMME SPECIFICATION | |
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| 1 | **Awarding institution** | St Mary's University, Twickenham |
| 2 | **Partner institution and location of teaching (if applicable)** | Burntwood School<br>Glynn Technology School<br>Guildford County School<br>Norbury Manor High School<br>Raynes Park High School<br>STEP Academies Croydon and Bentley Wood High School, Dunraven School and Featherstone High School |
| 3 | **Type of collaborative arrangement (if applicable)** | Flying Faculty<br><br>The MA Education: Leading Innovation and Change is taught both at St Mary's University and in school-based centres by means of a collaborative provision in which St Mary's lecturers teach the programme at the school site as a flying faculty. |
| 4 | **Award title** | Education: Leading Innovation and Change |
| 5 | **Final award** | Masters of Arts (MA) |
| 6 | **Interim award(s) with award titles (if specific titles have been designated)** | Postgraduate Certificate (PGCert)<br>Postgraduate Diploma (PGDip) |
| 7 | **Faculty with responsibility for the programme** | Institute of Education |
| 8 | **Language of study** | English |
| 9 | **Joint Honours combinations** | N/A |
| 10 | **UCAS code** | N/A |
| 11 | **JACS code** | X300 |
| 12 | **Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition** | N/A |
| 13 | **QAA subject benchmark or other relevant** | There is not an appropriate Master's degree QAA subject benchmarking statement published for the MA Education: Leading Innovation and Change to be mapped against. Therefore the programme specification has been developed in in accordance with the Level 7 descriptors identified in The Framework for Higher |

| | external reference point | Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's Degrees (2015). |
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| 14 | **Normal completion time and maximum duration of study** | Normal completion time: Part-time study – two years A part-time Masters programme shall normally be followed over four or six consecutive semesters. |
| 15 | **Mode of study** | The programme is offered in part-time mode. |
| 16 | **Mode of delivery** | The MA in Education: Leading Innovation and Change is offered as a taught programme, a blended programme or an online programme, designed to meet the needs of practitioners in all phases of schooling.

The taught programme is primarily designed for teachers and other education professionals and is therefore offered outside school hours.

The blended programme is designed so that practitioners can engage in distance learning combined with attendance at intensive taught elements at St Mary's University, approximately eight days over two years, including induction, one day per module and tutorial support.

The online programme offers a distance learning option for those unable to attend study days at St Mary's or who prefer that approach to learning, providing an equitable learning experience to face to face lectures, seminars and tutorials through the medium of MyModules and other technology. |
| 17 | **Date approved and name of authorised body** | FADC, September 2019 |
| 18 | **Applies to students commencing study in (month/year)** | September 2019 |
| **PART 2 – CURRICULUM SPECIFIC DETAILS** | | |
| 19 | **Summary of the programme** | The MA in Education: Leading Innovation and Change aims to develop evidence-based innovative educational practice. Whilst advancing students' understanding of educational leadership the programme develops knowledge, understanding and skills of research methods and systems development leading to knowledge generation, which transforms professional practice. It is designed for teachers and other educational professionals at any stage of their career, those in senior and middle leadership roles and those aspiring to leadership positions in the early years, primary, secondary and post-sixteen sectors, and in other educational establishments.

Throughout the two year programme, students will develop a critical understanding of research methodology as they plan and conduct a small-scale enquiry into an issue of their choice. This will enable the student to further their |

own understanding of their practice whilst also having the opportunity to contribute to the wider contexts in which they work.

This programme consists of five modules with a choice of specialist modules allowing students to focus on an area of interest:

- Leadership and Clarifying Professional Attributes (year 1)
- Research Methods for Project Enquiry (year 1)
- Optional specialist modules in Emotional Intelligence; Organisational Culture; Leading and Managing teams; Literacy; Mathematics; PE; RE; Science; Dyslexia or SEND  (year 2)
- Change Agency and Strategy: From Research to Policy (year 2)
- Academic Paper and Conference Presentation (year 2)

| 20 | Aims of the programme | **Primary Aims and Outcomes of the Programme** |
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| | | This programme aims to provide a robust and systematic framework for professional learning of teachers and other education professionals at any stage of their career and in all phases of education which focuses on professional knowledge and the relationship between its acquisition and use in the context of reflective practice. |
| | | In line with the University Mission and the QAA Master's Degree Characteristics (2010), the primary aims are: |
| | | 1. To critically engage students in reflection on their own professional development for career enhancement in both religious and secular primary and secondary schools and diverse educational contexts, with particular consideration for those working in Catholic and other Christian schools/settings, (MA, PGDip and PGCert); |
| | | 2. To promote in our students the professionalism, knowledge, understanding and leadership skills indispensable for the achievement of the best practice in their professional context (MA, PGDip and PGCert); |
| | | 3. To empower students to reflect on and critically analyse rapidly emerging challenges of contemporary school and other educational settings and evolve new strategies to meet these challenges (MA, PGDip and PGCert); |
| | | 4. To support a culture of self-reflective study, critical enquiry and scholarship in the context of professional practice and local and national agenda (MA, PGDip and PGCert); |
| | | 5. To promote understanding of the major research and developments in the fields of educational leadership (MA, PGDip and PGCert); |
| | | 6. To educate participants in knowledge transfer strategies and enhance their awareness of networks for disseminating new knowledge (MA and PGDip); |
| | | 7. To explore and analyse participants' professional identity and values in context-specific ways (MA, PGDip and PGCert); |
| | | 8. To promote a critical understanding of techniques and methodologies of research-based enquiry (MA, PGDip and PGCert); |
| | | 9. To develop critical skills of analysis of complex, incomplete or contested areas of knowledge, communicating the outcome effectively (MA and PGDip); |
| | | 10. To support participants in achieving greater recognition and credit for their work in education in the form of publications, leading innovative pedagogical |

practice in their work setting and advanced professional qualifications at Masters level (MA);

11. To provide participants with a continuous higher-degree learning pathway that will nurture their development as reflexive practitioners and prepare them to engage in doctoral study (MA).

**Outcomes**

On successful completion of the programme, students will have achieved the following outcomes and demonstrate their depth of knowledge and ability to:

1. Apply their depth of professional knowledge and systematic understanding to professional practice (MA, PGDip and PGCert);
2. Reflect critically and systematically on their professional values, concerns, priorities and actions (MA, PGDip and PGCert);
3. Develop advanced skills and understanding of ethical research methodologies to undertake an independent study related to professional practice, involving planning research, analysis and the construction of a dissertation and conference presentation (MA and PGDip);
4. Engage in systematic and critical enquiry in support of knowledge creation focused on leadership practice (MA, PGDip and PGCert);
5. Demonstrate proficiency in handling and interpreting a range of data including empirical data arising from practitioner research and school data (MA and PGDip);
6. Critically analyse educational practices and suggest interventions (MA, PGDip and PGCert);
7. Synthesise information with critical awareness, utilising knowledge or processes from the forefront of educational theory or practice (MA, PGDip and PGCert);
8. Critically evaluate educational research and advanced scholarship and methodologies and argue alternative approaches MA and PGDip);
9. Work effectively in a group as leader or member and clarify tasks and make appropriate use of the capacities of group members (MA, PGDip and PGCert);
10. Show a high degree of reflection on their own and others' functioning in order to improve practice (MA, PGDip and PGCert);
11. Articulate and defend their research findings and policy proposals in written and oral presentations (MA).

| 21 | Criteria for admission | **Criteria for Admission** |
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| | | Applicants must satisfy the general admissions requirements of St Mary's University outlined in the Admissions Policy (see www.stmarys.ac.uk/admissions-policy). Candidates will normally be expected to possess a good honours degree (2:2 or above) from a UK university or an equivalent qualification approved by St. Mary's University. |
| | | • Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section. |
| | | **Credit Accumulation and Transfer and Accreditation of Prior Learning** |

- Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows:

  Postgraduate Certificate up to 30 credits
  Postgraduate Diploma up to 60 credits
  Master's Degree up to 90 credits

- Students who are given entry with advanced standing to a Master's programme may be exempted from taught elements only. Applications will be considered on a case-by-case basis, in the first instance, at Programme level and by the Registrar.

- Candidates who have been awarded 60 Masters credits as part of an ITE award will be eligible to apply for exemption from module LIC7023 and module LIC7024. In order to facilitate St Mary's PGCE students in obtaining 90 Masters credits prior to taking up appointment in schools optional modules PDG7003 to PDG7013 and PPE7006 will be offered as part of a summer school. This will enable early career teachers with a PGCE from St Mary's University to complete the additional 90 credits (Research Methods and Dissertation modules).

- Where candidates have been awarded a credit bearing qualification, for example, from the National College of Teaching and Leadership, they may apply for accreditation of prior learning (APL) of 30 credits maximum. Successful applicants will usually be exempted from LIC7023. Applicants who have been awarded the National Professional Qualification for Headship will be exempted from LIC7028.

- In cases, where candidates have already secured Masters credits in education or other related study at an equivalent level they may apply for advanced standing and an evaluation will be made of the learning outcomes and assessment of their prior study, with a view to determining the extent of equivalence in learning and possible exemption from assessment of selected taught modules up to 60 credits maximum.

- Where candidates successfully qualify for 60 credits (APL), further study will usually involve

  LIC7024 Research Methods for Project Inquiry (Core):

  **Either**

  PDG7003 Addressing Literacy across the Curriculum;
  PDG7004 Innovation to enhance Mathematical Learning;
  PDG7012 The Purpose and Value of Religious Education;
  PDG7006 The Purpose and Value of Science Education;
  PDG7007 Dyslexia in the Classroom;
  PDG7013 Inclusive Practice in Education;

PPE7006 Pedagogy and Learning in Physical Education and Sport:
Theory through Reflective Research;
LIC7025 Organisational Culture;
LIC7026 Leading and Managing Teams

**OR**

LIC7030 Emotional Intelligence to support Mentoring & Teaching and Learning (Optional)
**And** LIC7029 Academic Paper and Conference Presentation (Core)

- Where candidates successfully qualify for 90 credits (APL), further study will involve

LIC7024 Research Methods for Project Inquiry (Core):
**And** LIC7029 Academic Paper and Conference Presentation (Core)

- In cases where candidates have already engaged in professional study leading to a certificated award and wish to link this to Masters Study, they may make an application. In successful cases, prior study will be linked to the following module:

LIC7023 Leadership and Professional Attributes (Core)

| 22 | **Scheduled learning time** (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf) | | | |
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| Type of learning time | Number of hours | Expressed as % |
|---|---|---|
| **Contact time** | 96 | 5.3% |
| **Placement/work-based learning hours** | 0 | |
| **Guided learning hours** | 96 | 5.3% |
| **Independent study time** | 1608 | 89.3% |
| **TOTAL** | 1800 | |

*A typical 3 year undergraduate programme has a total of 3600 hours
A typical 1 year Masters level programme has a total of 1800 hours

| 23 | **Programme learning outcomes** | **Programme Learning Outcomes**<br><br>The MA programme provides opportunities for students to achieve and demonstrate the following learning outcomes, the articulations of which are congruent with SEEC Level 7 Descriptors:<br><br>**Knowledge and Understanding:**<br><br>A participant will be expected to demonstrate:<br><br>1. Critical reflection on professional values, concerns, priorities and actions (MA, PGDip and PGCert); |
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2. Systematic knowledge and critical understanding of a range of issues relating to leading innovation and change project design and management (MA, PGDip and PGCert);
3. Critical understanding of cultural and micro-political effects in the strategic leadership and management of change (MA and PGDip);
4. Critical understanding of research paradigms, knowledge of research methods and methodologies (MA, PGDip and PGCert);
5. Critical understanding of ethical issues and the ability to manage their implications in research and work settings (MA, PGDip and PGCert);
6. Critical understanding of the philosophical and epistemological underpinnings and application of a range of methodological approaches to systematic enquiry. Understanding how to attribute significance to data (MA, PGDip and PGCert);
7. Critical understanding and application of emergent themes and new knowledge augmenting their continuing professional development in the communities to which they contribute (MA and PGDip);
8. Critical understanding of the nexus between research and policy. Knowledge of issues in human agency and strategy. Knowledge of policy issues (MA and PGDip);

**Cognitive skills**

9. Critique relevant research in field. Analyse and review research findings. Interrogate data robustly (MA, PGDip and PGCert);
10. Engage in strategic thinking. Apply analytical and interpersonal skills in building support for project (MA and PGDip);
11. Conceptualise research. Apply analytical framework. (Data processing, reporting of interim findings, knowledge claims) (MA and PGDip);
12. Engage in systems thinking. Analyse micro-political dimensions of change. Apply leading innovation and change concepts to policy (MA and PGDip);
13. Critique ideas, analyse data, abstract conceptualisation, negotiate theory and apply to professional context, understand emotional and political aspects of change (MA and PGDip);
14. Demonstrate the ability to critically engage in reflective practice and show initiative and originality in problem solving (MA, PGDip and PGCert);

**Performance and Practice**

15. Provide evidence of their ability to act autonomously in critically reflecting on, planning, implementing and evaluating tasks relating to innovative practice in their professional context (MA and PGDip);
16. Develop independent learning abilities at an advanced level (MA, PGDip and PGCert);
17. Be skilled in using evidence to support arguments (MA, PGDip and PGCert);
18. Communicate ideas and arguments effectively to others (MA, PGDip and PGCert);
19. Enhance their time management skills, work to deadlines and prioritise tasks (MA, PGDip and PGCert);
20. Manage the overall design, implementation and completion of a discrete research project in an effective, timely and coherent manner (MA);
21. Critically reflect upon their personal and professional competence as a researcher (MA).

**Personal and Enabling skills**

22. Enhance their interpersonal and teamwork skills (MA, PGDip and PGCert);
23. Demonstrate the ability to identify, reflect on, critically analyse and modify professional practice and related academic theory that supports the lifelong learning potential of those working in educational settings (MA, PGDip and PGCert);
24. Conduct research, self-reflection, academic review and change management in a manner that embraces the complexities and issues governing good practice in leadership (MA and PGDip);
25. Plan, design, implement, reflect on, evaluate and communicate in an autonomous manner,
26. Exercising initiative and personal responsibility in professional practice (MA, PGDip and PGCert).

| 24 | **Programme structure and module requirements** | Students successfully completing 60 FHEQ Level 7 credits by following the modules below will be eligible for the award of Postgraduate Certificate in Education: Leading Innovation and Change. |
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Students successfully completing 120 FHEQ Level 7 credits by following the modules below will acquire the Postgraduate Diploma in Education: Leading Innovation and Change.

Students successfully completing 180 FHEQ Level 7 credits by following the modules below will acquire the Master of Art in Education: Leading Innovation and Change.

Modules must be taken in sequence (LIC7023 first and LIC7024 second).

**FHEQ Level 7**

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
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| **Module 1** | | | | |
| LIC7023 | Leadership and Professional Attributes | 30 | **Semester 1** | Core for PGCert, PGDip & MA |
| **Module 2** | | | | |
| LIC7024 | Research Methods for Project Inquiry | 30 | **Semester 2** | Core for PGCert, PGDip & MA |
| **Module 3** | | | | |
| PDG7003 | Addressing Literacy across the Curriculum | 30 | **Semester 1** | Option for PGDip & MA |
| PDG7004 | Innovation to enhance Mathematical Learning | 30 | **Semester 1** | Option for PGDip & MA |
| PDG7012 | The Purpose and Value of Religious Education | 30 | **Semester 1** | Option for PGDip & MA |

| | | PDG7006 | The Purpose and Value of Science Education | 30 | **Semester 1** | Option for PGDip & MA |
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| | | PDG7007 | Dyslexia in the Classroom | 30 | **Semester 1** | Option for PGDip & MA |
| | | PDG7013 | Inclusive Practice in Education | 30 | **Semester 1** | Option for PGDip & MA |
| | | PPE7006 | Pedagogy and Learning in Physical Education and Sport: Theory through Reflective Research | 30 | **Semester 1** | Option for PGDip & MA |
| | | LIC7025 | Organisational Culture | 30 | **Semester 1** | Option for PGDip & MA |
| | | LIC7026 | Leading and Managing Teams | 30 | **Semester 1** | Option for PGDip & MA |
| | | LIC7030 | Emotional Intelligence to Support Mentoring and Teaching and Learning | 30 | **Semester 1** | Option for PGDip & MA |
| | | **Module 4** | | | | |
| | | LIC7028 | Change Agency and Strategy: From Research to Policy | 0 | **Semester 2** | Core for PGDip & MA |
| | | **Module 5** | | | | |
| | | LIC7029 | Academic Paper and Conference Presentation | 60 | **Semester 2** | Core for MA |
| 25 | **Work placements or study abroad** | The MA, PGDip and PGCert are all practitioner-based programmes. | | | | |
| 26 | **Links to industry and employability** | A significant number of students on the MA in Education: Leading Innovation and Change programme are appointed to middle and senior leadership positions during the second year of the programme and the subsequent year. During 2012-2015 between a third and a half of teachers and a quarter of other education professionals achieved internal or external promotion to middle or leadership roles; in 2014/15 39/71 finalists were in this category. In feedback, both formal and informal and in student reflections in their dissertations, they acknowledge the impact that engagement in Level 7 study has had on their confidence to make presentations to staff, governors, parents and the wider community and their ability to articulate an argument. They also recognise the effect of the Masters programme on their interview skills and ability to perform in other parts of the selection process. Their reflective writing frequently refers to an increased sense of their professional identity and moral purpose as well as the critical and analytical skills they have developed throughout the programme. This supports their career development as does their engagement in practitioner research within their professional context which is closely linked to the institution's improvement priorities and enables them to contribute to institutional or organisational strategic development and the leadership of change, at a | | | | |

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| | | classroom level or whole-school. Therefore, recruitment will target aspiring and actual middle and senior leaders, both teachers and other education professionals) and schools within the southeast of England and beyond. |
| 27 | **Programme awards** | This programme conforms to the University Academic Regulations.<br><br>Candidates satisfactorily completing 60 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Certificate in Education: Leading Innovation and Change.<br><br>Candidates satisfactorily completing 120 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Diploma in Education: Leading Innovation and Change.<br><br>Candidates who accumulate all 180 FHEQ Level 7 credits will be eligible for the award of the Degree of MA in Education: Leading Innovation and Change, of which 60 shall be associated with the submission of an academic paper and conference presentation. |
| | **PART 3 – TEACHING, LEARNING & ASSESSMENT** | |
| 28 | **Programme teaching and learning strategies** | **Research - Enriched Teaching and Learning**<br><br>Research-enriched teaching and learning is embedded throughout the programme to more clearly convey how research can inform professional practice and external engagement. The staff team have a range of research interests: all are research-active, three have doctorates and two others are engaged in doctoral study. Module LIC7024, Research Methods for Project Inquiry, enables a more rigorous and detailed study of research methodology and methods to inform the research enquiry from an early stage, maximising students' exposure to and engagement in research to assist them to achieve their potential. The dissertation module LIC7029 is research based and includes an academic paper and a formal conference presentation to allow for depth and rigour in the written and oral presentation of the outcomes of the research enquiry.<br><br>**Teaching and Learning Methods**<br><br>The programme utilises a range of teaching and learning methods which include the following:<br><br>**On-line**<br><br>• Electronic access to MA seminars;<br>• Electronic access to VLE resources including digitalised readings, videos, podcasts;<br>• Online video sessions;<br>• Peer-led on-line workshops;<br>• Tutorials;<br>• Tutoring, encompassing critical reflection, e-learning presentations, analysis and discussion;<br>• Independent study. |

| | | **School and University-based**<br>• Workshops, lectures, presentations, practical coursework activities (project management);<br>• Peer-led seminars;<br>• Tutorials;<br>• Use of research tools in pilot study;<br>• Tutoring, encompassing critical reflection, analysis and discussion;<br>• Project management;<br>• Independent study. |
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| 29 | **Programme assessment strategy** | **Strategy for Assessment**<br><br>• Assessment, both formative and summative, is an integral part of the process of learning. The purpose of assessment must be to aid the development of students by providing a means of diagnosing their progress in critical reading and writing; analysis, interpretation and research skills in relation to the module learning outcomes and identifying areas for development. Therefore, assessment provides an indication that a student has achieved the intended learning outcomes of each module and provides information on which to base further learning.<br><br>• In accordance with St Mary's University Assessment Policy and Tariff and the QAA Quality Code (Chapter B6) the assessment strategy for this programme encompasses a range of assessment instruments that are both formative and summative. The assignment tasks are intended to develop theoretical understanding and practical skills to enhance practitioners' professional learning. The assessment strategy is designed around different types of course work including academic papers, the maintenance of learning journals, project logs, reflective journals, portfolios, the preparation of reports and planning and delivery of formal presentations.<br><br>• The assessment strategy for each module is designed to allow participants to demonstrate the extent to which they have met the intended learning outcomes of the specific modules. The structure and nature of the coursework assignments offer students with additional needs the opportunity to develop their academic writing skills over the duration of the programme building on the diagnostic feedback on the formative task completed in the first part of semester 1. Detailed Grademark feedback provides areas for development which tutors discuss in tutorials. The collaborative mode of working which is central to this programme enables students to peer review their work.<br><br>• The MA in Education: Leading Innovation and Change programme requires participants to engage as an active working group. This factor invites and encourages the sharing of knowledge and common searching to increase and develop that knowledge. Each participant, in dialogue with their respective tutors and critical friends, will receive feedback on their work. In tutorials, individuals will receive formative assessment of progress on their portfolios and their conduct of practitioner research. The Programme Director is responsible for the co-ordination of assessment feedback. |

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| | | • The assessment of assignments and the method of programme delivery are designed to ensure that participants receive continuous feedback on progress from the initial diagnostic writing task onwards through the use of Grademark and verbal feedback in tutorials. All assignments will be submitted through Turnitin.<br><br>• Modules are assessed by a variety of methods which include: reflective journals, portfolios, presentations, position papers, essays and academic papers. The forms of assessment evaluate learning whilst stimulating creativity, research expertise and communication skills. Every participant engages in a variety of assessment exercises thereby gaining a breadth of understanding of the nature and value of assessment and evaluation in learning processes.<br><br>The programme adheres to the University's policy of a three-week turnaround for feedback to students. |
| | **PART 4 – UNIVERSITY SUPPORT** | |
| 30 | **Student support and guidance** | We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness.<br><br>The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues. |
| 31 | **Quality management arrangements** | This programme aligns with the quality assurance requirements of St Mary's University through the following processes:<br><br>• Five yearly cycle of revalidation<br>• Interim review for collaborative provision<br>• System of Moderators for collaborative provision<br>• Ongoing monitoring through the Programme Review process<br>• Programme Boards<br>• Consideration of marks and graduate profiles at Exam Boards<br>• Engagement with programme student representatives<br>• Engagement with approved external examiners |