



UNIVERSITY
OF LONDON

INTERNATIONAL
PROGRAMMES

Programme Regulations 2016–17

Applied Educational
Leadership and
Management

MA
Postgraduate Diploma
Postgraduate Certificate
Individual modules

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study



Contents

Important information regarding the Programme Regulations.....	2
1 Structure of the programme	3
2 Registration.....	4
3 Accreditation of prior learning and credit transfer	4
4 Assessment for the programme	5
5 Number of attempts permitted at an examination	6
6 Progression within the programme.....	7
7 Schemes of award	7
8 Individual modules for study on a stand-alone basis	9
Appendix A – Structures	11
Appendix B – Module Outlines	12
Appendix C – Assessment criteria	15

Important information regarding the Programme Regulations

About this document

Last revised 19 April 2016

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

The Programme Regulations are designed and developed by the College of the University of London responsible for the programme and they normally take account of the associated arrangements within the College. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the International Academy and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

Programme Regulations should be read in conjunction with the General Regulations.

A [Glossary](#) provides an explanation of the terms used in this document.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>.

To note:

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

Changes to Regulations 2016-17

No significant changes.

1 Structure of the programme

[Appendix A](#) and [Appendix B](#) give the full structure and content of the programme.

1.1

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

- two compulsory core modules *plus*
- two further modules chosen from a list of options *plus*
- a dissertation.

The Postgraduate Diploma consists of four modules as follows:

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

The Postgraduate Certificate consists of two modules as follows:

- two compulsory core modules.

For how to progress through the degree, see [section 6](#).

1.2

There are limits to the number of students who can be registered for each module each year; we cannot guarantee that your preferred choice of modules will always be available. On registration and annually, therefore, you will be asked to indicate your alternative choices.

1.3

Your selection of the further modules is subject to the approval of the Programme Director.

1.4

If you have registered for a particular module, you may be permitted to change to another module provided you apply to do so by **30 September** in the year of registration for the module concerned. Applications must be made to the Registration and Learning Resources Office by this date, via the 'ask a question' tab in the Student Portal, and are subject to the approval of the Programme Director. If you have not applied by **30 September**, you will not normally be permitted to change your choice of module.

Attendance requirements

1.5

In order to satisfy the requirements of the programme and to be able to undertake the coursework, participation in the Virtual Learning Environment is **essential**. During participation in the Virtual Learning Environment and during all other on-line contributions, you must observe the code of conduct for on-line behaviour given in the [Student Guide](#).

1.6

You are required to complete the Virtual Learning Environment Induction session before beginning your studies.

2 Registration

Effective date of registration

See [Glossary](#) for the definition of 'effective date of registration'.

2.1

For the MA degree, Postgraduate Diploma or Postgraduate Certificate in Applied Educational Leadership and Management, your effective date of registration will be 1 September.

2.2

With an effective date of registration of 1 September, you will be permitted to sit an examination at the next opportunity, i.e. in May/June of the following year.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

2.3

If you transfer from the Postgraduate Certificate or Postgraduate Diploma to the Postgraduate Diploma or MA degree, you will have the maximum period of registration of five years counted from your effective date of registration for the Postgraduate Certificate or Postgraduate Diploma.

3 Accreditation of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Accreditation of prior learning

See the [Glossary](#) for definition of 'credit' and 'accreditation of prior learning'.

See <http://www.londoninternational.ac.uk/applications-and-admissions> for procedures and deadlines for applying for accreditation of prior learning

3.1

Accreditation of prior learning (APL) is only permitted for **one** module within the Applied Educational Leadership and Management programme. Applications for APL are not permitted for core modules or for the dissertation. Applications for APL are not permitted for the Postgraduate Certificate.

3.2

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

3.3

If you have obtained a postgraduate level award in a related subject, you 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.

4 Assessment for the programme

Assessment methods

See [Glossary](#) for the definition of 'examination' and 'written examination'.

4.1

Each module, except the dissertation, is assessed by one three-hour unseen written examination and coursework.

4.2

In order to pass a particular module, you will be required to pass in both elements of the assessment for the module concerned and participate in the Virtual Learning Environment.

4.3

You are required to attempt the coursework for a module before attempting the written examination for that module.

4.4

You are normally required to undertake all elements of the assessment for a module or the dissertation and participate in the Virtual Learning Environment in the same academic year in which you register for the module concerned.

4.5

If you have submitted coursework for a module but are unable to attempt the written examination for that module in the same academic year, you must immediately inform the Student Assessment Office, providing supporting documentation where applicable.

4.6

If you attempt only one element of the assessment for a module within the same academic year, you may be permitted to carry forward the grade awarded for the element attempted at the discretion of the Board of Examiners.

4.7

The grade awarded for each module will be based on the grade obtained in the written examination and on the grade for the coursework, weighted on the scale **86 (examination):14 (coursework)**.

Dissertation

4.8

The dissertation module (MA degree only) is assessed by a written dissertation of 15,000 words (plus or minus 10%) excluding references and appendices.

4.9

For the dissertation, you are required to submit, for approval by the Programme Director, a research proposal, of no more than 500 words by the deadline given in the study materials. The proposal will not form part of the final assessment, but is an essential study requirement. If you do not submit a proposal, you will not be permitted to submit the final dissertation.

4.10

You are strongly advised to submit a draft of your dissertation before submission of the final version. The draft dissertation will not form part of the final assessment.

Dates for examinations

4.11

Written examinations take place in May/June each year.

See the website for the [list of examination centres](#).

See [General Regulations](#), Rules for taking written examinations.

4.12

Coursework must be submitted by the deadlines given on the Virtual Learning Environment (VLE). Coursework received after the relevant deadline will only be considered at our discretion.

4.13

You must submit two hard copies of your dissertation and an electronic version in the VLE. The completed final dissertation must be sent in duplicate as a bound hard copy by post or courier to the Student Assessment Office with a postmark of not later than the relevant deadline specified in the VLE. All students are entirely responsible for ensuring that their work is sent on or before the relevant deadline. This is a 'sent by' deadline, meaning that the package must bear clear evidence (for example, a postmark or courier documentation) that it was sent no later than this date. A dissertation received with a later postmark will not normally be considered.

Full details of the deadlines for submission of coursework and the dissertation will be posted in the programme VLE.

5 Number of attempts permitted at an examination

5.1

If you fail a module at the first attempt, having not satisfied the examiners in one or both elements of the assessment for the module concerned, you will be required to make a second attempt at the failed element(s). You may not withdraw from that module and take an alternative module in its place.

5.2

The maximum number of attempts permitted at any examination is two.

5.3

If you fail a module at the second attempt, your registration on your current programme of study will cease.

5.4

If you fail a module at the first attempt and make a second attempt at a module, you may choose to participate in the VLE for a second time. A fee will be payable.

5.5

If you make a second attempt at the coursework for a module, you will be required to submit coursework in answer to a new question or coursework topic.

5.6

If you are registered for the MA and submit a dissertation which is otherwise adequate but requires minor amendment, the examiners may require you to make any amendments necessary and to re-submit the dissertation within a period of four weeks unless otherwise specified by the examiners. If the dissertation is failed completely, you will be required to submit a re-written dissertation at a subsequent examination, or to make an application for approval of a new topic and offer a satisfactory new dissertation, as specified by the examiners, at a subsequent examination.

5.7

If you are registered for the MA, fail the dissertation and make a second attempt at the dissertation, either by offering a re-written dissertation or by making an application for a new dissertation at a subsequent examination, you will be required to participate in the VLE for a second time. A fee will be payable.

6 Progression within the programme

See [section 4](#) for method of assessment.

6.1

Unless otherwise permitted by the Programme Director, in any one year, you may attempt examinations in a minimum of **one** module and a maximum of *either two* modules *or* the dissertation, excluding resits.

6.2

If you are registered for the MA or Postgraduate Diploma, you are required to pass the **two** core modules before proceeding to the **two** further modules, unless otherwise permitted by the Programme Director.

6.3

If you are registered for the MA, you are required to pass the **two** core modules and the **two** further modules before proceeding to the dissertation, unless otherwise permitted by the Programme Director.

Progression from the Postgraduate Certificate to the Postgraduate Diploma

6.4

In order to be able to progress from the Postgraduate Certificate to the Postgraduate Diploma, you must pass both core modules.

Progression from the Postgraduate Diploma to the MA degree

6.5

In order to be able to progress from the Postgraduate Diploma to the MA degree, you must pass the **two** core modules and the **two** further modules.

7 Schemes of award

7.1

In order to be considered for the award of the MA in Applied Educational Leadership and Management, you must have attempted and passed all the elements of assessment for **two** core modules, **two** option modules and a dissertation.

7.2

In order to be considered for the award of the Postgraduate Diploma in Applied Educational Leadership and Management, you must have attempted and passed all the elements of assessment for **two** core modules and **two** option modules.

7.3

In order to be considered for the award of the Postgraduate Certificate in Applied Educational Leadership and Management, you must have attempted and passed all the elements of assessment for **two** core modules.

7.4

In order to pass a module, you are required to pass both elements of the assessment for the module concerned. The grade awarded for each module, apart from the dissertation, will be based on the grade obtained in the written examination and on the grade for the coursework, weighted on the scale **86:14**.

7.5

The dissertation module of the MA is assessed by a dissertation at 30% weighting for the overall programme. Therefore, the overall weighting, of written examination to coursework, for the assessment of the whole MA degree programme is **60:40**.

7.6

Grades are awarded as follows:

A (80 – 100 per cent)	Pass
B (65 – 79 per cent)	Pass
C (50 – 64 per cent)	Pass
D (0 – 49 per cent)	Fail

See [Appendix C](#) for information on how to achieve a particular mark.

7.7

At the discretion of the Board of Examiners, a Distinction may be awarded to an MA student. To obtain a Distinction, you will be required to achieve an A grade in the dissertation and will normally be required to achieve an A grade in the majority of modules. In any case, if you receive a grade lower than B for any module, you will not be eligible for the award of Distinction.

Exit awards

See [Glossary](#) for definition of 'exit award'

7.8

At the discretion of the Board of Examiners, an exit award (i.e. a related certificate or diploma) may be granted if you are registered for the MA degree or the Postgraduate Diploma in Applied Educational Leadership and Management in the following circumstances:

- a) If you are registered for the Postgraduate Diploma and you do not pass all the modules for the Diploma, you may be awarded the Postgraduate Certificate in Applied Educational Leadership and Management **provided** you have passed the **two** core modules.
- b) If you are registered for the MA degree and you do not pass all **four** modules and the dissertation, you may be awarded *either*
 - the Postgraduate Diploma in Applied Educational Leadership and Management **provided** you have passed all **four** modules *or*
 - the Postgraduate Certificate in Applied Educational Leadership and Management if you have passed the **two** core modules.

The award of the Postgraduate Diploma or the Postgraduate Certificate in Applied Educational Leadership and Management will be with effect from the year in which you satisfied the requirements for that award.

8 Individual modules for study on a stand-alone basis

8.1

The following modules are available for study on a stand-alone basis:

- Leading and managing educational change and improvement
- Leadership for the learning community
- Finance and resource management
- Developing personal leadership skills
- Exploring educational policy
- Values, vision and moral purpose

8.2

You may take any number of credit bearing modules on a stand-alone basis without being registered for a degree, postgraduate diploma or certificate.

8.3

If you have successfully completed the formal assessment of the relevant credit bearing modules, you may apply to receive a related award provided you satisfy the requirements for that award and the application is made within three years of the completion of the relevant modules. You will only be permitted to count credit from two individual modules towards a related award.

8.4

If you successfully complete the assessment for one or more individual modules taken on a stand-alone basis in this programme, you may be considered for progression to the following related awards:

- MA degree in Applied Educational Leadership and Management
- Postgraduate Diploma in Applied Educational Leadership and Management
- Postgraduate Certificate in Applied Educational Leadership and Management

Credit for that individual module(s) may also be considered provided that application is made within three years of the completion of the relevant module or modules. Neither progression nor credit is automatic.

Appendix A – Structures

The module codes are appended to the module titles and these codes should be used when entering for an examination.

You should complete the VLE Induction session before beginning your studies.

Postgraduate Certificate

Two compulsory core modules

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

Postgraduate Diploma

Two compulsory core modules

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

+

Two further modules chosen from:

- Finance and resource management [AEM030]
- Developing personal leadership skills [AEM040]
- Exploring educational policy [AEM050]
- Values, vision and moral purpose [AEM060]

MA degree

Two compulsory core modules:

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

+

Two further modules chosen from:

- Finance and resource management [AEM030]
- Developing personal leadership skills [AEM040]
- Exploring educational policy [AEM50]
- Values, vision and moral purpose [AEM060]

+

- Dissertation [AEM200]

Notes:

- Not all modules will necessarily be available each year.
- Your selection of the further modules is subject to the approval of the Programme Director.

Appendix B – Module Outlines

The module codes are appended to the module titles and these codes should be used when entering for an examination.

All modules may be completed as individual modules taken on a stand-alone basis with the exception of the Dissertation [AEM200]

VLE Induction session

You are required to complete the VLE Induction session before beginning your studies.

Online induction for course software: gaining access, using different functions, interacting in an online environment.

Leading and managing educational change and improvement [AEM010]

This module introduces some of the basic theories relating to leadership and management in educational settings and considers how they might work in a range of situations and national cultures. Students are alerted to the 'Western' nature of leadership and management theory. The individual organisation is looked at from the point of view of its structures, its own institutional culture and the way power is distributed. The implications of the changing division and allocation of power between national and regional government and the individual educational institution are considered. Educational improvement and change along with institutional effectiveness are key themes in this module and they are introduced in this module along with the related concept of evaluation.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Leadership for the learning community [AEM020]

This module starts by considering the question: what do we mean by learning? It then goes on to consider the implications for leaders and managers if they are to promote effective learning and the role of the wider community in supporting and enabling learning. The role of the staff within a school, college or educational system is key to success, and this module considers two ways in which human resource management links to learning and the implications of this for leaders and managers. The importance of continuing professional development for staff and the support and growth of learning communities is stressed. Finally the module considers the importance of practitioners both using available research evidence and data from outside and from inside the institution and system.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Finance and resource management [AEM030]

(formerly 'Financial and resource management in educational contexts')

First, this module considers the educational organisation as an open system and the role of financial and resource management within it. Key principles that are considered include those of efficiency and equity, particularly how they can be put into operation. Attention is given to sources of finance both private and public and the way in which finance is administered in decentralised school systems. Theories relating to costs and to funding are covered including the allocation of resources. Budget planning is considered in relation to strategic management and budget preparation including planning using spreadsheets is covered along with financial control and monitoring. The module ends with an assessment of the linkage between finance and educational outcomes – an overview of key issues, methods and research evidence.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Developing personal leadership skills [AEM040]

(formerly 'Developing leadership and management skills')

This module develops in more detail the skills and insights arising from the theories and practice presented in the core modules. In particular, this includes development of leadership and management styles in relation to teams, team building and leading teams; running and attending meetings; decision-making in organisations; working with stakeholders; managing conflict and communication styles. Issues of motivation and delegation first introduced in module 2 will be developed further and some of the ideas relating to continuing professional development will be re-visited and explored in more detail. The module investigates the key issues for managers of stress and time management and ends with an examination of action planning.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Exploring educational policy [AEM050]

This module helps to place the school and college in the context of education policy, considering how policy is made at local, national and international levels. It will consider trends and influences on policy-making and implementation, including: globalisation and national economies, central-local relations, relationships with 'partners', markets, bureaucracies and networks as methods of co-ordinating policy and practice in education systems. Particular attention will be paid to entitlement and access to education, including issues of gender, race, religion and disability and the balance to be struck between basic, vocational and 'elite' academic education and links with economic development and workforce planning. Finally, students will be introduced to conducting a social justice audit.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Values, vision and moral purpose [AEM060]

(formerly 'Values, vision and moral purpose in educational leadership')

This module focuses on values, vision and moral purpose in educational leadership and therefore examines the ethics of management and leadership in an educational context looking at the demands of competing ethical systems and at how ethical leadership can be developed. Visions and missions of educational leaders are related to strategy and management structures and processes in the organisation. Schools are considered as moral communities and the ways in which moral integrity can be monitored and evaluated are considered. The importance of organisational culture, climate and ethos are examined and differentiated and related to the role of leadership and to change and improvement.

Assessment: one three-hour unseen written examination (86%) and assignment (14%).

Dissertation [AEM200]

MA degree students only

Not available as an Individual module taken on a stand-alone basis.

Students will be given guidance and further reading on basic research approaches and tools, and will be expected, where possible to conduct a small research project in their own work environment. The project is likely to be based on the investigation of a leadership or management issue leading to recommendations for improvement and action. The investigation could take the form of empirical research or it could be based on desk research making use of already available data. Students will be required to undertake a research methods component which will incorporate dissertation guidance and research methods training. The outcome of the research methods component will be

a proposal for the dissertation. The dissertation will receive formative feedback for development of the dissertation project.

Assessment: a dissertation of 15,000 words (plus or minus 10%) excluding references and appendices.

Appendix C – Assessment criteria

Grade-related criteria

You should familiarise yourself with these criteria. They will be applied to all evaluation components of the programme (written coursework and final examinations).

These criteria are intended to do duty for a large and wide range of postgraduate programmes. They should be interpreted in the context of the stated learning outcomes for these programmes. In particular, not every criterion will apply to all coursework. However, it is expected that there will be considerable overlap in the criteria deployed for individual coursework and that the full range of criteria will be utilised across an individual's programme.

Key skills are:

- scholarly skills
- critical analysis
- methodological and research skills
- communication

These are built into the assessment criteria.

The grades/levels for the MA/PG Diploma are assessed as follows:

Grade A / 80 – 100 per cent / Distinction

Grasp of field of study

- outstanding grasp of issues and high level of critical insights into field of study
- extensive, insightful and critical review of literature
- high levels of creativity and independence of thought in the application of knowledge

Understanding and evaluating research and methodologies

- sophisticated conceptual understanding and high levels of critical evaluation of scholarship, research and methodologies in the field
- outstanding understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- creative and critical handling, presenting and inferring from data

Structure, communication and presentation

- exceptional clarity, focus and cogency in organisation and presentation of arguments and conclusions

Grade B / 65 – 79 per cent / Good Pass

Grasp of field of study

- clear understanding of issues and good level of insights into field of study
- wide-ranging, coherent and critical review of literature
- elements of creativity and independence of thought in the application of knowledge

Understanding and evaluating research and methodologies

- consistent and fluent understanding and critical evaluation of scholarship and methodologies in the field
- thorough understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- competent and critical handling, presenting and inferring from data

Structure, communication and presentation

- clarity, focus and fluency in organisation and presentation of arguments and conclusions

Grade C / 50 – 64 per cent / Pass

Grasp of field of study

- basic understanding of issues and insights into field of study
- basic critical competence in reviewing literature
- little development of ideas in the application of knowledge

Understanding and evaluating research and methodologies

- adequate understanding and evaluation of scholarship, research and methodologies in the intellectual field
- basic understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- rudimentary handling, presenting and inferring from data

Structure, communication and presentation

- basic clarity, focus and competence in organisation and presentation of arguments and conclusions

Grade D / 0 – 49 per cent / Fail

Grasp of field of study

- inadequate understanding of issues and insights into field of study
- unfocused or inaccurate review of literature
- confusion in the application of knowledge

Understanding and evaluating research and methodologies

- lack of understanding and critical evaluation of scholarship, research and methodologies in the field
- lack of understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- inadequate or confused handling, presenting and inferring from data

Structure, communication and presentation

- poorly organised and unfocused presentation of arguments and conclusions