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0 Programme closure

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

It is no longer possible to register for the Applied Educational Leadership programme.

The last assessments for Applied Educational Leadership will be held in May 2026. The final assessment date for the Dissertation is August 2026. The exact date will be published in the early part of the academic year 2025-2026. After these dates it will not be possible to take or retake an assessment for this programme.

Please ensure you plan your studies accordingly.

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*

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- 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

2.4

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

2.5

Module availability

4.3

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

4.4

If you have registered for a particular module, you may be permitted to change to another module provided you



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.

6.4

Also see regulation 1.3 on Exit qualifications.

6.5 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.

6.6

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.

6.7

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 to re-apply for the module.

6.8

6.7 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 to re-apply for the module.

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

The date of award for Applied Educational Leadership will be 1 August in the year of the last assessment that contributes to the award.

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.

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%).

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

