

Course Specification

**PG Cert Applied
Educational Leadership
for International
Settings**

Course Code: AELIS

2022/23

leedsbeckett.ac.uk

PG Cert Applied Educational Leadership for International Settings (AELIS)

Applicant Facing Course Specification for 2022/23 Postgraduate Entrants

Confirmed at March 2022

General Information

Award	Postgraduate Certificate Applied Educational Leadership for International Settings
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: 2 years (part time, distance learning)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	Distance Learning
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director

Mary Strode

Your Academic Advisor

Dr Steve Burton

Your Course Administrator

education@leedsbeckett.ac.uk

Employability and Professional Context

The course is fundamentally practice-based and is likely to be undertaken by educators working in an international school setting (e.g. teachers; aspirant leaders or leaders seeking to consolidate and build on existing skills) who are passionate about developing their understanding of effective school leadership to support their professional development and potential career progression. Underpinned by theoretical understanding and research into managing change and school improvement planning, students will apply this specialist knowledge to demonstrate a sustained positive impact on pupil outcomes and improved professional development of others within their setting. Alongside this, the course will enable greater reflective practice to critically analyse and evaluate successful leadership models, techniques and principle characteristics.

Role modelling key attributes, values and motivations to influence the actions and behaviours of others, students will demonstrate positive partnership working and advocacy with a range of stakeholders. This course will improve future career opportunities and leadership progression, alongside building workforce capacity within the student's organisation to successfully lead and collaborate.

There are no placement requirements for this course, as students will reflect upon their school's context and professional practice to bring about sustained change and improvement at a personal, professional and organisational level, within their substantive post, as aligned to their role and responsibilities. Students will draw on their work experiences and learning to put new ideas into practice to lead with confidence within their educational setting.

The course will be delivered online. Students will access the University's Virtual Learning Environment where purpose designed recorded lectures, study material, further reading and practical exercises will be available, and students will have the support of a personal tutor who will carry out an initial needs audit and oversee their progress throughout the course via facilitated tutorials and small group seminars available at different time allocations to support access from outside of GMT.

Students will be assessed through three practical tasks, directly linked to their professional roles and responsibilities and tailored so students can apply theoretical models and understanding to their particular context and evolving leadership experience. All of the assessment tasks are specifically designed to mirror actual tasks students would engage in, and in this way enables them to demonstrate professional development competency that has direct relevance to an educational leadership role.

Professional Accreditation or Recognition Associated with the Course

Professional Body

There are no professional bodies associated with this course.

Course Overview

Aims

The aims of the programme are to:

- Increase students' understanding of project management, school improvement and effective leadership models and techniques to bring about sustained change at a personal, team and organisational level
- Support students' efficacy and abilities to apply pedagogical theoretical knowledge and understanding to their specified context to design and lead curricular improvements that impact on pupil outcomes and support the professional development of others'
- Develop students' effective practitioner skills and increased self-awareness about the characteristics of leadership to demonstrate appropriate leadership behaviours and motivations that are underpinned by a cultural understanding of their workplace
- Increase students' communication effectiveness and advocacy to work strategically with a range of stakeholders, overcoming barriers and developing influencing and negotiation skills
- Develop students' operational systems and processes that support implementations of effective project planning, communication and financial management skills

- Increase students' strategic understanding of the importance of the school's culture, vision, values and governance structures, in applying high expectations and challenging underperformance.

Course Learning Outcomes

At the end of the course, students will be able to:

1. Research, analyse and evaluate change management and leadership theories and models and apply these to education and school improvement planning, implementing own ideas to positively impact on practice
2. Take a critical and reflective approach to diverse problems and issues in relation to teacher support and development across their school and/or team; originating and implementing plans that impact on strategic drivers for change
3. Analyse approaches to successfully project manage and effectively manage resources and risks to gain new insights when implementing their school improvement and workforce development plans
4. Critically evaluate and reflect on their own leadership styles and communicative approaches to deploy partnership structures within and beyond their organisation to influence and widen stakeholder and strategic governance engagement, overcoming barriers to collaboration.
5. Develop and articulate their own perspectives on educational policies and practices, informed by a critical evaluation of relevant research that sustains improvements in curriculum design and pedagogy across their school and/or team
6. Make sound judgments and competently communicate and present their rationale and plans to a range of audiences.

Teaching and Learning Activities

Summary

Students will be taught via pre-recorded teaching hours, facilitated tutorials and independent study time online through the virtual learning environment where research, policies and case studies will be readily available to inform their critical analysis and evaluation of current practice. This will help to shape their own perspectives and develop expertise in implementing their leadership strategies and plans within their workplace.

Students will have opportunities to engage in live and/or recorded seminars and tutorials alongside access to individual tutorial support to discuss the application of theories and research relative to their independent study which is underpinned by reflective workplace practice in action.

Seminars and tutorials will be interactive and will help students to take a critical approach to problem solving, developing and reviewing their own practices and designing new 'in-house' approaches, structures and plans. Underpinning all online engagement will be collaborative professional discussions.

The course will be taught by experienced professionals fully committed to maintaining and developing their knowledge base through CPD and research. Expertise from researchers and practitioners within the international school workforce will provide relevant and contextualised case studies that will inspire and motivate students and demonstrate educational best practice. Students will contextualise and adapt these

within their setting. Thus, gaining new critical analysis and perspectives on what works best professionally for their organisation.

The course will develop the creativity of students and empower them through independent study and evidence-based practice to implement school improvement priorities, designed on new leadership and school curriculum interventions to positively impact on pupil outcomes. A key component of the course is forging new collaborations whilst strengthening existing partnerships. Through workplace tasks students will develop effective communication, project planning and financial management skills alongside demonstrating leadership behaviours that uphold the principles of ethical leadership through taught elements and independent study.

The assessed tasks for each module are designed specifically to challenge students to develop highly reflective practitioner skills, as well as apply practical solutions that hold relevance and meaning within their workplace. The course is committed to inclusion and valuing the variety of experiences that participants come to the programme with. The course will over time actually draw from students' experiences to develop its content, case studies and input from expert facilitators.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7 Core Modules

Level 7 – Year 1			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Module 1 – Leadership of self and other's development as a driver for change	Y	Module 2 – Leadership for effective collaboration and partnership working to sustain change	Y

Level 7 – Year 2			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Module 3 – Leadership for curriculum improvement and outcomes	Y	Module 3 – Leadership for curriculum improvement and outcomes	Y

Note: The information above relates to the 2022 and 2023 delivery years. There are no optional study modules on this course.

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and

confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed predominantly by coursework assignments with an assessed presentation at the end based on a summary of their workplace project and associated critical reflective practice covering the duration of the course.

The nature of the assessment tasks for the three modules, with the final module resulting in a culmination of the learning undertaken throughout the course, is designed to meet the needs of a variety of students and is directly linked to their educational setting and context.

The assessment is designed to be flexible and practical to allow international students to meet the assessment criteria by drawing on examples from their own educational establishment in accordance with their professional role, responsibilities and development.

Workload

Overall Workload for the Course	
Teaching, Learning and Assessment	72 hours
Independent Study	528 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be

contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.