



UNIVERSITY
of
TECHNOLOGY,
MAURITIUS

School of Sustainable Development and Tourism

MA in Educational Leadership and Management

PROGRAMME DOCUMENT

VERSION 2.0
CODE v1.0
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University of Technology, Mauritius

La Tour Koenig, Pointe aux Sables, Mauritius

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MA in Educational Leadership and Management

A. Programme Information

This Masters of Arts in Educational Leadership & Management has been specifically designed so as to equip school leaders & managers, educational consultants, members of the inspectorate, educational planners & policy makers as well as anyone who is directly or indirectly involved in the field of education at primary, secondary or tertiary levels.

The field of education is one of the fastest growing areas and today's educationalists, especially school principals and school policy makers need to keep up with these rapid changes. In this context, a new area of study has emerged in the field of Educational Administration: Educational Leadership and Management. This dynamic and challenging area focuses on providing to the various schools' stakeholders a new perception of managing schools, of understanding and sharing other educationalists' experience and bringing a regional and international dimension to school administration.

By studying a broad range of subjects, one will learn about management processes from a number of different perspectives including the international dimension that influences the proper management of today's school. This part-time MA programme prepares students for leading today's and tomorrow's schools, setting priorities, and assessing the costs, time needed, and resources required for the holistic development of our educational organisations.

B. Programme Aims

This programme aims at fostering students' continuing professional development through reflection on practice. It encourages them to become reflective and strategic thinkers with an international outlook so that they can contribute towards the improvement of education system.

C. Programme Objectives

The objectives of this programme should enable students to:

- Enhance their knowledge to improve their understanding of educational leadership & management.
- Investigate ways in which effective leadership can be promoted and in so doing, transform school organisations in order to become more effective and efficient in a rapidly changing and complex society.
- Enhance their ability to critically evaluate educational research and carry out empirical based research so as to further enrich the field of educational leadership.

PART I - Regulations

D. General Entry Requirements

As per UTM'S Admissions Regulations, and 'Admission to Programmes of Study at Masters Degree Level'.

E. Programme Entry Requirements

Graduates of a recognised university with at least a second class honours degree or holders of an approved professional qualification deemed equivalent to an honours degree.

Or

b) Exceptionally candidates holding a Diploma from an approved institution may be admitted with at least 10 years of relevant professional work experience.

F. Programme Mode and Duration

Part Time: 2 Years, comprising of 4 semesters.
Semester: 15 weeks (excluding exam period)

G. Teaching and Learning Strategies

The programme will consist of a wide variety of teaching methods, including lectures, individual or group projects, presentations, workshops, seminars and case studies. Self-learning will be the key feature of the programme, enabling students to explore, investigate and research in various issues related to the programme.

H. Student Support and Guidance

Students are expected to attend all lectures during 15 weeks where seminars, presentations and case study discussions will be carried out. Students' active participation and self-learning is required through the successful completion of the programme.

I. Attendance Requirements

As per UTM's Regulations and Policy.

J. Credit System

Each module is equivalent to 3 credits and one credit is equivalent to 15 hours. All modules will carry 100 marks and the dissertation will carry 300 marks (9 credits).

K. Student Progress and Assessment

For the award of the Masters degree all modules must be passed overall with passes in the examinations, coursework and other forms of assessment. All modules will have equal weighting (Research Methods will be assessed 100% by coursework). The dissertation will carry 300 marks (9 credits).

Written examinations will be of a maximum of 3 hours' duration. Continuous assessment will carry up to 40% of the total marks and will be based on seminars, case studies, class tests and/or assignments.

L. Evaluation of Performance

MA	42 Credits
Postgraduate Diploma	30 Credits
Postgraduate Certificate	18 Credits

Pass mark for each assessed component of a module is 40%.

Grading

Grade	Marks x (%)
A	$70 \leq x \leq 100$
B	$60 \leq x < 70$
C	$50 \leq x < 60$
D	$40 \leq x < 50$
F	< 40
A-D	Pass
F	Fail

M. Award Classification

Overall weighted mark x (%)	Classification
$x \geq 70$	MA with Distinction
$40 \leq x < 70$	MA
< 40	No Award

N. Programme Organisation and Management

Programme Director and Coordinator: ...

Contact Details:

- Room:
- Telephone Number:
- Email:

Part II - Programme Structure

O. Programme Name-Part-Time

PROGRAMME STRUCTURE

YEAR 1							
Semester 1				Semester 2			
Code	Modules	Hrs/Wk L+T	Credits	Code	Modules	Hrs/Wk L+T	Credits
MA CODE	Theoretical foundations of Educational leadership and Management	2 + 1	3	STAT 5301B	Research Methods	2 + 1	3
MA CODE	Contemporary Management Strategies for schools	2 + 1	3	EDUC 5202:	Educational Policy and Planning	2 + 1	3
MA CODE	Social perspectives on Education	2 + 1	3	SSDV 5402B	Leadership in Educational Institutions	2 + 1	3
				OPS 5310B	Quality Management	2 + 1	3

YEAR 2							
Semester 1				Semester 2			
Code	Modules	Hrs/Wk L+T	Credits	Code	Modules	Hrs/Wk L+T	Credits
FIN 5103B	Financial and Managerial Accounting	2 + 1	3	EDUC/ CSR 5101B/ OPS 5306B	Electives: E-Education/Corporate Social Responsibility/Project Management	2 + 1	3
MA CODE	Educational Change and Organisational Development	2 + 1	3	DISS 5000	Dissertation		9
	Counselling in Educational Institutions	2 + 1	3				
	Dissertation						

P. MODULE OUTLINE (Part III)

OUTLINE SYLLABUS

YEAR 1, SEMESTER 1

- **MA CODE Theoretical Foundations of Educational Leadership and Management**

Development of leadership theories- from traditional to contemporary approaches; school management v/s school leadership; leadership styles & models- from transactional to transformational leadership & school culture; gender & educational leadership; leadership skills & behaviours; leadership for community building.

- **MA CODE Contemporary Management Strategies for schools**

Content: Evolution of management theories; models of school management; Educational goal setting; key elements in school as open social system; 'Inputs-Outputs', models of school organisations; school effectiveness; performance management; managing people, Conflict management, Professional Ethics, training & development, staff empowerment.

- **MA CODE Social Perspectives on Education**

Overview of major sociological theories- from traditional to postmodern theories; the role of important factors in the development of thoughts, beliefs, actions- social & religious norms; gender, class stratification, school system; identity formation, role of schooling, power, democratisation of education; gender inequality; social impact of EFA (Education For All) & Millenium goals.

YEAR 1, SEMESTER 2

- **STAT 5301B: Research Methods**

Research Concepts: Research issues, problems, questions, hypotheses; Measurement and Scaling in Research: Reliability, validity; Research Design and Survey Methods; Ethics in Research; Techniques for Literature Review; Questionnaire Design; Qualitative Methods: designing, gathering, processing and analysing qualitative research information; Quantitative Methods: Introduction to Statistics, Data Description, Hypothesis Testing, t-tests and ANOVA; , Factor Analysis, Chi-square and Regression Analysis; Data analysis with SPSS; Reporting and presenting research.

- **EDUC 5202: Educational Policy and Planning**

External and internal influences on education; Educational policy at local, national and institutional level; Stakeholder influence upon educational policy and provision; Comparative analysis of educational policy-making; Education and the market-place; Approaches to educational planning; Planning techniques; Financial implications of educational planning; Assets management; Implementation of school-based technology; New challenges for e-educational planners and policymakers; planning of education in the new context- essential issues to be discussed which aim at improving the competences of low-achievers- poverty alleviation, gender, mixed abilities.

- **SSDV 5402B: Leadership in Educational Institutions**

Roles and responsibilities of management in educational institutions; Educational leadership and change management; Educational culture; Leadership skills, Behaviour and competencies; Leadership for learning; Leadership for improvement and effectiveness; Capacity building; Staff motivation and development; decision-making; Creating and sustaining learning culture, Ethics in educational institutions.

YEAR 2, SEMESTER 1

- **FIN 5103B: Financial and Managerial Accounting**

Role of financial accounting in a business; Accounting information to aid managerial decision making. Introduction to financial and managerial accounting, Accounting mechanics, Understanding financial statements, Financial statements analysis, Cost allocation and activity based costing, Costing systems and methods, Profit reporting for management analysis, Cost-volume-profit analysis, Budgetary planning and control, Standard cost and variance analysis.

- **MA CODE Educational Change & Organisational Development**

Theories of change- from planning, implementation & resistance to change; change & reforms in educational system; the concept of learning organisation; origins, basic assumptions, values and principles of Organisational Development (OD); action research and change management in the school context; OD workshop process and techniques; application of OD in school organisations. Strategic Management tools such as SWOT analysis.

- **Counselling in Educational Institutions**

History of school counselling; Perspectives and practices for school counselling in the 21st Century; Roles and functions of school counselors in school settings; Characteristics of a good school counselor; Overview of counselling theory as applied to child & adolescents in school setting: Adlerian, Cognitive-Behavioural, Reality/choice, Person-Centered, Solution focused theories; Individual counselling skills: role play; Teacher and administrator roles in the school counselling program; Multicultural and diversity issues impacting school counselling; The counselor and relationships with other helping professions; Ethical and legal issues.

YEAR 2, SEMESTER 4

- **OPS 5310B: Quality Management**

Quality Management: concepts, definitions, characteristics, quality gurus; Strategic Approach to Quality Management; Quality planning: QFD and Kano Model; Standards and Awards Programmes; Six Sigma, EFQM, Kaizen, improvement teams; TQM; ISO Standards; Quality Tools; Statistical Process Control; Cost of quality; Benchmarking.

Elective Modules:

- **EDUC :E-Education**

Networked learning environment, learning management systems; Cognitive science, Bloom's taxonomy, Piaget's constructivism; Teaching and Learning with the help of technology: E-content, e-teaching, e-learning, e-evaluation; Use of tools to support learning; Use of technology across curriculum.

- **CSR 5101B: Corporate Social Responsibility**

Business and society relationship; Corporation and CSR, Shareholders and Stakeholders theory; Business decision makers, Social Performance, Global competitiveness and Multi-national business-Govt relations.

- **OPS 5306B:Project Management**

Cycles and Linkages between policy, programmes, projects and process; Blueprint and process approaches to programmes and projects; Project identification and stakeholder analysis; Investment Appraisal; Objectives oriented planning; Managing the Budgetary Process for blueprint and process; Monitoring and Control; Implementation, Scheduling and Critical Path Analysis, Risk Management; Project Quality Management; Project Closure.

- **DISS 5000: Dissertation**

A 15,000-18,000 words dissertation will have to be submitted at the end of the semester. The work submitted should conform to the School's Postgraduate Dissertation Guidelines.