



Qualifi Level 7 Diploma in Educational Management and Leadership

Specification (For Centres)

July 2020

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is 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 learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- 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.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realized.

1.3 Qualification Title and Code

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 with 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

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Rationale for the Qualification

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.

2.2 Aims of the Diploma

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.

2.3 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

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.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

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 in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers 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 programme.

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 matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Educational Management and Leadership is a Level 7 Qualification made up of 120 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- 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 pre-recorded 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. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

The overall structure of the course is based on eight units that cover a number of topics relating to learning outcomes. All units are mandatory.

Learners will be invited to attend lectures and workshops that will introduce the subject matter. Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

QUALIFI Level 7 Diploma in Educational Management and Leadership

The Level 7 Diploma focuses on developing understanding, skills and abilities to equip the learner with the awareness and aptitudes to be an effective leader and manager.

Learners must complete all 6 mandatory units.

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
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

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Educational Management and Leadership** can progress to:

- a university partner to complete a dissertation to then receive a MSc in Educational Management and Leadership, or;
- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or;
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

4.5 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 policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills/ learning resources
- personal development planning/career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 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. 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

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations 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, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres. This includes:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

For more information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

The qualification is a pass/fail.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies. The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers 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 student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit EDML701: Leadership Qualities and Practice in Education

Unit code: T/618/3135

RQF level: 7

Aim

The unit explores the links between leadership and management at the strategic level. Different leadership styles and underlying principles and concepts will be considered. The unit will explore how team performance can be evaluated and optimised to realize 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.

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.

Lasater (2016). School leader relationships: The need for explicit training on rapport, trust, and communication. *Journal of School Administration Research and Development*, 1(2), pp. 19-26. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1158155.pdf>

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 Educational Administration and Policy Studies*, 11(3), 20-28

Sreeramana, A. (2016). Creating Innovators through setting up organizational Vision, Mission, and Core Values: 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 in the 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

Unit 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

Unit 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.

Reading list

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.

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Unit EDML704: Pedagogy and Practice in Education

Unit code: J/618/3138

RQF level: 7

Unit 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.

Reading list

Required Text

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

Suggested Readings

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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

Unit Aim

The aim of this unit is to develop learners' understanding of reflective practice in order to apply this to their and others' 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.

Reading list

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.

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- Pitsoe, V., Maila, M. (2013). Re-thinking Teacher Professional Development through Schön's Reflective Practice and Situated Learning Lenses. *Mediterranean Journal of Social Sciences*, 4(3), 211-218
- Russell, T. (2013). Has Reflective Practice Done More Harm than Good in Teacher Education? *Phronesis*, 2 (1), 80–88.
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Unit EDML706: Research Methods in Education

Unit code: F/618/3140

RQF level: 7

Unit 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.

Reading list

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.

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