

LEADERSHIP IN PROFESSIONAL SETTINGS



 SCHOOL OF EDUCATION

Master of Science Degree
Postgraduate Certificate and
Diploma

June 2008

1. THE FRAMEWORK OF AWARDS IN OVERVIEW

Our Leadership in Professional Settings Master of Science (MSc) Programme has been developed in collaboration with a core group of local authority partners, including representatives of Aberdeen City, Aberdeenshire, Moray and Angus Councils.

The MSc sits within a CPD framework designed for staff involved in a wide range of public services, who are interested in developing their leadership and management skills. Central to the framework is a menu of university-based programmes and modules. Participants will also be encouraged to engage with leadership development opportunities provided by local authorities and/or by their employers. It is anticipated that participants will blend university modules with study within their own local authority or locality and in their workplaces. Courses within the framework are suitable for students who work in Scotland, the UK and overseas settings. Flexibility is the key feature of the framework.

Participants will be able to enter at any of three levels.

Entry Point A - Emerging and Applying Leadership:

Open to any participant who has access to a working environment in which they will be able to engage in meaningful change processes and appropriate for those with limited experience of leadership.

Entry Point B - Integrating Leadership:

Suitable for candidates who have some experience of leading and managing change within their work-based setting.

Entry Point C - Innovating Leadership:

Candidates should have at least five years work-based experience, and be able to provide evidence of successfully leading a range of improvement initiatives.

2. EDUCATIONAL AIMS OF THE PROGRAMME

The Programme aims to provide opportunities for leadership development for prospective and existing school leaders and for leaders within other public sector areas in response to the changing context of leading and managing Children's Services.

The aims of the programme are to develop, enhance and extend the skills, knowledge and understanding of the participants in the following areas:

- the delivery of integrated Children's Services
- leadership and management practice and theory
- models of critical reflection
- the competences required to meet a range of professional standards.

The programme will address these aims by providing participants with opportunities to:

- increase their capacity to meet the changing demands of professional practice by taking an evidence-based approach to personal and professional development
- develop their capacity to analyse critically evidence and arguments to support professional judgements in complex and ambiguous situations
- frame professional enquiries into practice and so make an informed contribution to current professional debates and discussions
- apply advanced knowledge and understanding of a range of theoretical perspectives and approaches to enhance personal professional practice
- develop their capacity to shape, lead and deliver change-solutions in a variety of practice settings

- use research to generate professional knowledge and enhance understanding and practice.

The programme aims to be of benefit to professionals working in a wide range of settings, but in the first instance meeting the needs of professionals working in the following areas is seen as a priority:

- Schools
- Children's Services
- Public Services
- Local Authority Management

3. PROGRAMME OUTCOMES

The programme seeks to help practitioners to develop advanced professional knowledge and key intellectual and professional skills associated with enhanced and extended professional practice and study at Masters level (SCQF Level 11).

By completion of this programme, participants will have had the opportunity to demonstrate:

- advanced knowledge and critical understanding related to the key perspectives, theories, approaches and concepts associated with leadership and management in public sector settings
- critical awareness of inter-disciplinary related issues
- advanced professional performance using a range of skills, techniques and practices relevant to disciplinary area
- capacity to plan and undertake sustained work based enquiry and development.
- critical reflection and professional action aimed at analysis, evaluation and the improvement of practice
- capacity to deal with complexity while arriving at sound professional judgements
- appropriate use of communication, numeracy and ICT skills
- autonomy, initiative and creativity and problem-solving in their own professional setting and study;
- capacity to use and generate research evidence to enhance practice

4. PROGRAMME DESIGN

The programme is available as a part-time e-learning experience with additional, optional face-to-face contact sessions. These are arranged on demand on evenings and Saturdays. There is no formal requirement to travel to our campus to attend these optional sessions.

The programme normally allows choice from a menu of modules contributing to a total of 180 credit points at SCQF Level 11. These modules are grouped under three headings associated with three entry points to the programme.

Emerging and Applying Leadership Modules

Exploring Leadership (30 credits SCQF Level 11)

Change Knowledge (15 credits SCQF Level 11)

Small-Scale Project Leadership (30 credits SCQF Level 11)

Managing Learning and Teaching (15 credits SCQF Level 11)

Negotiated Independent Study (15 credits SCQF Level 11)

Negotiated Extended Study (30 credits SCQF Level 11)

The above courses may be particularly suitable for those with limited experience of leading in their particular work setting.

Integrating Leadership Modules

International Education (30 credits SCQF Level 11)
Leading Professional Development (30 credits SCQF Level 11)
Mentoring and Coaching (30 credits SCQF Level 11)
Leading and Developing People and Teams (30 credits SCQF Level 11)
Professional Enquiry (30 credits SCQF Level 11)

The above courses may be particularly suitable for those with experience of leading in their particular work setting.

Innovating and Demonstrating Leadership Modules

Dissertation or Work-based project (60 credits SCQF Level 11)

The above course will only be open to students who have gained at least 120 credits through study or Accreditation of Prior Learning or who can evidence experience of leading in their particular work setting and who can demonstrate that they have developed and maintained a CPD portfolio which contains evidence of leadership activity.

All Scottish participants who wish to demonstrate competence against the Standard for Headship¹ will require to have the endorsement of the employing Local Authority.

Courses appropriate to the learning needs of individual participants will be identified by participants at the outset of the programme and reviewed regularly as part of the ongoing self-evaluation contained within each module. Accreditation of Prior Learning will be allowed except against the dissertation or work-based project. Participants who gain 60 credits may exit with a certificate and those who gain 120 credits may exit with a diploma. Those who gain 180 credits will achieve the award of a Master of Science degree. Completion of the dissertation or work-based project is compulsory for these latter participants.

The programme is designed to provide opportunities for learning related directly to the needs of participants. Matters of coherence, breadth, balance and progression will be subject to negotiation between individual participants and programme tutors.

Individual programmes will be proposed by participants and negotiated and agreed by the Programme Director by application of the following criteria:

- Are all the proposed courses relevant to the programme?
- Are all of the courses at the correct level of demand?
- Will the proposed programme provide a coherent experience?
- Does the programme exhibit sufficient breadth?
- Is the programme balanced?
- Are there problems of overlap or redundancy?
- Is the planned experience progressive in terms of demand and opportunities for autonomous learning?
- Does the programme provide a suitable path towards the perceived career goals of the participant?

The final module associated with the degree award sets additional and extended challenges for the participant. This course demands that participants take personal responsibility for the design and completion of a significant, sustained and autonomous study and development equivalent to 60 credits with a single synoptic assessment.

¹ This option is subject to formal approval and accreditation by the GTCS.

5. PRINCIPLES OF ASSESSMENT

All assessment arrangements are designed to support the principle that assessment is an integral part of the continuing professional development processes that the programme seeks to support.

Assessment activities arise naturally from the module-related study and are relevant to the professional experience of participants. Assessment tasks are designed to ensure that they are perceived by participants as supportive of their studies and professional growth and relevant to their professional settings and expanding professional role.

A wide range of assessment instruments are deployed within and across courses to ensure the validity, reliability and vitality of assessment in support of personal growth and professional development.

Formative assessment is an important component of courses and programmes. Formative assessment may involve tutor, peer or self assessment.

6. CREDIT ACCUMULATION AND TRANSFER (CAT) ARRANGEMENTS

The programme is consistent with, and supportive of, the principles and practices of CAT established within the SCQF, September 2001. These relate to both prior certificated and uncertificated (experiential or workplace-based) learning.

The following conditions and arrangements will apply:

- participants may normally claim a maximum of two-thirds of any award as prior learning
- participants making APL claims will be expected to offer sufficient evidence of prior learning, specifically related to the programme and the relevant academic standard, to allow the extent of credit to be determined and confirmed
- the Programme Director and a sub group of the Programme Team will be responsible for determining the credit worthiness of claims
- the continued relevance of learning must be demonstrated, if the learning being assessed took place more than 5 years previously
- participants will be entitled to appropriate support while creating APL claims: support will be costed and fees charged where appropriate.

7. PROGRAMME STRUCTURES AND REQUISITES, LEVELS, COURSES, CREDITS AND AWARDS

The learning outcomes and credit for student effort within the programme have been determined by reference to the appropriate national standards for work at SCQF Level 11. All phases of the programme comply with University of Aberdeen and SCQF credit definitions, characteristics and expectations in terms of level and amount of demand.

Normally, the programme will be studied part-time. It is anticipated that participants will complete the full programme in three years, completing courses contributing to a total of 180 credit points at SCQF Level 11. Successful participants will be entitled to the award of the degree of Master of Science. Those who successfully complete 120 credits may exit with a diploma in Leadership in Professional Settings and those who successfully complete 60 credits may exit with a certificate.

The above is the recommended study period for the full programme. There is flexibility within the programme, to accommodate those participants who will require extended periods of study to complete their chosen routes through the programme, or those who are able to satisfy the Programme Director that they need to follow an amended timescale for good reason.

Applicants who register as part-time participants on the MSc will be normally required to complete their studies for the award within a seven year period from the point of registration and will be expected to make satisfactory progress in and through each phase of study.

8. SUPPORT FOR PARTICIPANTS

Support for learning and development is provided in a number of forms, including:

Academic Study Support

- Participant Programme Handbook
- Extended Course Guides
- Prepared Course Materials and Readers
- Study and Research Support Units
- Library Staff Support and Guides
- Library-based and Online Resources
- Tutor Contact Time
- Access to the School and Programme Online Learning and Communication Areas
- Provision of an extensive bibliography.

9. CRITERIA FOR ADMISSION

Normal University criteria for admission will apply. Candidates who wish to demonstrate competence against particular professional Standards may need to evidence that they have the support of their employing local authority. The normal programme start times are September and January.

10. MODULE OPTIONS AND COSTS FOR SESSION SEPTEMBER 2008 STARTS

Emerging and Applying Leadership Modules

Exploring Leadership (30 credits SCQF Level 11) – September and January

Change Knowledge (15 credits SCQF Level 11) - September

Small-Scale Project Leadership (30 credits SCQF Level 11) - January

Mentoring (15 credits SCQF Level 11) – September and January

Leading Learning and Teaching (30 credits SCQF Level 11) – September

Negotiated Extended Study (30 credits SCQF Level 11) – September and January

Integrating Leadership Modules

International Education (30 credits SCQF Level 11) – September and January

Leading Professional Development (30 credits SCQF Level 11) - January

Mentoring and Coaching (30 credits SCQF Level 11) - September

Leading and Developing People and Teams (30 credits SCQF Level 11) - September

Professional Enquiry (30 credits SCQF Level 11) – September and January

Accreditation of Prior Learning (up to 120 credits SCQF Level 11) – September and January

Innovating and Demonstrating Leadership Modules

Dissertation or Work-based project (60 credits SCQF Level 11) – September and January

All 15 credit modules cost £225 and all 30 credit modules cost £450 at the time of writing.

All module provision is subject to the recruitment of viable numbers. For further information telephone Mary Fernie on +44 (0)1224 274614 or email m.fernie@abdn.ac.uk