UNIVERSITY^{OF}
BIRMINGHAM

School of Education

12 May 2009

Tony Townsend
Chair in Public Service
Educational Leadership and Management
Department of Educational Studies
University of Glasgow

Dear Tony

Find attached my report on the Master of Science (MSc) degree in Organisational Leadership.

I hope you will find it in order and helpful in your quest for a quality programme.

Thank you for the trust you placed in me to be involved in the review and I hope this will strengthen the relationship between our universities.

Cordially

Tom Bisschoff
Emeritus Professor: University of Johannesburg
LAkad(SA)
FCCEAM

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University of Glasgow

Course/Programme Approval Process

External Examiner* Consultation Proforma

Course/Programme Name: Master of Science (MSc) in Organisational Leadership with six pathways:
(Childhood Practice)
(School Leadership)
(Higher Education)
(Adult and Community Leadership)
(Children's Services)
(Public Service)

Principal Department: Educational Studies

Faculty: Education

(Note to proposed course/programme co-ordinator: The external examiner should be given a copy of the completed CCIMS proposal form. They should then be asked to complete this form.)

*If the course or programme is new and there is no External Examiner, consultation should take place with an external representative whom the department would normally approach to become an External Examiner for the course.

Are the following aspects of the proposed course or programme appropriate? Please comment as necessary.

1. Aims

The aims of the programme are in line with similar programmes in the UK and other Commonwealth Countries and remain the same as before the proposed changes, namely

"The aims of the programmes are:

-   To provide an international perspective on policy and practice in organisational leadership and management in educational settings

-   To develop a critical understanding of educational leadership and management within an improvement agenda

-   To actively support the development of inter-agency professional practice"

Although the literature is clear on the link between leadership and management the department may consider omitting '... *and management...*' from the first two aims to bring it in line with the proposed course name changes.

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The renaming of the courses is in line with what is to be found in the literature and the change to a 2:1:1 combination adding up to a 60+40+20 credit count for the course work makes more sense than the fragmentation of leadership into 6 confusing chunks as it was in the previous programme. *Becoming a Leader; Being a Leader and Capabilities for Leading* are all examples of the confusing chunks. The logic behind the collapsing of courses into renamed courses is clearly explained in the rationale provided.

2.   Intended Learning Outcomes

The outcomes of the programme are commendable and in line with the outcomes of similar programmes in the UK and Commonwealth countries. The two references to 'management' in the outcomes can also be omitted to bring it in line with the wording in the proposed changes to course names.

3.   Methods of assessment

The assessment requirements (4000 word essay for 20 credits and 8 000 word essay for 40 credits) is in line with the requirements in the UK and will allow sufficient evidence of the outcomes demonstrated by the students.

I was not provided on this template with space to comment on the multiple learning and teaching approaches suggested in this programme but never the less want to commend the department on the so called E-learning mode that can indeed replace certain learning content as an alternative to face-to-face contact.

4.   Level of the course or courses comprising the programme

In the Changes to Programmes Document it is indicated that all the new courses would be on SCQF level 11.

A scrutiny of the following courses in more detail indeed confirms this:
Understanding Leadership; Leadership in Context: Childhood Practice; Leadership in Context: Higher Education; Leadership in Context: Adult and Community Leadership; Leadership in Context: Children's Services and Personal study and Practicum

In all of these courses the aims and intended outcomes concur and the reading texts recommended are the most recent available in the leadership Body of Knowledge. See Northouse's 2008 publication in the case of *Understanding Leadership* and Sutherland and Crowther's seminal work published in 2006 in the case of *Adult and Community Context.*

I looked in detail at the course, *Understanding Leadership* and want to report that this is a model for other universities to follow in the way that 'old' knowledge is combined with cutting edge information. This is evident in the prescribed texts. The importance of leaders to be reflective is clearly articulated in the aims and in the specific skills mentioned in the learning outcomes and is in line with the present research (Gronn, Brundrett , Ribbins et al) on the career stages of head teachers. The notional hours (400 for a 40 credit course) are logically divided into three broad categories that are appropriate for a course on a master's level, namely 1:1:1, lectures and seminars, E-learning and private study.
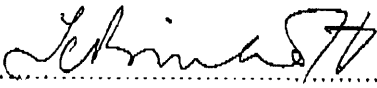
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5. The credit rating of the course or courses comprising the programme

The programme complies with the SCQF requirement for an MSc programme namely 180 credits made up of 60:40:20 credit combination for the course work and 60 credits for the dissertation.

I therefore conclude that the above aspects of the proposed programme are appropriate. Minor editorial changes are recommended.

Name of External Examiner .... *T.C. Bisschoff* ....

Signature ....

Date .... *12/05/2009* ....