UNIVERSITY OF LONDON

Programme Specification
2020—2021

Applied Educational Leadership

MA degree
Postgraduate Diploma
Postgraduate Certificate
Individual modules

Important document – please read

IMPORTANT NOTICE FOR 2020-2021 ACADEMIC YEAR

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In these unprecedented times, the University has and continues to respond quickly to the impact of COVID-19, which has resulted in changes to our assessment processes.

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

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Important information regarding the Programme Specification

Last revised: 25 August 2020

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in a programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided registered students should use the *ask a question* tab in the student portal otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the Applied Educational Leadership programme:

Module: Individual units of a programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Participant/Student: Throughout the document the terms participant and student are used interchangeably to refer to the individual studying on the programme.

When referring to academic content of the programme the term 'participant' is most often used. This recognises the experience of the individual studying on the programme and seeks to differentiate from those the individual may be involved in the education of.

When referring to the practicalities or formal regulations of the programme, the term 'student' is used. This is because this information is provided to all those studying with the University of London and may help signpost individuals to resources that are relevant for them (such as the Student Advice Centre), which may otherwise be a source of confusion.

Key revisions made

Programme specifications are revised annually. The quality committee of the UCL Institute of Education, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support. Where there are changes which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the programme specification 2020-2021:

The programme name and associated awards have been changed from 'Applied Educational Leadership and Management' to 'Applied Educational Leadership'.

Upon successful completion, students registered prior to 2019-20 may request the former award name of 'Applied Educational Leadership and Management' by writing to the

Assessments team via the *ask a question* tab in the [student portal](). Otherwise, the new award name will be granted by default.

Programme title and awards

> Postgraduate Degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.
>
> The classification system for the MA in Applied Educational Leadership is as follows:
>
> Distinction; Merit; Pass.
>
> The Postgraduate Certificate and Postgraduate Diploma in Applied Educational Leadership are awarded on a Pass/Fail basis only.
>
> Specific rules for the classification of awards are given in the [Programme Regulations](), under Scheme of Award

Programme title

Applied Educational Leadership

Award titles

- Master of Arts in Applied Educational Leadership

- Postgraduate Diploma in Applied Educational Leadership

- Postgraduate Certificate in Applied Educational Leadership

Intermediate qualifications

Students may not normally receive an intermediate qualification and continue to a higher qualification, even if they are registered on the intermediate qualifications.

Exit qualifications

Postgraduate Diploma in Applied Educational Leadership

Postgraduate Certificate in Applied Educational Leadership

An exit qualification is an intermediate qualification, for which the student may not have registered at the outset but which may be awarded on completion of specific modules/courses (or credit accumulated) in a longer programme of study, if the student leaves the programme.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not be permitted to continue their study of the same award with the University of London.

The specific rules are given in the [Programme Regulations]() under Scheme of Award.

Individual modules taken on a stand-alone basis

There is also the provision for individual modules of the programme to be studied and assessed on a stand-alone basis. Each module accommodates 300 notional study hours. A participant may take any number of Individual modules on a stand-alone basis but only two modules (or a maximum of 60 credits) may be counted as credit towards a related award. Credit for the Individual modules may also be considered provided that application is made within three years of the completion of the relevant module. Neither progression nor credit is automatic.

Award titles may be abbreviated as follows:

Master of Arts – MA

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA).

The awards are placed at the following Levels of the FHEQ:

- MA   Level 7
- PGDip   Level 7
- PGCert   Level 7

Individual modules are offered at Level 7

Relevant QAA subject benchmarks group(s)

See the QAA website for information:

There are currently no QAA subject benchmarks for postgraduate education studies.

Awarding body

University of London

Registering bodies

University of London

Academic direction

UCL Institute of Education

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

Mode of study

Study is by distance and flexible learning with an internet based Virtual Learning Environment (VLE) and print materials.

Programme structures

Participants are required to complete the VLE Induction session before beginning their studies.

The **MA degree** consists of four modules and a dissertation as follows:

- two compulsory core modules:
  - Leading and managing educational change and improvement [AEM010]
  - Leadership for the learning community [AEM020]
- two option modules:
  - Finance and resource management [AEM030] **or** Developing personal leadership skills [AEM040]
  - Exploring educational policy [AEM050] **or** Values, vision and moral purpose [AEM060]
- a Dissertation [AEM200]

The **PGDip** consists of four modules as follows:

- two compulsory core modules:
  - Leading and managing educational change and improvement [AEM010]
  - Leadership for the learning community [AEM020]
- two option modules:
  - Finance and resource management [AEM030] **or** Developing personal leadership skills [AEM040]
  - Exploring educational policy [AEM050] **or** Values, vision and moral purpose [AEM060]

The **PGCert** consists of two compulsory core modules:

- Leading and managing educational change and improvement [AEM010]
- Leadership for the learning community [AEM020]

Students can begin studies in September or January. Students may take up to five years to complete their qualification. A typical route through the MA is shown below:

Programme Specification 2020-2021 Applied Educational Leadership (MA/PGDip/PGCert/Individual modules)

Year	September modules	January modules
Year 1 **[Core modules]**	Leading and managing educational change and improvement [AEM010]	Leadership for the learning community [AEM020]
Year 2 **[Optional modules]**	Finance and resource management [AEM030] **or** Developing personal leadership skills [AEM040]	Exploring educational policy [AEM050] **or** Values, vision and moral purpose [AEM060]
Year 3 **[Dissertation]**	Students are supported by a tutor to produce a Dissertation [AEM200] of 15,000 words	

Details of the Scheme of Award are included in the Programme Regulations.

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a participant's effective date of registration, are:

	Minimum	Maximum
Individual modules taken on a stand-alone basis	One year	Two years
MA degree	Three years	Five years
PGCert	One year	Five years
PGDip	Two years	Five years

These periods may vary if recognition of prior learning is permitted.

Study materials are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the Quality Assurance Agency and the European Credit Transfer and Accumulation System.

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Applied Educational Leadership programme, credits are assigned to the modules as follows:

- 30 UK credits or 15 ECTS credits for each core and option module and 60 UK credits or 30 ECTS credits for the Dissertation module. Modules have been designated FHEQ level 7.

A participant awarded the MA degree will have accumulated 180 UK credits or 90 ECTS credits.

A participant awarded the PGDip will have accumulated 120 UK credits or 60 ECTS credits.

A participant awarded the PGCert will have accumulated 60 UK credits or 30 ECTS credits.

A participant successfully examined and awarded accreditation for a Short course will have accumulated 30 UK credits or 15 ECTS credits.

One UK credit equates to a notional ten hours of study.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere. Where the prior learning covered a similar syllabus to a module/course on this University of London programme, credit will be awarded as if you took the University of London module/course.

See the General Regulations (Section 3) and Programme Regulations for more rules relating to Recognition of prior learning.

Students who have obtained the National Professional Qualification for Headship (NPQH) may apply for automatic accreditation of prior learning for **one** unspecified option module from the Postgraduate Diploma or MA degree in Applied Educational Leadership. No other awards will be considered for automatic accreditation of prior learning.

Students who have obtained a postgraduate level award in a related subject may apply for accreditation of prior learning for **one** unspecified option module. This application will be subject to a non-refundable fee. All applications will be considered on an individual basis and at our discretion.

Further information on recognition of prior learning is on the website.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the website.

Entrance requirements for a postgraduate degree, or individual module, vary. Full details are provided on the programme page under Entry requirements

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page, under Entry requirements

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Internet access

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems. A webcam may be required in the event that online timed assessments (if offered) are proctored, and in such a case, it is a student's responsibility to ensure that they have a webcam.

The computer should have at least the following minimum specification:

- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);

- a good internet connection;

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);

- a pdf reader.

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking examinations, should complete the relevant section of the application form, or contact the Inclusive Practice Manager. A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see Inclusive Practice Policy

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the website

Educational aims and learning outcomes of the programmes

These programmes are aimed at professionals in the education system who wish to increase their understanding of educational management and leadership. Participants who successfully complete the MA may be able to progress to postgraduate research in the degree field or a related area.

The programmes aim to:

- encourage participants to reflect critically on major areas of theory, empirical research and values underpinning educational leadership and management

- enable participants to apply key theory and research findings to their own working environment

- allow participants to explore ways in which educational leadership and management can contribute to the improvement in education systems and institutions and to the quality of teaching and learning

- promote understanding and critical appraisal of the impact of educational policy on leadership and management decisions

- encourage participants to reflect on practice in educational institutions, through consideration of the topics covered and through engagement with other programme participants.

The **learning outcomes** of the programmes are as follows:

Knowledge and understanding

Participants will be able to:

- understand how leadership and management can be used to instigate change and improvement in a range of educational settings;

- evaluate the effectiveness of leadership and management decisions;

- understand how education policy and values influence management decisions;

- understand the importance of the role of teaching staff and of the wider community in supporting and enabling learning;

- understand the importance of using research evidence from both inside and outside educational institutions and systems;

- identify the key concepts from academic and professional literature on education management and leadership.

Intellectual and cognitive

Participants will be able to:

- work in online groups and produce summaries of discussions;

- critically analyse arguments and understand when and how these might be flawed or invalid;

- assimilate and lucidly evaluate alternative views;

- reflect critically on their own management and leadership skills;

- develop an appreciation of continuing professional development needs in themselves and others;

- research issues and conduct detailed analysis in an educational environment;

- produce a thoughtful and well-structured research project.

Transferable skills

Participants will be able to:

- use problem-solving skills in a range of situations;

- use fluent and effective communication and discussion skills;

- have a capacity to handle ideas and scrutinize information in critical, evaluative and analytical ways;

- be open minded and exercise initiative and personal responsibility;

- manage their own learning, including working effectively to deadlines;

- organise information, and assimilate and evaluate competing arguments.

- engage in scenario planning combining theoretical and experiential knowledge

Participants who pass the core modules will have the essential introduction to the major theories supporting leadership and management decision-making. Those studying at PGDip and MA level will study the option modules which build on the foundations and expect a greater depth of critical analysis and understanding. Participants in the MA apply the skills they have learnt to a relevant problem and produce a dissertation.

Learning, teaching and assessment strategies

Learning is facilitated through the Virtual Learning Environment which incorporates focused conferencing and work spaces linked to specific activities for each module. Each module has a study guide that structures the student's learning; key readings are also provided. Some textbooks must be bought or borrowed. Online learning support is offered through a team of tutors. There are also online resources available including the Online Library.

Advice and practical information such as study techniques, planning, and preparation for assessment are available online. Participants manage their own learning.

Participants may communicate with each other on a free web-based student to student network. Individuals will be able to engage in dialogue, and develop and negotiate conclusions with others. These are key components in the acquisition of knowledge, understanding and transferable skills.

In order to satisfy the requirements of the programme and to be able to undertake the coursework, participation in the VLE is essential.

Each module is assessed by coursework as well as written examination. This allows participants to demonstrate a more in depth understanding and analysis of the topic. Participants demonstrate the skills of analysis, selection and interpretation and producing a well-reasoned coursework.

Participants in the MA will also submit a dissertation. This will not only assess their knowledge but also their ability to plan, gather data, reason and produce a well-structured report.

Assessment criteria for the programme take into account the level at which these skills have been achieved.

Assessment methods

Each module, except the dissertation, is assessed by a two-hour and 15 minutes written examination and coursework. The coursework for a module must be attempted before the examination and both elements must normally be completed in the same academic year.

In order to pass a module, students will be required to satisfy the Examiners in both elements of the assessment. The grade awarded for each module will be based on the written examination and the coursework, weighted on the scale **67:33**.

The dissertation module (MA only) is assessed by a written research report of 15,000 words.

The written examinations take place on one occasion each year, normally commencing in May. These are held at established examination centres worldwide.

> Full details of the dates of all examinations are available on the website.

Individual modules

A participant may choose whether or not to be formally assessed in the credit bearing individual modules for which they are registered. Students who choose to be formally assessed will be examined in the same way as students studying for a full award.

Student support and guidance

The following summarises the support and guidance available to students:

- Student Guide - this provides information which is common to all students and gives information about matters of importance from the start of a student's relationship with the University of London through to their graduation;

- Virtual Learning Environment - This give access to learning resources, conferencing and work spaces linked to specific modules;

- The VLE also includes a range of additional study resources such as:
  - Online student café and discussion areas which allow students to communicate with each other.
  - Past examination papers.
  - Employability skills module; guidance on how to manage your career in the future

- Programme handbook;

- Module subject guides - these introduce and develop the topics;

- Accompanying readings consisting of articles and book chapters to add depth to the study guides;

- Access to a range of digitally available academic texts for each module;

- Support offered through a team of tutors;

- Regular tutor feedback on work, and tutorial support through email and the VLE;

- The Online Library - this provides a range of full-text, multi-disciplinary databases where journal articles, book reviews and reports can be found;

- Online library collections are supplemented by the inter-library loan service from the British Library. Contact the Online Library to make a request.

- University of London library - registered students can use the resources located within the Senate House library.

- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.

Awards standards

All University of London awards have to align with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies to assure appropriate awards standards. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London awards and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the website.

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme may serve as preparation for participants who wish to go on to take further study in the subject area – whether to be undertaken at UCL Institute of Education or elsewhere.

Graduate employment routes

This programme is designed for those who wish to pursue management and leadership careers in education services, government, development organisations, education and consultancy.

The Alumni Community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni webpage.

Follow the alumni community on social media: Facebook, Instagram, LinkedIn