



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	FHWLS
Academic Group	CYPF
Professional accreditation body (if applicable)	N/A
Final award (eg. BA Hons)	PGCert
Title of programme(s)	PGCert Inclusive Leadership
Subsidiary award(s) (if any)	PGCert
Honours type (Single / Joint / Combined)	N/A
Duration and mode(s) of study	7 months part-time
Month/year of approval of programme	June 2024
Start date (this version) (month and year)	September 2024
Periodic review next due (academic year)	2028-29
HECoS subject code(s)	100088 – Leadership 33% 100502 – Social Policy 33% 100459 – Education Studies 34%
UCAS course code & route code (available from Admissions)	N/A
SITS codes (Course / Pathway / Route) (available from Student Administration)	INCLLDP – PGCert Inclusive Leadership
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

This programme has been co-created with Leeds Learning Alliance (LLA) and is designed to offer a postgraduate qualification which recognises the shared values and principles core for education professionals: social justice, equity and inclusion. It aims to support professionals who are involved in education in multiple domains and is designed to appeal to those seeking critical intellectual and research oriented forms of professional learning.

A key feature of this programme is the emphasis on supporting students to build critical agency, through systematic knowledge work and building critical research literacy. Notions of inclusion

related to social justice and equity are examined in depth, incorporating tenets of gender, race, class and intersectionality. The examination of leadership is taken through a critical lens; rather than a focus on managerial style and practice, issues of power, hierarchy, politics and policy making in education are interrogated. Leadership theory and practice is held in dialogue, with opportunities for students to engage in 'practical theorising' of their own experiences. Session topics are reviewed annually with students and LLA partners to respond to ongoing developments in the field of education and educational leadership.

The programme seeks to attract educational professionals who wish to engage with educational communities beyond their immediate working context in order to broaden their professional outlook and identity. As well as qualified teachers, we seek to attract experienced educators in adult, further and higher education wishing to explore their practice and its contexts, and those with educational roles within third-sector agencies. With an award of 60 credits, the programme offers a pathway into a full Masters programme.

The programme aims to enable students to:

- Develop a critical knowledge and understanding of notions of social justice, inclusion and equity within educational policy and practice;
- Examine core theories of leadership and how these relate to issues of power, hierarchy, and common educational policy and practice;
- Understand some theory and practice of practitioner enquiry and use these tools to engage in critical forms of enquiry in their own setting.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have demonstrated

- K1 A systematic understanding of knowledge, and a critical awareness of current problems and insights related to notions of inclusion, educational leadership and practitioner enquiry;
- K2 A comprehensive understanding and ability to implement critical research literacy skills, related to social, political and cultural influences in the field of inclusive leadership and education.
- K3 Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the fields of inclusion and educational leadership;
- I1 Conceptual understanding that enables them to evaluate critically current research, policy and practice in the fields of inclusion and educational leadership;
- I2 Conceptual understanding that enables them to evaluate approaches to practitioner enquiry and develop critiques of them.
- I3 Effective and sustained communication of research-informed arguments;
- I4 Understanding of the limits of their knowledge and the consequent influence on analysis;
- P1 Ability to transfer theoretical knowledge and understanding into their own professional and discipline specific context;

- P2 Ability to use appropriate technology to enhance teaching, learning, assessment and student experience in their own professional and discipline specific context.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The PGCert Inclusive Leadership aligns with the following features for a Level 7 programme in the QAA Characteristics Statement (2020):

1. They aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering or progressing within employment of different kinds;

2. They attract entrants who have a background in the subject or a related subject area, acquired through previous study (a bachelor's degree with honours or equivalent);
3. They attract entrants who have acquired experience through work, or other means, that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme;
4. They are usually predominantly composed of structured learning opportunities (are 'taught').

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 7.	There are no subsidiary awards available.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

There are three key 'vertical' threads which are sequentially developed through the programme:

1. Inclusion

Students are introduced to socio-cultural perspectives related to inclusion, through a lens of social justice. Current policies and practices across educational settings are examined, with critiques related to advantage, disadvantage and equity. Students begin to critically examine common practices in their own settings, considering how inclusive (or not) these practices may be for different groups. Students further their understanding by examining notions of intersectionality and multiple, cumulative disadvantages. Educational data are examined in relation to policy making and concerns around deficit and oppressive discourses in relation to marginalised groups are highlighted.

2. Leadership

Key theoretical models of leadership are examined, related to issues of power and hierarchy. Examples of educational leadership structures are interrogated, through lenses of gender, class and race. Decision making processes in local, regional and national educational structures are uncovered. Students have the opportunity to evaluate leadership structures and practices in their own context, setting targets for their own professional development and critiquing hegemonic local policies.

3. Practitioner enquiry

Key models of practitioner enquiry as critical, emancipatory and activist are introduced to students. These models are used to critique extant policies and practices, initially at a national and regional level, and then in students' own professional contexts. Notions of ontology and epistemology are discussed in relation to students' critical knowledge and enquiry work in the second module.

6. Structure

Duration: Part Time 8 months

Total credit rating: 60 (30 ECTS)

Term 1 – September to December

ICE7213	Module 1: Perspectives on Inclusive Leadership	30 credits
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Term 2 – January to April

ICE7223	Module 2: Critical Approaches to Inclusive Leadership	30 credits
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7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The University's Learning, Teaching and Assessment Strategy informs the design of the programme.

Co-creation

The programme was initially co-created with LLA partners, including senior leaders from Carr Manor School. The content of each module is responsive to student commentary and assessments are negotiated with students to meet both professional and academic outcomes and to support career progression. Recruitment and completion are discussed annually with LLA stakeholders.

Curriculum framework

Social justice is at the heart of the curriculum content, and teaching, learning and assessment approaches. Issues of [in]equity in education through and intersectional lens are embedded within each module. Students are supported in building a critical and emancipatory approach to practitioner enquiry (following Carr & Kemmis, 1986; Sachs, 2000), offering a toolkit with which to interrogate common policies and practices in education. A transdisciplinary approach is fostered where possible, including input from third-sector services.

Teaching model

The pre-live-post model is utilised across each module, with carefully planned and sequential learning activities made available via the VLE. Care is taken to ensure accessibility and manageability of the three phases for part-time students with significant professional responsibilities in various aspects of education. The two modules support students in enquiry-led activities, emphasising a theory-practice dialogue and encouraging students to engage in 'practical theorising' (McIntyre, 1989).

Career-led approach

The programme has been designed to support professionals in building the critical, intellectual and research skills which enable authentic and inclusive leadership in their own settings. The negotiated assessments in each module support carer progression with elements such as policy and practice interrogations and professional development plans situated in way that students can relate these academic assessments to their professional development reviews and work with senior leaders in their professional settings. Pathways into MA education are supported for students who wish to continue to a higher degree award.

Research approach

The programme is research-led: all module content is underpinned with relevant educational research. Module tutors also share their ongoing doctoral and post-doctoral research findings. It is research-oriented, whereby students are introduced to key educational research philosophies and engage in critical forms of practitioner enquiry as a pre-cursor to developing more systematic research methodologies in Master's study.

It is research-tutored with critical discussion and critique at the heart of all taught sessions and independent study.

It is research-based, with students having the opportunity to share outcomes of practitioner enquiry with their peers and with their colleagues in their own setting.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme					Skills development								
	K1	K2	K3	I1	I2	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Systematic knowledge of the relevant subject	Understanding and implementation of critical research	Originality in the application of knowledge	Conceptual understanding for critiquing research	Conceptual understanding for evaluating methodologies	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
Postgraduate Certificate Inclusive Leadership														
ICE7213 Module 1: Perspectives on Inclusive Leadership														
ICE7223 Module 2: Critical Approaches to Inclusive Leadership														

8. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above).

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

Applications who do not meet these requirements may still be considered. Any such applicants will be required to attend an informal interview with the Admissions Tutor to discuss their suitability for the programme.

All students will normally need to meet the following additional requirement:

- Hold a teaching/tutoring/training/managing/supporting learning role in an educational context;
OR
- Have regular and sustained access to such a context in a voluntary capacity.

Where students are unsure about having regular access to an appropriate context, they will need to discuss this with the Admissions Tutor as part of the admissions process. This is in order to ensure that they are fully able to meet programme and module learning outcomes and negotiate appropriate assessments.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Postgraduate Degrees
- Programme Regulations for the Postgraduate Certificate of Education

Award of Postgraduate Certificate in Education (60 credits)

- For the award of Postgraduate Certificate in Education, students must achieve 60 credits through study.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

See section 9 above.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

