



**UNIVERSITY OF LONDON**  
External System

ACADEMIC EXCELLENCE SINCE 1858

**2010–2011**

Postgraduate study programmes in

**Education**

by distance learning

[www.londonexternal.ac.uk/education](http://www.londonexternal.ac.uk/education)

Academic direction by:



Leading education  
and social research  
Institute of Education  
University of London

# The University of London and the External System

**Welcome** from Professor Jonathan Kydd, Dean, University of London External System and Sir Graeme Davies, Vice-Chancellor, University of London

For more than 150 years, the University through its External System has been offering degree programmes to students all over the world. It has always prided itself on being an international institution and its External System demonstrates this inclusive outlook. Today, it has more than 45,000 students studying in over 180 countries, bringing the University to you through flexible and distance learning.

As a family of world-class institutions, the University has a reputation for academic distinction in teaching and research, both in the UK and internationally. All programmes offered through the External System are developed by academics within the Colleges of the University. This ensures that our awards are recognised worldwide for their quality and value, and that students benefit from the academic



rigour and cutting-edge research undertaken within the Colleges.

Studying with the University of London is one of the greatest investments you can make in yourself. We look forward to welcoming you into our global community of students and wish you every success.

**The University of London** is one of the leading universities in Europe. Its world-class federation of 19 Colleges and a number of smaller specialist Institutes provides an unrivalled range of education opportunities of outstanding breadth and quality. Unique in its size, the federation includes specialised Colleges such as LSE, while others such as UCL are multi-faculty.

In 1858, with the establishment of its External System, the University

broke new ground by opening up its awards to those who either could not or did not wish to come to London to study. Academics who teach and assess campus-based students develop and write the study materials for all our programmes. They also set the exam papers and are responsible for marking the scripts.

Robust quality assurance mechanisms have been endorsed by the Quality Assurance Agency – the UK's independent body

for safeguarding the quality and standards of Higher Education. External students are examined to exactly the same standard as that required of students enrolled at the University's constituent Colleges. This principle of equivalency is enshrined in our Regulations: 'Candidates granted degrees and other awards shall have attained the same academic standard irrespective of mode or place of study or examination'.

# The world-renowned Institute of Education

A postgraduate College of the University of London, the Institute of Education is the largest institution in the UK devoted to the study of education and related areas. Founded in 1902, the Institute is a world-class centre of excellence for teacher training, higher degrees, research and consultancy in education

and related areas of professional practice and the social sciences. The Institute hosts over 200 research and consultancy projects at any one time.

Based on the most recent evaluation of British research published in December 2008, subject rankings for education published in the *Times*



*Higher Education* show that from a total of 82 UK universities evaluated the Institute of Education ranked in top place. Thirty-five per cent of its research activity was rated as world-leading.

## Programmes available

Please note that the fees shown below are indicative only. They do not reflect any annual increase and represent the approximate total fee for the highest award.

Programme title	Level offered	Study period	Fees
Applied Educational Leadership and Management (AELM)	MA	3–5 years	£8,660
	Postgraduate Diploma	2–5 years	£6,700
	Postgraduate Certificate	1–5 years	£3,780
Citizenship Education and History Education	MA	2–5 years	£7,157
	Postgraduate Diploma	2–5 years	£5,065
	Postgraduate Certificate	1–5 years	£2,970
Educational and Social Research	MRes	2–5 years	£7,085
	Postgraduate Diploma	2–5 years	£4,985
	Postgraduate Certificate	1–5 years	£2,885

# About your study

## Flexible study

Studying at a distance allows you a high degree of flexibility. Generally, you can study whenever, wherever and however you choose.

### ■ Fits your needs

You can study for either a full MA or MRes degree, a Postgraduate Diploma/Certificate, or choose to take a single module for your continuing professional development.

### ■ Fits your lifestyle

You can fit your study around family and work commitments.

### ■ Fits your finances

Your overall costs are substantially lower than if you came to London to study full time. You will have no travel, relocation or accommodation costs. What's more, you can continue working full time.

### ■ Fits with your location

You can study anywhere in the world and can choose where you are assessed. We have a comprehensive network of examination centres, which span over 180 countries worldwide.

## Specially written materials

As a registered student, you receive an individual study pack containing study materials written specifically for the programme by subject experts at the Institute of Education.

The study materials will be structured around key enquiry questions which you will be required to analyse, explore, and respond to through guided tasks and targeted readings.

## An online community

Working from your own home and/or place of work, you will become part of a virtual learning community, studying collaboratively with your fellow students and an online tutor.

The online learning environment allows you to access learning materials, share documents, and interact with colleagues and tutors. The online environment also links to other resources such as the Online Library (which includes journals, databases and referencing tools) and informal discussion areas. Here you can share insights and support each other as you progress through the programme.

## Study periods

You have between one to five years to complete the Postgraduate Certificate, and between two to five years to complete the Postgraduate Diploma or MA/MRes (please note that there is a minimum three-year study period for the MA in Applied Educational Leadership and Management). On average, we expect that you will need to study for 8–12 hours per week.

## Assessment

Your work will be evaluated through a combination of coursework and unseen written examinations. Examinations normally take place in May/June.



# Applied Educational Leadership and Management (AELM)



## An introduction from Liz Wood

Programme Director

The vibrant and diverse MA AELM has now been running for five years and is continuing to grow and develop to meet the changing education leadership challenges of the 21st Century.

As Programme Director, I can assure you that you will be joining a community, not just a course. MA AELM

students come from all over the world, from different countries, sectors of education, and experience levels. What you all have in common is a desire to learn more about the ways in which your organisation can best serve the community within which it is situated.

You will learn much from the course

materials, your readings and the Virtual Learning Environment activities led by a knowledgeable and highly supportive tutor team. You will learn even more from sharing professional expertise with colleagues around the world. I know that you will find the course both enriching and stimulating.



## World-class teaching, research and consultancy

The London Centre for Leadership in Learning, a school of the Institute of Education, is an important professional development facility for everyone working with children, young people and adult learners in London, as well as nationally and internationally. It also works in research and consultancy worldwide. Every aspect of this programme has been designed by academics drawn

from across The London Centre for Leadership in Learning, the Institute of Education as a whole, and the wider educational community.

## A course for people who are passionate about education

This interactive programme for professional educators is designed to be of international relevance. It is for:

- leaders and managers in schools and colleges
- educational consultants
- and those who work for national or regional government in a planning, development or inspection role.

## Improve yourself, improve your institution

The course contributes to individual professional development and to institutional improvement. It is a personal development programme for professional educators, leading directly to institutional improvement as you draw on your experiences, learn collectively and gain the confidence to put new ideas into practice.

You will reflect on key principles of theory and empirical research and will be encouraged to apply these principles to issues in your own working environment.

# Programme information

We allow you up to 5 years to complete your qualification. However, the usual route through the **MA** is shown below:

## Year 1: core modules

- Leading and managing educational change and improvement
- Leadership for the learning community

## Year 2: optional modules

### Choose two from the following options:

- Financial and resource management in educational contexts
- Developing leadership and management skills and insights
- Exploring educational policy
- Values, vision and moral purpose in educational leadership

## Year 3: Dissertation

You will be given Research methods training, then expected to produce a Dissertation of 15,000 words.

Students who have NPQH or a local alternative may apply for exemption from one optional module.

Qualification received	What you must study
Certificate of Achievement	One core or
	One optional module
Postgraduate Certificate	Both core modules
Postgraduate Diploma	Both core modules
	Two optional modules
MA	Both core modules
	Two optional modules
	A dissertation



## Profile: Ilonka Sargent-Capron MA AELM graduate, Bahamas

'The AELM degree was just right for me. I could study online from the Bahamas and take my examinations here too. The External System provided study materials, access to the online library, and online activities which provided an opportunity for reflection in ways to develop yourself and build on best practices from other international students and the course tutors. It is what learning should be all about: applying theory to practice as you go, coupled with support.

The modules were excellent in terms of enhancing learning, particularly in the area of school administration.

I heartily recommend the External System to other educators who desire to enhance their professional development. This method has saved me a lot of travel expenses and I can still spend quality time with my family and work.

The degree has also empowered me both academically and professionally, whilst further assisting my career to move forward into a management level where I can make a difference with my newly acquired skills, insights and theories.'

# Module outlines

## Core modules

### Leading and managing educational change and improvement

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 made aware that most theories of leadership and management are 'Western' in nature and are encouraged to consider their applicability to their own cultural context. 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. The key themes of institutional effectiveness and educational improvement and change are introduced in this module along with the related concept of evaluation.

### Leadership for the learning community

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.



## Optional modules

If you are studying on the MA or Postgraduate Diploma, you will then choose two modules from the following options according to your interests and professional needs.

### Financial and resource management in educational contexts

Make your institution more efficient, effective and equitable. Improve your understanding of financial management and the financial systems within which you operate. Develop skills of costing, budgeting and planning.

### Key dates

**Application deadline:** 30 June  
**Online induction module starts:** September  
**Registration deadline:** 31 August  
**Programme starts:** September  
**Examinations take place:** May/June

### Developing leadership and management skills and insights

This module builds on the theories presented in the core modules to develop leadership skills that will benefit your organisation. Improve your skills and insights as a leader and manager of people utilising a range of case studies. Understand team building, decision-making and conflict resolution. Gain personal skills such as time and stress management and action planning.

### Exploring educational policy

For the first time the Institute of Education's world-class expertise in education policy is being presented through distance learning. Identify how your institution is affected by national and international policy and change, including initiatives of access, equity and social justice. Understand national and global forces and how they impact on you and your institution.

### Values, vision and moral purpose in educational leadership

Values and ethics are central to educational leadership and management. Moral philosophy is applied to real life situations to help you understand and examine your own values. Work with others to develop a vision and mission for your organisation. Examine strategies for change and improvement of organisational culture. Gain new insights into your role.

### Dissertation

You will be supported by your tutor and through online seminars to develop a small research project on a topic of your choice related to educational leadership and management. The dissertation provides the opportunity for an extended piece of writing that will be valuable to you and your institution and will also provide excellent experience if you wish to continue your studies at doctoral level.

**Please note:** You must complete a brief online induction module as a prerequisite to being accepted on the programme. The induction covers course software: gaining access, using different functions, interacting in an online environment.

**'One thing I like with the External System is that one has an extensive opportunity of absorbing the concepts, knowledge and understandings presented in the course during the three-year period. Besides, it provides the opportunity for one to apply knowledge, concepts and skills acquired immediately in one's school. One thing I keep asking myself is whether it would have been the same case for me if I were a residential student undertaking the same course in a one-year period?'**  
**Hastings Lemi Surur, Sudan**

# Citizenship and History Education



**An introduction from Dr Hugh Starkey**

Programme Director



A meaningful history education equips students with a unique and invaluable perspective on knowledge, events, and issues at local, national, and international levels. Similarly, citizenship education requires a sense of history and a vision of the future based on democracy and a culture of human rights locally and globally. These programmes are designed for education professionals and NGO workers and for anyone wishing to expand their knowledge of

teaching and learning in social studies.

The study materials have been created by leading international academics who are also experienced practitioners. You will engage critically with key theories, policies and research. The content is adaptable to your own context. You can study anywhere in the world, when it suits you, and to a level that suits you.

Institute of Education staff will act as your tutors in a purpose-designed Virtual Learning Environment. You can

take a single module, a Postgraduate Certificate/Diploma or an MA.

Since the launch of our programme in 2005 we have attracted students from Africa, America, Asia, Australasia and Europe. Our students appreciate the quality, design and content of the courses. You can read some of their comments in this leaflet and on our website. I hope they inspire you and that I may welcome you on to one of these courses.

## Unique programmes meeting the needs of educators

The Institute of Education's programmes in Citizenship and History Education fulfil a valuable dual purpose – both responding to recent curriculum developments and offering teachers, education administrators and others a graduate programme that relates directly to their professional needs. There are three programmes available: Citizenship Education; History Education; and Citizenship and History Education.

## For teachers, advisers and educational consultants worldwide

Relevant internationally, the programme has been designed for:

- current history or citizenship teachers who wish to update their knowledge or skills
- those who wish to make a career move into the teaching of history and/or citizenship
- educational consultants and school advisers.

## Improve your subject knowledge and teaching by:

- reflecting on the meanings of key principles such as human rights, democracy, nationalism and identity
- discovering how social, ideological and cultural issues interrelate with the teaching of history and citizenship
- engaging critically with the best and most relevant thinking and research, and applying what you learn
- learning from your fellow students and personal tutor.

# Programme information

## Programmes available

**MA:** either four modules plus a dissertation or five modules plus a report

**Postgraduate Diploma:** four modules

**Postgraduate Certificate:** two modules

**Certificate of achievement:** single module

If you have recently undertaken relevant study at Masters level, you may be able to receive exemption from one module (Postgraduate Diploma and MA students only).

## Our modules

- Citizenship and history in the curriculum
- Learning, teaching and assessment in citizenship
- Learning, teaching and assessment in history
- History, culture and citizenship: engaging with museums, galleries and heritage
- Learning to live together: children's rights, citizenship and identities
- International perspectives in history education

### Extended writing (MA only)

- A 10,000-word report OR a 20,000-word dissertation

### Notes:

- You may take any number of modules as short courses, but only two modules may be counted as credit towards a further related award.
- Not all modules will necessarily be available every year.
- Students starting the programme in October 2010 may sit the exam for up to three modules in May 2011; students starting in February 2011 may sit the exam for a maximum of two modules.
- The title of the award depends on which modules you choose.

## Profile: David Channon, current Citizenship Education student, Burma

'I'm based in Burma and teach a wide variety of capacity building programs here including Citizenship Education (for teachers). I heard about the distance education program at the Institute of Education from a friend who also works here. I have gotten so much from the study – a thorough grounding in the meaning of citizenship, its relation to history, to culture and to human rights. It contributes immensely to the courses I teach.

It might seem strange teaching and learning about citizenship in a country like Burma, which is a military dictatorship with relatively little space for civil society to function. However, the citizenship courses we have run here are contributing directly to the development of more active networks of citizens – in areas such as informal education and health care.

So, in many ways, the MA in Citizenship Education is adding something very valuable to the ongoing democratisation process. My future career plans include finding a way to continue studying citizenship/history education at PhD level and finding ways to apply what I have learned to improve the education systems of developing countries such as Burma.'





# Module outlines

## **Citizenship and history in the curriculum**

Examine the teaching of citizenship and of history in schools from political, historical and international perspectives. Understand why each is important for the understanding of the other. Explore the contributions of history and citizenship to the curriculum; their commonalities and their distinctiveness. Learn why particular topics or periods are chosen and why different national education systems promote very different interpretations of history.

## **Learning, teaching, and assessment in citizenship**

Examine the distinctive qualities and conceptual underpinnings of citizenship education, particularly democracy and human rights. Discover key research findings in the field, including studies of the development and current state of citizenship education in the UK and worldwide. Reflect critically on the implications for classroom practice of theory, research and contemporary developments in the field.

## **Learning, teaching, and assessment in history**

Reflect on and explore contemporary developments in history teaching. Familiarise yourself with key research findings and reflect critically on their implications for classroom practice (including curriculum, planning, teaching, learning and assessment). Explore the purposes of history education and the key concepts that shape history (e.g., evidence, explanation, interpretation, empathy). Develop your understanding of students' ideas and preconceptions.

## **History, culture and citizenship: engaging with museums, galleries and heritage**

Discover the rich cultural resources available through museums, galleries and heritage sites locally where you are and globally through their websites. Develop teaching strategies using these resources for examining the differing experiences of men and women, and of people of various cultural and ethnic identities, in histories of empire,

migration and slavery, work and war, cities and cultures. Explore the different approaches of museum educators to these and other global issues.

### Learning to live together: children's rights, citizenship and identities

Learn to apply the United Nations Convention on the Rights of the Child (UN CRC) to your teaching and learning of citizenship. Develop your understanding of multiple identities and cosmopolitan citizenship. Explore the implications of the rights to protection and provision as well as participation. Look at legislative frameworks that guide schools and teachers and apply the principles of the UN CRC when developing policies for race equality and democracy in education settings.

### International perspectives in history education

Examine the role, status, purpose and practice of history in a variety of national settings. Analyse how national identities and history education relate and discover the ideological arguments used to justify the teaching of particular versions of a nation's past. Compare and contrast the varying approaches to history education (curriculum models, textbook usage, and classroom teaching). Apply what you learn from around the globe to consider what constitutes a worthwhile education in history.

### Key dates

<b>Application deadline:</b>	30 June	31 Oct
<b>Registration deadline:</b>	31 Aug	31 Dec
<b>Online induction session starts:</b>	Sept	Jan
<b>Programme starts:</b>	Oct	Feb
<b>Exams take place:</b>	May/June	May/June

### Profile: Lukas Perikleous Current History Education student, UK

'The reason I chose to apply for the MA in Citizenship/History Education through the External System was the fact that this was the only way to combine my studies with my work as a teacher in afternoon schools here in London. Now, I realise that this programme probably gave me the chance to explore these two areas in a far more in-depth and reflective way than a one year face-to-face MA.

Through my studies, I have been able to develop my understanding in the area of history education in terms of theoretical knowledge, teaching practices and research skills. This strong background gave me the opportunity to be involved in many projects and initiatives regarding history education in Cyprus and to contribute to a wider effort to promote new approaches in history teaching on the island. My studies also gave me the chance to work with some very interesting people here at the Institute of Education who supported (and still do) my work in many ways.'



# Educational and Social Research



**An introduction from Dr Will Gibson**

Programme Director



These online, interactive courses in educational and social research provide an excellent opportunity for those working or interested in education to develop their research skills. The courses are designed to help you gain practical knowledge and advanced theoretical insights that you can apply in relation to your own interests. Whether you are an experienced researcher, or new to research, expert tutors from the Institute of Education will work with you and help you to

develop your own research agendas.

The flexibility of these courses enables you to develop a study programme that suits your needs, from a full MRes through to individual modules that allow you to study a specific area of research.

These courses enable you to study anywhere in the world, without compromising your personal or work commitments. You will work closely with fellow students from around the world in a rich multicultural online environment. The course materials include audio and

video presentations from international experts, as well as specially written texts and practical activities. All materials will be accessible online through our own secure Online Learning Environment.

The online nature of the course and its interactive teaching and learning style makes for a rich community of researchers and is an ideal forum for learning about and experiencing research. I very much look forward to welcoming you to our research community.

## **A customizable curriculum**

Developed in accordance with the UK Economic and Social Research Council's (ESRC) guidelines on research practice, the courses cover every aspect of social research: from project design and conceptualization to data analysis and presentation.

## **For practitioners worldwide**

This comprehensive programme of research training will:

- provide the necessary knowledge, skills and confidence to interpret, evaluate and carry out research in any education-related setting
- enable you to effectively work with, and perform research in a variety of sectors, including industry, the public sector, and the academic community
- explore a wide range of disciplinary

- approaches to educational research and the relevance of disciplines such as Sociology, Psychology, History and Philosophy for undertaking research in educational settings
- allow you to gain expertise in research procedures such as interviewing, literature reviewing, data analysis, and writing
- act as valuable preparation if you wish to undertake doctoral studies.

# Programme information

You can choose to study for: **Masters of Research (MRes)**, a **Postgraduate Diploma** (equivalent to 120 credits) and a **Postgraduate Certificate** in Educational and Social Research (equivalent to 60 credits). If you wish to combine several individual modules you can build a programme of study that suits your individual research needs.

The MRes consists of the following modules:

### 30 credit modules

- Approaches to educational research
- Research methods
- Research and the theoretical field

### 20 credit modules

- Qualitative data analysis
- Quantitative data analysis

### 10 credit modules

- Writing and presenting educational research

### Dissertation\* (40 credits)

\*can only be taken by students registered on the MRes

## MRes scholarship

Each academic year, the Institute of Education funds one student who lives and works in a developing country to undertake the full MRes. The scholarship includes payment of all course fees, but does not include the payment of any fees that students may incur at assessment centres or the cost of a computer or Internet access.

The scholarship is only open to those wishing to study for an MRes and not to Postgraduate Certificate, Postgraduate Diploma or short course students.

To apply, use the form available on our website:

[www.londonexternal.ac.uk/omres](http://www.londonexternal.ac.uk/omres)

## Key dates

<b>Programme starts:</b>	Oct	Jan
<b>Application deadline:</b>	30 June	31 Oct
<b>Registration deadline:</b>	31 Aug	30 Nov
<b>Online induction session starts:</b>	Sept	Dec
<b>Start studying:</b>	Sept	Jan
<b>Exams take place:</b>	May/June	May/June

## Profile: David Boven Current MRes student, India

'Living and teaching in the foothills of the Himalayas, it has been difficult to find prospects for solid professional development.

The External System was a perfect chance to study for a world-class degree while remaining at my teaching position. It

has also been a great opportunity to work on my research skills and apply them to my teaching.

The programme has been challenging, but I have been able to integrate the studies well into my continuing career. The skills in analysis and synthesis have been stretched and I have enjoyed working with the other students on the course.

When I eventually leave India and return to the United States, I hope to either continue teaching or continue my studies with more postgraduate work. Whichever way my career takes me, I will have a sound foundation as either a researcher or a teacher.'



# Programme timetable

	Date	Assessed modules	Credits	
Year 1	September	Approaches to educational research	30	
	October			
	November			
	December			
	Break/University holidays			
	January	Research methods	30	
	February			
	March			
	Break/University holidays			
	April	Writing and presenting educational research	10	
May				
June	Revision time/Exams			
July	Break/University holidays			
August				

	Date	Assessed modules	Credits	
Year 2	September	Research and the theoretical field	30	
	October			
	November			
	December			
	Break/University holidays			
	January	Qualitative data analysis	20	
	February	Quantitative data analysis		
	March	Quantitative data analysis		
	Break/University holidays			
	April	Quantitative data analysis continued	20	
May				
June	Revision time/Exams			
July	Break/University holidays			
August				

Dissertation – 40 credits

**Note:** students will also have access to an online induction module to help them become familiar with the online environment.

The timetable shown opposite applies to students starting their study in October. Students who start in January follow the same timetable, with the exception that they study 'Approaches to educational research' in the October after their first exams and 'Research and the theoretical field' in the October after their second set of exams. January starters will also begin their dissertation in March of the second year, which will be due for submission at the end of the following February.

# Module outlines

In **Approaches to educational research** you will begin to think about how to formulate research projects, and how to frame research in relation to existing literature. The module then looks at a variety of design strategies before examining some of the key methodological debates within these various designs. Through this module you will gain experience of identifying, using and searching specialized literature sources, and of thinking about how to review and work with the literature you find. You will also create a portfolio of research ideas and projects to work with in subsequent modules.

**Research methods** involves looking at a broad range of methods of data collection, including questionnaires, interviews, focus groups, observations, and document analysis. The module provides a detailed consideration of the procedures involved in using these various research strategies, and looks at how to match methods appropriately to research questions through reflections on the advantages and disadvantages of each method. You will gain practical

experience of applying and evaluating all of these methods and a broad understanding of the methodological issues of their application.

**Writing and presenting educational research** provides you with a detailed understanding of the different ways in which educational research can be communicated. By considering a variety of forms of dissemination, such as peer reviewed journals, conference presentations, and professional reports, the module enables you to develop an awareness of the importance of writing style for the effective communication of ideas.

**Research and the theoretical field** focuses on the role of theory within research, and explores the relationship between epistemological claims, assumptions and debates and research ideas. It also looks at the ways in which specific theoretical orientations may be put to work within research to form analytic orientations.

## Qualitative data analysis

provides a framework for approaching the analysis of qualitative data. It looks at various approaches to organizing, representing and transcribing data and involves working with data in relation to a number of analytic traditions including Thematic Analysis, Critical Discourse Analysis, Rhetorical Analysis and Conversation Analysis.

## Quantitative data analysis

covers a wide range of methods of quantitative data analysis and deals with both conceptual and practical aspects. The module introduces exploratory analysis, including descriptive statistics for both summarizing univariate data and measures of association for bivariate data, hypothesis testing, and modeling data by regression analysis.

The **Dissertation module** enables you to create and work in detail with an original piece of research. Our interactive support network of fellow students and research tutors give you the opportunity to discuss your research with other researchers.

# Further information

## Entrance requirements and how to apply

### Academic requirement for all programmes

A second class honours degree or the equivalent from an institution acceptable to the University of London.

### For the MRes

You must also be able to demonstrate your interest and experience in the field of educational research or social research.

### Work experience (AELM only)

At least two years' relevant work experience.

### English language requirement

An advanced level of ability to work in English is essential. You may be required to pass or to have passed within the last five years, at the appropriate level, a test of proficiency in English acceptable to the University, e.g. in IELTS (International English Language Testing System), a minimum score requirement of 7.0 overall, plus a minimum score of 7.0 in both the reading and the writing sub-test or in TOEFL (Test of English as a Foreign Language) a score of 650 (or 280 in the computerised test) plus a Test of Written English (TWE) with a minimum score of 4.5.

### IT requirement

You will need a computer with Internet access (a printer is optional). If you already own a computer, you can check if it meets the minimum specifications on the respective 'Entrance requirements' web pages for each programme. It may be possible to increase the memory (RAM) and size of the hard disk to meet these requirements. If you are purchasing a new computer it will almost certainly meet these specifications.

**Note:** if you do not meet the standard entrance requirements you may still apply. Each application will be considered on an individual basis.

### How to apply

For further information on this programme and details on how to apply, please go to our website: [www.londonexternal.ac.uk/education](http://www.londonexternal.ac.uk/education) If you have any questions or would like information about any of the other subject areas we offer, please contact our Information Centre (details on back cover).



### Follow us on:



[www.youtube.com/unioflondon](http://www.youtube.com/unioflondon)



[www.facebook.com/uolexternalsystem](http://www.facebook.com/uolexternalsystem)



<http://twitter.com/londonu>



<http://londonexternal.wordpress.com/>  
(Student blog)

# Fees

The fees shown here refer to the 2010-2011 academic year only and are subject to annual review. Fees include all core study materials but are exclusive of the cost of sitting examinations outside of London.

This cost varies and is payable to your local examination authority. For all programmes you can choose to pay upfront or pay as you go.

## Applied Educational Leadership and Management

MA	£8,660
Postgraduate Diploma	£6,700
Postgraduate Certificate	£3,780

These fees are made up of a one-off registration fee of £860, plus £1,460 per module and £1,960 for the dissertation (MA only). Students taking an individual core module for professional development pay a combined fee of £1,700.

## Citizenship Education and History Education

MA	£7,157
Postgraduate Diploma	£5,065
Postgraduate Certificate	£2,970

These fees are made up of a one-off registration fee of £881, plus £1,046 per module and £2,092 for the dissertation (MA only). Students taking a single module for professional development pay a total fee of £1,190.

## Educational and Social Research

MRes	£7,085
Postgraduate Diploma	£4,985
Postgraduate Certificate	£2,885

These fees are made up of a one-off registration fee of £785, plus £350 per 10 credits. For example, the module 'Approaches to educational research' is 30 credits, therefore will cost  $3 \times £350 = £1,050$ . Students taking a single module for professional development pay a combined fee (short courses will only run if there is a viable cohort of students):

- 10 credit module: £580
- 20 credit module: £1,015
- 30 credit module: £1,465



# UNIVERSITY OF LONDON

## External System

ACADEMIC EXCELLENCE SINCE 1858

The University of London offers a wide range of subjects for study at a distance; from full degree programmes to certificates and short courses. For further information on each programme please visit: [www.londonexternal.ac.uk/prospective\\_students](http://www.londonexternal.ac.uk/prospective_students)

### Undergraduate

- Accounting
- Accounting and Finance
- Accounting with Law
- Banking
- Banking and Finance
- Business
- Business Administration
- Classical Studies
- Computing and Information Systems
- Common Law
- Creative Computing
- Development and Economics
- Divinity
- Economics
- Economics and Finance
- Economics and Management
- English
- Finance
- Geography and Environment
- History
- Information Systems
- Information Systems and Management
- International Development
- International Relations
- Law
- Management
- Management with Law
- Mathematics
- Mathematics and Economics
- Philosophy
- Philosophy, Religion and Ethics
- Politics and International Relations
- Social Sciences
- Sociology
- Sociology with Law
- Theology

### Postgraduate

- Agricultural Economics
- Applied Educational Leadership and Management
- Applied Environmental Economics
- Banking
- Citizenship and History Education
- Clinical Trials
- Economic Policy
- Educational and Social Research
- Environmental Management
- Epidemiology
- Finance
- Finance and Financial Law
- Financial Sector Management
- Human Resource Management
- Infectious Diseases
- Information Security
- International Business
- International Management
- International Management (China)
- International Primary Health Care
- Law
- Livestock Health and Production
- Managing Rural Development
- Organizational Psychology
- Petroleum Geoscience
- Policy Studies
- Poverty Reduction: Policy and Practice
- Public Financial Management
- Public Health
- Public Management
- Public Policy and Management
- Quantitative Finance
- Sustainable Development
- Veterinary Epidemiology and Public Health