

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Educational Leadership in the Tertiary Sector
Course Code	: PPG6020
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 examines educational leadership in the tertiary sector within a rapidly evolving global educational context. It provides participants with a foundation in major leadership theories and applies these to the work of senior university administration. The first part focuses on the management responsibilities of senior university administrators, including strategic planning, governance, policy implementation, resource management, communication and conflict resolution, and change management and implementation, with the context of systematic challenges facing the tertiary sector such as shrinking student populations, shifting international student mobility, transnational partnerships and marketization. The second part of the course introduces key concepts, models, and perspectives in educational leadership, with attention to organizational culture, power, ethics, and leadership practice in complex educational settings. The course is designed for participants who are interested in the management issue of post-secondary educational institutes, and emphasizes both conceptual understanding and practical relevance.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁* : Critically apply and develop an attentiveness of organisational 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

Course Content	CILOs	Suggested Teaching & Learning Activities
A brief review of management responsibility of senior university administrators	<i>CILO_{1-3,5}</i>	Lectures; Case Scenario Discussion and Analysis
Key models of educational leadership in high education	<i>CILO₁₋₅</i>	Lectures; Case Scenario Discussion and Analysis; Interactive Discussion and Case Sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Case Simulation and Oral Briefing Working in established teams (5–6	40%	<i>CILO_{1-3,5}</i>

members), students tackle a higher education crisis simulation as executive advisors to senior management. Teams have approximately 20 minutes to analyze the case, leverage AI tools, and structure their strategy. A designated team representative then delivers \boardroom pitch, followed by Q&A by assessors/instructor (30%). Individually, students must submit a post-simulation reflective memo evaluating their specific role, team dynamics, and peer contributions to ensure rigorous personal accountability and deep meta-reflection (10%).		
(b) Class Exercise and Discussion Students are expected to complete the class exercise/ actively participating the class discussion.	20%	<i>CILO₁₋₅</i>
(c) In class Quiz An in-class quiz with multiple choice, short questions and other question format.	40%	<i>CILO₁₋₅</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Achua.C. F. & Lussier. R. N. (2022). *Leadership: Theory, Application, & Skill Development* (7th ed.). SAGE Publications, Inc.

Antonakis. J, & Day, D.V. (2018). *The nature of leadership* SAGE Publications, Inc

Bolman, L., & Deal, T. (2026). *Reframing organizations: Artistry, choice, and leadership*. John Wiley & Sons.

Bush, T. (2020). *Theories of educational leadership and management*. London: Thousand Oaks, CA: Sage.

Clark, B.R. (1983). *The Higher Education System: Academic Organization in Cross-national Perspective*. Berkeley: University of California Press.

Cramer, S.F. (ed.) (2018). *Shared Governance in Higher Education: New Paradigms, Evolving Perspectives*. Albany: State University of New York Press.

Rowlands, J. (2016). *Academic Governance in the Contemporary University: Perspectives from Anglophone nations*. Dordrecht: Springer.

Shin, J.C. (eds.) (2018). *Higher Education Governance in East Asia: Transformations under Neoliberalism*. Singapore: Springer.

8. Related Web Resources

Nil

9. Related Journals

Asia Pacific Education Review

Journal of Education Policy

Journal of Educational Change

Journal of Higher Education Policy and Management

Leadership Quarterly

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 28 July 2026