UNIVERSITY
OF MALAYA

INSTITUTE OF EDUCATIONAL LEADERSHIP
POSTGRADUATE HANDBOOK
2015/2016

INSTITUTE of
EDUCATIONAL
LEADERSHIP

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DIRECTOR'S MESSAGE

$\mathcal{W}$elcome to the Institute of Educational Leadership (IEL), University of Malaya.

Today, the challenges of being a leader are great but so are the rewards. Those leading within an educational context have the chance to make a difference to change the lives and life chances of young people, for the better.

At IEL we work as a team. We firmly believe that leadership is not a position, it is a privilege.

Our prime goal at IEL is to be a centre of excellence in research, teaching, professional development and consultancy. At IEL, we prepare exceptional leaders, in all contexts, to inspire and to innovate. We develop leaders who are imaginative and creative in a rapidly changing world but who are also compassionate and caring.

It is no accident that the highest performing schools and school systems invest in the quality and development of their leaders and their teachers. It is clear that leadership makes a substantial difference to organizational performance and outcomes. In summary, leadership matters, it matters a great deal.

The Institute of Educational Leadership is in a pivotally important position in Asia, which is fast becoming the global economic hub, to make a significant contribution to the quality of leadership development. The IEL team are committed to serve the region and the Malaysia by supporting leaders who work in a local, national and international context.

The IEL team invites you to link with our Institute and to join our international community of scholars to share ideas, research and practice.

We invite you to join us and to make your leadership matter!

Professor Dr. Alma Harris
Director
Institute of Educational Leadership
University of Malaya

HISTORY OF THE INSTITUTE OF EDUCATIONAL LEADERSHIP

The Principals' Institute was set up under the Faculty of Education, University of Malaya in 1999 to fulfil the aspirations of the Ministry of Education, Malaysia with the objective of providing high calibre leaders for educational institutions. Beginning 2003, the Institute began its operations at the City Campus, University of Malaya, Kuala Lumpur. In April 2004, the Institute was accorded an autonomous status by the University under the direct purview of the Chancellery and the name of the institute was changed to the 'Institute of Principalship Studies'.

In 2011, the Institute was renamed again as the 'Institute of Educational Leadership' in order to reflect the mission of preparing educational leaders from different types of institutions, locally and internationally. It was established to fulfil the need of producing school leaders who are equipped with the knowledge, skill and relevant experience, to enable them to lead and manage schools efficiently, besides being able to perform related research and supervision activities at their institution. The Institute of Educational Leadership offers the Masters of Principalship Studies and the Doctor of Philosophy programmes and since its establishment in 1999, a total of 602 students have graduated. The new **Masters of Educational Leadership** is the latest addition to its post-graduate programmes. It combines the latest theory and research to inform practice and its blended learning approach offers flexibility plus the use of the latest technology.

In line with the University of Malaya's vision, the **Vision and Mission** of the Institute of Educational Leadership are as follows,

Vision

"To realise the vision of the University, IEL aspires to be a research centre of excellence in leadership and leadership development and contribute to knowledge creation through teaching, learning and research in the field of leadership".

Mission

"To advance knowledge, understanding and practice in the field of leadership".

The Institute of Educational Leadership offers the following programmes:

Doctor of Philosophy

Masters of Educational Leadership

ORGANIZATION CHART
INSTITUTE OF EDUCATIONAL LEADERSHIP

DIRECTOR

Professor Dr. Alma Harris

**DEPUTY DIRECTOR
(DEVELOPMENT & INTERNATIONAL)**

Assoc. Prof. Dr. Michelle Suzette Jones

**DEPUTY DIRECTOR
(ACADEMIC & SERVICES)**

SENIOR ASSISTANT REGISTRAR

Suhaila Mohd Nasir

ACADEMIC SUPPORT TEAM

ADMINISTRIVE ASSISTANT

**GENERAL
ADMINISTRATIVE ASSISTANT**

Khairun Nisa Ismail
(Administrative
Assistant)

Noraishah Abd Latiff
(Senior Administrative
Assistant)

Nordiana Karim
(Administrative
Assistant)

Muhamad Redza Roslan

IEL ACADEMIC STAFF

Professor Dr. Alma Harris
Director

BA (Hons) (Univ. of Wales); Med (Univ. of Wales); PhD (Univ. of Bath) FRSA

Area of Expertise:
Distributed Leadership; Organisational theory; Educational Change; Leading Schools in Difficulty; Leadership in Higher Education; School Reform and System Change

Associate Professor Dr. Michelle Suzette Jones
Deputy Director (Development & International)

BA (Hons); Post Graduate Cert. Ed. (Univ. of Wales); L.P.S.H. (NCSL); PhD (Univ. Warwick) UK

Area of Expertise:
School Leadership and Management; Professional Learning Communities; School Turnaround; Thinking Skills and Assessment for Learning; School Inspection; Teacher Supervision; Integration of IT and the Curriculum; International Schools

Professor Dr. Chua Yan Piaw
Professor

Dip. Edu. (UKM); B.Sc(Hons)(Chem&Maths)(UPM); Master Science (UPM) PhD (Pedagogi/Psychology) (UPM)

Area of Expertise:
Educational Technology and Media Social Sciences; Educational Psychology Social Sciences; Education Research Social Sciences; Psychological Methodology; Design and Analysis Social Sciences; Research Methodology and Statistics Social Sciences; Academic Book Writing Social Sciences

Dr. Sailesh Sharma
Senior Lecturer

B.Sc. (Hons); B.Ed (Chemistry & Bio); M.A (English), PG Diploma in Higher Education; PhD (Educational Management)

Area of Expertise:

Educational Leadership Theories; Instructional Leadership; Instructional Supervision; Total Quality Management in Schools; K-12 School Planning; International & Private School Leadership; Leading High Need Schools; Higher Education Leadership; Quantitative Data Analysis (SPSS & AMOS); Model Development (Delphi); Instrument Development

Dr. Bambang Sumintono
Senior Lecturer

B.Ed (Chemistry), (Univ. Terbuka, Indonesia); Med (Educational Administration), (Flinders Univ.), Australia; PhD (Educational Policy) (Wellington Univ.), New Zealand

Area of Expertise:

Educational Administration; Educational Policy; Research Methodology; Psycometric; Rasch Modelling

Dr. Corinne Jacqueline Perera
Senior Lecturer

B.A. (Hons) Music (Middlesex Univ. London); MBA (IT Management) (Multimedia Univ, Cyberjaya); PhD (Educational Leadership) (Univ. Malaya)

Area of Expertise:

School Leadership Research; Atlas.ti for Qualitative Data Analysis; Rasch Modelling for use with SPSS Parametric Tests; Mixed-methods Research Analysis

Dr. Kenny Cheah Soon Lee
Senior Lecturer
B.Sc (Applied); Med (Mgmt) (UM); PhD (Educational Leadership) (Univ. Malaya)
Area of Expertise:
Pedagogy and Andrology Skills Training; Risk Management and Legal Issues in Educational Leadership; Teachers' Efficacy & Student Behaviour Management; Organizational Behaviour (School Structures, Systems, and Culture); Qualitative Research & Analysis with ATLAS.ti

Dr. Siaw Yan Li
Senior Lecturer
BSc (Human Development) UPM; MSc (Educational Psychology) UPM; PhD (Educational Psychology) UPM
Area of Expertise:
Special Educational & Child Disorder, Child & Adolescent Development and School Achievement, Personality & Psychosocial, Parental & Family Development, Research Methodology (SPSS, SEM)

Dr. Donnie Adams
Senior Lecturer
B.Ed (Hons) Guidance & Counseling (Unirazak); PhD (Educational Leadership) (Univ. Malaya)
Area of Expertise:
Leadership in Special Education; Educational Policy; Research Methodology & Statistics in Social Sciences (SPSS & Atlas.ti); Mixed-methods Research Analysis

ACADEMIC CALENDAR 2016 / 2017

UNIVERSITY OF MALAYA

SEMESTER I		
Introduction week	1 week	28.08.2016 - 04.09.2016
Lectures	7 weeks*	05.09.2016 - 21.10.2016
Mid-Semester I Break	1 week*	22.10.2016 - 30.10.2016
Lectures	7 weeks	31.10.2016 - 16.12.2016
Revision Week	1 week*	17.12.2016 - 25.12.2016
Examinations Semester I	3 weeks*	26.12.2016 - 14.01.2017
Semester I Break	4 weeks*	15.01.2017 - 12.02.2017
	24 weeks	
SEMESTER II		
Lectures	7 weeks	13.02.2017 - 31.03.2017
Mid-Semester II Break	1 week	01.04.2017 - 09.04.2017
Lectures	7 weeks	10.04.2017 - 26.05.2017
Revision Week	1 week	27.05.2017 - 04.06.2017
Examinations Semester II	3 weeks	05.06.2017 - 24.06.2017
	19 weeks	
SESSION BREAK / SPECIAL SEMESTER		
Semester Break	9 weeks	25.06.2017 - 27.08.2017
	or	
Lectures and Examinations	8 weeks	28.06.2017 - 20.08.2017

- ❖ National Day (31 August 2016)
- ❖ Eid Adha (12 September 2016)
- ❖ Malaysia Day (16 September 2016)
- ❖ Awal Muharam (02 October 2016)
- ❖ Deepavali (30 October 2016)
- ❖ Prophet Muhammad's Birthday (12 December 2016)
- ❖ Christmas (25 December 2016)
- ❖ New Year (1 January 2017)
- ❖ Chinese New Year (28 & 29 February 2017)
- ❖ Federal Territory Day (01 February 2017)
- ❖ Thaipusam (10 February 2017)
- ❖ Labour Day (1 May 2017)
- ❖ Wesak Day (10 May 2017)
- ❖ Nuzul Al-Quran (12 June 2017)
- ❖ Eid Mubarrak (26 & 27 June 2017)

MASTERS OF
EDUCATIONAL LEADERSHIP (*MEL)*

UNIVERSITY OF MALAYA (MASTER'S DEGREE) RULES 2010

1. Type of Programme

The type of programme offered under the Masters of Educational Leadership is a programme by Coursework and Research, that is, a programme of study combining lectures and research leading to a dissertation.

2. Entry Requirement

(a) Entry Qualifications for Malaysian candidates

   (i)   A Bachelor's Degree; AND
   (ii) Postgraduate Diploma in Education or Management in Schools/Educational Institutions/ Training Institutes, and at least 1 years' experience; OR
   (iii) Have at least 3 years' experience; OR
   (iv) Have other qualifications approved by the Senate from time to time; OR
   (v)   Have other qualifications equal to the above stated qualifications and recognised by the Malaysian Government and approved by the Senate.

(b) Entry Qualifications for Foreign candidates

   Have other qualifications equal to the above stated qualifications and recognised by the Malaysian Government and approved by the Senate.

   AND

   International candidates following a programme conducted in English need to have at least IELTS (International English Language Testing Services) band six (6) or TOEFL (Test of English as a Foreign Language) score of 550 (*paper-based total*), score TOEFL 213 (*computer-based total*), score TOEFL 80 (*internet-based total*) if the first degree was obtained from a university where English was not the medium of instruction; or passed an English Language course as required by the university before registration.

3. Duration of Studies

The minimum duration of studies for the Masters of Educational Leadership by Coursework and Research is for three (3) normal semesters. The maximum period is eight (8) normal semesters.

4. Programme Goals

The Masters of Educational Leadership is aimed at educational professionals who aspire to be leaders or who occupy formal leadership roles within any sector of education. It is a contemporary, innovative programme that draws upon cutting edge research and is aimed at combining leadership theory with the most effective leadership practices. It aims to produce graduates who are creative, innovative entrepreneurial and who can demonstrate a wide range of leadership skills.

5. Programme Outcomes (MQF Domains)

At the end of the programme, candidates are able to:

   (i)   Acquire and apply leadership knowledge and sound leadership practice within their workplace environment (PO1);
   (ii)   Guide the research and collaborative work of colleagues and assist with design, analysis and reporting (PO3 & PO5);
   (iii)   Demonstrate a range of leadership approaches as suited to context or situation (PO2 & PO5);
   (iv)   Practice good ethical values and professionalism in leading others (PO4);
   (v)   Communicate effectively, build teams and support the teamwork of others (PO5);
   (vi)   Develop analytical skills and problem solving skills in order to address organizational issues creatively and innovatively (PO2 & PO6);
   (vii)   Acquire and practice new leadership skills and demonstrate the ability to engage in lifelong learning (PO7);
   (viii) Demonstrate respect, open-mindedness and social responsibility in working with others within and outside the organization (PO3);
   (ix)   Develop the professionalism of others and set high expectations of self and others (PO3 and PO4); and
   (x)   Lead the learning of those within the organization to better performance and outcomes (PO4 and PO5).

6. Programme Structure

(a)   The Masters of Educational Leadership Programme is by Coursework and Research, for a total of forty-two (42) credits. The details are as follows:

   (i) **Three (3) Core Courses** each worth a total of three (3) credits
       YXGB 6101 Contemporary Theories and Models in Educational Leadership
       YXGB 6102   Leading Educational Change
       YXGB 6104   Research Design

   (ii) **One (1) Elective Courses** each worth a total of three (3) credits may be chosen from 3 elective courses as below;
       YXGB 6110 Qualitative Research

       YXGB 6111 Quantitative Research Methods
       YXGB 6112 Organizational Development

   (iii) A dissertation worth thirty (30) credits

(b)   Details of the courses offered are as approved by the Senate from time to time on the Institute's recommendation and are made known to candidates at the beginning of each session.

UNIVERSITY OF MALAYA (MASTER'S DEGREE) REGULATIONS 2010

Course Registration

Registration for the course is done in the period two (2) weeks from the start of the semester. A candidate must register at least three (3) course credits including credits allocated for research during any semester unless given approval to withdraw from the semester in question.

Course Fees

Estimated course fees for six (6) semesters are RM18,978.00 (Malaysian) /RM21,161.00 (Non Malaysian).

** Fees are subject to change by the Management of the University of Malaya

Supervision

The appointment of a Supervisor for a candidate in a Programme by Coursework and Research must be done not later than the first semester of studies.

Establishing the Research Field

Confirmation of the field for dissertation must be done before the candidate begins the research.

Submission

(a)   The title of the dissertation must be submitted to the Institute for approval when the candidate gives notice for submission of the dissertation.

(b)   The candidate shall submit his or her dissertation for examination within the period of candidature. The period taken for an examination of a dissertation and any period given for corrections of or further work for the dissertation as being required by the Committee of Examiners shall not be regarded as part of the maximum period of the candidate's candidature.

LIST OF COURSES APPROVED BY SENATE
FOR THE MASTERS OF EDUCATIONAL LEADERSHIP PROGRAMME

Core Courses		
Course Code	**Course Title**	**Credit**
YXGB 6101	Contemporary Theories and Models in Educational Leadership	3
YXGB 6102	Leading Educational Change	3
YXGB 6104	Research Design	3

Elective Courses - Choose one (1)		
Course Code	**Course Title**	**Credit**
YXGB 6110	Qualitative Research Methods	3
YXGB 6111	Quantitative Research Methods	3
YXGB 6112	Organizational Development	3

Dissertation	
Course Title	**Credit**
Dissertation	30

MEL COURSE DESCRIPTIONS

YXGB 6101
Contemporary Theories and Models in Educational Leadership

In this course, contemporary leadership theories, models, concepts, and practices that influence educational organization development will be explored. Different perspectives that will enable a comprehensive review of leadership theories within the context of their similarities and differences and a discussion on how they might address contemporary leadership issues and challenges will be ensued. Also authentic and effective leadership for developing optimal strategies and leading successful education organizations will be defined. Attention will be given to the applicability and adaptability of the concepts and theories that will be suitable for the fast paced, ever changing educational environments.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:
Bush, T., (2011). *Theories of educational leadership and management.* 4th Edition. Sage
       Publications
Harris, A., (2009). *Distributed Leadership,* Springer Press, Netherlands
Harris, A., (2008). *Distributed Leadership in Schools,* London, Routledge
Marzano, R. Et al. (2005). *School leadership that works.* Alexandria Va: ASCD.

YXGB 6102
Leading Educational Change

The overarching aim is to enable students to develop their own intervention based on data analysis, to undertake a real innovation, to evaluate its impact and to disseminate the findings.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:
Fullan, M. (2013). *Motion Leadership in Action,* New York: Corwin Press.
Chapman, C. Harris, A. Muijs, D. Reynolds, D. and Sammons, P. (Eds.) (2011)
       Challenging the orthodoxy? In *Perspectives on school effectiveness and
       improvement research policy and practice.* NL: Springer. ISBN 978-0415698948
Harris, A., and Jones, M., (2010) *Professional Learning Communities in Action*, London,
       Leannta Press.
Leithwood, K. Harris, A. Strauss, T. (2010) *Leading School Turnaround*, San Francisco,
       Jossey Bass ISBN 978-0-470-40766-0
Elmore, R.F. (2003). *School reform from the inside out: Policy, practice and performance.*
       Cambridge, MA: Harvard Education Press.

The overarching aim, is to enable the students to carry out their own research, confidently using techniques appropriate to their research questions. To this end the course will cover the various quantitative, qualitative methodologies. The application of mixed methods will also be discussed. The various data collection techniques and analysis related to the different methodologies will be addressed. The focus of this course is to ensure students to develop a rigorous understanding of the key principles and practice of research necessary to conduct research.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:
Hammond, M. & Wellington, J. (2012). Research Methods: The Key Concepts.
Routledge Newman, W. (2011). Basics of Social Research: Qualitative and Quantitative Approaches: International Edition (3rd Edition). Pearson.
Research Methods in Educational Leadership and Management 3rd Edition (2002). *Edited by Ann R. J. Briggs, Marianne Coleman and Marlene Morrison*
Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Beverly Hills, CA: Sage.

The overall aim of this course is to enable students to demonstrate an understanding of the fundamentals of the qualitative research paradigm and critically evaluate the use of qualitative methods in educational leadership. In addition it will allow students to apply qualitative methodology and approaches to their research.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:
Merriam, S.B., (2009). *Qualitative research A Guide to design and implementation.* San Francisco, Jossey - Bass
Denzin, N. K & Lincoln, Y.S., (2008) *The landscape of qualitative research*. California, Sage
Denzin, N. K & Lincoln, Y.S. (2008) *Collecting and interpreting qualitative materials*. California. Sage
Creswell, J. W. (2007) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* 2nd Edition, London. Sage

YXGB 6111
Quantitative Research Methods

This course introduces the process of quantitative research methods in educational leadership studies. It also provides guidance in developing survey questionnaire items in relation the research questions. Students will be able to analyze survey data either to test for comparison of means, to establish relationships or to predict correlations among variables, using SPSS. Besides analyzing, students will also be guided to write up their findings based on quantitative data analysis.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:

Creswell J.W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed). Upper Saddle River, NJ: Prentice Hall.

Coleman, M. & Briggs, A.R.J. (Eds) (2002). Research Methods in educational leadership and management. London: Paul Chapman Publishing.

YXGB 6112
Organisational Development

The content of the course focuses on general theories of organizational development that are applicable to the context of educational institutions. Emphasis is given to the needs and characteristics of OD that can help a leader towards greater understanding and bringing about change in their institution. This course equips leaders with strategies for developing an effective organization through individual and team interventions.

Assessment method: Coursework: 100%
Medium of Instruction: English
Main References:

Anderson, D. L. (2012). *Organizational Development-The Process of Leading Organizational Change.* Sage Publications

Brown, R. D. & Harvey, D. (2006). *An experimental approach to Organizational Development.* Pearson Education International

This course requires the student to formulate a research problem and framework in the field of educational leadership in any relevant field, and carry out the research coherently. Students would conduct a comprehensive review of the relevant literature, and use appropriate methods of data collection and analysis. Students would be supervised by a lecturer throughout the process. A dissertation will be submitted for examination.

Assessment method: Dissertation will be assessed by examiner's report; Rubrics
Medium of Instruction: English
Main References
Creswell, J. W. (2005). *Educational research: Planning conducting, and evaluating quantitative and qualitative research (2nd ed.*). Upper Saddle River, NJ: Prentice-Hall.
Hammond, M. & Wellington, J. (2012). Research Methods: The Key Concepts. Routledge
Newman, W. (2011). Basics of Social Research: Qualitative and Quantitative Approaches: International Edition (3rd Edition). Pearson.

DOCTOR OF PHILOSOPHY
(EDUCATIONAL LEADERSHIP)

1. Type of Programme

The type of programme offered under the Doctor of Philosophy (PhD) is a programme by Research, that is, a programme of study combining lectures and research leading to a thesis.

2. Entry Requirement

(a) Entry Qualifications for Malaysian candidates

    (i) A Master's degree by way of research; OR

    (ii) A Master's degree by coursework or by mixed mode with CGPA of not less than 3.7; OR

    (iii) A Master's degree by coursework or by mixed mode with CGPA between 2.0 and 3.69 and an undergraduate degree with CGPA not less than 3.0; OR

    (iv) A master's degree by coursework or by mixed mode with CGPA between 2.0 and 3.69 and an undergraduate degree with CGPA between 2.5 and 2.99, and one (1) of the following criteria:

        a) Relevant work experience;
        b) Publication in the relevant field;
        c) Applicant is a scholarship holder;
        d) Applicant is a University of Malaya graduate.

    (v) Applicants with a Bachelor's Degree with CGPA of not less than 3.7 may be admitted to the PhD Programme. These candidates are required to defend their candidature in a research progress seminar to be held on a date two (2) semesters from the initial registration date; failing which the candidature may be converted to the relevant Master's degree.

(b) Entry Qualifications for Foreign candidates

Have other qualifications equal to the above stated qualifications and recognised by the Malaysian Government and approved by the Senate.

AND

International candidates following a programme conducted in English need to have at least IELTS Academic (International English Language Testing Services) band seven (7) or TOEFL (Test of English as a Foreign Language) score of 600 (*paper-based total*) if the first degree was obtained from a university where English was not the medium of instruction; or passed an English Language course as required by the university before registration.

3. Bahasa Malaysia Requirement

(1) A candidate who is a Malaysian citizen shall be required to possess at least a pass in Bahasa Melayu or Bahasa Malaysia at the level of Sijil Pelajaran Malaysia or a Level III in the Sijil Kecekapan Bahasa Malaysia or Level III in the Sijil Intensif Bahasa Malaysia of the University or an equivalent level before being conferred the Degree.

(2) A candidate who is a non-Malaysian citizen shall be required to attend at a satisfactory level and pass a course in Bahasa Malaysia conducted by the University before being conferred the Degree unless he possesses at least a pass in Bahasa Malayu or Bahasa Malaysia at the level of Sijil Pelajaran Malaysia or Level III in the Sijil Kecekapan Bahasa Malaysia or Level III in the Sijil Intensif Bahasa Malaysia of the University or a Bahasa Malaysia course recognised by the University.

(3) Notwithstanding the above stated, the Bahasa Malaysia requirement may be waived for a candidate who has attended a course of study conducted in the national language at a local institution of higher Education.

4. Residential Requirement

PhD candidates are subject to a 12-month residential requirement.

5. Programme Structure

The PhD programme is a full research programme leading to the submission of a thesis based on an individually supervised research. All research proposals must be approved and research be supervised by the Faculty. The minimum period is four (4) semesters and the maximum period is twelve (12) semesters.

PhD candidates are required to:

(a) Carry out independent research involving a comprehensive study of a scope and size that can normally be completed between 4 to 12 semesters of full time study; and

(b) Make a substantial contribution to learning by, including but not limited to, uncovering new knowledge, conceiving new ideas, reinterpreting established theories and approaches;

(c) Demonstrate an ability to relate the research done to the broader legal framework at a standard that is internationally recognized.

At the end of the candidature, a candidate is required to produce a thesis not exceeding 100,000 words on the subject of his/her research. The examiners must be satisfied that the thesis is a connected piece of writing that contains original work and critical interpretations worthy of publication and is of sufficient standard and merit to qualify for PhD.

6. Research Methodology Course

All PhD Candidates are required to register and pass an Advanced Research Methodology in Educational Leadership Course.

Course Code	Course Title	Credit
YXHB 8001	Advanced Research Methods in Educational Leadership	3

7. Faculty Seminars

All PhD candidates are required to deliver three (3) seminars.

The <u>First Seminar</u>, which is a research proposal seminar, is to be delivered within the first four semesters. Candidates are required to submit a research proposal of 3,000 to 5,000 words on the following:

1) Introduction and scope of the research;
2) Objective of the research
3) Conceptual framework or methodology;
4) Significance and relevance of the research;
5) Time line for the research, including a proposed date of submission;
6) Brief bibliography

The <u>Second Seminar</u>, which is to be held in the fifth semester, is a candidature defence seminar which requires a candidate to deliver a research progress report of about 10,000 words on the following:

1) Precise research question or objective;
2) Complete literature review;
3) Complete research methodology;
4) Research outcomes or findings to date;
5) Complete bibliography;
6) Research plan leading to completion of the thesis on the appointed date; and
7) Publications or conference papers to date (if any).

The <u>Third Seminar</u>, which is to be delivered prior to submission of the thesis, requires the candidate to submit a summary of the thesis of 3,000 to 5,000 words, and an abstract of 500 words. Summary of the thesis shall contain an overview of the thesis, purpose and scope, significant research findings, and contents of chapters.

8. Publication

PhD candidates starting on 2015/2016 academic session and onwards are required to show proof of acceptance at least one (1) paper in ISI (WoS) – Ranked Full Length Journal Paper or at least two (2) papers in the journal category A or B that is recognized by the CoR for publication before the Committee of Examiners' meeting and viva-voce.

9. Course Fees

Estimated course fees for six (6) semesters are RM12,718.00 (Malaysian) /RM20,445.00 (Non Malaysian).

** Fees are subject to change by the Management of the University of Malaya.

10. Rules & Regulations on PhD Degree

Candidates are strongly advised to read and be aware of the sets of Rules and Regulations governing the PhD programme offered and conducted by the University of Malaya –

(i)   The University of Malaya (Degree of Doctor of Philosophy) Rules 2007
(ii)   The University of Malaya (Degree of Doctor of Philosophy) Regulations 2007

The Rules and Regulations govern various aspects of the PhD's programmes, including those relating to requirements for admission, registration, payment, programme structure, supervision, thesis, examinations, graduation and rights of appeal of students.

Students may access the Rules and Regulations through the University of Malaya Institute of Graduate Studies website http://ips.um.edu.my.

11. The University of Malaya (Discipline of Students) Rules 1999

Candidates are strongly advised to read and be aware of the Rules relating to conduct of students during the course of study which may subject the students to disciplinary actions by the University. These include plagiarism and improper examination conducts.

Students may access the University Of Malaya (Discipline of Students) Rules 1999 Rules through the University of Malaya Institute of Graduate Studies website http://ips.um.edu.my

Teaching – Learning Approach

This new programme has an e-learning component for blended learning. Many of these components of teaching-learning approaches are continually assessed via on-line assignments, discussion groups and face to face presentations. Students can access notes and have on-line discussions through the University of Malaya learning platform **SPeCTRUM** (Student Powered e-Collaboration Transforming UM). This learning management platform offers various means of virtual discussions and interactive features for students to collaborate, communicate with each other and with the lecturers. **SPeCTRUM** allows for a very conducive blended learning environment.

The Research Component

In the research component of the programme which carries 40 credit hours, opportunity is provided to the students to apply the knowledge learnt and put into practice the skills acquired through the taught courses and gain on the ground hands-on experience. In other words, this research component will be continuously scaffolded through the taught courses as well as by the selected supervisors and the students will be taken through the research process in depth.

Visiting Scholars and Academic Icons

The Institute has various visiting scholars and academic icons every year who conduct seminars and talks which are relevant for post -graduate students. The students will also be able to discuss ideas relevant to their research with these scholars;

Exchange Programmes

Students can go on an attachment to other institutions of higher learning including those with whom the Institute of Educational Leadership has Memorandums of Understanding. For this new Masters in Educational Leadership programme students will be afforded the opportunity to choose to take advantage of the resources and expertise at the Institute of Education London, the leading education department in the UK, by going for a two week exchange programme. This exchange visit will be optional and will enrich their experience. Additionally, the students on the new programme will be able to engage with students in IOE, London through an interactive Virtual Learning Environment (VLE). Furthermore, students from London will visit IEL, so there will be more possibilities of enriched experiences and learning.

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"The Doctor of Philosophy in Educational Leadership at IEL has the capacity to develop those who aspire to lead, or who have leadership roles. You are able to closely examine the nature of educational systems and organisations and the factors which shape the learning and teaching that occurs within them. Upon this foundation you will develop specialist skills and knowledge, based on the most up-to-date international research, theory, principles and practices of educational leadership. The knowledge management, critical thinking, and communicative capabilities you acquire through this degree will enhance not only your own learning but also the capacities of the educational institutions in which you work through your focus on developing evidence-based, theoretically-sound insights into professional practice.

~ Dr Donnie Adams

"IEL's MEL course has the potential to grow your practice in your role and function as an educator and leader in your own setting, it incorporates a flexible course structure in a blended learning environment and boasts a team of dedicated and strong instructors. The course lays a strong theoretical foundation on leadership theory and the use of research to inform practices in an educational context while allowing for student autonomy in pursuing research in their own chosen area of interest. This unique blend of both research and practice is the pivotal strength of the MEL course that can set you up to be relevant and successful where it matters the most; the outcomes of children in schools."

~ Lee Suit Lin

"I would strongly recommend MEL for an experience of tremendous growth and learning for future educational leaders. Not only the IEL faculty is highly committed in providing world class academic excellence but also, more importantly, their conscious choice of putting young learners at the heart of transformational change is good leadership that I would not trade for any other. "

~ Zuliana Mohd Zabidi