

Level 7 Diploma in Educational Management and Leadership

Qualification Specification

April 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Educational Management and Leadership 603/6176/1

Qualification Rationale, Aims and Learning Outcomes

Rationale of the QUALIFI Level 7 Diploma in Educational Management and Leadership

The qualification has been created to develop learners' understanding of policy, management theory and practice in education. It provides learners with an opportunity to engage with the challenges facing professionals and policy makers and will provide knowledge that underpins the ability to work as an effective manager in the education sector.

The qualification also combines both theoretical and practical knowledge in the education profession and will develop and enhance knowledge and skills in the areas of leading change, effective performance and team leadership. Learners will be able to work in a variety of roles within education administration and/or management.

It is envisaged that this programme will encourage both academic and professional development so that learners can move forward to realise not just their own potential but also that of organisations across a broad range of sectors. The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our university partners for a related master's degree.

Aims of the QUALIFI Level 7 Diploma in Educational Management and Leadership

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners require to deal with the complexities of management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Educational Management and Leadership aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary educational management environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in educational management through personal and professional development as a leader who thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected professionals with practical experience across a number of education, business, leadership and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher-level qualification.

Learning Outcomes of the QUALIFI Level 7 Diploma in Educational Management and Leadership

The overall learning outcomes of the qualification are for learners to:

1. To understand and apply the principles of management strategy in an educational environment
2. Review and apply the principles of educational leadership within industry
3. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in education.
5. Analyse problem-solving techniques specific to education.
6. Select, collate, review and analyse information from a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors. All tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments;
- moderate's assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to an applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 years or over.

Learners are expected to hold the following:

- Level 6 qualification or:
- First Degree.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher

education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading/developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Educational Management and Leadership** will enable learners to progress to:

- QUALIFI Level 8 Diploma.
- A university partner to compete a master's degree.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI level 7 Diploma in Educational Management and Leadership is made up of 120 credits which equates to hours 1200 of TQT.

Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in

real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination

Learners must complete 2 mandatory units and choose 4 optional units to achieve a minimum of 120 credits total.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
T/618/3135	Leadership Qualities and Practice in Education	7	200	20	100
A/618/3136	Contemporary Issues in Education: Theory, Policy and Practice	7	200	20	100
Unit Reference	Optional Units	Level	TQT	Credit	GLH
F/618/3137	Managing Change in an Educational Context	7	200	20	100
J/618/3138	Pedagogy and Practice in Education	7	200	20	100
L/618/3139	Leading Reflective Practice in Education	7	200	20	100
F/618/3140	Research Methods in Education	7	200	20	100
A/650/6687	Postgraduate Study of Childhood, Education and Family Support	7	200	20	100
D/650/6688	Research Methods for Childhood, Education and Family Support	7	200	20	100
F/650/6689	Triangulating Theory and Practice	7	200	20	100
K/650/6690	Contemporary Issues in Education	7	200	20	100

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**. All units will be assessed internally through written assignment, marked internally by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Guidance

QUALIFI will provide assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor (see Assessment Guidance for further information).

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provides a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be as follows.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt, so it has meaning and context for

the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit EDML701: Leadership Qualities and Practice in Education

Unit code: T/618/3135

RQF level: 7

Aim

The aim of this unit is to explore the links between leadership and management at a strategic level. Different leadership styles and underlying principles and concepts will be considered.

The unit will also explore how team performance can be evaluated and optimised to realise strategic business and operational objectives.

The unit covers the links between strategic management and leadership, key leadership principles, theory and organisational strategy.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Demonstrate an understanding of the relationship between strategic management and leadership.	1.1 Critically analyse the concept of managers as effective leaders. 1.2 Critically analyse the concept of leaders as effective managers. 1.3 Critically evaluate the balance needed between the demands of leadership and management.
2. Recognise leadership qualities that support organisational mission and values.	2.1 Critically evaluate the role of leader in the creation of an organisation. 2.2 Critically analyse the impact of different leadership styles in an education context. 2.3 Apply the principles of effective communication to engender empowerment and trust within an organisation.

3. Apply different leadership strategies and understand their impact on organisational direction.	3.1 Critically evaluate transformational leadership and its impact on organisational direction. 3.2 Critically evaluate transactional leadership and its impact on organisational strategy. 3.3 Critically evaluate situational leadership and its impact on organisational strategy.
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Suggested Reading List

- Amanchukwu, R.N., Stanley, G.J., and Ololube, N.P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14
- Basham, L.M. (2012). Transformational leadership characteristics necessary for today's leaders in higher education. *Journal of International Education Research*, 8 (4), 343-347.
- Bolman, L.G., Deal, T.E. (2017). *Reframing Organizations*, 6th Ed., Jossey-Bass
- Bush, T. (2006). Theories of Educational Management. *National Council of Professors of Educational Management*.
- Debowski, S., Blake, V. (2004). The developmental needs of higher education academic leaders in encouraging effective teaching and learning. In *Seeking Educational Excellence*. Proceedings of the 13th Annual Teaching Learning Forum, 9-10 February 2004. Perth: Murdoch University.
- Jiang, M., Lu, S. (2020). To empathize, or not empathize in educational leadership. *Journal of Organizational & Educational Leadership*, 5(1), Article 3.
- Khan, A. Z., Nosheen, A. (2014). Impact of Leadership Styles on Organizational Performance. *Journal of Management Sciences*, 2(11), 501-515.
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- Mahmood, Z., Basharat, M. and Bashir, Z. (2012). Review of classical management theories. *International Journal of Social Sciences and Education*, (2)1, 512-522.
- McClesky, J.A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*, 5 (4), 117-130.
- Robinson, V.M.J., Lloyd, C.A., and Rowe, K.J. (2007). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Iterative Best Evidence Synthesis program of the New Zealand Ministry of Education*.
- Schrik, P., Wasonga, T.A. (2019). The role of a school leader in academic outcomes: Between self-efficacy and outcome expectations. *Athens Journal of Education*, 6(4), 271-306.

- Singphen, T., Poopayang, P., Siphai, S., and Charoensuk, P. (2019). Strategic leadership factors of school administrators influencing the effectiveness of small- sized schools. *International Journal of EducationalAdministration and Policy Studies*, 11(3), 20-28
- Sreeramana, A. (2016). Creating Innovators through setting up organizational Vision, Mission, and CoreValues: A Strategic Model in Higher Education. *International Journal of Management, IT and Engineering (IJMIE)*, 6(1), 310-324.
- Sreeramana, A. (2015). How an effective leadership and governance supports to achieve institutional vision, mission and objectives. *International Journal of Multidisciplinary Research and Development*, 2(5), 154-161.
- Yanney, J. P. (2014). Business Strategy and Leadership Style: Impact on Organizational Performance inthe Manufacturing Sector of Ghana. *American Journal of Industrial and Business Management*, 4(12).

Unit EDML702: Contemporary Issues in Education: Theory, Policy and Practice

Unit code: A/618/3136

RQF level: 7

Aim

The aim of this unit is to provide learners with a thorough understanding of the link between current educational research and practice by developing understanding of educational theory, policy and practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand contemporary issues affecting education policy and their impact on organisations.	1.1 Examine recent conceptual changes in educational theory, policy and practice. 1.2 Evaluate influencing factors on education theory, policy and practice. 1.3 Analyse the implications of education theory, policy and practice on stakeholders.
2. Demonstrate an understanding of the impact of policy change on educational provision.	2.1 Discuss the impact of key policy changes on teaching, learning and assessment. 2.2 Describe the application of and examine the measurement of continuous improvement in education. 2.3 Evaluate models and theories of quality management in an education setting.
3. Demonstrate an understanding of developments in the education system resulting from legislative requirements.	3.1 Explain the interrelationship between recent developments in the education system and legislation. 3.2 Evaluate current educational practice changed as a result of legislation.

Suggested Reading List

- Antony, J., Krishan, N., Cullen, D., Kumar, M. (2012). Lean Six Sigma for higher education institutions (HEIs). *International Journal of Productivity and Performance Management*, 61(8), 940 - 948.
- Dennick, R. (.2012). Twelve tips for incorporating educational theory into teaching practices. *Medical Teacher*, 34, 618–624.
- Fryer, K., Antony, J. & Douglas, A. (2007). Critical success factors of continuous improvement in the public sector. *The TQM Magazine*, 19(5), 497-517.
- Fuller, K. & Stevenson, H. (2019). Global education reform: understanding the movement. *Educational Review*, 71(1), 1-4.
- O'Mahony, K., Garavan, T. E. (2012). Implementing a quality management framework in a higher education organization. *Quality Assurance in Education*, 20(2), 184 – 200.
- Park, S., Hironaka, S., Carver, P., & Nordstrom, L. (2013). Continuous Improvement in Education. Carnegie Foundation for the Advancement of Teaching and Learning.
- Shih, Y. (2018). Rethinking Paulo Freire's Dialogic Pedagogy and Its Implications for Teachers' Teaching. *Journal of Education and Learning*, 7(4), 230-235
- Toland, P (2018). Global Education Policy and International Development: New Agendas, Issues and Policies, *Policy & Practice: A Development Education Review*, 27, 209-215.

Unit EDML703: Managing Change in an Education Context

Unit code: F/618/3137

RQF level: 7

Aim

The aim of this unit is to develop learners' understanding of ways in which educational leadership and management can provide support during the process of change, developing leadership in the learners' own educational context.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Identify issues requiring change in education.	1.1 Research the need for change in an educational organisation. 1.2 Apply models of change management.
2. Instigate change and improvement in educational organisations.	2.1 Develop a plan for change using information and feedback from appropriate sources. 2.2 Determine the potential impact of change on resources and service delivery. 2.3 Identify barriers to implementation and apply strategy to overcome. 2.4 Communicate the plan for change to stakeholders to gain their support.
3. Monitor the change process in an educational organisation.	3.1 Utilise systems for monitoring implementation of a plan for change. 3.2 Identify and propose ways of overcoming resistance to change. 3.3 Evaluate the progress of a change implementation.

Required text

Hayes, J. (2018). *The Theory and Practice of Change Management*. Palgrave: London

Scholarly Articles

- Clement, J. (2014). Managing mandated educational change. *School Leadership & Management*, 34(1), 39-51.
- Kamarudin, M.F., Starr, K., Abdullah, A.N. & Husain, K. (2014). Communicating change in organizational restructuring: a grounded theory case study, in I-COME 2014: Communication, Empowerment and Governance: The 21st Century Enigma. Proceedings of the International Conference on Communication and Media 2014 (I-COME), Elsevier, Amsterdam, The Netherlands, pp. 496-501.
- Kuzhda, T. (2016). Diagnosing resistance to change in the change management process. *Economics, Management and Sustainability*, 1(1), 49-59. doi:10.14254/jems.2016.1-1.5.
- Mento, A., Jones, R.M., & Dirndorfer, W., (2002). A change management process: Grounded in both theory and practice, *Journal of Change Management*, 3(1), 45–59.
- Patria, B. (2012). Change Management in the Higher Education Context: A case of student-centred learning implementation. *International Journal of Education*, 4(4), 176-191.
- Shen, Y. (2008). The Effect of Changes and Innovation on Educational Improvement. *International Education Studies*, 1(3), 73-77.
- Shirley, D. (2016). How to lead educational change. *Journal of Educational Change*, 17, 281–285.
- Waddell, D., Sohol, A.S. (1998). Resistance: a constructive tool for change management. *Management Decision*, 36(8), 543–548.
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(67).
- Wood, P. (2017). Overcoming the problem of embedding change in educational organizations: A perspective from Normalization Process. *Theory in Education*, 31(1), 33–38.
- Yılmaz, D. and Kılıçoğlu, G. (2-13). Resistance to change and ways of reducing resistance in educational organizations. *European Journal of Research on Education*, 1(1), 14-21

Unit EDML704: Pedagogy and Practice in Education

Unit code: J/618/3138

RQF level: 7

Aim

The aim of this unit is to develop learners' theoretical and practical grounding in approaches to teaching and learning, related to subject pedagogic knowledge and pedagogic practices.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Define and demonstrate understanding of the subject pedagogy.	1.1 Explain the significance of pedagogy in education. 1.2 Differentiate between pedagogical approaches and models. 1.3 Integrate principles of andragogy within pedagogical approaches.
2. Explain the nature of knowledge and its role in developing a critical pedagogy.	2.1 Critically evaluate the relationship between knowledge acquisition and pedagogical practices. 2.2 Discuss the social, economic and political implications of different pedagogies. 2.3 Examine how enquiry in practice can extend an understanding of pedagogy.
3. Apply theory and research to support pedagogic practice.	3.1 Understand theories underlying pedagogy and apply pedagogic theory to practice. 3.2 Improve professional pedagogical practice through collaboration and communities of practice. 3.3 Guide and evaluate others in regard to pedagogical practice.

Required Text

- Merriam, S. B., Bierema, L.L. (2014). *Adult Learning: Linking Theory to Practice*. San Francisco, CA: Wiley

Suggested Readings

- Aliakbari, M. and Elham Faraji, E. (2011). Principles of Critical Pedagogy. Second International Conference on Humanities, Historical and Social Sciences IPEDR, 17, 77-85.
- Bates, A. W. (2015). *Teaching in a Digital Age*. Retrieved at <https://opentextbc.ca/teachinginadigitalage/>
- Clark, R., Harrelson, G.L. (2002). Designing Instruction That Supports Cognitive Learning Processes. *Journal of Athletic Training*, 37(4), 152-159.
- Deignan, T. (2009). Enquiry-Based Learning: perspectives on practice. *Teaching in Higher Education*, 14(1), 13-28.
- Freire, P. (2005). *Pedagogy of the Oppressed, 30th Anniversary Edition*. New York: Continuum.
- Husbands, C. and Pearce, J. (2012). What Makes Great Pedagogy? Nine Claims from Research. National College for School Leadership.
- Herrington, A. J. & Herrington, J. A. (2007). What is an authentic learning environment? In L. A. Tomei(Eds.), *Online and distance learning: Concepts, methodologies, tools, and applications* (pp. 68-77). Hershey, PA: Information Science Reference.
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- Nelson, R., Spence-Thomas, K. & Taylor, C. (2015). What makes great pedagogy and great professional development: A final report. National College for Teaching and Leadership. Retrieved from https://dera.ioe.ac.uk/22157/1/What_makes_great_pedagogy_and_great_professional_development_final_report.pdf
- O'Connor, C. (2015). A Practice-Led Approach to Aligning Learning Theories with Learning and Teaching Strategies in Third Level Chemistry Education. *Irish Journal of Academic Practice*, 4(1), Article 7.

- O'Riordan, F. (2018). Transformational pedagogy through curriculum development discourse. *Int. J. Innovation and Learning*, 23(2), 244-260.
- Patel, N. H. and Herick, D. (2010) Collaborating in Higher Education: Improving Pedagogical Practice. *scholarlypartnershipsedu*, 5(2), Article 7.
- Webster-Wright, A. (2009). Reframing Professional Development Through Understanding Authentic Professional Learning. *Review of Educational Research*, 79(2), 702-739.

Unit EDML705: Leading Reflective Practice in Education

Unit code: L/618/3139

RQF level: 7

Aim

The aim of this unit is to develop learners' understanding of reflective practice in order to apply this to their and other's roles in an educational context, leading planning for personal development.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Demonstrate and understanding of theories and approaches for reflective practice.	1.1 Examine historical context and foundational theories of reflective practice. 1.2 Examine models and approaches for reflective practice 1.3 Identify and discuss the benefits and challenges of reflective practice.
2. Demonstrate an understanding on the function of reflective practice in relation to leading the improvement of educational provisions and practice.	2.1 Apply the principles of reflective practice to an education context. 2.2 Adapt reflective journaling for use in education. 2.3 Examine the significance of critical reflection and situated reflective practice in education.
3. Understand how to lead others in reflective practice.	3.1 Analyse the importance of supporting others' reflection to enhance professional development. 3.2 Describe and implement approaches used to facilitate learning from reflection 3.3 Create an action plan for professional development based on reflective practice.

Required Text

- Malthouse, R., Roffey-Barentsen, J. (2013). [*Reflective Practice in Education and Training*](#), 2nd Ed. London: Sage Publications, Learning Matters.

Suggested Reading

- Bell, A., Rosina Mladenovic, R. (2013). How tutors understand and engage with reflective practices. *Reflective Practice*, 14(1), 1-11.
- Boud, D. & Walker, D. (1998). Promoting reflection in professional courses: the challenge of context. *Studies in Higher Education*, 23(2), 191-206.
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- Jordi, R. (2011). Reframing the concept of reflection: Consciousness, experiential learning, and reflective learning practices. *Adult Education Quarterly*, 61(2), 181-197.
- Larivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307
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- Miraglia, R., Asselin, M.E. (2015). Reflection as an educational strategy in nursing professional development. *Journal for Nurses in Professional Development*, 31(2), 62 -72.
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- Russell, T. (2013). Has Reflective Practice Done More Harm than Good in Teacher Education? *Phronesis*, 2 (1), 80–88.
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- Zulfikar, T., Mujiburrahman. (2018). Understanding own teaching: becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 1-13.

Unit EDML706: Research Methods in Education

Unit code: F/618/3140

RQF level: 7

Aim

The aim of this unit is to develop learners' research skills to include understanding different research approaches, formulation of research proposals, planning research activity, analysing and interpreting data, and the relationship between research and evidence-based practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the relevance of research within educational contexts.	1.1 Justify the contribution of research to education provision. 1.2 Discuss the significance of research to inform educational practice. 1.3 Demonstrate an understanding of the relationship between research and evidence-based practice in education. 1.4 Evaluate an existing piece of research relevant to education provision.
2. Demonstrate an understanding of fundamental research structure and approaches in education.	2.1 Identify the fundamental process of conducting a research study. 2.2 Examine different research methodologies and discuss their application in an educational context. 2.3 Explain the significance and application of theory, models and frameworks in research. 2.4 Explain and mitigate possible ethical considerations in research.
3 Collect, analyse and interpret data.	3.1 Create research questions to guide data collection. 3.2 Identify and explain types and sources of research data. 3.3 Create survey questions for use in qualitative research. 3.4 Collect and analyse data using thematic coding analysis method.

4. Plan a research proposal relevant to management of educational context.	4.1 Justify elements of a research proposal 4.2 Create an appropriate research proposal.
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Required Text

- Punch, K. F. & Oancea, A., (2014). Introduction to Research Methods in Education. London: Sage.

Suggested Reading

- Deasy, C., Coughlan, B., Pironom, J., Jourdan, D., & Mannix-McNamara, P. (2014). Psychological distress and coping amongst higher education students: A mixed method enquiry. *Plos one*, 9(12), e115193.
- Elliot, M., Fairweather, I., Olsen, W.K., and Pampaka, M. (2016). *A Dictionary of Social Research Methods*. Oxford, UK: Oxford University Press
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- Kivunja, C. (2018). Distinguishing between Theory, Theoretical Framework, and Conceptual Framework: A Systematic Review of Lessons from the Field. *International Journal of Higher Education* 7(6), 44-53.
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- Ramanaik S, Collumbien M, Prakash R, Howard-Merrill L, Thalinja R, Javalkar P, et al. (2018). Education, poverty and "purity" in the context of adolescent girls' secondary school retention and dropout: A qualitative study from Karnataka, southern India. *PLoS ONE* 13(9): e0202470. <https://doi.org/10.1371/journal.pone.0202470>.
- Victoria Clarke & Virginia Braun (2017) Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297-298.

Unit EDML707: Postgraduate Study of Childhood, Education and Family Support

Unit code: A/650/6687

RQF level: 7

Aim

The aim of this unit is to develop the foundations of academic knowledge and skills and of critical reflective practice across academic and professional contexts. Learners will learn about theoretical underpinnings, competing frameworks and approaches and their implications for ethical and effective practice and analysis.

The unit will also offer a framework for each individual's evaluation of their academic and professional action plans for personal and professional learning.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to analyse academic and professional actions, standards and processes.	1.1 Reflect on their current experiences, knowledge, beliefs and skill sets in accordance with organisational standards and best practice. 1.2 Evaluate theoretical underpinnings, competing frameworks and approaches and their implications for ethical and effective practice and analysis. 1.3 Clarify the relationship between their own value systems and professional practice, standards, and legislation.
2. Be able to enable effective communication within diverse professional contexts.	2.1 Synthesise research findings, professional perspectives, reflection and other evidence. 2.2 Analyse the role and importance of diversity and inclusion in childhood, education and family support. 2.3 Evaluate the different forms of diversity (cultural, linguistic and socio-economic). 2.4 Adopt different styles of communication that are appropriate to the context.

Suggested Reading

- Adams, R. (ed.) (2012) Working with children and families. London. Palgrave Macmillan
- Arnold, C. Ed. (2012) Improving your reflective practice through stories of practitioner research. London: Routledge.
- Costly, C., Elliott, G. & Gibbs, P. (2010) Doing Work Based Research. Approaches to Enquiry for Insider-Researchers. London: Sage
- Ghaye, T., (2011), Teaching and Learning through Reflective Practice, second edition, Abingdon: Routledge.
- Schön, D., (1991), The Reflective Practitioner: How Professionals Think in Action, Farnham: Ashgate.
- Boulton, G. (2014) Reflective Practice: Writing and Professional Development. London: Sage
- Frost, N. & Dolan, P. (2012) 'The Theoretical Foundations of Family Support Work', in Davies, M. (ed.) Social Work with Children and Families. Houndmills: Palgrave Macmillan, pp. 40-49
- Moon, J., (2006), Learning Journals: A Handbook for Reflective Practice and Professional Development, Abingdon: Routledge.
- Pollard, A. (2014) Readings for reflective teaching in schools, London: Bloomsbury Academic.
- Reed, M. & Canning, N. (2010) Reflective Practice in the Early Years. London: Sage.

Unit EDML708: Research Methods for Childhood, Education and Family Support

Unit code: D/650/6688

RQF level: 7

Aim

The aim of this unit is to help learners identify and develop a focus on research and approaches to the analysis of data such as phenomenological and hermeneutic approaches and descriptive statistics. In addition to this, learners will be able to formulate and justify an approach for pursuing enquiries that takes account of different epistemological and methodological traditions of research.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to situate a planned research approach in relation to a field of enquiry in an educational context.	1.1 Carry out a research literature review in accordance with best practice. 1.2 Reference frameworks and sources in accordance with best practice. 1.3 Evaluate the advantages and limitations of quantitative and qualitative data in an educational context.
2. Be able to formulate a research approach for undertaking a piece of social research in an educational context.	2.1 Evaluate mixed methods and approaches to the analysis of data including phenomenological and hermeneutic approaches. 2.2 Evaluate methodological, ethical and practical issues involved in addressing a piece of research. 2.3 Justify the rationale for adopting a chosen research approach.
3. Be able to carry out a piece of social research in an educational context.	3.1 Gain ethical approval to the research in accordance with organizational standards and procedures. 3.2 Evaluate the advantages and limitations of

	<p>different research methods.</p> <p>3.3 Carry out the research within the agreed timescale and budget in accordance with the research plan.</p> <p>3.4 Present the research findings in accordance with organizational standards and procedures.</p>
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Suggested Reading

- Bell J and Waters S (2014) Doing your research project, 6 th edition, Maidenhead: McGraw Hill Education
- Fulford, A., and Hodgson, N., (2016), Philosophy and Theory in Educational Research: Writing in the Margin, Abingdon: Routledge.
- Mukherji, P., and Albon, D. (2015) Research Methods in Early Childhood, second edition, London: Sage.
- Newby, P., (2014), Research Methods for Education, second edition, Harlow: Pearson.
- O'Reilley, M., and Parker, N. (2014) Mental Health Research with Children and Adolescents: A Guide to Qualitative Methods, London: Sage.
- Punch, K., and Oancea, A. (2014) Introduction to Research Methods in Education, London: Sage.
- Sargeant, J. and Harcourt, D. (2012) Doing ethical research with children [electronic resource]. Open University Press.
- Thomas, G. (2013) How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences, second edition, London: Sage.
- Thomas, G., (2013), How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences, second edition, London: Sage.
- Workman B and Nottingham P (2015) Work based projects, in Helyer R (2015) The Work Based Learning Student Handbook, 2nd edition, pp 253- 277, London: Palgrave

Unit EDML709: Triangulating Theory and Practice in an Educational Context

Unit code: F/650/6689

RQF level: 7

Aim

The aim of this unit is to assist educators in comprehending the theories that drive recommendations for best practice and calls for action in a challenging and quickly evolving professional context. It introduces learners to a small range of important thinkers that have had, or currently exert influence, on educational thought and practice. It will also use case study examples of the way that lines between academic theory and educational practice can be crossed and re-crossed by professionals.

Finally, the unit is designed to build confidence in reading and triangulating theory and practice for members of a profession often called to think and react quickly to situations or policy changes.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the work of educational theorists and conceptual developments in educational thought.	1.1 Analyse the features and application of educational theories. 1.2 Articulate the relationship of conceptual developments to specific elements of existing practice in education. 1.3 Evaluate the characteristics and application of triangulation theory.
2. Be able to evaluate the applicability of educational theorists to current issues or problems in educational contexts.	2.1 Synthesise knowledge and understanding of the work of educational theorists. 2.2 Analyse the impact and influence of theory and methods on research.
3. Be able to provide a rationale for the application of methodologies and conclusions in individual educational	3.1 Appraise the part played by theory in methodologies and conclusions of research. 3.2 Assess the relationship between academic

settings.	theory and educational practice. 3.3 Justify their conclusions with evidence.
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Suggested Reading

- Aubrey, K. and Riley, A. (2017) Understanding and Using Challenging Educational Theories. London: SAGE
- Biesta, G., Allan, J. and Edwards, R. (2014) Making a Difference in Theory. Abingdon: Routledge
- Peim, N. (2018) Thinking in Education Research: Applying Philosophy and Theory. London: Bloomsbury
- Smith, S.R., (2016) Applying theory to policy and practice: issues for critical reflection. London: Routledge
- Giroux, H. (1988) Teachers as Intellectuals. New York: Bergin and Garvey
- Moore, R. (2004) Education and Society: Issues and Explanations in the Sociology of Education. Cambridge, UK: Polity Press
- Murphy, M. (2013) Social Theory and Education Research; Understanding Foucault, Habermas, Bourdieu and Derrida. Abingdon: Routledge
- Palmer, J. (2001) Fifty modern thinkers on education: from Piaget to the present. London: Routledge
- Thomas, G. (2007) Education and Theory: Strangers in Paradigms. Maidenhead: OUP.
- Williams, R. (1988) Keywords. London: Fontana Press

Unit EDML710: Contemporary Issues in Education

Unit code: K/650/6690

RQF level: 7

Aim

The aim of this unit is to introduce learners to a wide range of new and emerging topics from many educational sectors. The content will allow learners to explore a range of philosophical, theoretical and practical issues facing those working in contemporary educational contexts and will allow learners to contextualise their learning on new perspectives/initiatives appropriately. Also, learners will develop knowledge, critical understanding and skills through an engagement with the new perspectives on and issues about education.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand contemporary perspectives on and issues in education.	1.1 Analyse the current challenges and debates in education. 1.2 Analyse the ways in which contemporary perspectives informs educational practice. 1.3 Compose reflective accounts through a synthesis of understanding of contemporary perspectives on education. 1.4 Evaluate the use of technology in education.
2. Be able to construct an action plan to develop professional educational practice.	2.1 Appraise the findings and conclusions of relevant research and scholarship. 2.2 Evaluate the impact of their learning on their professional practice. 2.3 Formulate a professional action plan that is focused on improving personal and/or institutional practice in education.

Suggested Reading

- Edwards, A., (2012), *New Technology and Education*, London: Bloomsbury.
- Gorard, S., and See, B.H., (2014), *Overcoming Disadvantage in Education*, Abingdon: Routledge.
- McArthur, J., (2014), *Rethinking Knowledge within Higher Education*, London: Bloomsbury.
- Sala, S. D. and Anderson, M., (Eds), (2012), *Neuroscience in Education*, Oxford: OUP.
- Skelton, C., Francis, B., and Smulyan, L., (2007), *The Sage Handbook of Gender and Education*, London: Sage.
- Eacott, S., and Evers, C., (2016), *New Directions in Educational Leadership*, Abingdon: Routledge.
- McEntarfer, H.K., (2016), *Navigating Gender and Sexuality in the Classroom*, Abingdon: Routledge.
- November, A., (2010), *Empowering Students with Technology* second edition, London: Sage.
- Race, R., (2012), *Multiculturalism and Education*, London: Bloomsbury.

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