



**UNIVERSITY
OF LONDON**

Programme Specification 2018–2019

Applied Educational Leadership and Management

MA degree
Postgraduate Diploma
Postgraduate Certificate
Individual modules

Important document – please read



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Important information regarding the Programme Specification

About this document

Last revised 13 February 2018

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, whether here or on the website, registered students should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk/>; otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the Applied Educational Leadership and Management 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 2018-2019:

No significant changes.

Title and name of awards

Applied Educational Leadership and Management

Award titles

- Master of Arts in Applied Educational Leadership and Management (MA)
- Postgraduate Diploma in Applied Educational Leadership and Management (PGDip)
- Postgraduate Certificate in Applied Educational Leadership and Management (PGCert)

Exit awards

There is provision for PGCert and PGDip exit awards in the programme. Exit awards are granted at the discretion of the Board of Examiners. Once a participant has accepted an exit award they will not be permitted to continue their study of the same programme with the University of London.

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.

Level of the programmes

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (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 Framework for Higher Education Qualifications (FHEQ):

- MA Level 7
- PGDip Level 7
- PGCert Level 7
- Short courses 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 *plus*
- two option modules chosen from a list *plus*
- a dissertation.

The PGDip consists of four modules as follows:

- two compulsory core modules *plus*
- two further option modules chosen from a list.

The PGCert consists of two compulsory core modules.

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
MA degree	Three years	Five years
PGDip	Two years	Five years
PGCert	One year	Five years
Individual modules taken on a stand-alone basis	One year	Two 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 available in:

The Higher Education Credit Framework for England,
www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf

The Framework for Higher Education Qualifications in England,
www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

The European Credit Transfer and Accumulation System,
http://ec.europa.eu/education/tools/ects_en.htm

Where credits are assigned to each module of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed. 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 and Management 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

For this programme, the University of London may recognise your prior learning and grant you credit towards the award.

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

Details of the programme specific requirements are given on the programme page, under the [Entry requirements](#).

English language requirements

All applicants must satisfy the English language requirements for the programme.

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.

English language requirements are given on the programme page, under [Entry requirements](#).

Internet access

Students will require regular access to a computer (or mobile device*) with an internet connection to use the University of London website and the Student Portal. These are where many of the programme's study resources are located.

The computer should have at least the following minimum specification:

- a web browser (the latest version of Firefox, Chrome or Internet Explorer). This must accept cookies and have JavaScript enabled;
- a good internet connection

And the following applications installed:

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

** Full mobile access to VLE resources is not available for all programmes.*

Students with specific access requirements

The University of London welcomes applications from disabled students and/or those who have specific access requirements. The University will make every effort to provide reasonable adjustments to enable those with specific access requirements to have the same chance 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. The University of London admissions team encourages those students with a disability, or others who may need special arrangements to assist in taking examinations (such as separate room or special aids), to complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). 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 www.london.ac.uk/applications/funding-your-study.

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.

Students can also become an Affiliate member of the Chartered Management Institute (CMI) while they are studying and will have access to a wide range of resources and services. On completion of the MA degree, a student will be eligible to apply for fast track professional recognition (Associate [ACMI] or Member [MCMI] with 3 years' management experience).

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.

Participants who pass the core modules will have the essential introduction to the major theories supporting leadership and management decision-making. Those studying at Postgraduate Diploma 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 one three-hour 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 **86:14**.

The dissertation module (MA only) is assessed by a written research report of 15,000 words. The dissertation counts as coursework. As a result, the overall weighting for the assessment of the MA degree of written examination to coursework is 60:40.

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;

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- Virtual Learning Environment - conferencing and work spaces linked to specific modules;
- 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;
- A minimum of one academic text for each programme stage;
- Support offered through a team of tutors;
- Regular tutor feedback on work, and tutorial support through email and the VLE;
- [Programme regulations](#);
- Past examination papers and Examiners' commentaries which provide generic feedback from assessment;
- 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.
- Employability skills module - guidance on how to manage your career in the future, available through the VLE.
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London collaborates with the member institutions to deliver the programmes. The policies, partnerships and systems are defined within the key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and [programme specific regulations](#) for each programme.

Parity of award standards

Every programme of study is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) to the same standards as would be applied in the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement, are in place.

Learning materials are written and examinations are set and marked by academic staff who apply the University's academic standards.

Review and evaluation mechanisms

Procedures are in place to assure the standards of the award and the quality of the student experience, which include programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all University of London programmes. Improvements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are produced for all programmes in order to review and enhance the provision and to plan ahead;
- Every year independent external examiners submit reports to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics are produced and are referenced in all systematic reporting within the University of London;
- Periodic programme reviews are 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.

See <http://www.london.ac.uk/about-us/academic-quality> for its policies and procedures in academic quality.

Student feedback mechanisms

The Student Experience Survey, carried out every two years, collects feedback from the student body on a range of topics relating to the student lifecycle. The results are considered in a number of different ways, including by the Pro-Vice Chancellor, the Programme team, principal committees and departments at the University of London responsible for the different aspects of the student experience. Once the findings have been considered in detail, responses are published from both the University of London and from the individual Programme Directors.

Additional survey activity may also be conducted from time to time through the student portal, by email or from the programme team.

VLEs also provide the opportunity for informal feedback and discussion.

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 at www.london.ac.uk/current-students/getting-involved.

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.

Careers advice and resources

The University of London's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students and graduates, at any stage of their career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), through face-to-face, Skype or phone appointments, or through a 30 minute e-Advice service. Students may also make use of the dedicated careers library.

For further information, please see www.thecareersgroup.co.uk

The Alumni Network

Upon graduation, University of London students automatically become members of its Alumni Network, a diverse community of over 100,000 alumni in more than 180 countries. The Alumni Network can provide individuals with lifelong links to the University of London and each other. Benefits include social and networking events, access to local groups, a bi-annual magazine, social networking groups, and the opportunity to become an Alumni Ambassador for the University of London.

For further information, please see <https://london.ac.uk/alumni>, www.facebook.com/londonualumni, [www.instagram.com/ londonu](https://www.instagram.com/londonu) and <https://www.linkedin.com/school/university-of-london/>