

These programme regulations should be read in conjunction with the University's [core regulations for postgraduate programmes](#), and the [marking and classification conventions for postgraduate programmes](#).

## **MA Educational Leadership and Change (X9KK07)**

1. Location: Durham City
2. Duration: 12 months (full-time)

### **Programme structure**

3. Candidates shall study and be assessed in the following modules:

		<b>Credit Value</b>
Dissertation ~	<a href="#">EDUC56660</a>	60
Leading Change in Education Organisations ~	<a href="#">EDUC59230</a>	30
Effective Educational Leadership ~	<a href="#">EDUC46430</a>	30
Design & Methods in Education Research ~	<a href="#">EDUC47120</a>	20

4. Candidates shall also study and be assessed in a module to the value of 10 credits chosen from List A:

<b>List A</b>		<b>Credit Value</b>
Secondary Data in Education Research	<a href="#">EDUC47410</a>	10
Ethnographies of Education	<a href="#">EDUC47310</a>	10
Measurement in Education Research	<a href="#">EDUC47210</a>	10
Interviews	<a href="#">EDUC47010</a>	10
Experiments in Education	<a href="#">EDUC59215</a>	15
Systematic Reviews (MA Education)	<a href="#">EDUC47710</a>	10
Narrative Enquiries	<a href="#">EDUC47510</a>	10

5. Candidates shall also study and be assessed in a module to the value of 30 credits chosen from List B:

<b>List B:</b>		<b>Credit Value</b>
Student Engagement: An agent of change for positive youth development and learning success *	<a href="#">EDUC46630</a>	30
International Development and Education in a Global World *	<a href="#">EDUC46130</a>	30
The Case for Higher Education: From Precarity to Empowerment *	<a href="#">EDUC46030</a>	30
Enhancing Teaching and Learning for Purposeful Productive Thought	<a href="#">EDUC43530</a>	30
Digital Technologies and Education: Critical Perspectives *	<a href="#">EDUC59330</a>	30
Critical Perspectives in Education	<a href="#">EDUC45730</a>	30
Psychological Perspectives on Learning	<a href="#">EDUC40330</a>	30
Inclusive Pedagogies for Diverse Classrooms *	<a href="#">EDUC40430</a>	30
Education Policy and Evaluation	<a href="#">EDUC40630</a>	30
Curriculum Analysis *	<a href="#">EDUC40230</a>	30
Assessment *	<a href="#">EDUC40130</a>	30
Arts in Education *	<a href="#">EDUC40830</a>	30
Language Education and Power *	<a href="#">EDUC46930</a>	30
Learning & Individual Differences *	<a href="#">EDUC46830</a>	30

### **Assessment, progression and award**

6. Candidates who take a mixture of 10 and 15-credit modules in his/her programme must take at least the minimum number of credits required for the qualification for which he/she is registered. In some cases it may be necessary to take slightly more credits than the minimum number to accommodate a mixture of module valencies.

7. Candidates can take up to 30 credits worth of modules from another Department to replace 30 credits of optional modules from List B. However, candidates must get approval for their choices of module from both the chosen Department and from the School of Education.
8. If a candidate fails a module they may be given an opportunity to resit the relevant examination(s) before the end of the academic year at a time to be determined by the Board of Examiners.
9. In accordance with the core regulations, students may exit the programme with the following lower awards: Postgraduate Certificate in Professional Studies in Education (60 credits); Postgraduate Diploma in Professional Studies in Education (120 credits).
10. The use of Generative Artificial Intelligence on summative assessment is prohibited unless specifically allowed via the module outline.
11. Modules marked with a ~ must be passed at 50% or above; a mark of 40-49% cannot be compensated.
12. Modules marked \* are not available in 2024-25
13. The department retains the right to withdraw modules if minimum viable numbers for student experience are not met.