# Course Outline

## Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Master of Public Policy and Management</th>
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</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>6</td>
</tr>
<tr>
<td>Course Title</td>
<td>Educational Leadership in the Tertiary Sector</td>
</tr>
<tr>
<td>Course Code</td>
<td>PPG6020</td>
</tr>
<tr>
<td>Department</td>
<td>Department of Asian and Policy Studies</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>EMI</td>
</tr>
<tr>
<td>Course Level</td>
<td>6</td>
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## Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):
- **Professional Excellence**;
- **Ethical Responsibility**; &
- **Innovation**.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis
This course is designed to help participants to get exposed to the actual practitioners playing the leadership role in the tertiary sector. Students will be working alongside academic and administrative leaders from a wide range of academic departments and corporate administrative areas who will have their own experiences in the leadership and management in the tertiary sector. This will facilitate students to become successful leaders and negotiators, deal with challenging people and hard bargainers, and manage engagement productively. The module will cover a variety of issues from recruitment, staff retention, institutional rankings, management of academic programmes, stakeholder engagement, and academic leadership – among other issues.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

- **CILO1**: Critically apply and develop an attentiveness of organizational cultures in tertiary education and the appraised mechanisms for managing conflict situations in the workplace.
- **CILO2**: Discover the approaches for effective change management and implementation.
- **CILO3**: Share ideas and experiences facilitating a greater understanding of the challenges facing the tertiary sector in a global education context.
- **CILO4**: Analyse and develop the importance of an improved understanding of key imperatives for leadership and management.
- **CILO5**: Communicate critically the findings and analysis of the group research project both orally and in writing.

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>An overview on organizational cultures in tertiary education.</td>
<td><strong>CILO1-5</strong></td>
</tr>
<tr>
<td>Develops the theoretical and applied background to leadership and management.</td>
<td><strong>CILO1-5</strong></td>
</tr>
<tr>
<td>An understanding on the challenges confronted by the tertiary sector in a global education context.</td>
<td><strong>CILO1-5</strong></td>
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**Suggested Teaching & Learning Activities**

- Seminars: Professionals will present seminars relevant to leadership challenges and opportunities in executing their institution's corporate strategy.
- Presentations: Students will present cases comparing and contrasting significant policy issues and approaches to change implementation and leadership.
- Web and library search.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Seminar Presentation and Discussion</strong></td>
<td></td>
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<tr>
<td></td>
<td>Students are required to work as a team and make a presentation; prepare questions and ideas for discussion; and encourage active participation among other members of the class.</td>
<td><strong>30%</strong></td>
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</table>

**5. Required Text(s)**
Nil

**6. Recommended Readings**


### 7. Related Web Resources
Nil

### 8. Related Journals

- *Asia Pacific Education Review*
- *Journal of Education Policy*
- *Journal of Educational Change*
- *Journal of Higher Education Policy and Management*
- *Leadership Quarterly*

### 9. Academic Honesty
The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* ([https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

### 10. Others
Nil

*Updated as of 6 Jan 2019*