



UNIVERSITY
OF LONDON

Programme Regulations 2021–2022

Applied Educational Leadership

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



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Important information regarding the Programme Regulations

Last revised: 14 April 2021

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.

These Programme Regulations are designed and developed by UCL Institute of Education which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at UCL Institute of Education. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

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 University of London 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.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant [Courses page](#) of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

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

Module: Individual units of the 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.

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

If you have a query about any of the programme information provided, please contact us. You should use the *Ask a question* button in the student [portal](#).

Changes to Applied Educational Leadership Regulations 2021-2022

Programme closure

Notice has been served on this programme, and the last intake of new registrations was for the 2020-2021 cohort.

The final assessments for this programme will be held in 2025-2026.

Please ensure you plan your studies accordingly.

- Exit qualification details have been updated to indicate what is available once the programme has fully closed.

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.

1 Structure of the programme

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

Qualifications

1.1

The following qualifications are awarded under the Applied Educational Leadership programme:

- MA Applied Educational Leadership
- PGDip in Applied Educational Leadership
- PGCert in Applied Educational Leadership

Qualification structure

1.2

The Master of Arts (MA) Applied Educational Leadership consists of:

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

The Postgraduate Diploma (PGDip) in Applied Educational Leadership consists of:

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

The Postgraduate Certificate (PGCert) in Applied Educational Leadership consists of:

- two compulsory core modules.

Exit qualifications

1.3

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

- a) If you are registered for the PGDip and you do not pass all the modules for the PGDip, you may be awarded the PGCert Applied Educational Leadership **provided** you have passed the **two** core modules.
- b) If you are registered for the MA and you do not pass all **four** modules and the dissertation, you may be awarded *either*
 - the PGDip Applied Educational Leadership **provided** you have passed all **four** modules *or*
 - the PGCert Applied Educational Leadership if you have passed the **two** core modules.
- c) If you are registered on the MA or the PGDip, and do not meet the scheme of award for either qualification by the point at which the programme is fully closed and no more assessments will be held, you may be awarded *either*

- the PGDip Applied Educational Leadership **provided** you have passed all **four** modules *or*
- the PGCert Applied Educational Leadership if you have passed the **two** core modules.

The award of the PGDip Applied Educational Leadership, or the PGCert Applied Educational Leadership, will be with effect from the year in which you satisfied the requirements for that qualification.

Attendance requirements

1.4

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

1.5

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

2 Registration

Effective date of registration

2.1

Your effective date of registration will be 1 September in the academic year that you initially registered. This allows you to sit your written examinations in the following May/June.

Period of registration

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

2.2

The minimum and maximum period of registration to complete the programme are counted from your effective date of registration.

2.3

The minimum period of registration to complete the MA Applied Educational Leadership is three years. The maximum period of registration allowed to complete the MA Applied Educational Leadership is five years. Any extension to the maximum period of registration will be at the Programme Director's discretion.

2.4

There will be no extensions of registration periods beyond 2025-2026, due to the programme closure.

2.5

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

3 Recognition of prior learning

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

Recognition of prior learning

3.1

We consider applications for recognition of prior learning (RPL) on the basis of studies successfully completed at an appropriate level.

3.2

Recognition and accreditation of prior learning is only permitted for **one** module within the Applied Educational Leadership programme. Prior learning will not be recognised or accredited for core modules or for the dissertation; prior learning will not be considered for the PGCert.

3.3

If you have obtained the National Professional Qualification for Headship (NPQH), you may apply for automatic recognition of prior learning for **one** option module from the MA Applied Educational Leadership: *Developing Personal Leadership Skills*. No other qualifications will be considered for automatic recognition of prior learning.

3.4

If you have obtained a postgraduate level qualification in a related subject, you may apply for accreditation of prior learning for **one** elective 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 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

4.1

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

Module availability

4.2

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. Therefore, on registration and annually, you will be asked to indicate your alternative choices.

Changing modules

4.3

If you have registered for a particular module, you may be permitted to change to another module provided you have not attempted the assessment for the module you wish to change. Applications must be made to the Registry team, via the 'ask a question' button in the [Student Portal](#), and are subject to the approval of the Programme Director. Depending on when the permission to change module is received, this may affect the academic year you can commence study of the new module.

5 Assessment for the programme

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 refer to Programme Specifications for details on equipment that may be required for alternative assessments.

Assessment methods for all modules except for the Dissertation module

5.1

Each module is assessed by a two-hour and 15 minute unseen written examination and coursework.

5.2

In order to pass a particular module, you will be required to pass both elements of assessment for the module concerned and participate in the VLE. If, in the judgement of the Programme Leader, you have not participated significantly in VLE discussions and activities on the module, your online assessment will not be marked and you will be ineligible to sit the written examination.

5.3

You are expected to have attempted the coursework for a module before attempting the written examination for that module.

5.4

You are normally required to undertake all elements of the assessment for a module and participate in the VLE in the same academic year.

5.5

If you have made an assessment entry but are unable to attempt the written examination for that module, you must immediately inform the Assessments team via the *ask a question* tab in the [Student Portal](#). You must also inform the Programme team, providing your reason for not being able to attempt the written examination.

5.6

If you attempt a single element of assessment for a module, you may be permitted to carry forward the grade awarded for the element attempted. This will be at the discretion of the Board of Examiners.

5.7

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 **67 (examination):33 (coursework)**.

Assessment methods for the dissertation

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

5.8

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.

5.9

You are strongly advised to submit a draft of your dissertation to your supervisor for feedback before submission of the final version. You should ensure you submit the draft by the deadline for draft submission published in the VLE. The draft dissertation will not form part of the final assessment.

5.10

You are normally required to undertake all of the dissertation in the same academic year.

Mitigating Circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

5.11

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the deadline date for coursework, dissertations, and no later than three weeks after the written examination date.

For details on how to submit notifications and evidence of mitigating circumstances, see [the assessment resources section of the student portal](#).

Dates for written examinations

5.12

Written examinations take place in May/June each year.

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

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

5.13

Coursework and the dissertation must be submitted online by the deadlines given on the VLE. Coursework and dissertations received after the relevant deadline will only be considered at our discretion.

Full details of the deadlines for submission of coursework and the dissertation will be posted in the programme VLE. You must contact the Programme team if there are exceptional circumstances affecting your coursework submission.

6 Number of attempts permitted at an assessment element

6.1

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.

6.2

The maximum number of attempts permitted at any assessment is **two**.

6.3

If you fail a module at the second attempt, your registration on your current qualification will cease. This is because you will no longer be able to gain the required credits for the qualification.

Also see regulation 1.3 on Exit Qualifications.

6.4

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.

6.5

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.

6.6

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. This would still be considered your first attempt. If the dissertation is failed completely, you will be required to submit a re-written dissertation at a subsequent written 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 written examination. This would be considered your second and final attempt.

6.7

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 written examination, you will be required to participate in the VLE for a second time.

6.8

Resits will not be available after 2025-2026.

7 Progression within the programme

See [Section 5](#) for method of assessment.

7.1

In any one term, you may study for a maximum of **one** new module or the dissertation.

7.2

If you are registered for the MA or PGDip, you are required to have passed one core module, and to have commenced study of (or completed) the other core module, before registering for an option module.

7.3

If you are registered for the MA, you are required to have passed the two core modules and one option module, and to have commenced study of (or completed) the other option module in a previous term, before registering for the dissertation.

Progression from the PGCert to the PGDip

7.4

In order to be able to progress from the PGCert to the PGDip, you must pass both core modules.

Progression from the PGDip to the MA degree

7.5

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

8 Schemes of award

8.1

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

8.2

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

8.3

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

8.4

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 **67:33** respectively.

8.5

Grades are awarded as follows:

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

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

8.6

MA students will be eligible for the award of **Distinction** if two thirds, or more, of their credits are at grade 'A' or above.

8.7

MA students will be eligible for the award of **Merit** if two thirds, or more, of their credits are at grade 'B' or above.

9 Individual modules for study on a stand-alone basis

9.1

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

9.2

You may take any number of Individual modules without being registered for the MA, PGDip or PGCert.

9.3

If you have successfully completed the formal assessment of the relevant credit bearing modules, you may apply to receive a related qualification provided you satisfy the requirements for that qualification 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 qualification.

9.4

If you successfully complete the assessment for one or more individual modules in this programme, you may be considered for progression to the following related awards:

- MA Applied Educational Leadership
- PGDip Applied Educational Leadership
- PGCert Applied Educational Leadership

Credit for the individual module(s) may also be considered if application is made within three years of the completion of the relevant module or modules.

Neither progression nor credit is automatic, and cases will be considered by the Programme Director on a discretionary basis.

Appendix A – Structures

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

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 option 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 option 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 option 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 except for 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: two-hour 15 minute unseen written examination (67%) and assignment (33%).

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: two-hour 15 minute unseen written examination (67%) and assignment (33%).

Finance and resource management [AEM030]

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 two-hour 15 minute unseen written examination (67%) and assignment (33%).

Developing personal leadership skills [AEM040]

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: two-hour 15 minute unseen written examination (67%) and assignment (33%).

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: two-hour 15 minute unseen written examination (67%) and assignment (33%).

Values, vision and moral purpose [AEM060]

This module explores the design and enactment of values, vision and moral purpose in education using three classic strands of ethical theory: rule-based, virtue-based and outcomes-based. It uses real-world examples to evaluate the benefits and disadvantages of these approaches and the tensions between them, and presents practical frameworks designed to enable leaders and their communities to discuss shared values and how to live by them. At each stage it requires students to relate these perspectives to their leadership experiences and actions. In addition, the module explores the case for democratic practice in educational institutions and its connection to the wider demands of global citizenship and environmentalism.

Assessment: two-hour 15 minute unseen written examination (67%) and assignment (33%).

Dissertation [AEM200]

MA degree students only

Not available as an individual module.

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