

# MA Educational Leadership - LC516

## 1. CONTEXT AND OBJECTIVES

In the context of Mauritius aiming at becoming a Knowledge society, our educational institutions should demonstrate keen leadership skills that reflect managing and leading changes for 21<sup>st</sup> century teaching and learning. The programme is designed for educators, school managers and/or administrators who have experience of working in primary schools and secondary colleges and who are willing to develop a better understanding of how educational leadership can influence the experiences of staff and students within and beyond the school environment. This programme is offered in partnership with the Commonwealth of Learning.

### Objectives

- Develop educational practitioners and managers into leaders to effectively address challenges of the 21<sup>st</sup> century educational systems.
- Strengthen participants' knowledge of contemporary educational leadership and change management.
- Develop capacity to engage in educational research to inform and develop effective 21<sup>st</sup> Century management practices in the educational context.

### Competencies

After successful completion of this programme, learners should be equipped with the following competencies:

- Proposing a sustainable and innovative future for educational institutions
- Educational management and problem solving skills
- Effective communication skills, adaptability and flexibility
- Effective leadership in collaborative educational projects
- Ethical reasoning and judicious decision making skills.

## 2. LEARNING OUTCOMES

On completing this Programme, prospective educational leaders and managers should be able to:

- understand the role and responsibilities of educators and leaders in a changing world.
- recognise their personal leadership traits and its impact on their learning and professional environment based on a shared vision. .
- critically reflect on the role of personal and professional values and leadership culture, including the importance of lifelong learning.
- use critical and creative skills to identify ways to develop a safe, collaborative and inclusive professional environment.
- design, develop and conduct research to inform management and educational practices.
- recognise that action-centred, transformational leadership will help to develop sustainable futures for education
- engage in conflict resolution as Change Champions

- appraise the steps for developing and implementing a technology plan for better teaching, learning, educational management and administration.

### 3. **TEACHING AND LEARNING METHODS**

This fully online programme is offered through a flexible mode in the form of webinars, online activities, online practicals, and other learning activities such as groupwork, projects and presentations, including self-learning activities and classroom discussions (virtual and/or face-to-face in cases where students can make arrangements with their respective tutors/ academics).

A typical semester module will carry 6 LCCS Credits which represent 180 notional learning hours broken down as follows: 30 hours of teaching/ tutoring, 60 hours of self-study (desk research, reading) and 90 hours of other learning activities (Webinars, online collaborative learning, activity organisation, presentations, guest lectures, on-field application and testing)

### 4. **ENTRY REQUIREMENTS**

- ***General***

Successful completion of an undergraduate degree with

- at least a Second Class or 50%, whichever is applicable or
- a GPA not less than 2.5 out of 4 or equivalent, from a recognized higher education institution.

**OR** alternative qualifications acceptable to the University of Mauritius.

- ***Programme (Specific) Requirements***

- **Working Experience**

Candidates registering directly on the Masters programme, need have at least 5 years working experience in the education field as educator, or 3 years in an administrative/managerial capacity related to the education sector.

- ***Stand-alone modules***

Prospective applicants may initially register on the modules of the programme as stand-alone modules, as and when they are offered, and accumulate credits accordingly. However, if they wish to proceed for the Masters qualification, they will need to register formally on the programme after having successfully accumulated **36 LCCS credits** among the modules.

- *Special Cases*

The following may be deemed to have satisfied the General and Programme requirements for admission:

(i) Applicants who do not satisfy any of the requirements as per regulations above but who submit satisfactory evidence of having passed examinations, which are deemed by the Senate to be equivalent to any of those, listed.

(ii) Applicants who do not satisfy any of the requirements as per regulations above but who in the opinion of Senate submit satisfactory evidence of the capacity and attainments requisite to enable them to pursue the programme proposed.

## 5. PROGRAMME DURATION

The Programme will be offered fully online on a part-time basis. The duration of the graduate Programme should normally not exceed 5 years (10 semesters).

Master's Degree (Part Time)	Normal	Maximum
	2 years	5 years
	4 Semesters	10 Semesters

### Multiple Exit Points

The programme provides a flexible entry and multiple-exit points. Students can opt to stop at any of the three specified levels.

- (1) Postgraduate Certificate in Educational Leadership
- (2) Postgraduate Diploma in Educational Leadership
- (3) MA in Educational Leadership

## 6. MINIMUM CREDITS REQUIRED (LCCS)

### Requirements for Degree Award

A learner will be awarded an MA in Educational Leadership provided s/he achieves **72 LCCS** credits

### Requirements for each Academic Year

Maximum **36 LCCS credits**, Minimum **24 LCCS credits**, excluding retake modules and subject to section 5 above (maximum duration of programme)

Semester modules to be registered for on a semester basis. Yearly modules to be registered for only once at the start of the module, normally at the beginning of academic year.

## 7. ASSESSMENT AND DEADLINES

Each module will be assessed over 100 marks (i.e. expressed as %) with details as follows (unless otherwise specified): Assessment will be based mainly on continuous assessment. Assessment of each module (except for the project) will be as follows:

1. A set of 2 Learning Activities (30%)
2. Self-assessment exercises (10%)
3. An Online Portfolio (30%)
4. A Viva-Voce over Skype (for overseas students) and face-to-face (for local students) (30%)

The pass mark for a module in the programme will be 50% given the nature of assessment which is entirely through coursework. All submitted coursework reports in the context of this programme will be subject to plagiarism check through the Turnitin Software.

## 8. LIST OF MODULES

<b>Module Code</b>	<b>Module Name</b>	<b>Contact hours (Mode: DEOL)</b>	<b>LCCS credits</b>
CIL 6010	Research Methods in Education	30	6
CIL 6011	Culture of Leadership	30	6
CIL 6012	Foundations of Educational Leadership	30	6
CIL 6013	The Future of Education and Knowledge Society	30	6
CIL 6020	Leading Educational Change	30	6
CIL 6021	Leading Educational Systems	30	6
CIL 6022	Curriculum Leadership	30	6
CIL 6023	Technology Leadership in Education	30	6
CIL 6024	Dissertation	<b>N/A</b>	24

## 9. Programme Plan

### YEAR 1

Code (Core)	Module Name	Semester	Online/ face to face Teaching -DEOL (Contact Hours)	LCCS Credits
CIL 6010	Research Methods in Education	1	30	6
CIL 6011	Culture of Leadership		30	6
CIL 6012	Foundations of Educational Leadership		30	6
CIL 6013	The Future of Education and Knowledge Society	2	30	6
CIL 6020	Leading Educational Change		30	6
CIL 6021	Leading Educational Systems		30	6
			<b>Sub Total</b>	<b>36</b>

### YEAR 2

Code (Core)	Module Name	Semester	Online/ face to face Teaching -DEOL (Contact Hours)	LCCS Credits
CIL 6022	Curriculum Leadership	1	30	6
CIL 6023	Technology Leadership in Education		30	6
CIL 6024	Dissertation	2	N/A	24
			<b>Sub Total</b>	<b>36</b>
			<b>GRAND TOTAL</b>	<b>72</b>