

Important information regarding the Programme Regulations.....	2
1 Structure of the programme	4
2 Registration.....	5
3 Recognition of prior learning	6
4 Module selection	6
5 Assessment for the programme	7
6 Number of attempts permitted at an assessment element.....	8
7 Progression within the programme.....	9
8 Schemes of award	10
9 Individual modules for study on a stand-alone basis	11
Appendix A – Structures	12
Appendix B – Module outlines.....	13
Appendix C – Assessment criteria	15

Important information regarding the Programme Regulations

Last revised: 03 February 2022

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 Virtual Learning Environment. 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 2022-2023

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

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:



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.

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

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

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 .32 8413-.2 11.04 Tf1 0 0 1 194.69

Appendix A – Structures

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.

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



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