



KINGSTON
International College

**MA EDUCATION LEADERSHIP AND
MANAGEMENT**
Course Handbook

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Course Objective

The Master of Arts Education Leadership and Management is an innovative programme that allows learners to approach education as a multi-dimensional discipline, exploring educational issues through economic, social, political and professional lenses. The programme is aimed at educationalists, not only those working in school settings but also those wishing to prepare for original research at postgraduate level, or seeking a career in education leadership and management, policy making, educational consultancy and the civil service.

The programme is ideal for individuals looking to develop advanced critical and theoretical perspectives on a broad range of educational matters in a national and international context; it provides an excellent opportunity for learners to develop both intellectually and professionally. For example, the practice-focused modules, such as 'Reflecting on Practice', will allow learners to reflect critically on aspects of learners' own practice, and widen learners' understanding of the latest teaching developments and education research at local, regional, national and international levels. Modules such as 'Comparative Education' will enable learners to explore the changing world of education in the context of social, political, economic and cultural globalisation. Modules such as 'Leading in a Complex World' and 'People, Work and Organisations' will address the needs of executives and managers in today's dynamic environment by focusing on strategic leadership in the context of complexity and change, as well as organisational management.

Undertaking the programme will enable learners to demonstrate to employers a level of critical and intellectual rigour, which can place them at the forefront of key educational careers. Learners will have the opportunity to demonstrate the capacity for sustained and systematic engagement with current evidence-driven curriculum, pedagogy, assessment, international education developments, leadership and management and contemporary policy matters. This can potentially put our learners in a stronger position for progression, promotion and leadership in education.

Course Outcome

The broad aims of the programme are to enable the student to:

- develop as a reflective, research-led and ethical educational practitioner, leader and researcher
- approach education as an academic discipline, encompassing an array of formal, informal, local and global perspectives on education
- critically examine, including via an independent research project, a wide range of contemporary educational issues and theories, while focusing on those that relate more directly to student's own interests and/or practice
- develop an in-depth understanding of educational leadership and management for public, private and not-for-profit organisations and will equip student with the knowledge, skills and behaviours to lead educational developments in the contemporary world.

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject Knowledge and Understanding

Successful students will be able to:

- engage actively with a variety of theories and practices associated with reflective practice
- critically explore the changing relationships between work and education and the implications for individuals and society
- analyse the changing world of education in the context of social, political, economic and cultural globalisation
- demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory
 - explore the differences in educational policy and practice across selected countries
 - interrogate contemporary approaches to leadership and management in education
 - critically analyse theories of leadership and management and their applications to education

Subject Specific Skills

Successful students will be able to:

- critique the political, social and cultural context within which you work and the processes by which your practice and your professional identity are being (re)constructed;
- critically examine the primary aspects of globalisation and their impact on education in various settings
- critically evaluate key methodologies and methods underpinning research in education
- carry out and write up an original piece of research
- develop comparative analysis skills using a range of sources including research, statistics, policy documents and personal experience/accounts and themed discussions
- develop a plan for shaping of organisational culture, supported by relevant leadership and management theories

Key or Transferable Skills (including Employability Skills)

Successful students will be able to:

- critique research findings on various aspects of education and apply arguments to topical questions
- apply knowledge of contemporary issues in education across a range of contexts and materials
- conduct independent research
- produce robust written material (including under strict timed conditions) in different formats and lengths and for different purposes
- synthesise theoretical knowledge with practical experience and develop an appropriate action plan
- value difference
- communicate effectively (in spoken and written form)
- use information technology
- become independent, self-critical learners staying at the forefront of educational developments

Course Structure

- **Duration of Study and Contact Hours:**

12 months institutional studies (Full-time)

3 hours per day, 5 days a week

Total Hours: 384 Hours (GLH)

- **Modules:**

No.	MODULE TITLE	MODULE CODE	CREDITS	GUIDED LEARNING HOURS
1	Reflecting on Practice	EDU-40216	30	63
2	Education, Employment and Professional Identity	EDU-40190	15	63
3	Leading in a Complex World	EDU-40192	15	63
4	Comparative Education	EDU-40194	15	63
5	People, Work and Organisations	EDU-40196	15	63
6	Research Methods	EDU-40198	30	63
7	Dissertation – Main Research	EDU-40200	60	6
			180	384 hrs

- **Mode of Teaching:**

Face-to-Face Delivery via

- Lecture Sessions
- Seminars and Workshops
- Tutorial Sessions
- Class Discussion
- Group Work

Teaching materials will be made available to staff and students via the Virtual Learning Environment (VLE) to support the modules on this programme.

- Access core material and readings for the course
- Submit assignments and receive feedback on them
- Participate in learning activities and communicate with peers and tutors
- Access student support

- **Teacher to Student Ratio:**

1:80

- **Medium of Instruction:**

English

University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Modules and Outline

1. Education, Employment and Professional Identity

Students who successfully complete this module will be able to:

- discuss how education is situated within the wider changes to society, work conditions and economic developments
- explain the link between societal changes, expectations from education and professional identities
- critique the influence of socio-economic, educational and work related factors on their own professional identities, as well as those of others

2. Leading in a Complex World

Students who successfully complete this module will be able to:

- evaluate context sensitive approaches to strategic leadership and change in educational settings
- contrast different sources of power for leaders and the implication for delegation and leader authority
- demonstrate knowledge of and critical reflection on the nature of organisational culture and how this impacts on leadership and the leader's role in shaping culture
- appraise the ethical dimensions of leaders and the leader's role in contemporary issues such as diversity and sustainability

3. Comparative Education

Students who successfully complete this module will be able to:

- critically evaluate the differences in educational policy, practice, governance as well as issues to do with class, poverty and ethnicity across selected countries
- introduce differences between the countries as a central framework for such comparison.
- enable students to develop comparative analysis skills using a range of sources including research, statistics, policy documents and personal experience/accounts and themed discussions

4. People, Work and Organisations

Students who successfully complete this module will be able to:

- appraise the applicability of basic concepts of organisational theory to educational institutions
- examine the applicability of core management practices to educational institutions
- critically evaluate the relationship between organisational structure and governance, human resources management, decision making and strategic planning for institutional development
- evaluate the role of individuals, groups and teams and how to develop high-performance teams
- debate issues of ethics and corporate social responsibility, discussing the responsibilities of organisations and the impact these have on organisations and society
- analyse the risk profile of the organisation and of any strategic options identified, within a culture of responsible risk management

5. Research Methods

Students who successfully complete this module will be able to:

- appraise systematically methods related matters, such as the identification of and access to samples, fieldwork practices and conduct, and data management, handling and analysis, ethics.
- evaluate critically current research and scholarship in the social sciences with respect to the validity and appropriateness of chosen research methods
- critically appraise the strengths and limitations of qualitative, quantitative and mixed-methods methods in light of relevant methodological literature and using research articles
- identify methods for students dissertation projects
- analyse the strengths and weaknesses of their chosen methods, paying particular attention to their appropriateness in answering the proposed research questions

6. Reflecting on Practice

Students who successfully complete this module will be able to:

- critique the political, social and cultural context within which they, as educators/ employees, work and the processes by which classroom/ workplace practice is being (re)constructed
- critically explore the implications of adopting a particular approach to an aspect of educational/ workplace provision, which might include the curriculum, assessment practices, teaching approaches, behaviour, management, leadership and nurture or mentoring
- reflect critically on practice in the light of theory and vice versa, synthesising theoretical knowledge with practical experience and developing an appropriate action plan
- critically examine the relevance of reflective practice

7. Dissertation – Main Research Project

Students who successfully complete this module will be able to:

- critically evaluate current research and advanced scholarship in the field of education practice and/or policy
- demonstrate a critically informed understanding of the principles of literature collection and analysis through completing an appropriately critical literature review
- evaluate methodological approaches to research problems
- use theoretical understanding of core issues in educational research in the design of a project
- demonstrate an understanding of how methodology and theory interact in the creation of new knowledge
- demonstrate autonomy and originality in solving theoretical and substantive problems in the field
- work with complex theoretical and substantive issues and make reasonable judgments related to these issues on the basis of data available
- design and complete a research project reflecting understanding of the importance of process in the social sciences

Graduation Requirements

Students will be awarded the Master of Arts Education Leadership and Management if they achieve 180 credits (all compulsory modules for the programme).

Admission Requirements

Age Requirement:

Minimum 21 years of age

Language Requirements:

- International English Language Testing System (IELTS) score of 6.0, or
- Kingston International College's English Placement Test, or
- Other English Language Proficiency Tests (TOEFL etc) – will be considered on a case-by-case basis

Academic Requirements:

- A minimum of 2:2 undergraduate degree or a UK Master's degree (or international equivalent), or
- A third-class Honours degree or an Ordinary degree (without Honours) or UK equivalent professional qualification with a minimum of 2 years' appropriate work experience
- Applicants who do not hold a recognised degree will be asked to provide evidence which demonstrates a minimum of 3 years' relevant experience in Education.

Mature Candidates:

- Are 30 years and above at the time of registration; and
- Have at least 8 years of verifiable working experience; and
- Provide a detailed resume with contact details of past and present employers

All applicants are subjected to the College's assessment of eligibility for entry into the programme.

Required Documents

1. Application Form
2. Passport Photocopy of Applicant
3. Certified Copy of Highest Qualification Certificates and Transcripts
4. 2 Passport Size Photograph
5. Detailed CV (For Mature Candidates)

Course Fees Course Fees

Course Fees	Price (SGD\$) (With GST, if any)
Student Registration Fee	\$300.00
University Fee	\$3,500.00
Tuition Fees	\$14,190.00
Assessment Fee	\$1,500.00
Medical Insurance	\$200.00
Student Pass Issuance Fees	\$100.00
FPS	\$1,000.00
Course Material	\$1,500.00
Gross Fees	\$22,290.00
GST 9 %	\$2,006.10
Total Course Fees Payable	\$24,296.10

Miscellaneous Fees	Price (SGD\$) (With GST, if any)
Student Pass Renewal Processing Fees	275
College Application Fees (Non-refundable)	570
Medical Check-Up	55
Re-Mark Assessment Fee / Certificate Reprint	491
Re-Assessment Fee / Late Entry Assessment Fee (per module)	327
Re-module (per credit)	164
Course Deferment	109
Additional Fee Protection Scheme (for Re-module or Extension of Course Duration)	275
Graduation Fee (Local)	Up to 540
Late Payment Fee (per month)	109
Certificate Courier Fee	109

Course Assessment

No.	MODULE TITLE	MODULE CODE	ASSESSMENT MODE & WEIGHTAGE
1	Reflecting on Practice	EDU-40216	A1: 3000 words reflective analysis of practice (60%) A2: 2000 words reflective portfolio (40%)
2	Education, Employment and Professional Identity	EDU-40190	A1: 5-10 mins of self-reflective video with a script (40%) A2: 2500-word essay (60%)
3	Leading in a Complex World	EDU-40192	A1: 1000 words reflective essay (40%) A2: 2500 words essay (60%)
4	Comparative Education	EDU-40194	A1: 1000 words critical review of article (40%) A2: 2500 words summative essay (60%)
5	People, Work and Organisations	EDU-40196	A1: E-portfolio - 10 mins reflective presentation (40%) A2: Brief Description: 2,500-word work report (60%)
6	Research Methods	EDU-40198	A1: Presentation (7-10 mins long) of students' critique of visual methods used in sample research article (40%) A2: 2500-word essay (60%)
7	Dissertation – Main Research Project	EDU-40200	A1: 15,000 - 18,000 words Dissertation (100%)

Assessment Schedule

Semester	Module(s)	Assessment Schedule
1	Comparative Education	Tentatively on Weeks 13 and 14
	Leading in a Complex World	
	Reflecting on Practice	
	People, Work and Organisations	
2	Research Methods	Tentatively on Weeks 13 and 14
	Education, Employment and Professional Identity	
3	Dissertation – Main Research Project	Tentatively on Week 13

Note:

Actual dates of the assessments may vary to better fit students' learning progress. Students will be informed by the class lecturer if there are changes.