



**The Learning Outcomes and curriculum map for the
Postgraduate Diploma in Educational Leadership
PGDipE**

Postgraduate Diploma in Educational Leadership (PGDip)

Students who do not complete the requirements for the M.Ed. in Educational leadership will be granted a Postgraduate Diploma in Education (Educational Leadership) provided they have studied and passed 120 credit points (24 credit hour), including the following courses:

ED613 Educational Leadership
ED614 Educational Supervision
ED617 Educational Planning
ED622 Contemporary Issues in Educational Leadership
ED624 Institutional Educational Development
ED626 Economics of Education
ED644 Knowledge Management
ED645 Organizational behaviour in educational institutions

Programme Intended Learning Outcomes

How the learning and teaching strategy and associated assessment address specification intended Learning Outcomes is shown below under the headings:

- A- Knowledge and Understanding
- B- Cognitive Skills
- C- Practical /Professional Skills
- D- Key/Transferable Skills

Intended learning outcomes at Level 7 are listed below:

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme they will have knowledge and understanding of:</p> <p>A1: Grasp foundational theories and contemporary models of educational leadership.</p> <p>A2: Understand the impact of educational policies, trends, and challenges on educational leadership.</p>	<p>Utilising course materials, case studies, original texts, study guides, assignments, and multi-media material. As learners in this programme are expected to be independent learners, tutors of modules will provide the required academic support by answering queries, providing additional material, and provide feedback on formative assessments. In addition, tutors in modules will help learners integrate their learning across the range of modules that they will be studying.</p> <p>Informal methods of assessments include learners to assess their own progress and understanding. Formal assessment for knowledge and understanding is achieved by two tutor-marked assignments (TMAs). These assignments are marked and assessed by the module tutor and play a crucial role as they allow learners to display their knowledge and understanding. Furthermore, knowledge and understanding are also assessed in summative assessments that tests the overall acquisition of their learning.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme, they will be able to:</p> <p>B1 Analyze complex educational problems from multiple perspectives.</p> <p>B2 Generate creative and innovative solutions to educational challenges.</p> <p>B3 Apply quantitative and qualitative research methods to assess educational impact.</p>	<p>Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow learners to analyse, evaluate, and enhances problem-solving skills. Learners manage their learning as they are expected to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies. At the end of each course, learners' complete self-assessment exercises designed to encourage reflection on their overall growth, identify achievements, and set goals for future development.</p>

3B. Cognitive skills	
	Cognitive skills are assessed through a combination of formal and informal methods, with a focus on self-assessment and reflective practice: Tutor-marked assignments (TMAs) and examinations test learners' ability to analyze, synthesize, and evaluate complex information, while also applying cognitive skills to problem-solving and decision-making.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme, they will be able to:</p> <ul style="list-style-type: none"> C1 Enhance learner learning by adapting teaching strategies to diverse needs. C2 Build high-performing teams through effective communication and collaboration. C3 Integrate technology to improve administrative efficiency and innovative teaching practices 	<p>Learners in this programme are expected to be employed individuals and therefore they can expect to hone their practical and professional skills further.</p> <p>Teamwork skills, presentation skills, effective use of ICT tools, research skills and critical thinking skills are developed through module components.</p> <p>Practical skills are cultivated throughout the program via the learning and teaching methods and resources used to support the acquisition of practical and professional skills.</p> <p>Each course emphasizes a reflective and structured approach to addressing complex educational issues, with a focus on:</p> <ul style="list-style-type: none"> • Critical Analysis and Reflection • Research Skills • Application of Theory to Practice • Technology Utilization • Research-Based Assessment • Self-Assessment and Reflective Practice <p>Practical skills are assessed through a blend of formal and informal methods, ensuring a comprehensive evaluation of each learner's competencies. Formal Assessments such as Tutor-marked assignments (TMAs) and examinations assess the learner's ability to apply practical skills to structured tasks and problem-solving exercises, evaluating both the depth of their research and their ability to implement findings effectively.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the programme, they will be able to:</p> <p>D1: Analyse complex educational problems and develop innovative solutions D2: Communicate effectively through writing and presentations.</p>	<p>Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative but usually they are summative. Teaching transferable skills to master learners involves a combination of direct instruction, experiential learning, and reflective practice:</p> <ul style="list-style-type: none"> • Integrating transferable skills into curriculum via dedicating specific sessions to teaching skills. Moreover, Tutors design assignments that require learners to apply these skills and offer regular opportunities for learners to practice these skills in different contexts. • Create simulated work environments to practice skills and have learners take on different roles to develop some skills as well as encouraging collaboration and teamwork to develop interpersonal and communication skills and facilitate peer review to help learners develop critical thinking and communication skills. • Encouraging learners to reflect on their own performance and provide feedback to peers. • Help learners to reflect to enable them to identify their strengths and weaknesses. • Observing learners in class discussions, group work, and presentations, and assess their communication, teamwork, and problem-solving skills. <p>Assessing transferable skills is a multifaceted approach that combines both direct and indirect methods. Tutor-marked assignments (TMAs) and examinations assess the learner's ability to apply practical skills to structured tasks and problem-solving exercises, evaluating both the depth of their research and their ability to implement findings effectively. The programme utilizes essays and reports for assessing critical thinking, research, analysis, and writing skills and have learners to provide a presentation and evaluate the ability to present complex information clearly and concisely.</p>

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2
7	ED613	✓	✓	✓	✓	✓	✓				✓
	ED614	✓	✓	✓	✓			✓	✓		✓
	ED617	✓	✓		✓	✓		✓	✓	✓	✓
	ED622		✓		✓		✓	✓			✓
	ED624	✓	✓	✓	✓	✓		✓	✓	✓	✓
	ED626	✓		✓	✓		✓		✓		✓
	ED644		✓	✓	✓		✓	✓	✓	✓	✓
	ED645	✓	✓	✓	✓			✓	✓	✓	✓