Programme Specification for National Professional Qualification in Integrated Centre Leadership (NPQICL) – [A specialist option within the Postgraduate Certificate Stage of the MA(Ed)]

1. Award
   Postgraduate Certificate in Professional Practice: National Professional Qualification in Integrated Centre Leadership

2. Route
   Education

3. Awarding Institution/Body
   University of Chichester

4. Teaching Institutions
   University of Chichester

5. Programme Accredited by
   n/a

6. UCAS code
   n/a

7. QAA benchmarking group
   Education

8. Validation History
   The MA (Ed) Programme has been subject to a number of revisions since its inception in 1987, because of the changing demands for CPD for teachers and other professionals involved in education. More recently these include:
   - scrutiny by Southampton University as part of their accreditation procedures in 1996;
   - major Validation in 1997 to incorporate some new modules;
   - review by Southampton University as part of the degree Awarding Powers Process in 1997;
   - major Review and Revalidation in 2001;
   - Review and Re-approval in 2006 to incorporate the introduction of pathways and specialist awards.

9. Programme Rationale
   The essence of the Programme is to encourage the development of reflective practitioners who engage in critical analysis of their own professional work, thereby equipping them with the necessary conceptual tools for developing theoretical knowledge, understanding and professional practice.

   Thus the prime purposes of the Programme are to enable teachers and other educators to:
   - effect a confluence between critical reasoning, reflection-in-action and a deep understanding of situation at classroom or teaching space, institutional, national and international levels;
   - gain substantial and sustained opportunity to engage with the research of others, as well as design, produce and disseminate their own.

   The NPQICL programme has been devised by the National College for School Leadership; this PGcIPP has been designed to accredit the NPQICL programme and complies with all NCSL requirements.
10. **Aims of Programme.**

The Masters in Education Programme seeks to:

- enable students to develop their practice as critical reflective practitioners and …
- their effectiveness in initiating changes in their workplace and improving the quality of learning and teaching therein;
- provide a varied, flexible, accessible and relevant programme of study which meets the needs of educators at various stages of their careers;
- make a significant contribution to the development of teaching as a profession in students’ localities, including the development of curriculum expertise, the promotion of inclusion and the analysis of institutional effectiveness;
- set and maintain high standards of academic work together with a high degree of professional relevance;
- promote the development of a culture of teacher research as part of the wider mission of the School of Teacher Education.

In addition the PGCIPP (NPQICL) seeks to:

- develop and improve participants’ knowledge and understanding of leadership and management issues in an Integrated Children’s Centre environment, from both theoretical and practical perspectives.
- enable participants to explore the facilitation of cross-boundary cooperative working, shared leadership, motivation, delegation, performance management and staff development and support set within the context of professional accountability and the management of resources.
11. Intended learning outcomes:-

The programme provides opportunities for students to develop and demonstrate the achievement of the following:

<table>
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<tr>
<th>Subject Knowledge</th>
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<td>Students will be expected to demonstrate achievement of the points listed in section 11 of the Generic MA(Ed) Programme Specification and in addition the following <strong>learning outcomes:</strong></td>
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<tr>
<td>✤ to encourage participants to review and analyse their leadership heritage, in particular their experience as Integrated Centre leaders, to assess their professional development needs;</td>
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<td>✤ to explore issues related to the complexity of Integrated Centre leadership;</td>
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<td>✤ to strengthen each participant’s leadership and management capacity and skills of enquiry, analysis and evaluation;</td>
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<td>✤ to become familiar with and have extensive knowledge of relevant literature and research concerning leadership and management;</td>
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<td>✤ to increase participant’s awareness of inclusion and diversity and their impact on Children’s Centres.</td>
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<td>✤ to enhance their awareness and appreciation of the relationship of the Integrated Children’s Centres in a wider context; and</td>
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<tr>
<td>✤ ability to undertake a small-scale practitioner research project on a curriculum area or issue within their own educational workplace.</td>
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<tr>
<th>Teaching and learning strategies and methods</th>
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<td>Tutors will promote a learner-centred environment that develops students’ independent and informed sense of enquiry, through a <strong>blended learning</strong> approach comprising all or some of the following, as appropriate to a particular module or to dissertation work:</td>
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<td>✤ lectures and student-led seminar work;</td>
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<td>✤ discussion and debate;</td>
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<td>✤ use of ICT via Portia for asynchronous and synchronous class discussion, files’ usage, directed study tasks and electronic information resources;</td>
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<td>✤ use of videos, role plays, guest speakers, video-conferencing;</td>
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<td>✤ opportunities for students to work collaboratively in groups/pairs and present short oral/written contributions on specific work-based tasks;</td>
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<td>✤ critical review of others’ work;</td>
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<td>✤ prescribed reading and field based observation;</td>
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<td>✤ distance learning tutor support via e-mail and telephone, including constructive feedback on draft assignment work;</td>
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<td>✤ individual tutorials for a variety of purposes from initial assignment guidance to detailed comments on assignment or dissertation drafts.</td>
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In addition students are encouraged to be involved in:

- the critical appreciation, interpretation or creation of knowledge through advanced scholarship or original research, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.

**Assessment**

**Formative assessment:**

Initial needs assessment, tutor-student dialogue on development points from previously assessed work, and ongoing responses to prescribed reading and other sessional tasks.

**Content Based Module Assessment:**

Module assessment is normally based on two 6,000 word assignments, using generic and module specific assessment criteria, linked to defined grade criteria, that explicitly inform written feedback on the quality of students’ work.
Intellectual/practical skills

Students will be expected to:

- communicate coherently and concisely in speech or writing to specialist and non-specialist audiences, presenting positions or arguments based on the outcomes of reading and/or enquiry;
- synthesise and draw upon a range of appropriate material, deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data;
- evaluate critically current research and advanced scholarship in the discipline, evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses;
- demonstrate moral and ethical behaviour in their 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 discipline and may enhance ethical workplace practice.

Teaching and Learning strategies and methods

- seminars by tutors, invited lecturers, and members of staff to introduce a range of methodologies, tools and techniques used by researchers in education;
- small group discussion and seminar work;
- input by fellow students presenting material for discussion;
- online learning and video conferencing;
- distance learning support via e-mail and telephone;
- individual tutorials, which take account of constructive criticism in previously assessed work;
- supportive self study.

Research Modules’ Assessment

This reflects the criteria for content based modules but in addition asks students to demonstrate:

- ethical awareness in research methodology;
- thorough, detailed and critical knowledge of a piece of published educational research;
- present individually proposed dissertation plans to a Research Seminars group for peer/tutor review and approval.

Dissertation assessment

Like modular assessment, this is linked to specific grade criteria and specifies assessment criteria related to:

- grounding in current research;
- methodological issues;
- analysis;
- discussion and implications;
- presentation.
Transferable Skills

Students will be expected to develop the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

In addition, students will be encouraged to develop self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional or equivalent level.

Teaching and learning strategies and methods

As above

Assessment

As above

Professional Attributes

Only where professional awards are being made

N/A

Teaching and learning strategies and methods

N/A

Assessment

N/A

12. Quality indicators

The quality of this programme is monitored by the following methods:

- compliance with Chichester’s quality assurance procedures as specified in the *Interim Quality Handbook* (January 2005);
- internal marking, second marking and moderation;
- External Examiners’ Reports and a supportive developmental working relationship with the External Examiners who act as ‘critical friends’, to ensure parity of academic standards and quality alongside other HEIs;
- student representative(s) meeting with Programme Co-ordinator;
- informal student feedback to Programme Co-ordinator;
- peer observation of teaching sessions;
- Management Group and Programme Route Board meetings and Internal Committees of Examiners, both of which also reflect PGAS directives and recommendations and produce minuted records;
- CPD meetings which produce minuted records;
- formal, written interim evaluations during running of new modules;
- formal, written, summative module evaluations with statistical composites drawn up of this data, scrutinised by Programme Co-ordinator with relevant feedback to tutors;
- individual summaries written by tutors of the formal, summative evaluations described above, incorporating points for action, which are published in subsequent module handbooks. These are also scrutinised by the Programme Co-ordinator and inform any necessary discussion with tutors;
- formal, written evaluations of dissertation supervision scrutinised by the Programme Co-ordinator with feedback to the tutor team;
- Annual Monitoring Report incorporating internal and external review and data;
- AP(E)L decisions based on dual tutor judgement and liaison with Head Of Research.
13. Admission Requirements

The MA Education Programme follows the regulations on admissions as set out in the PGA Scheme Document (2001), Section 5. This covers standard entry requirements, non-standard entry, accreditation of prior learning and accreditation of prior experience.

The basic principle for admission is to seek evidence of personal, professional and educational experiences which indicate ability to meet the demands of the Programme. Requirements of candidates are normally:

- a good honours degree or equivalent;
- employment in an education related sector;
- a command of written English equivalent to IELTS 6.5

Non-standard Entry

It is recognised however, that some applicants may not meet these standard requirements, yet may be desirable candidates with other appropriate and equivalent skills and knowledge. In such cases the applicant may be invited to take a module in the first instance on a stand-alone basis, or apply for Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL). Under the Credit Accumulation Transfer (CAT) Scheme advanced standing can also be awarded to students, who have gained either relevant qualifications or experience in the preceding five years, which may result in the granting of credit towards an award.

NPQICL participants will have undergone a regional and national eligibility scrutiny operated by the National College for School Leadership.

14. Award requirements (including interim awards)

The NPQICL Programme has three possible levels of outcome – Postgraduate Certificate in Professional Practice: National Professional Qualification in Integrated Centre Leadership; Postgraduate Diploma in Professional Practice; MA in Education.

Successful completion of each stage requires 600 notional hours study (on a ratio of approximately 1:6 contact to study hours) and 60 credits. This leads to the following levels of award:

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<tr>
<th>Hours Study</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Masters</th>
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<tr>
<td>600</td>
<td>60 credits</td>
<td>120 credits</td>
<td>180 credits</td>
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1200 hours study
1800 hours study

To obtain an MA(Ed) students must complete the equivalence of 120 credits worth of modules and a 60 credit dissertation. For the Education programme (generic awards), at least the final four modules and the dissertation must be in education.

Students specialising in the National Professional Qualification in Integrated Centre Leadership must complete the National College for School Leadership (NCSL) programme. Continuation beyond the postgraduate certificate stage will require the study of two further content modules and the Research Seminars module for those on the Study Route; and three content modules for those on the Research Route. These will precede the commencement of dissertation work.

Modules:
Assessment will be based on the specific assignment(s) as set by the NCSL and related to the module objectives. For the study route students will be required to submit two 6,000 word
assignments, for those on the Research route the students will be required to submit a research project of 12,000 words. The assessment criteria will be available to students when the assignment is set. These criteria reflect the MA (Ed) Programme’s generic criteria and the content, aims and objectives of the module and are used to determine one of four Pass grades: A – Distinction, B – Good Pass, C – Pass, D – Minimal Pass or E – Fail.

The Postgraduate Certificate will be awarded on successful completion of the NPQICL programme and assessment and students may opt to terminate their studies at this point with a Postgraduate Certificate in Professional Practice: National Professional Qualification for Integrated Centre Leadership.

The Postgraduate Diploma is awarded to students who have satisfied the requirements for the Certificate and have passed 3 further modules.

Specialisation
Students joining the Postgraduate Certificate National Professional Qualification for Integrated Centre Leadership from September 2006 may indicate their wish to register subsequently for a specialist named award in Leadership and Management. The validity of the named award will depend upon the pathway designation(s) of at least one of their two subsequent content modules and on the focus of their dissertation.

The Postgraduate Certificate, Postgraduate Diploma and Masters Degree
The Postgraduate Certificate, Postgraduate Diploma and MA(Ed) will be assessed on the five point scale - (A) Distinction, (B) Good Pass, (C) Pass, (D) Minimal Pass, (E) Fail, as detailed in the general descriptors below:

(A) DISTINCTION Displays evidence of meeting each criterion listed for a Good Pass and in addition demonstrates ability to:
- gain insight into complex issues;
- evince individual flair in producing original approaches and solutions;
- abstract and synthesise hypotheses from areas of research studied;
- communicate methodology and arguments fluently and effectively to others.

(B) GOOD PASS Displays evidence of ability to:
- organise and interpret material well;
- reflect on and critically analyse material with no omissions, errors or irrelevancies;
- use an extensive range of literature and published research to support study;
- make strong links between content and practice;
- communicate understanding cogently;
- study aspects of the module thoroughly and pursue enquiries in depth.

(C) PASS Displays evidence of ability to:
- organise and interpret material satisfactorily;
- reflect on and critically analyse material with few omissions, errors or irrelevancies;
- use a wide range of literature and published research to support study;
- make a number of effective links between content and practice;
- communicate understanding effectively;
- study aspects of the module satisfactorily and pursue enquiries effectively.
(D) MINIMAL PASS Displays evidence of ability to:

- organise and interpret material adequately;
- reflect on and critically analyse material, despite some omissions, errors or irrelevancies;
- use an adequate, though reduced, range of literature and published research to support study;
- make some satisfactory links between content and practice;
- communicate understanding sufficiently;
- study aspects of the module and pursue enquiries with some degree of success.

(E) FAIL Displays a lack or weak evidence of many of the PASS qualities listed above plus an inability to:

- treat descriptive work reflectively;
- organise material coherently;
- make links between content and practice;
- produce a balanced study that pays due regard to requirements;
- submit work on time unless a prior request has been made for an extension or consideration of mitigating circumstances;
- submit the work at all;
- comply with regulations concerning plagiarism or other forms of academic malpractice.
15. Standard Diagram - programme requirements

<table>
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<tr>
<th>Modules and Dissertation</th>
<th>Awards</th>
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<tbody>
<tr>
<td>The NPQICL programme, as determined by NCSL, is taken over a year. The NPQICL programme includes aspects of Leading and Managing Integrated Centres; working in multidisciplinary settings; team work; research elements. There are two routes available to participants, the Study Route or the Research Route. Both routes require a substantial research methods input.</td>
<td>The Postgraduate Certificate in Professional Practice: National Professional Qualification in Integrated Centre Leadership</td>
</tr>
<tr>
<td>For the research route students Three further content module from the list of modules for the MA(Ed) programme</td>
<td>The Postgraduate Diploma in Professional Practice or The Postgraduate Diploma in Professional Practice: Leadership and Management</td>
</tr>
<tr>
<td>For the study route students Two further content modules from the list of MA(Ed) programme and Research Seminars; the latter of which is the final module in preparation for the …</td>
<td>The award of the Postgraduate Diploma (120 CATS credits) will be made on satisfactory completion of the PG cert and three further modules. If students wish to progress to the dissertation level the final module taken must be: Research Seminars</td>
</tr>
<tr>
<td><strong>Dissertation</strong>, which is the culminating stage of the Masters degree and is normally completed over two terms.</td>
<td>The award of a Masters Degree (180 CATS credits) will be made on satisfactory completion of the PG Cert, three further modules and a dissertation.</td>
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</table>
Further information on this programme can be found in the University of Chichester’s *Professional and Postgraduate Courses and Research Opportunities Brochure*, the MA (Education) *Student Programme Handbook* or by contacting a member of the Continuing Professional Development Team in St Michael's House, Bognor Regis Campus, Upper Bognor Road, Bognor Regis, PO21 1HR, telephone 01243 812057, e-mail [c.luck@chi.ac.uk](mailto:c.luck@chi.ac.uk)