



## **Programme Specification**

### **Master in Higher Education Management**

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme, the intended learning outcomes, detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1. Programme name:

*Higher Education Management*

2.1 NQF level:

*Level 7 of the National Qualifications Framework*

2.2. Qualification:

*Master of Education  
Higher Education Management*

2.3. Number of credits :

**120**

3. Awarding and Teaching HEI :

*Armenian State Pedagogical University*

4. Faculty/ Chair:

*Higher Education management and leadership*

5 Study language:

*Courses are available in Armenian and in English.*

6. Type of education:

*Full time*

7. Licensed/Accredited /Validated By:

*Ministry of Education and Science of the Republic of Armenia*

8. Entrance Requirements:

*All applicants must have from an accredited institution baccalaureate degree diploma and supplement , credits substantially equivalent to those required by ASPU. Applicants must have a Bachelor's degree with a GPA of above 2.5. Applicants may be required to provide*

- *Evidence of their English language proficiency.*
- *Resume of curriculum vitae*
- *Letter of introduction with a career statement and personal history, including motivation and goals, and emphasis the applicant interested in pursuing.*
- *One sets of official transcripts submitted from the educational institution attended in a sealed envelope from the Vice rectore/ Registrar's office and sent to the Master's Programme Admission Office).*

*The programme draws participants from a broad spread of interests –administrative/ managerial, academic support and academic, in RA and international higher education*

## 9. Programme structure, modules

### and credits:

*Duration of the program is 2 years, 4 semesters. Each semester includes 16 weeks for classroom works and 4 weeks for examinations.*

*The programme is divided into seven modules including core and optional courses: one of 30 credits, and six of 15 credits (a total of 90 credits). An optional course will not be run in any given year if fewer than a prescribed minimum number of students have opted for it. To be awarded the MA, successful completion of 120 credits is required.*

*(The University uses the European Credit Transfer and Accumulation System (ECTS), as a guide to support periods of study undertaken abroad and to assist student mobility.)*

## 10. Programme Aim:

*This programme is created to address the need for improved management in Armenian higher education institutions (HEIs), which require effective management to meet their objectives, whether academic or their wider commitments to society.*

*The programme offers an intellectual and professional challenge to HEI staff with management responsibilities and aspirations to leadership roles. It relates management theory to the contemporary practicalities of working in universities and institutes.*

*The MA in Higher Education Management (MA/HEM) therefore aims to:*

- offer an intellectually and professionally challenging programme which will become a recognised component in the professional formation of future HE managers;*
- develop in participants an understanding of the key concepts in the academic literature and in the field of professional practice relevant to HE management;*
- develop the capacity for critical reflection on participants' own professional practice, drawing on a range of theoretical and practice-based perspectives;*
- foster the creation of a community of practice in the area of HE management, committed to mutual support and to enhancing and sharing professional insights.*

## 11. The learning outcomes of the Degree Programme :

This project has been funded with support from the European Commission and the agreed Statement of Learning Outcomes are:

### **Knowledge of**

1. the values\*, principles and practices that support good leadership and management in the European Higher Education Area;
2. the roles, responsibilities and benefits of universities within their societies, as seen from various perspectives;
3. the seminal literature on student-centred approaches to the provision and enhancement of higher education;
4. guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance quality in higher education.

### **Understanding of**

5. the key challenges that universities face in supporting the development of their students and staff, and addressing the needs of their local/national communities and stakeholders;
6. how knowledge of ways that students learn and experience higher education (within and outside the curriculum) can be used to improve teaching and professional practices;
7. the ways that management processes can be used to set standards, and applied to support the attainment of the strategic objectives of university departments and services.

**Skills in the**

8. use of key tools and methods of (qualitative and quantitative) data collection, interpretation and presentation;
9. writing, communication and presentation of reports and other documents in clear and scholarly styles;
10. use of digital technology to support and enhance the effectiveness of professional activities

**Ability to**

11. address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills;
12. collect, analyse and present data in an ethical and effective manner;
13. design, undertake and present (through dissertation or project work) a substantial piece of original research on a contemporary challenge in higher education;
14. reflect critically upon aspects of their own professional practice,

*These learning outcomes can be broken down into the following constituent parts:*

**Knowledge and understanding:**

- *Theoretical and professional knowledge and understanding of concepts and issues involved in management generally and HE management in particular.*
- *Familiarity with current innovative management theories and practices in the public and private sectors, nationally and internationally.*
- *Knowledge and understanding of the historical development of the RA HE system and its relationship to wider political, economic and social aims.*
- *Knowledge and understanding of national policy processes affecting HE, and critical consideration of the outcomes of these processes.*

**Skills****A. Intellectual and analytical skills**

- *Opportunities for the consideration of the above in relation to comprehension, analysis, discernment, argument, synthesis and the evaluation of viewpoints*
- *Applying and refining the skills of research literacy: critically reading and using research in HE and in management in different forms and contexts*
- *Recognising the value of and using both professional and academic forms of oral and written communication*

## **B. Professional skills:**

- *Acquisition and practice of the leadership, management and communication skills required as an effective senior manager* □ *Improving analytic and reflective capacities in order to enhance personal professional practice in HE management*
- *Working with others in ways which maximise their contributions to organisational effectiveness*
- *Making informed judgements about policy and practice in HE*

## **C. Transferable skills:**

- *Leadership, management and team-building*
- *Effective oral and written communication*
- *Critical evaluation and reflection*
- *Understanding, planning and managing change*
- *Problem analysis and solving*
- *Taking personal responsibility for professional learning*
- *Successfully relating theory and practice*

*Thus it means that students throughout their programme of study in the MA/HEM should develop the following:*

- *improved leadership and management skills relevant to HE settings;*
- *the ability to reflect critically on differing perspectives on HE management;*
- *knowledge and understanding of the social, political and economic contexts within which HE is located;*
- *a critical understanding of recent developments in policy and practice affecting HE management and the ability to use the knowledge to inform professional practice;*
- *understanding the main drivers of organizational change in HEIs and the development of skills in strategy to enable them to realize their potential aim;*
- *the development of analytic skills to identify organizational problems and to develop and present workable solutions to them.*

## Learning Outcome map

Modules/ Learning outcomes	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12	LO13	LO14	LO15
Theories of Education: Current Developments and Trends							+								
Organizational Management				+			+				+				
Comparative Education	+	+			+										
Introduction to Research in Education								+	+		+		+		
Entrepreneurship in HE		+									+				
Change Management in Education				+			+				+				
Culture and Ethics in HEI		+													
Educational Sociology		+					+								+
Strategy planning and implementation/ strategic management	+	+		+			+				+				
Higher Education Policy Making and Legal Framework	+			+			+								
Leadership in HE	+										+				
Research Methods								+	+		+		+		
Financial Management	+			+			+								
Human Resource Management	+			+	+		+								
Communication and Conflict Management in Higher Education	+				+				+		+				

Educational Sociology		+										+			+
Curriculum and Course Design			+			+									
Quality Management in Higher Education				+											
Educational Psychology	+										+				+
Internship									+	+				+	+
Technology enhanced teaching and learning			+			+				+	+				
Teaching and learning assesment			+			+									
Marketing in Higher Education		+			+										
Applicant oriented field courses • Secondary Education Policy Development • Higher Education Policy Development	+	+	+			+									
Master Thesis								+		+		+	+		

**Master of Educational Management degree program**

**Distribution of courses according to the semesters:**

Semester	Module		Course	CP	
			<b>Core modules (courses)</b>	<b>24</b>	
1st Semester	M.1	1.1	Theories of Education: Current Developments and Trends	6	
	M.1	1.2	Higher Education Policy Making and Legal Framework	6	
	M.5	5.1	Introduction to Research in Education	6	
	M.5	5.2	Research Methods	6	
	M.1	1.3	<b>Elective modules (courses)</b>		<b>6</b>
			Culture and Ethics in Education	6	
		History of Education			
<b>Total 1st Semester</b>				<b>30</b>	
2nd Semester			<b>Core modules (courses)</b>	<b>24</b>	
	M.2	2.1	Comparative Education	6	
	M.2	2.2	Curriculum and Course Design	6	
	M.6	4.1	Leadership in HE	6	
			Strategy planning and implementation	6	
	M.2	2.3	<b>Elective modules (courses)</b>		<b>6</b>
			Educational Sociology	3	
			Educational Psychology		
	M.4	4.3	Entrepreneurship in HE	3	
			Change Management in Education		
Communication and Conflict Management in Education					
<b>Total 2nd Semester</b>				<b>30</b>	
3rd Semester			<b>Core modules (courses)</b>	<b>24</b>	
	M.3	3.1	Organizational Management	6	
	M.3	3.2	Quality Management in Education	6	
	M.6	6.1	Applicant oriented field course (general)	6	
			<ul style="list-style-type: none"> <li>• Secondary Education Policy Development</li> <li>• Higher Education Policy Development</li> </ul>		
	M.6	6.2	Intnernship	6	
			<b>Elective modules (courses)</b>		<b>6</b>
	M.3	3.3	Financial Management	3	
Human Resource Management in Educational Institutions					
Marketing in Higher Education					
M.6	6.3	Technology enhanced teaching and learning	3		
		Teaching and learning assesment			
<b>Total 3rd Semester</b>				<b>30</b>	
4th Semester			<b>Core module</b>	<b>30</b>	
	M.7		Master's Thesis	30	
<b>Total 4th Semester</b>				<b>30</b>	
<b>Total</b>				<b>120</b>	

I year 1<sup>st</sup> semester Modules: Framework (15 credits)+ Research (15 credits) = 30

2<sup>nd</sup> semester Modules: Education (15 credits) + Leadership (15 credits) = 30

II year 3<sup>rd</sup> semester Modules: Educational management (15 credits) + Applicant oriented subjects & internship (15 credits) = 30



<i>Master of Educational Management degree program</i>				
	<b>Modules &amp; Courses</b>	<b>Evaluation</b>	<b>ECTS</b>	
	<b>MODULE 1: Framework of Educational Management</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>1.1</b>	Theories of Education: Current Developments and Trends	<b>Paper work</b>	<b>6</b>	
<b>1.2</b>	Education Policy Making and Legal Framework	<b>Paper work</b>	<b>6</b>	
	<b>Elective Courses</b>		<b>3</b>	
<b>1.3a</b>	Culture and Ethics in Higher Education		<b>3</b>	
<b>1.3b</b>	History of Education			
	<b>MODULE 2: Education</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>2.1</b>	Comparative Education	<b>Paper work</b>	<b>6</b>	
<b>2.2</b>	Curriculum and Course Design	<b>Paper work</b>	<b>6</b>	
	<b>Elective Courses</b>		<b>3</b>	
<b>2.3a</b>	Educational Sociology		<b>3</b>	
<b>2.3b</b>	Educational Psychology			
	<b>MODULE 3: Educational Management</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>3.1</b>	Organizational Management	<b>Paper work</b>	<b>6</b>	
<b>3.2</b>	Quality Management in Education	<b>Paper work</b>	<b>6</b>	
	<b>Elective Courses</b>		<b>3</b>	
<b>3.3a</b>	Financial Management		<b>3</b>	
<b>3.3b</b>	Human Resource Management in Educational Institutions			
<b>3.4a</b>	Marketing in Higher Education			
	<b>MODULE 4: Leadership in Educational Institutions</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>4.1</b>	Leadership in HE	<b>Paper work</b>	<b>6</b>	
<b>4.2</b>	Strategy planning and implementation	<b>Paper work</b>	<b>6</b>	
	<b>Elective Courses</b>		<b>3</b>	
<b>4.3a</b>	Entrepreneurship in HE		<b>3</b>	
<b>4.3b</b>	Change Management in Education			
<b>4.3d</b>	Communication and Conflict Management in Education			
	<b>MODULE 5: Research Methods</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>5.1</b>	Introduction to Research in Education	Research Project	<b>7.5</b>	
<b>5.2</b>	Research Methods	Research Project	<b>7.5</b>	
	<b>MODULE 6: Applicant oriented field</b>		<b>15</b>	
	<i>Core Courses</i>			
<b>6.1</b>	Applicant oriented field course (general) <ul style="list-style-type: none"> <li>• Secondary Education Policy Development</li> <li>• Higher Education Policy Development</li> </ul>		<b>6</b>	
<b>6.2</b>	Intnernship	Portfolio	<b>6</b>	
	<b>Elective Courses</b>			
<b>6.3a</b>	Technology enhanced teaching and learning		<b>3</b>	
<b>6.3b</b>	Teaching and learning assesment			
	<b>MODULE 7: Thesis</b>			
	<b>Master's Thesis</b>		<b>30</b>	
	<b>Program Total</b>		<b>120</b>	

## 12. Teaching and Learning approaches:

*Teaching includes lectures, seminars, conferences, practical /problem/ workshops, tutorials and practical classes. Most lecturers use blackboard, overhead or computer projection methods. Some include discussions, demonstrations and videos.*

*Workshop and tutorial sessions ensure interaction with staff and contact with scientific research. The independent dissertation permits the in-depth pursuit of knowledge and the opportunity to integrate understanding of a selected topic.*

*Teaching and learning strategies are mainly: Face-to-face teaching; Research and Reading , they include:*

*Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;*

*Seminars - to generate group and individual creativity, discussion and reflection, critical thinking;*

*Practical workshops - enabling experimentation and the analysis and discussion of issues, documents and materials;*

*Conferences – to facilitate the opportunity to share ideas and to research and enquiry undertaken in areas outside the participants' immediate professional spheres;*

*Guided reading and independent study - to enable participants to engage with relevant and appropriate debate;*

*Supported self study using relevant materials - to promote individual enquiry and development;*

*Individual tutorials - to enable a more extended, in-depth analysis and support of self study; as well as by tutorials; directed activities in professional contexts; school-based placements; supported self-study; ICT via email and website.*

## 13. Assessment methods:

The assessment methods of the Program are mainly focused on the students' capability and the learning outcomes with an aim to encourage and enhance Master degree students' deep knowledge, critical thinking skills. Assignments, mid-term and final examinations are the assessment methods for most courses. The lecture-based courses are usually assessed by the written examinations and assignments, also by thematic self written works and oral reports in seminars.

The students academic / professional work combatively is assessed by: essays, assignments, oral presentations and seminars, workbooks and critiques of study papers.

Formative assessment is provided by: written and verbal comments in group activities, written and verbal comments in feedback on work undertaken, comments by peers, feedback in simulations, projects and group presentations. Formative assessment is provided by classroom professionals on a daily basis as a result of the evaluation of students' activities

Intellectual skills are assessed variously through bibliographic reviews, problem sheets and seminars, via accumulated coursework effort, by written and oral examination. The students' freedom to execute a project in their area of interest and produce an accompanying dissertation allows assessment of intellectual skills at the highest level.

#### *14. Fields of Professional Performance :*

The Master in Educational Management enables graduates to fulfill functions in all education-related organizations. They will demonstrate an advanced understanding of current management, leadership and pedagogical issues and challenges of the educational sector as well as the ability to take a global perspective on tackling management issues in education. In response to the broad range of challenges that arise in practice, graduates acquire advanced knowledge and skills in the fields of management, leadership and pedagogy. Their competence profile enables them to work in leadership positions in the following types of institutions and industries:

Public and private educational institutions

Service Companies (e.g. Consultancies)

Educational Associations

Authorities (Ministries etc.)