

LTC16D136

Title: MSc in Education Leadership and Management New Course Proposal
Author: Dawn Goff
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Agenda: LTC16A006
Version: Final
Status: Open

Issue

We are seeking approval for the introduction of the following course within the school of Education:

MSc in Education Leadership and Management

Recommendation

Recipients are invited to endorse consider, endorse and recommend approval for the courses to commence in 2018 for new entrants.

Resource Implications

The full resource implications for the introduction of the course have been addressed within the course proposal document (CP2 + CP3) and signed off at Faculty level. Additionally, university departments have been consulted and endorsed the proposal with respect to any resource implications (CP2).

Risk Implications

Please refer to the course proposal documents for details.

Equality and Diversity

Please refer to the course proposal documents for details.

Timing of decisions

N/A

Further Information

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Background

Please refer to the course proposal documents for details.

Discussion

LTC are being asked to approve the creation of this course and consider whether it fits into the wider University plans and strategy.

Attachments

1. CP1- Course Proposal Outline Form
2. CP2- Business Case
3. CP3- Financial Plan
4. CP4- Academic Design
5. External Examiner Reports
6. Module outlines for the proposed new modules

LTC16D136

UEA Course Approval Process

CP2 - Business Case & Financial Plan guidance notes

Stage 2 (part 1 of 2)



Following completion, and approval, of a Course Proposal Outline (CP1), and with advice from the LTS coordinator, the AD LT will have assigned a level of risk for a proposal submitted. All proposals categorised as being level 2 (Standard Risk) require both a **business case (CP2)** and a **financial plan (CP3)** to be completed and approved to support the viability of the proposal before progressing forward to stage 3 - **Academic Design (CP4)** – as required.

Occasionally, for more complex or major course proposals, there might be a requirement to complete the Academic Design (CP4) alongside the completion of the business and financial case. Please seek advice from the AD L&T if you think this might be necessary.

The School Manager, working with the Lead Academic, Finance Manager and Market Research in the BIU office (and with other divisional input as necessary), will create a **business plan**, supported by a **financial plan** (prepared by the Finance Manager).

A handover meeting should take place between the Academic Lead, School Manager and the Faculty Finance Manager, to provide the School Manager with additional information required in support of the preparation of a business plan. In addition, this meeting will aid the School Manager in developing a Project Plan and Gantt chart, to set and agree expectations in relation to timescales, and to alert key stakeholders at the start of the process.

Early discussions with the Head of Business Intelligence is advised to enable market research to get underway. When determining timescales, the School Manager should allocate time at the end of the consultation period (at least one working week) to review responses and respond to any queries raised.

For new courses, or significant changes to an existing programme is expected, **a project team should be convened by the School Manager**, involving Academic Lead, FFM and stakeholders from LTS, BIU, careers and ARM. Representatives from other faculties, service areas and departments affected should be invited to join discussions as appropriate.

The Business Case and Financial Plan should be completed with reference to the Outline Proposal Outline Form (CP1). School Managers should work closely with the Academic Lead, Finance Managers and colleagues in other University departments and faculties to ensure that the estimates are as accurate as possible. Once completed, it should be returned to the Senior Faculty Manager.

The Senior Faculty Manager, liaising with Head of LTS and Associate Dean(s), will approve or recommend to Faculty Executives for final sign off as appropriate.

These guidance notes have been designed as an aide memoire for School or Faculty Managers and Finance Managers, and those colleague involved in the completion of CP2 and CP3 forms. The Business Plan (CP2 form) should be completed first.

Note: School Managers are advised to use OneDrive, where all documents aligned to the proposal applicable are held (CP1, CP2 & CP3 together with Gantt chart/project plan timeline and other key documents applicable e.g. market research). Access to be given (read and write) to all stakeholder to enable enter in and record their

comments directly. NOTE: this should not replace face to face project team meetings or telephone conversations, which are critical to the project teams' success.

1. Business Case (CP2)

The purpose of the business plan front loading more robust consultation into the procedure on the business plan and risk assessment, thereby ensuring strategic fit so that plans can be approved in principle, revised or stopped at an early stage.

All boxes must be completed, initially by the School Manager in consultation with the Academic Lead, seeking advice from the relevant department as required. No box should be left blank prior to circulation and the consultation phase.

The name of the School Manager responsible for the completion of the form should be noted, for further queries to be directed through to.

Checklist for Consultation

Those consulted with as part of the business case should be noted. This is broken down into two categories.

- a. Compulsory. Those that *must* be consulted as part of every course proposal (standard risk proposals)
- b. As required. Those that *might* be consulted as part of every course proposal. A suggested list is provided to act as an aide memoire. Not all those listed need to be consulted, the School or Faculty Manager should use their judgement in order to ascertain those that are affected by the proposals. For further advice, please contact the Senior Faculty Manager.

A deadline for when comments need to be received back from those consulted with (usually ten working days), for consideration by the project team, should be entered. A summary of comments received from those consulted should be noted, along with any direct impacts on additional resources (to feed into the completion of Financial Plan CP3). The School Manager should notify all those involved once all comments have been received. An additional allowance of one week is advised to enable all those consulted with to be given the opportunity to review all of the comments once in.

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Course Proposal Business Case (CP2) for taught programmes only

Course proposal reference number	CPEDU – MSc Education Leadership and Management
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Course Proposal Business Case (for completion by School Manager in consultation with the proposer - Academic Lead)

Has a CP1 Form (outline proposal) been completed and approved	Yes/No
Title of programme (and suggested JACS/HECoS code where known)	MSc Education Leadership and Management
Date of first student intake	September 2018
Duration of degree (years)	1 year
School of study	EDU
Proposer (Academic Lead)	Agnieszka Bates
School Manager	Jane English
Faculty Finance Manager	Barbara Johnson

Part 1 – Market Research & Marketing

2.1.1	Market Research - Summary of market analysis	<p><u>Market research: overview</u></p> <p>As explained in 1.1.2 above, the course has been developed in response to market demand for postgraduate courses in education leadership and management in countries such as Saudi Arabia and United Arab Emirates, as well as a number of countries in Asia. In addition, educational leadership and management have become the focus in strategies for implementing education reform and improving education systems in many other countries across the world.</p> <p>Within the English education policy context and specifically in relation to the current policy on the 'self-improving school system' (Department for Education 2016), the development of CPD in educational leadership (particularly around school performance data use) has been led by professional organisations including the National Association of Headteachers, Teaching Schools Council, Association of School and College Leaders, under the aegis of the Foundation for Leadership in Education (FLE). Whilst the emphasis of the CPD being developed by the FLE is on short courses, data management and systems leadership, the proposed MSc will offer a broader range of knowledge and skills utilised in school decision-making processes and research skills as part of master's level accreditation.</p> <p>Depending on previous professional experience and career aspirations, the graduates of MSc ELM will have gained knowledge, understanding and advanced problem solving skills to succeed in a broad range of education-related roles: in schools and post-compulsory sector, not-for-profit organisations, policymaking, as well as leadership</p>
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and management consultancy.

To ensure that the proposed course is a viable proposition in the market, the following research and consultations have been conducted: other universities' offerings in education leadership and management; consultation on the likely international demand for master's in education leadership and management courses with colleagues in Marketing and International Office; as well as a meeting between EDU and INTO to discuss the likely international demand and promotion of the proposed degree.

Market scanning: overview

Most master's courses in education leadership and management at other UK universities have been aimed at both UK and international students. The proposed MSc ELM at UEA seeks to differentiate itself in the following ways:

- the majority are MA's rather than MSc's: of 30 UK universities surveyed that offer master's courses in education leadership and management, 5 offer MSc's and the remaining 25 MA's;
- very few offer an interdisciplinary option through studying modules in faculties or schools outside of Education. Specifically, of 30 universities surveyed only one (University of Reading) offers a joint provision with their Business School;
- none of the courses reviewed offers modules underpinned by complexity science.

Therefore, the offer of optional modules in PPL and DEV and a compulsory module underpinned by complexity science will combine to provide a strong unique selling point for the proposed course.

Market scanning: offerings of other universities

A survey of similar courses offered by 30 institutions reveals that the majority (25 of the 30) of competitor courses are MA's rather than MSc's and just *one* has an interdisciplinary offering (the University of Reading offers modules shared with their Business School). There is a broad range of MA's in Education Leadership and Management (or similar) on offer, with provision ranging from three 30-credit modules and no module options to larger numbers of optional 20-credit modules to choose from. The majority of the courses include a Research Methods module and a Dissertation module (60 credits, with the dissertation of 15,000 or 20,000 words). Examples of the few MSc's include:

- *MSc Educational Leadership*, University of Leicester
2 years' distance learning, includes APL (Accreditation of Previous Learning). Entry requirements: either a 2:1 degree (or equivalent) or UK Qualified Teacher Status; at least three years' teaching experience, or three years' professional status in an educational organisation; currently employed in, or with access, to an educational organization, <https://le.ac.uk/courses/educational-leadership-msc-dl>
- *MSc Education Management and Leadership*, University of Southampton
Full time, face to face, with two pathways on offer: Leadership in Education and Governance of Educational Institutions, Student intake: 30, average applications per place: 3. Entry requirements: a first or upper second or equivalent; evidence of appropriate experience in education or a related professional field; IELTS grade 6.5, with no individual score below 6.0 (applicants with lower scores eligible to take pre-sessional English courses), http://www.southampton.ac.uk/education/postgraduate/taught_courses/msc_education_management_and_leadership.page
- *MSc Educational Leadership and Management*, University of Portsmouth

Delivered as 1 year full time or 2 years part-time, campus based or distance learning. Entry requirements: a good honours or equivalent, IELTS 6.5 with no score below 6.0, <http://www.port.ac.uk/courses/education-childhood-and-youth-studies/msc-educational-leadership-and-management/>

- *MSc in Professional Education and Leadership*, University of Stirling, <http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professionaleducationandleadership/>

- *MSc Educational Leadership (Teach First)*, University of Bristol
Targeted at home students, graduates of Teach First PGCE programme, <http://www.bristol.ac.uk/education/study/masters/eltf/>

Market scanning: similar MA degrees offered in the region

- *MA Educational Leadership and School Improvement*, University of Cambridge
Open to MEd and MPhil students, home (58%) and international (42%), full-time (14 students) and part-time (19 students). Entry requirements: at least 3 years' teaching experience and experience of exercising leadership beyond the classroom mainly in formal positions of responsibility
- *MA Education Studies*, University of Suffolk
Offers 2 leadership modules: 'Leadership for educational change and improvement' and 'Strategic leadership in education'
- *Educational Leadership and Management MBA*, Anglia Ruskin (Cambridge). Open to UK and international students, full time and part-time, face to face and distance learning. Entry requirements: a good first degree or National College ADSBM and minimum of 2 years' experience of employment in a related field.

Consultation with Tom Bamford and Angela Hook (ARM) and a brief report based on the International Office evaluation of the likely demand for the proposed course

Meeting: 19.10.2016, with Tom Bamford, Angela Hook and Jane English, confirming that this is an attractive proposal. The proposed interdisciplinary curriculum is an excellent USP, with the market attractiveness of the course enhanced through the MSc award.

Email from Tom Bamford dated 20.10.2016: based on comprehensive in-market knowledge, colleagues in the International Office have confirmed the following:

"This could be popular in South Korea and Japan. Incidentally this course would qualify for Global Education funding from the Russian Government (full tuition fee and maintenance scholarships worth £32,000)."

"There could be interest in China, depending on the course entry criteria."

"It's certainly true that there is great interest in education leadership in Saudi Arabia because of the huge amount of resource being put into higher education and education development in general. Probably small amounts of interest from other Gulf countries. As far as Asia goes there could be interest from Malaysia, Thailand and Vietnam."

"We believe this course would go down well in Nigeria (and possibly some other W African and Southern African countries on a much smaller scale). I also cover Latin America, where I believe there may be occasional interest."

Minutes of INTO meeting, 28.09.2016

(with: Jeremy Moyle, Amanda Alger, Stuart Graham, Julia Lancaster)

		<p>The consensus of the meeting was that demand for the proposed MSc ELM is likely to be very high. This conclusion was based on the following factors:</p> <ul style="list-style-type: none"> - an explicit ‘international’ or ‘global’ dimension– the international flavour in some of the modules will attract international applications - the broad range of optional modules, particularly modules on international development would be attractive to students from Japan (where there is currently a lot interest in and support for international aid programmes), as well as African countries whose governments are funding postgraduate study in managing (and researching) a range of development projects - the MSc ELM incorporates a vocational element, e.g. setting up and running a language school, which INTO indicate would be attractive to students in China, Indonesia and Malaysia. <p>Apart from including the new MSc in future brochures, INTO will also be able to promote the new course through leaflets distributed to international agents based in 30 countries.</p> <p><u>Employability and career prospects</u></p> <p>The proposed MSc will be designed to significantly improve students’ employment as well as promotion prospects in a range of education-related roles both in the public and private sectors detailed in 2.1.3 below.</p>
2.1.2	Feedback from Current Students	<p>Current students have been consulted in EDU SSLC on 15th February 2017. Email from Dr Lee Beaumont, Director of Learning, Teaching and Quality, 15/02/2017 18:14pm confirmed the following:</p> <p>‘EDUs Staff-Student Liaison Committee (SSLC) met today at 3.30 pm to discuss the MSc Education Leadership and Management full course proposal. Following a discussion of the proposal, I can confirm that there were no objections to the course at the meeting; the EDU student body were happy for this course to be approved.</p> <p>Please use this email as evidence that EDU’s student representatives have been consulted, and are in agreement with, the proposed course.’</p>
2.1.3	Recruitment and Widening Participation	<p>We intend to target international and home/EU students who have gained a 2:1 (or equivalent) degree as noted above. This will be achieved through our UEA website, external websites advertising MA courses (e.g. ‘Prospect’ and ‘FindAMasters’), as well as international agents. This is in line with our current marketing strategy for our degrees and, therefore, no additional cost will be incurred. The strategy will also include consultation with PLN and ARM.</p> <p>At the level of School of Education and Lifelong Learning, a reduced-fee scholarship may be agreed as part of the marketing strategy for the new course.</p> <p>The competitive edge of the proposed course will be assured through high-quality curriculum and its delivery, as well as the interactive, interdisciplinary design of the course. MSc ELM will engage participants in study informed by a range of academic disciplines relating to education leadership and management, public policy analysis, complexity science and research methodology. In addition to six compulsory modules, students are able to choose an optional module from the suite of MA programmes in the School of Education and Lifelong Learning, a module on public policy taught in the School of Politics, Philosophy, Language and Communication Studies, or a module from a pre-approved list offered by the School of International Development. Knowledge exchange and networking with practising leaders and managers through guest lectures and visits to local schools and colleges form an integral part of the course. The MSc ELM will also enable participants to develop qualities and skills essential for working in the fields of education leadership and policymaking, including: advanced people skills,</p>

		critical insight, up to date knowledge of education research as well as practical strategies and techniques for solving complex organisational and educational problems.
2.1.4	Graduate and Career Prospects	<p>The proposed MSc will be designed to significantly improve students' employment as well as promotion prospects in a range of education-related roles both in the public and private sectors and activities including:</p> <ul style="list-style-type: none"> • compulsory and post-compulsory public education sectors and local government • 'middle' leadership and senior management roles in schools and colleges • NGOs, not-for-profit and private educational development organisations • education policymaking in the public and private sectors, think tanks, private research organisations and charities • educational consultancy <p>The imperative of global education reform has led to a high demand for professionals with advanced leadership and management skills in many countries across the world. Upon successful completion of the MSc ELM, graduates will be able to demonstrate qualities and skills essential for strategy and policy development, as well as solving complex educational problems and leading learning in diverse educational settings.</p>
2.1.5	Entry requirements	<ul style="list-style-type: none"> • Degree classification: 2:1 honours or equivalent • If English is not the first language, applicants will need IELTS (International English Language Testing System) with an overall score of at least 6.5 • Special entry requirements: relevant experience of working in an educational setting or education-related activity desirable

Part 2 – Student Numbers

2.2.1	Please enter the number of new (additional) student FTE's, in each category, for the first ten years of the course*	Academic Year	18/19	19/20	20/21	21/22	22/23	23/24	XX/XX	XX/XX	XX/XX	XX/XX
		Year	1	2	3	4	5	6	7	8	9	10
		Home/EU (FTE)	2	3	3	3	3	...				
		International (FTE)	8	12	17	17	17	...				
		Total FTE	10	15	20	20	20	...				

* These will be used to inform targets set

Part 3 – Success Factors – target metrics/KPI's

2.3.1	Tariff (points)	
2.3.2	Retention (%)	
2.3.3	Good honours (%)	

2.3.4	Employability or further study, or mixture of both (%)	
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Part 4 – Impact on Resources - financial impacts to be included within the Financial Plan (CP3)

2.4.1	Will any additional academic staff time be required to deliver on new content**	An additional 0.2 fte of Associate Tutor time in 2018/9 and 2019/20, provided that enrolment targets are met. Once the course is established and recruiting to target, an additional 1.0 fte ATR member of staff would be appointed.
2.4.2	Will any additional direct support staff time (School and/or Faculty) be required**	Detail of additional direct support staff resources, timeframe, role/s and grade/s at which staff may be appointed <i>directly related to the delivery of the new course/programme</i> (including that referred to in point 1.1.9 and point 1.1.10 of the CP1). None
2.4.3	Will any additional indirect support staff time (Faculty & other University Services) **	Detail of additional indirect support staff resources, timeframe, role/s and grade/s at which staff may be appointed. Consultation with service areas directly affected will be required (including that referred to in in point 1.1.9 and point 1.1.10 of the CP1). No additional resource requirements other than those linked to planned growth in student numbers. (See comments from Head of LTS in respect of marginal resource requirements).
2.4.4	Will any modifications be required to existing physical resources e.g. space	None
2.4.5	Are any other new resources required?	

Completed by***	Joanne Ashman Faculty Manager	Date	19.IV.17
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** Post release will be subject to post release approval being obtained

*** Normally the School or Faculty Manager

Part 5 – Checklist for consultation (as required)

It is the responsibility of the post holder consulted with in the relevant University department to respond within the timescale set. No comments box from those whom compulsory consultation is required should be left blank, nor should a “no comment received” comment be entered. If the post holder consulted with has no comments to make or add, they are required to explicitly stipulate this within the deadline set.

If no comments are received, the dates of initial requests and any follow up, should be entered.

This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal

process, which did not include the same requirements for consultation as the new process.

Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.

Department	Consulted with (Y/N)	Deadline for responses	Summary of comments received (including impact in resources)
Compulsory			
Head of Learning & Teaching (LTS)	Y	31/01/2017	The introduction of this course is unlikely to have a significant effect on the workload of the ZICER Hub on its own, as the numbers are small. However, the introduction of new modules and/or new courses, without a reciprocal culling of unpopular modules and courses may have a significant effect on the administrative workload longer term. It is noted, though, that there is a lot of shared modules across courses, so the teaching efficiency should increase. We monitor and respond to fluctuations in student numbers across the Schools and Hubs and our support of them annually.
Director of Admissions, Recruitment & Marketing (ARM)	Y	31/01/2017	No response received.
Head of Business Intelligence (FPG)	Y	31/01/2017	No response received
Market Research Manager (FPG)	Y	31/01/2017	No response received
Careers Centre Manager (RED)	Y	31/01/2017	No response received.
Students (via SSLC)	Y	31/01/2017	EDUs Staff-Student Liaison Committee (SSLC) met today at 3.30 pm to discuss the MSc Education Leadership and Management full course proposal. Following a discussion of the proposal, I can confirm that there were no objections to the course at the meeting; the EDU student body were happy for this course to be approved.
Library Director (ISD)	Y	31/01/2017	The impact on Library resources is likely to be minimal as although the course is new, it builds upon existing research and teaching in the School of Education which our collections already support. We note, for example, that we have previously

			<p>received and checked the reading lists for the existing compulsory modules and all titles are held in the Library. We have checked the key reading suggested for the three new modules and already hold the majority of titles although some extra copies / ebooks may be required. These, and any other suggested books, could be provided within the existing Library budget for the school.</p> <p>We do note that if student numbers in the School of Education were to rise significantly in future years due to this additional course being offered, the increased demand for multiple copies of books could have an effect on the book budget.</p> <p>Although no additional journals or databases are listed as being required for this course, it should be noted that the future acquisition of any new journal titles would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.</p>
As required			
Head of Partnerships (LTS)			
L&T Manager –Placements (LTS)			
LTS (Other) - please specify			
Head of Learning Technology (ISD)			
Head of Admissions (ARM)			
Head of Recruitment & Outreach (ARM)			
Head of Strategic Marketing (ARM)			
Head of International (ARM)			
Study Abroad – Assist Head of Int Recruitment (ARM)			
ARM (Other) – please specify			
Any other service or department (please list)			

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Course Proposal Financial Case (to be completed by Finance Manager in consultation with proposer) - CP3

*NB: areas shades grey auto populated

Part 1 - Student Numbers & Income

Please enter the number of new FTE's, in each category, for the first five years of the course*	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (FTE)	2	3	3	3	3					
	International (FTE)	8	12	17	17	17					
	Total (FTE)	10	15	20	20	20	0	0	0	0	0
Please enter the number of year 2 FTE's (less attrition),	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (FTE)	0	0	0	0	0	0	0	0	0	0
	International (FTE)	0	0	0	0	0	0	0	0	0	0
	Total (FTE)	0	0	0	0	0	0	0	0	0	0
Please enter the number of year 3 FTE's (less attrition),	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (FTE)	0	0	0	0	0	0	0	0	0	0
	International (FTE)	0	0	0	0	0	0	0	0	0	0
	Total (FTE)	0	0	0	0	0	0	0	0	0	0
Please enter the number of year 4 & 5 FTE's (less attrition), where applicable. Enter FTE's manually	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (FTE)										
	International (FTE)										
	Total (FTE)	0	0	0	0	0	0	0	0	0	0
Total Student FTE*	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (FTE)	2	3	3	3	3	0	0	0	0	0
	International (FTE)	8	12	17	17	17	0	0	0	0	0
	Total (FTE)	10	15	20	20	20	0	0	0	0	0
Fee rates	Home/EU (£)	7,439	7,588	7,740	7,894	8,052	8,213	8,378	8,545	8,716	8,890
	International (£)*	15,086	15,388	15,695	16,009	16,330	16,656	16,989	17,329	17,676	18,029
	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
Total Student Income	Year	1	2	3	4	5	6	7	8	9	10
	Home/EU (£)	14,878	22,763	23,219	23,683	24,157	0	0	0	0	0
	International (£)	120,688	184,653	266,823	272,160	277,603	0	0	0	0	0
	Other Income (£)										
Details of any further income applicable	Tuition Fee										
	Other e.g. HEFCE										

* Amend as appropriate

Part 2 - Direct Staff costs**

Please enter the total additional direct teaching resources required (FTE), in each category for each of the first five years of the programme. Release subject to post release	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Grade 10 - Prof (FTE)										
	Grade 9 - SL (FTE)										
	Grade 8 - L (FTE)	0.0	0.0	1.0	1.0	1.0					
	Grade 7 - L (FTE)										
Please enter the total additional direct support staff resources required (FTE), in each category for each of the first five years of the programme. Release subject	Associate Tutors (FTE)	0.2	0.2	0.0	0.0	0.0					
	Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
	Year	1	2	3	4	5	6	7	8	9	10
	Grade 9 - ALC9 (FTE)										
	Grade 8 - ALC8 (FTE)										
	Grade 7 - ALC7 (FTE)										

SSR (enter below e.g. 15:1 = 15)
 17
 Within current research staff with additional AT support

Total	0	0	0	0	0	0	0	0	0	0
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Part 6 - Start up costs

Please enter additional start-up/development costs in each category.

Year	2017/18	2018/19
Year	1	2
Capital***		
New Equipment		
Refurbishment		
Revenue		
Staff (curriculum development)	1,000	
Marketing (including web)	3,000	
Computing		
Minor Equipment	1,000	
Library	1,000	
Total	6,000	0

*** Release of funds subject to separate sign off by Capital Board

Part 7 - Summary

Return on investment (by year)

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	#REF!	#REF!	#REF!	#REF!	#REF!
Year	1	2	3	4	5	6	7	8	9	10
Surplus/(deficit)	113,422	194,216	242,245	246,412	250,604	0	0	0	0	0

Completed by****

Jane English
(Reviewed by Barbara Johnson)

Date

04/04/2017

**** Normally the Finance Manager

UEA Course Approval Process

Course Proposal Outline guidance notes *for Taught programmes only*



Stage 1

Summary and outline of process

The **Course Proposal Outline (CP1)** is designed to articulate the initial proposition in a standard format. The Academic Lead should complete the form, summarising the idea underpinning the proposal and identifying potential resource implications.

Once approved by the Head of School, the completed, signed form (using an electronic signature) should be forwarded electronically (in Word Format) to the **Senior Faculty Manager (SFM)** to take forward for consideration by the relevant Associate Dean(s), copying in LTS coordinator for the School(s).

The Associate Dean (L&T) will consider the outline proposal and assign a level of risk. Once done, the **Senior Faculty Manager (SFM)** will forward the **Associate Dean for Admissions** for consideration and approval in consultation with ARM, before the **Associate Dean for L&T** either approves or declines the proposal (using an electronic signature)

All proposals categorised as level 1 (low risk) will progress straight to stage 3 before being actioned by LTS. The SFM will notify the Secretary to FLTQC, and LTS Coordinator for the School of the outcome. The relevant LTS coordinator will work with the academic lead to complete the **Academic Design (CP4)** (as required), before reporting the approved case to FLTQC, via the FLTQC secretary.

All proposals categorised as level 2 (standard risk) require both a **Business Case (CP2)** and a **Financial Plan (CP3)** to be completed, before being returned to the SFM. The SFM will forward the full proposal to **ARM Executive**, via the **ARM PA** for comments and recommendations to be recorded and reported to Faculty Executive(s).

Once considered and approved by the relevant Faculty Executive(s), the SFM will notify the Secretary to FLTQC, the LTS coordinator for the School of the outcome. The relevant LTS coordinator will work with the Academic Lead to complete the **Academic Design (CP4)** (as required), before progressing to FLTQC (via the FLTQC secretary) and finally UEA LTC for consideration, recommendations and/or approval.

These guidance notes have been designed as an aide memoire for the Academic Lead in completion of the **Course Proposal Outline (CP1)**. All boxes must be fully completed in Part 1 by the proposer, to enable business case to be developed.

Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Course Proposal Outline Form (CP1) for Taught programmes only

Course proposal reference number	CPEDU – MSc Education Leadership and Management
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Please fully complete and forward electronically to the <insert Faculty> Senior Faculty Manager, <insert name> at <insert email address>, cc the LTS coordinator for the School

Title of course (including award)	MSc Education Leadership and Management
Date of first student intake/year of implementation	September 2018
Duration of degree	12 months
School(s) of Study	EDU
Proposer (Lead Academic)	Agnieszka Bates

Part 1 – Description of proposal

1.1.1	Provide a brief description of the proposal	<p>The MSc Education Leadership and Management (MSc ELM) is designed for education professionals who are currently leading or aspiring to leadership positions, as well as graduates interested in education policy in the UK and international contexts wishing to pursue career pathways in education management and administration. The MSc ELM is also suited to the needs of consultants and professionals working in a range of organisations across public, private and non-governmental organisations (NGOs) who would like to develop advanced skills, knowledge and capabilities in education leadership and management.</p> <p>The MSc ELM is an interactive, interdisciplinary course which engages participants in study informed by a range of academic disciplines relating to education leadership and management, public policy analysis, complexity science and research methodology. In addition to six compulsory modules, students are able to choose an optional module from the suite of MA programmes in the School of Education and Lifelong Learning, a module on public policy taught in the School of Politics, Philosophy, Language and Communication Studies, or a module from a pre-approved list offered by the School of International Development. Knowledge exchange and networking with practising leaders and managers through guest lectures and visits to local schools and colleges form an integral part of the course.</p> <p>The MSc ELM enables participants to develop qualities and skills essential for working in the fields of education leadership and policymaking, including: advanced people skills, critical insight, up to date knowledge of education research as well as practical strategies and techniques for solving complex organisational and educational problems. The high-quality, interdisciplinary curriculum offered to students also provides a sound foundation for progressing to doctoral research.</p>
1.1.2	What are the unique selling points of the course?	The proposed course is designed to respond to market demand (see 1.1.6 below) as a timely new offering, with the interdisciplinary knowledge base underpinning the MSc as the unique selling point. As explained above, the course is informed by academic disciplines relating to education leadership and management, public policy analysis,

		<p>complexity science and research methodology. In addition to six compulsory modules, students will be also able to choose an optional module from the suite of MA programmes in the School of Education and Lifelong Learning, a module on public policy taught in the School of Politics, Philosophy, Language and Communication Studies, or a module from a pre-approved list offered by the School of International Development.</p> <p>The course will be attractive to students interested in pursuing or advancing their careers in the public, private and not-for-profit sectors in the UK and internationally, given that leading and managing education reform is a priority for education policymakers, school teachers and leaders and other education professionals in many countries across the world. For example, since the launch of the National College of School Leadership in 2000, leadership development has continued to be a UK government priority, recently reaffirmed by the education White Paper 2016. This trend is reflected in other Anglo-American and European countries, promoted by the recent OECD addition of the Teaching and Learning International Survey (TALIS) to their existing Programme of International Student Assessment (PISA). Developments within the international education policy space such as Malaysia Education Blueprint 2013-2023, education reforms pivoting on changes to school management in Saudi Arabia and large-scale youth leadership programmes under the auspices of United Nations Development Programme in United Arab Emirates are a few of many examples to indicate that the demand for leadership and management education at the postgraduate level is set to continue to increase, with UK universities viewed as esteemed providers. The course will focus on these global and local developments to attract a broad range of students. International students in particular find UEA attractive as a campus university located in a relatively safe city offering a good, safe environment in which to study.</p> <p>The key competitive advantage of UEA is its world-class reputation and high position in international rankings, based on a strong track record of success in teaching and research. This attracts postgraduate students, both UK and international, resulting in a steady intake of students enrolling on the existing MA Education: Learning, Pedagogy and Assessment course, as well as doctoral students. The national and international reputation of the School of Education and Lifelong Learning has been long-standing, predicated on world-class scholars such as Professor Lawrence Stenhouse, Professor Maggie MacLure, Professor Ian Stronach, Professor Nigel Norris and Professor John Elliott.</p> <p>As explained further in 1.1.3. below, the MSc ELM has been designed to contribute to the current developments within EDU aimed at increasing our market presence and competitive advantage, based both on the success of the existing master's courses and on the development of the new research 'domains', which are reinvigorating our EDU research community. With an increasing number of doctoral applications for research projects in the fields of education policy, leadership and management, EDU is developing a strong track record in attracting students who completed their master's degrees in leadership-related academic disciplines in their home countries or in the UK. The MSc ELM, therefore, provides an opportunity to develop a full range of postgraduate provision for students interested in master's in education leadership and management and in joining a vibrant research community.</p>
1.1.3	How does the course complement the existing School/Faculty/University portfolio of courses?	<p><u>Existing provision in EDU</u></p> <p>Following a review and significant changes in 2012-13, EDU has had considerable success with its new postgraduate full time provision. The MA in Education: Learning, Pedagogy and Assessment has been consistently recruiting viable (25+) groups of international students and a new MA in Second Language Education has been developed to respond to market demand for English as a Second Language provision. The cost effectiveness of the diverse but also highly integrated portfolio of courses in EDU is predicated on module sharing, with the following existing full-time courses</p>

sharing 100 credits:

MA in Education: Learning, Pedagogy and Assessment

MA Mathematics Education

MA Adult Literacy and Learning for Global Change

MA in Second Language Education

As detailed below, the proposed MSc ELM is also based on this model, by sharing compulsory modules (100 credits) with the existing EDU courses. In addition, the new course will offer students a choice of an optional 20-credit module in EDU or in the Schools of Development (DEV) and Politics, Philosophy, Language and Communication Studies (PPL). Examples of optional EDU modules to address a broad range of students' interests and career development needs include for example: *Literacy, Development and Adult Learning: An Introduction to the Concepts* and *Introduction to Quantitative Research Methods*. The two modules from a pre-approved list currently offered to EDU students by the School of International Development (DEV) include: *Educational policy and practice for development* and *Introduction to education for development*.

With the exception of the MA Adult Literacy and Learning for Global Change, which attracts students with experience of work in adult education and basic literacy in international, lifelong learning and community development programmes, the majority of students enrolling on the existing EDU courses are recent graduates with very little or no work experience in educational contexts. The prerequisite of some initial work experience in an educational setting or education-related activity as desirable for the new course will, therefore, help ensure that the MSc ELM will not negatively impact on the numbers of students recruited to the existing EDU courses.

The new offering

The new MSc Education Leadership and Management is based predominantly on existing EDU modules and supplemented by three new 20-credit modules:

- *Key concepts and approaches to education leadership, management and policy* (20 credits)
- *Leading teaching, improving learning and global education reform* (20 credits)
- *Public policy, strategic management and complexity* (20 credits)

The remaining compulsory modules include modules already offered in EDU:

- *Critical reading* (20 credits)
- *Educational research methods* (20 credits)
- *Dissertation* (60 credits)

In addition, students will be able to choose an optional module, either from the EDU suite of courses or the PPL module *Public Policy: Theory and analysis*. The new proposed *Public policy, strategic management and complexity* module will be designed as relevant to both the EDU MSc ELM and PPL students studying the MA International Public Policy, Regulation and Competition. It may also be of interest to DEV students interested in the complexity perspective on strategic management.

Because the proposed new degree requires just three new modules (with 66% of the modules already approved and successfully delivered), it will add value not just in terms of extending the EDU suite of master's courses, but it also has a relatively low additional resource requirement. The course proposer is a specialist in education policy, leadership and management and, combined with the master's teaching expertise across EDU, this means that there is sufficient teaching capacity to meet the

		<p>teaching requirements of the new degree in the initial years. A minimum enrolment of 10 students in the first year entails an equivalent of 40 additional workload days (of the total of 220) for the three new modules. The income of £135,000 from the recruitment of 10 students (2 home and 8 international) in the first year could go towards a new ATR lecturer appointment and the cost of additional university resources. As explained in 1.1.5, it is anticipated that the minimum net increase may exceed an increase of 10 students per year. The recruitment of 10 international students in the first year is included in the EDU plan for growth 2016-2022 (see also 1.1.4 below) as part of the overall growth in undergraduate and master's provision in EDU.</p> <p>Due to the proposed course fitting with the existing MA provision, the course will, therefore, be an attractive new addition to the current EDU (SSF and University) portfolio of taught master's degrees. The proposed degree is aligned with the key aim of the University's Corporate Plan (CP) to build on current success and expand. Specifically, by recruiting a steadily growing intake of international students, the course will contribute to the revenue streams necessary for UEA's investment in the campus. The new course is also in line with the strategies for reaching <i>Vision 2030</i>, particularly in relation to extending our reach in international markets. It is envisaged that a proportion of the students may choose to continue their study at doctoral level upon successful completion of the MSc ELM (see 1.1.4 below).</p> <p>The course will be differentiated in the UK and international markets for master's degrees in education leadership and management by its interdisciplinary approach and introduction to complexity science. Because of the interdisciplinary approach and module sharing across EDU, DEV and PPL, there is some overlap and complementary provision, but the uniqueness of the MSc ELM is based on the introduction to complexity science and its applications for developing important new understandings of issues related to education policy, leadership and management. In addition, the curriculum of this master's course will be designed to provide a solid foundation for doctoral level study for some of the students completing the course.</p>
1.1.4	How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?	<p>The proposed degree is aligned with the strategic objectives detailed in the EDU plan for growth 2016-2022, in particular in relation to broadening the EDU base of master's provision and contributing to the revenue for UEA's investment in the campus. The projected student numbers and further developments are detailed in 1.1.5 below. These numbers will complement enrolment targets for the newly developed MA in Second Language Education, projected as 10 in the first intake in 2017/18 and increasing incrementally by 10 year on year, to reach 50 in the 2021/22.</p> <p>As outlined above, the course has been designed to fit within the suite of EDU Master's courses, sharing a common core. The course is also designed as CPD for existing practitioners, some of whom will be EDU alumni.</p> <p>In relation to relevant key performance indicators, the new course will build on the current success of EDU master's courses, including: high completion and pass rates, as well as high student satisfaction as evidenced by module evaluations. The curriculum of this master's course will be designed to strengthen the School's position and offering by providing a solid foundation for doctoral level study for some MSc ELM alumni. In this regard, the number of doctoral applications to EDU for research in the fields of education leadership and management and education policy-related topics has been increasing. We, therefore, feel that EDU possesses the capabilities required to offer a high-quality master's course in MSc ELM. The new course entry requirement of a 2:1 or equivalent and an IELTS score of 6.5, combined with a high-quality curriculum of the new MSc, is likely to generate an additional stream of UEA-educated, doctoral level candidates wishing to pursue research in the fields of education policy, leadership and management.</p> <p>The proposed MSc will be designed to significantly improve students' employment as</p>

		<p>well as promotion prospects in a range of education-related roles both in the public and private sectors and activities including:</p> <ul style="list-style-type: none"> • compulsory and post-compulsory public education sectors and local government • ‘middle’ leadership and senior management roles in schools and colleges • NGOs, not-for-profit and private educational development organisations • education policymaking in the public and private sectors, think tanks, private research organisations and charities • educational consultancy <p>The imperative of global education reform has led to a high demand for professionals with advanced leadership and management skills in many countries across the world. Upon successful completion of the MSc ELM, graduates will be able to demonstrate qualities and skills essential for strategy and policy development, as well as solving complex educational problems and leading learning in diverse educational settings.</p>												
1.1.5	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including steady state)	<p>The projected student numbers and further developments are as follows:</p> <table border="1" data-bbox="547 768 1498 1176"> <thead> <tr> <th data-bbox="547 768 767 824">2018/19</th> <th data-bbox="767 768 1018 824">2019/20</th> <th data-bbox="1018 768 1259 824">2020/21</th> <th data-bbox="1259 768 1498 824">2021/22</th> </tr> </thead> <tbody> <tr> <td data-bbox="547 824 767 880">10</td> <td data-bbox="767 824 1018 880">15</td> <td data-bbox="1018 824 1259 880">20</td> <td data-bbox="1259 824 1498 880">20</td> </tr> <tr> <td data-bbox="547 880 767 1176">International and home full-time students.</td> <td data-bbox="767 880 1018 1176">International and home full-time students. Develop a blended-learning option.</td> <td data-bbox="1018 880 1259 1176">International and home students. Develop a portfolio of CPD courses to provide an APL route for home students.</td> <td data-bbox="1259 880 1498 1176">International and home students</td> </tr> </tbody> </table> <p>Table 1 MSc ELM development and recruitment (student numbers reflect those proposed in EDU plan for growth 2016-2022)</p> <p>These numbers complement the projected master’s student targets for the newly developed MA in Second Language Education, projected as 10 in the first intake in 2017/18 and increasing incrementally by 10 year on year, to reach 50 in the 2021/22.</p> <p>In addition to international students, the MSc ELM course is likely to attract home students who have taken a year out to advance their careers in education, professionals returning to education after a career break, as well as those graduates who might view the completion of the MSc Education Leadership and Management as a stepping stone to careers in the not-for-profit sector. The development of a blended-learning option (in 2019-20) is envisaged as enabling home students who work full time to complete the new MSc through the blended-learning route.</p> <p>Because the course will be offered to students with some relevant experience of working in an educational setting or education-related professional activity, it is not likely to affect the recruitment for existing EDU master’s courses, because these courses attract mainly students who have little or no prior experience of working in educational settings.</p> <p>The course is part of EDU’s plan for growth as already outlined in the School Financial Plan.</p>	2018/19	2019/20	2020/21	2021/22	10	15	20	20	International and home full-time students.	International and home full-time students. Develop a blended-learning option.	International and home students. Develop a portfolio of CPD courses to provide an APL route for home students.	International and home students
2018/19	2019/20	2020/21	2021/22											
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1.1.6	Please include details of market intelligence/market scanning to support the	<p><u>Market demand: overview</u></p> <p>As explained in 1.1.2 above, the course has been developed in response to market</p>												

proposal	<p>demand for postgraduate courses in education leadership and management in countries such as Saudi Arabia and United Arab Emirates, as well as a number of countries in Asia. In addition, educational leadership and management have become the focus in strategies for implementing education reform and improving education systems in many other countries across the world.</p> <p>Within the English education policy context and specifically in relation to the current policy on the 'self-improving school system' (Department for Education 2016), the development of CPD in educational leadership (particularly around school performance data use) has been led by professional organisations including the National Association of Headteachers, Teaching Schools Council, Association of School and College Leaders, under the aegis of the Foundation for Leadership in Education (FLE). Whilst the emphasis of the CPD being developed by the FLE is on short courses, data management and systems leadership, the proposed MSc will offer a broader range of knowledge and skills utilised in school decision-making processes and research skills as part of master's level accreditation.</p> <p>Depending on previous professional experience and career aspirations, the graduates of MSc ELM will have gained knowledge, understanding and advanced problem solving skills to succeed in a broad range of education-related roles: in schools and post-compulsory sector, not-for-profit organisations, policymaking, as well as leadership and management consultancy.</p> <p>To ensure that the proposed course is a viable proposition in the market, the following research and consultations have been conducted: other universities' offerings in education leadership and management; consultation on the likely international demand for master's in education leadership and management courses with colleagues in Marketing and International Office; as well as a meeting between EDU and INTO to discuss the likely international demand and promotion of the proposed degree.</p> <p><u>Market scanning: overview</u></p> <p>Most master's courses in education leadership and management at other UK universities have been aimed at both UK and international students. The proposed MSc ELM at UEA seeks to differentiate itself in the following ways:</p> <ul style="list-style-type: none"> - the majority are MA's rather than MSc's: of 30 UK universities surveyed that offer master's courses in education leadership and management, 5 offer MSc's and the remaining 25 MA's; - very few offer an interdisciplinary option through studying modules in faculties or schools outside of Education. Specifically, of 30 universities surveyed only one (University of Reading) offers a joint provision with their Business School; - none of the courses reviewed offers modules underpinned by complexity science. <p>Therefore, the offer of optional modules in PPL and DEV and a compulsory module underpinned by complexity science will combine to provide a strong unique selling point for the proposed course.</p> <p><u>Market scanning: offerings of other universities</u></p> <p>A survey of similar courses offered by 30 institutions reveals that the majority (25 of the 30) of competitor courses are MA's rather than MSc's and just <i>one</i> has an interdisciplinary offering (the University of Reading offers modules shared with their Business School). There is a broad range of MA's in Education Leadership and Management (or similar) on offer, with provision ranging from three 30-credit modules and no module options to larger numbers of optional 20-credit modules to choose from. The majority of the courses include a Research Methods module and a Dissertation module (60 credits, with the dissertation of 15,000 or 20,000 words).</p>
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Examples of the few MSc's include:

- *MSc Educational Leadership*, University of Leicester
2 years' distance learning, includes APL (Accreditation of Previous Learning). Entry requirements: either a 2:1 degree (or equivalent) or UK Qualified Teacher Status; at least three years' teaching experience, or three years' professional status in an educational organisation; currently employed in, or with access, to an educational organization, <https://le.ac.uk/courses/educational-leadership-msc-dl>
- *MSc Education Management and Leadership*, University of Southampton
Full time, face to face, with two pathways on offer: Leadership in Education and Governance of Educational Institutions, Student intake: 30, average applications per place: 3. Entry requirements: a first or upper second or equivalent; evidence of appropriate experience in education or a related professional field; IELTS grade 6.5, with no individual score below 6.0 (applicants with lower scores eligible to take pre-sessional English courses), http://www.southampton.ac.uk/education/postgraduate/taught_courses/msc_education_management_and_leadership.page
- *MSc Educational Leadership and Management*, University of Portsmouth
Delivered as 1 year full time or 2 years part-time, campus based or distance learning. Entry requirements: a good honours or equivalent, IELTS 6.5 with no score below 6.0, <http://www.port.ac.uk/courses/education-childhood-and-youth-studies/msc-educational-leadership-and-management/>
- *MSc in Professional Education and Leadership*, University of Stirling, <http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professionaleducationandleadership/>
- *MSc Educational Leadership (Teach First)*, University of Bristol
Targeted at home students, graduates of Teach First PGCE programme, <http://www.bristol.ac.uk/education/study/masters/eltf/>

Market scanning: similar MA degrees offered in the region

- *MA Educational Leadership and School Improvement*, University of Cambridge
Open to MEd and MPhil students, home (58%) and international (42%), full-time (14 students) and part-time (19 students). Entry requirements: at least 3 years' teaching experience and experience of exercising leadership beyond the classroom mainly in formal positions of responsibility
- *MA Education Studies*, University of Suffolk
Offers 2 leadership modules: 'Leadership for educational change and improvement' and 'Strategic leadership in education'
- *Educational Leadership and Management MBA*, Anglia Ruskin (Cambridge). Open to UK and international students, full time and part-time, face to face and distance learning. Entry requirements: a good first degree or National College ADSBM and minimum of 2 years' experience of employment in a related field.

Consultation with Tom Bamford and Angela Hook (ARM) and a brief report based on the International Office evaluation of the likely demand for the proposed course

Meeting: 19.10.2016, with Tom Bamford, Angela Hook and Jane English, confirming that this is an attractive proposal. The proposed interdisciplinary curriculum is an excellent USP, with the market attractiveness of the course enhanced through the MSc award.

		<p>Email from Tom Bamford dated 20.10.2016: based on comprehensive in-market knowledge, colleagues in the International Office have confirmed the following:</p> <p>“This could be popular in South Korea and Japan. Incidentally this course would qualify for Global Education funding from the Russian Government (full tuition fee and maintenance scholarships worth £32,000).”</p> <p>“There could be interest in China, depending on the course entry criteria.”</p> <p>“It’s certainly true that there is great interest in education leadership in Saudi Arabia because of the huge amount of resource being put into higher education and education development in general. Probably small amounts of interest from other Gulf countries. As far as Asia goes there could be interest from Malaysia, Thailand and Vietnam.”</p> <p>“We believe this course would go down well in Nigeria (and possibly some other W African and Southern African countries on a much smaller scale). I also cover Latin America, where I believe there may be occasional interest.”</p> <p><u>Minutes of INTO meeting, 28.09.2016</u></p> <p>(with: Jeremy Moyle, Amanda Alger, Stuart Graham, Julia Lancaster)</p> <p>The consensus of the meeting was that demand for the proposed MSc ELM is likely to be very high. This conclusion was based on the following factors:</p> <ul style="list-style-type: none"> - an explicit ‘international’ or ‘global’ dimension– the international flavour in some of the modules will attract international applications - the broad range of optional modules, particularly modules on international development would be attractive to students from Japan (where there is currently a lot interest in and support for international aid programmes), as well as African countries whose governments are funding postgraduate study in managing (and researching) a range of development projects - the MSc ELM incorporates a vocational element, e.g. setting up and running a language school, which INTO indicate would be attractive to students in China, Indonesia and Malaysia. <p>Apart from including the new MSc in future brochures, INTO will also be able to promote the new course through leaflets distributed to international agents based in 30 countries.</p>
1.1.7	Does the proposal involve collaboration with another school within the University, or another provider external to the UEA?	No
1.1.8	Will the programme require accreditation from a professional, statutory or regulatory body?	No
1.1.9	Will there be any impact on existing teaching patterns, and will any new modules be required or existing modules changed. If so please detail?	<p>As explained in 1.1.3 above, the new MSc Education Leadership and Management is based predominantly on existing EDU modules and supplemented by three new 20-credit modules:</p> <ul style="list-style-type: none"> • <i>Key concepts and approaches to education leadership, management and policy</i> (20 credits) • <i>Leading teaching, improving learning and global education reform</i> (20 credits)

		<ul style="list-style-type: none"> • <i>Public policy, strategic management and complexity</i> (20 credits) <p>The remaining compulsory modules include modules already offered in EDU:</p> <ul style="list-style-type: none"> • <i>Critical reading</i> (20 credits) • <i>Educational research methods</i> (20 credits) • <i>Dissertation</i> (60 credits) <p>In addition, students will be able to choose an optional module, either from the EDU suite of courses or the PPL module <i>Public Policy: Theory and analysis</i>. The new proposed <i>Public policy, strategic management and complexity</i> module will be designed as relevant to both the EDU MSc ELM and PPL students studying the MA International Public Policy, Regulation and Competition. It may also be of interest to DEV students interested in the complexity perspective on strategic management.</p> <p>Following a consultation with the Director of Library Services, the following has been confirmed:</p> <p>‘The impact on Library resources is likely to be minimal as although the course is new, it builds upon existing research and teaching in the School of Education which our collections already support. We note, for example, that we have previously received and checked the reading lists for the existing compulsory modules and all titles are held in the Library. We have checked the key reading suggested for the three new modules and already hold the majority of titles although some extra copies / ebooks may be required. These, and any other suggested books, could be provided within the existing Library budget for the school.</p> <p>We do note that if student numbers in the School of Education were to rise significantly in future years due to this additional course being offered, the increased demand for multiple copies of books could have an effect on the book budget.</p> <p>Although no additional journals or databases are listed as being required for this course, it should be noted that the future acquisition of any new journal titles would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.’</p>
1.1.1 0	Outline any key features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning, outline how this will be delivered and what resource implications are anticipated?	<p>Additional teaching space will be required for the three new modules.</p> <p>A limited amount of books may be required to support the new modules:</p> <p>‘Complexity theory and the politics of education’ (by D. Osberg and G, Biesta – no copy currently available in the library)</p> <p>‘Transforming education: Meanings, myths and complexity’ (by A. Bates – currently just 2 copies in the library).</p>
1.1.1 1	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	No, but there may be some service teaching required from DEV and PPL as detailed in 1.1.9 above.

Head of School Support/Authorisation	
<p>Richard Andrews</p>  <p>Head of School name and signature</p>	<p>Date 19 April 2017</p>

On completion of the above, please forward to **Senior Faculty Manager**

Office Use Only – For completion by Associate Dean L&T in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions			
Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed, please tick the box below			
Risk category 1 (low risk)		Risk category 2 (standard risk)	
For risk category 1 only CP4 (Academic Design) required Y/N. If Y, please details which sections. If N, proceed direct to completion of CP5 (Notification of Approval and set up – for LTS use only)			
<p>Associate Dean (Learning & Teaching) to decide if a completed CP4 form is required, and if so, what sections require completion.</p> <p><i>This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the allocation of a risk category by the Senior Faculty Manager and Associate Dean L&T.</i></p> <p><i>Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.</i></p>			
Associate Dean (Admissions) Support/Authorisation			
<p><i>This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the requirement to obtain comments from the Associate Dean Admissions.</i></p> <p><i>Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.</i></p> <p><i>The Associate Dean Admissions is, however, aware of the proposal and is fully supportive.</i></p>			
Associate Dean (Admissions) name and signature			
Additional comments from Associate Dean (Admissions) in consultation with ARM.			
Associate Dean (Learning & Teaching) Support/Authorisation			

This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the requirement to consult with the Associate Dean L&T.

Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.

Associate Dean (Learning & Teaching) name and signature

For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):

Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive

Comments and recommendations from **ARM Executive**, made to Faculty Executives upon full proposal made.

This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the requirement for the proposal to be considered by ARM Executive.

Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.

Comments and recommendations from SFM, made to Faculty Executives upon proposal made.

This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the requirement to consult with the Senior Faculty Manager.

Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.

Senior Faculty Manager name and signature	Date
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Where applicable, comments made by the Faculty Executive on the proposal

This new course proposal was commenced in autumn 2016, prior to the implementation of the revised course proposal process. EDU was advised by LTS that they should follow the “old” course proposal process, which did not include the allocation of a risk category by the Senior Faculty Manager and Associate Dean L&T.

Subsequently, the Associate Dean L&T requested that EDU transfer the course proposal onto the new document templates to assist the Learning and Teaching Committee of Senate in its consideration of the proposal. It was not judged appropriate for EDU to have to begin the whole process afresh and therefore the old procedure has been referenced and used throughout, notwithstanding the use of the new forms.

SSF Faculty Executive approved the proposal on 8/6/17.

Approved by Faculty Executive (Yes, No, N/A)	Date
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Course Proposal – Stage 3 Academic Design (CP4)



Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Summary

The Academic Design (CP4) is completed for all standard risk (Category 2) proposals, and, for low risk proposals, some parts of the form will need to be completed if the academic content is changing (These will be identified on the CP1).

It consists of three parts:

Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.

Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the modules forming the academic content of the course.

Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Basic instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

These guidance notes aim to give roleholders more detail of the process of completion and what is expected at each stage.

Completion of the Form

The form should be completed by the Academic Lead with support and advice from the LTS Coordinator supporting the School.

1. Part 1, the Programme Specification, should be straightforward to complete for standard courses. The Coordinator can advise on the regulations (for sections 4.1.5 to 4.1.12). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. If the course is a variation of a current course, or is part of the same group, and they will share a Programme Specification, the LTS Coordinator will join this up at the CP5 stage.
3. The Course Profile will not be required for Part 1 – after approval, this will be available on the Admissions pages, and internally through eVision.

4. The Programme Specification includes information on the Board of Examiners and placement information (including a period of study abroad), however, further details will be required to help inform the approval consideration. These should be recorded in Part 2.
5. Part 2, the additional information required to consider approval, should be completed by the Lead Academic. The LTS team (normally the Team Leader) can help with section 4.2.1, the Course Profile, and can advise on timetabling and defined choice constraints if necessary. The Lead Academic should discuss the inclusion of modules from other Schools with the appropriate Teaching Director, and agree any slotting requirements, pre-requisites, cap on numbers etc.
6. The LTS Coordinator/Team Leader should check with the Lead Academic that:
 - a. There is an even spread of modules across the academic year;
 - b. It is clear which modules can and which cannot clash;
 - c. Where relevant, other Schools are aware and support the inclusion of their modules in the Course Profile and that there are no restrictions.
 - d. Where new modules are being proposed, a completed Module Outline is included, or hyperlinked to. The Team Leader can provide a new code when approval for the module has been given.
 - e. Section 4.2.7 provides details of any placement, having discussed the requirements with the Study Abroad Office (for periods of study abroad), Local Support and Careers Service (For year in industry) or LTS Placements (For professional placements).
 - f. There is no need for further consultation at this stage, unless it has been expressly raised as a condition in the approval of CP2/3. Check CP2/3 to ensure that there is no outstanding issues to resolve, and all parts are complete (this should have been checked/resolved by the School Manager at Stage 2, so this is a safety check; nothing should be going to LTC with missing or unresolved issues).
7. Once parts 1 and 2 are complete the LTS Coordinator supporting the School should ensure that the CP4 is completed appropriately, that 4.3.1 is completed, and then forwards it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.
8. The secretary to FLTQC forwards the approved case to the secretary of LTC for final consideration and approval.
9. Following approval, the secretary to LTC notifies the secretary to FLTQC, who starts off the completion of CP5 before passing all the documents to the Student Records Office for setting up the course on the system and keeping the master copy of the documents for the approved course.

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia						
4.1.0	Reference Code	CPEDU – MSc Education Leadership and Management				
4.1.1	Title	MSc Education Leadership and Management				
4.1.2	School (s)	EDU				
4.1.3	Faculty	SSF				
4.1.4	Date of first student intake	September 2018				
4.1.5	Award	MSc				
4.1.6	Interim Award/ degree title	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).			✓
		Non- standard (detail)				
4.1.7	Level	Level 6 FHEQ (Bachelors)				
		Level 7 FHEQ (Masters/Integrated Masters)				Y
		Other (specify)				
4.1.8	Award Regulatory Framework	Bachelors and Integrated Masters				
		Common Masters Framework				Y
		Other (specify)				
4.1.9	Course-specific regulatory requirements	None				
4.1.10	Length of course	1 Year				
4.1.11	Board of Examiners	Current EDU Master's Board				
4.1.12	Mode of Attendance	Full-time	Y	Part-time		Other
4.1.13	Professional Accreditation details	Not applicable				
4.1.14	Placement information	Professional placement				
		Year Abroad				
		Year in Industry				
		Semester Abroad				
		Other				

		None	X
4.1.15	Relevant Subject Benchmark	<p>NONE AVAILABLE ON QAA SITE</p> <p>However, master's level descriptors in the Frameworks for Higher Education Qualifications (QAA 2014) set the following outcomes of master's level study:</p> <ul style="list-style-type: none"> • originality in the application of knowledge; • understanding how the boundaries of knowledge are advanced through research; • ability to deal with complex issues both systematically and creatively; • originality in tackling and solving problems; • qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. 	
4.1.16	Course Description	<p>The MSc Education Leadership and Management (MSc ELM) is designed for education professionals who are currently leading or aspiring to leadership positions, as well as graduates interested in education policy in the UK and international contexts wishing to pursue career pathways in education management and administration. The MSc ELM is also suited to the needs of consultants and professionals working in a range of organisations across public, private and non-governmental organisations (NGOs) who would like to develop advanced skills, knowledge and capabilities in education leadership and management.</p> <p>The MSc ELM is an interactive, interdisciplinary course which engages participants in study informed by a range of academic disciplines relating to education leadership and management, public policy analysis, complexity science and research methodology. In addition to six compulsory modules, students are able to choose an optional module from the suite of MA programmes in the School of Education and Lifelong Learning, a module on public policy taught in the School of Politics, Philosophy, Language and Communication Studies, or a module from a pre-approved list offered by the School of International Development. Knowledge exchange and networking with practising leaders and managers through guest lectures and visits to local schools and colleges form an integral part of the course.</p> <p>The MSc ELM enables participants to develop qualities and skills essential for working in the fields of education leadership and policymaking, including: advanced people skills, critical insight, up to date knowledge of education research as well as practical strategies and techniques for solving complex organisational and educational problems. The high-quality, interdisciplinary curriculum offered to students also provides a sound foundation for progressing to doctoral research.</p>	
4.1.17	Course Profile details	<p>Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees</p>	
4.1.18	Learning Outcomes	<p>Programme level outcomes include the following:</p>	

		<ul style="list-style-type: none"> • Develop specialist knowledge and understanding of education leadership, management and policy based on a critical awareness of current practice, scholarship and research in UK and international contexts • Acquire advanced leadership and management skills, including innovative approaches to solving complex organisational problems arising in everyday practice • Evaluate issues of professional responsibility, integrity and ethics as a basis for developing as reflective leaders in complex organisational environments • Understand and apply a range of research methodologies to design and implement their own empirical research on leadership, management and education policy issues • Develop skills of independent learning, critical thinking and effective oral and written communication
4.1.19	Graduate Attributes and Employability Skills	<p>This course will provide students with opportunities to develop academic skills at master's level as well as those relevant to employers. The course has been designed in alignment with the QAA (2015) Characteristics Statement pertaining in particular to in-depth and advanced knowledge and understanding of education leadership and management and policy, including critical awareness of current issues in the field, critical skills, knowledge of professional responsibility, integrity and ethics.</p> <p>In addition, in alignment with QAA (2015), the course will prepare students for further study at doctoral level by enhancing their ability to study independently, apply a range of research methods applicable to advanced scholarship in the field of leadership and management and to complete an empirical research project.</p> <p>MSc Education Leadership and Management graduates will be equipped to enter a range of types of employment in schools and other educational organisations, NGOs, think tanks and educational consultancy. The advanced skills, knowledge and capabilities in education leadership and management will also enable graduates to progress into leadership positions.</p>
4.1.20	Assessment and Feedback Strategy	<p>The feedback cycle proposed for the new degree will be similar to that which exists for the current MA in Education and other taught master's courses in EDU. All students enrolling on the proposed new course will have access to enhanced English language tutoring to support the development of their academic writing skills. Both the <i>Critical reading</i> and <i>Key concepts and approaches to education leadership, management and policy</i> modules will offer students sessions and activities designed to support their academic reading and writing skills, such as templates for taking notes, critical evaluation of the set reading and approaches to planning and developing a coherent argument.</p> <p>Master's students in EDU are advised to engage with their academic advisers, module leaders and English language support from the outset. All existing EDU modules include formative assessments and, in the</p>

		<p>proposed new modules, the design for formative assessments will be based on the principle of the 'constructive alignment' of module learning outcomes, syllabus and assessment (Biggs 1996) in order to enhance students' learning. Regular written and oral feedback to students, both formal and informal, face-to-face and via Blackboard Discussion Boards, will be embedded in the specialist modules.</p> <p>Formative assessments in each module will provide the students with an early opportunity to develop skills in a number of areas and focus them on specific module learning outcomes. For example, early opportunities to plan their assignment and articulate their emerging argument in relation to a leadership, management or policy issue will help ensure that they hone the argument and present it in a coherent way in the summative assessment. This will also help lecturers to identify and address problems before students embark on summative assessments.</p> <p>Progress through the autumn semester will be carefully monitored and support offered where problem areas are identified.</p>
4.1.21	Additional course-specific costs that students should expect to meet	None.
For Office Use:		
4.1.22	Log of annual review - Version and date of production/ revision	
Example	1/07/2017	V1, new course proposal
	March 2018	Review of course materials in production
	May 2019	Review of the first year and regular annual review thereafter
4.1.23	Last active academic year	
4.1.24	Date archived	

CP4 Part 2 - Additional information required to consider approval						
4.2.1	Course Profile					
Set out the structure of the course, by Stage and Module Range (Compulsory, Option Range A, B etc). For each option range include the min/max credits to be taken along with any required combination of modules, if necessary.						
Stage	Module Range	Module Code	Module Title	Credits	Period	Timetabling info/slot
1	Compulsory	TBC	Key concepts and approaches to education leadership, management and policy	20	Sem 1	
1	Compulsory	TBC	Leading teaching, improving learning and global education reform	20	Sem 1	
1	Compulsory	TBC	Public policy, strategic management and complexity	20	Sem 2	
1	Compulsory	EDUE7035A	Critical Reading	20	Sem 1	
1	Compulsory	EDUE7033B	Educational research methods	20	Sem 2	
1	Compulsory	EDUE7037X	MA dissertation	60	Sem 2	
1	Defined choice	PPLX7002A	Public policy: theory and analysis	20	Sem 1	
1	Defined choice	DEV-7011B	Educational policy and practice for development	20	Sem 2	
1	Defined choice	DEV-7002A	Introduction to education for development	20	Sem 1	
1	Defined choice	EDUE7025B	Introduction to quantitative research methods in educational research	20	Sem 2	
1	Defined choice	EDUE7032A	Literacy, development and adult learning	20	Sem 1	
4.2.2	New Modules		Module outlines for the following new modules can be found in Appendix 1: <ul style="list-style-type: none"> • Key concepts and approaches to education leadership, management and policy • Leading teaching, improving learning and global education reform • Public policy, strategic management and complexity 			
4.2.3	External comment		Dr Freda Wolfenden (Open University), External Examiner to the MA in Education, has been consulted and confirmed the following (email dated 1 December 2016): There is a strong case for such a qualification to be developed. In education this qualification would fill a gap by taking a broad lens to the subject,			

		<p>examining global developments and linking these to students' own practice in educational leadership and management. (...)</p> <p>The importance of historical-cultural and political contexts and the way in which educational leaders' practice is dialectically bound up with wider political and economic structures is recognised [in the Academic Case for the proposed course] through the explicit study of public policy and systems thinking, providing a more expansive view of educational leadership than is often given in courses / qualifications in this subject. In many similar offerings this perspective is covered through optional modules rather than being central to the qualification. The qualification has an international perspective appropriate for a global audience from diverse disciplines and roles within the sector. (...)</p> <p>The topics are all those which would be expected within a qualification in this area but the coherent critical perspective on globalisation, top-down mandates and standardisation of education across all the core modules offers a new approach. (...)</p> <p>I enjoyed discussions on this proposed new qualification and have no reservations about the quality and standard of the proposed three new modules.</p> <p>(Please see Appendix 2 for full report by Dr Wolfenden)</p>
4.2.4	Consultation with existing students	<p>Current students have been consulted in EDU SSLC on 15th February 2017. Email from Dr Lee Beaumont, Director of Learning, Teaching and Quality, 15/02/2017 18:14pm confirmed the following:</p> <p>'EDUs Staff-Student Liaison Committee (SSLC) met today at 3.30 pm to discuss the MSc Education Leadership and Management full course proposal. Following a discussion of the proposal, I can confirm that there were no objections to the course at the meeting; the EDU student body were happy for this course to be approved.</p> <p>Please use this email as evidence that EDU's student representatives have been consulted, and are in agreement with, the proposed course.'</p>
4.2.5	Board of Examiners	One new external examiner will be required to join the existing Board.
4.2.6	Cross-Schools delivery details	The proposed course is not a joint course but optional modules in PPL and DEV may be selected by students (20/180).
4.2.7	Additional learning resources	N/A
4.2.8	Placement detail	N/A
4.2.9	Course Director	Agnieszka Bates
4.2.10	Deputy Course Director	N/A

For office use only – for completion by LTS Coordinator supporting the School	
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LTS Coordinator's name, signature and date	LTS Coordinator should check academic case and confirm that they have done so.
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Part 3 - Approval of the academic case			
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		Name	Date of meeting/ decision
4.3.1	School (Teaching Director on behalf of the Teaching Committee/Executive)		
	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)		
	Additional Faculty approval, if applicable		
4.3.3	University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)		
4.3.4	Comments Any comments regarding approval/refusal of approval to be documented here		

Appendix 2: External Examiner's Report

(Course proposal, MSc Education Leadership and Management)

Proposed new Masters in Educational Leadership and Management: External Examiner Comments

(with a AB's report on actions taken in response)

Introduction

There is a strong case for such a qualification to be developed. In education this qualification would fill a gap by taking a broad lens to the subject, examining global developments and linking these to students' own practice in educational leadership and management. I did wonder if the title might speak more clearly to *the practice* of leadership and management, for example 'leading and managing education reform', this might indicate more fully the action orientation of the modules within the qualification.

Based on research on offerings by other universities reported in the Business Case and the popularity of 'leadership and management' (rather than 'leading and managing education reform'), the proposed name: *MSc Education Leadership and Management* is a more attractive option. An additional google search for 'Masters in leading and managing reform' suggests that this is not a top option as a Master's course title. 'Leading and managing education reform' may, therefore, be unlikely to be used by potential students as a search question - if they wish to study 'leadership and management' or 'education leadership and policy'. Following consultation with colleagues in EDU we have decided to keep what we consider to be a more attractive, clearer title, *MSc Education Leadership and Management*.

The importance of historical-cultural and political contexts and the way in which educational leaders' practice is dialectically bound up with wider political and economic structures is recognised through the explicit study of public policy and systems thinking, providing a more expansive view of educational leadership than is often given in courses / qualifications in this subject. In many similar offerings this perspective is covered through optional modules rather than being central to the qualification. The qualification has an international perspective appropriate for a global audience from diverse disciplines and roles within the sector.

Learning Outcomes

The learning outcomes are appropriate for Masters' level, speaking to the areas of knowledge and understanding, cognitive skills and practical and professional skills. Development of core Masters' skills such as criticality, is threaded through the proposed modules, preparing students for the demands of the dissertation module. Many of the learning outcomes relate directly to students' own practice and professional development and I wondered if learning outcome 4 for the qualification should be more explicit about the empirical research also relating to questions arising from the student's own practice recognising the transformational possibilities of local research from a relational perspective.

But such enquiry may not be possible within the timeframe of the module, in which case it might be helpful to give consideration to how students would be supported to gain access to research sites which offer them the possibility to undertake the enquiry.

This needs to be left open-ended so that the course remains a feasible option for a range of international students in different circumstances and potential issues of access.

A minor point, the final learning outcome for the first new module 'engage critically with a range of academic texts to write an assignment that demonstrates a high level of scholarship and understanding' might benefit from being sub divided into two or more learning outcomes and to focus more on student learning rather than the assignment as product. Finally, for the third new module (Public policy, strategic management and complexity) I suggest that the penultimate learning outcome 'identity a range of strategic tools.....arising from the practice of implementing school improvement policy' might benefit from reframing such that it is relevant to students whose practice is in institutions or learning sites other than schools (eg medical education) or in contexts where school improvement has yet to achieve traction as a policy initiative.

Both of the above suggestions have been incorporated in the final version of the learning outcomes for the two modules in the Academic Case of the Full Course Proposal form.

Structure and Conceptual approach

The new modules are situated within complex debates regarding the role of educational leaders in bringing about transformational change. They capture key issues and diverse positions which educational leaders must negotiate in enacting or resisting policy implementation but without being confined to the specifics of initiatives which may be transient and / or restricted to a limited number of contexts. The topics are all those which would be expected within a qualification in this area but the coherent critical perspective on globalisation, top-down mandates and standardisation of education across all the core modules offers a new approach.

The proposed structure for the qualification provides a balance of generic and specialist study. Overall the structure is sound and justified in terms of topics which are supported by an appropriate range of readings which allow students to get a sense of the range of actors involved in shaping knowledge in the field. I assume students will be encouraged to begin to define their dissertation topics during semester 1 so that those whose research involves quantitative research can opt to study this module in semester 2.

This important practical point will be actioned when the course is set up and running.

Assessment approach

The proposed assignments encourage students to adopt a variety of stances on their practice and to develop their skills in making practical and critical engagement with a range of issues. They seek to support students to draw on theoretical positions in their critical reflections at a level appropriate to Masters' work and to present their ideas in different

forms including an oral presentation. However looking across the assignments in each module I wondered if the balance between the local / personal and the global might benefit from re-visiting. All three new modules ask students to focus on contexts which are familiar to them - is there a danger of overlap or repetition for students? I also wondered whether there might be a case for including some form of collaborative exercise or assignment in one of the modules particularly in the light of course learning outcome 2 – leadership and management skills.

The assignments have been amended for a more balanced spread between practice- and broader-context- oriented assignments. Collaborative assignments will be included in module activities in each of the three specialist modules.

Concluding comments

I enjoyed discussions on this proposed new qualification and have no reservations about the quality and standard of the proposed three new modules.

Freda Wolfenden
External Examiner Masters in Education
November 2016

Appendix 1, MSc Education Leadership and Management, module outlines for the three new modules

NEW MODULE 1			
Module Title	Key concepts and approaches to education leadership, management and policy		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	1		
Likely Module Organiser	Dr Agnieszka Bates		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery	Campus based		
Brief Description	<p>This module provides an overview of developments within the fields of <i>education leadership and management</i> and <i>education policy studies</i>, focusing on defining key concepts such as: 'leaders-followers'; 'leadership-management'; 'policy', 'performance management', 'accountability', 'leading teams', 'equality' and 'diversity' in the workplace. Key theories, models and ways of thinking about schools and other educational organisations will be discussed in relation to practical issues arising from leading and managing for organisational improvement. The module will also provide an introduction to systems thinking and the insights it offers for understanding schools and other complex organisations.</p>		
Aims / learning outcomes	<p>Learning outcomes On completion of the module students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of key concepts and approaches to education leadership, management and policy - Explain how theory can offer insight into the everyday practice of leading and managing in educational settings - Demonstrate sound judgement in their analysis of the complexities of organisational improvement - Reflect on leadership practice in ways that challenge their own assumptions and beliefs, as well as those of others in a process of continuous learning - Critically evaluate a range of texts including academic research, education policy materials and other relevant publications on leadership and management 		

Appendix 1, MSc Education Leadership and Management, module outlines for the three new modules

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Kushner, S. and Norris, N. (eds.) 2007. <i>Dilemmas of Engagement: Evaluation and the New Public Management</i> (Advances in Program Evaluation, Vol. 10). Bingley: Emerald Group Publishing Limited.</p> <p>Preedy, M., Bennett, N. and Wise, C. (eds.) 2012. <i>Educational Leadership: Context, Strategy and Collaboration</i>. Milton Keynes: The Open University.</p> <p>Senge, P. M., Cambron-McCabe, N. H., Lucas, T., Smith, B., Dutton, J. and Kleiner, A. (2000) <i>Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares About Education</i>. London: Nicholas Brealey Publishing.</p> <p>Wise, C., Bradshaw, P. and Cartwright, M. (eds.) 2013. <i>Leading Professional Practice in Education</i>. London: Sage Publications Ltd.</p>
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NEW MODULE 2			
Module Title	Leading teaching, improving learning and global education reform		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	1		
Likely Module Organiser	Dr Agnieszka Bates		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery	Campus based		
Brief Description	<p>This module enables students to investigate the relationship between approaches to improving learning ‘locally’ and the tendencies towards standardisation and complexity reduction characteristic of global education reform. The key emphasis here is on improvement initiatives that are sensitive to the individual needs of children, young people or adults learning in diverse local contexts. Through a depth study of a specific ‘local’ issue, the students will have an opportunity to examine the complex nature of leadership initiatives and policies aimed at improving teaching and learning. The advantages and limitations of researching the ‘local’ and the ‘particular’ will be discussed in relation to knowledge gleaned from large-scale educational surveys and international comparisons.</p>		
Aims / learning outcomes	<p>Learning outcomes On completion of the module students will be able to:</p>		

Appendix 1, MSc Education Leadership and Management, module outlines for the three new modules

	<ul style="list-style-type: none"> - Critically analyse competing positions in the current debates on education reforms aimed at improving learning in diverse local and international contexts - Articulate the advantages and limitations of diverse methods of policy evaluation - Demonstrate in-depth understanding of the complex implications of a specific 'local' initiative or education policy aimed at improving teaching and learning - Identify principles, values and forms of knowledge which can enhance the understanding of learning and teaching in context - Demonstrate advanced skills in critical evaluation as well as oral and written communication
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Ball, S.J., Maguire, M. and Braun, A. 2012. <i>How Schools do Policy: Policy enactments in secondary schools</i>. London and New York: Routledge.</p> <p>Bates, A. 2016. <i>Transforming education: Meanings, myths and complexity</i>. Abingdon: Routledge.</p> <p>Davis, B. and Sumara, D. 2006. <i>Complexity and Education: Inquiries into Learning, Teaching and Research</i>. New Jersey: Lawrence Erlbaum Associates Inc.</p> <p>Hammersley, M. 2013. <i>The Myth of Research-based Policy & Practice</i>. London: Sage Publications Ltd.</p> <p>Jarvis, P. 2006. <i>Towards a Comprehensive Theory of Human Learning</i>. London and New York: Routledge.</p>

NEW MODULE 3			
Module Title	Public policy, strategic management and complexity		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	1		
Likely Module Organiser	Dr Agnieszka Bates		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery	Campus based		

Appendix 1, MSc Education Leadership and Management, module outlines for the three new modules

<p>Brief Description</p>	<p>This module will enable students to develop an advanced understanding of the problematic nature of approaches to public policies that rely on the 'delivery' of predetermined outcomes. Students will have an opportunity to evaluate such approaches by drawing on ground-breaking insights into the nature of stability and change developed by complexity science. Complexity science offers an explanation of how change emerges from many local interactions of people engaging in everyday work, the pursuit of organisational goals as well as personal agendas, power relations, rational and emotional responses to improvement strategies, compliance and resistance. Because managers cannot completely control employees' responses, their strategies often produce unexpected or undesirable outcomes. Taking as a case the current education policy on 'character and resilience' in England, the module will encourage an exploration of the complexities of policy and management interventions aimed at developing a highly motivated, resilient workforce.</p>
<p>Aims / learning outcomes</p>	<p>Learning outcomes On completion of the module students will be able to:</p> <ul style="list-style-type: none"> - Critically evaluate a range of theoretical approaches to policy and strategy - Apply complexity thinking to the analysis of specific public policies and improvement strategies, including the processes of their formulation and enactment - Recognise the importance of professional responsibility, integrity and ethics in complex and unpredictable organisational environments - Identify a range of strategic tools and techniques for solving complex problems arising from the practice of implementing institutional improvement - Demonstrate originality and innovation in designing and/or evaluating a practical strategic project
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Bates, A. 2016. <i>Transforming education: Meanings, myths and complexity</i>. Abingdon: Routledge. Mintzberg, H., Ahlstrand, B. and Lampel, J. 1998. <i>Strategy Safari: The Complete Guide Through the Wilds of Strategic Management</i>. London: Prentice Hall. Osberg, D. and Biesta, G. (eds.) 2010. <i>Complexity Theory and the Politics of Education</i>. Rotterdam: Sense Publishers. Seddon, J. 2008. <i>Systems Thinking in the Public Sector</i>. Axminster: Triarchy Press. Stacey, R.D. 2007. <i>Strategic Management and Organisational Dynamics: The challenge of complexity to ways of thinking about organisations</i> (6th ed.). Harlow: Pearson Education Limited.</p>