



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	School Management and Leadership				
Module Code	UTLGSS-20-M	Level	M	Version	2
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	MA Education				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	none		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	1 August 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. apply the lessons of management and leadership to their own situation; (Assessment Component A)</li> <li>2. critically analyse learning organisational theory and apply an understanding of learning organisations to their own professional situation; (Assessment component A)</li> <li>3. critically analyse their own role in the light of systems theory and identify ways of increasing managerial effectiveness; (Assessment component A)</li> <li>4. demonstrate an understanding of what makes an effective school. (Assessment component A)</li> </ol> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• Oral contributions during discussions/seminars</li> <li>• Active participation in role-play exercise</li> <li>• Performance in set exercises</li> </ul>
Syllabus Outline	<p>Specific topics covered in the unit are:</p> <ul style="list-style-type: none"> <li>• the role of the manager and the relationship between management and leadership</li> <li>• staff development</li> </ul>

## STUDENT AND ACADEMIC SERVICES

	<ul style="list-style-type: none"> <li>• developing personal managerial competencies</li> <li>• schools as learning organizations; what makes an effective school?</li> <li>• managing constituencies</li> <li>• managing quality in schools</li> <li>• managing resources</li> <li>• whole-school self-evaluation; the 'Excellence Model'</li> </ul>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• Lectures 33 hours</li> <li>• Discussion/Seminars 3 hours</li> <li>• Exercises 6 hours</li> <li>• Oral presentations 1 hour</li> <li>• Role Play 1 hour</li> <li>• Case Studies 1 hour</li> <li>• Guest Speaker 2 hours</li> <li>• Self initiated study 150 hours</li> <li>• Online surveys 1 hours</li> <li>• Tutorials 2 hours</li> <li>TOTAL NOTIONAL TIME 200 hours</li> </ul>
Teaching and Learning Methods	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed (as shown above) to enrich the delivery and to cater for different student learning styles and preferences.</p> <p><b>Scheduled learning</b> includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, surveys and self inventories, tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p>
Reading Strategy	<p>Required Reading List</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p>Recommended Reading</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is</p>

## STUDENT AND ACADEMIC SERVICES

	<p>to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and Skills</p> <p>The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>Indicative Reading List</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>Cox S. (2006) <i>The CPD Co-ordinator's Toolkit: Training and Staff Development in Schools</i>. London: Paul Chapman Publishing</p> <p>Davies B, Ellison L. (2004) <i>School Leadership for the 21<sup>st</sup> Century</i>. London: Routledge</p> <p>Davis, E.E. (2006) <i>Qualities for Effective Leadership: School Leaders Speak</i> Rowman &amp; Littlefield Education</p> <p>Jones, J. (2010) <i>Management Skills in Schools</i> London: SAGE (also needed for Module 6)</p> <p>Sigford, J.L. (2006) <i>The Effective School Leaders Guide to Management California</i>: Corwin Press</p>

### Part 3: Assessment

Part 3: Assessment	
Assessment Strategy	<p>The purpose of this task is to assess understanding of the subject matter in Module UTLGSS-20-M and the ability to reason within knowledge of the subject.</p> <p>The intended learning outcomes for Assessment EL04 (individual report – controlled through the requirement to present individual reflections/experiences - 100%) are the same as for the module. i.e.</p> <ol style="list-style-type: none"> <li>1. apply the lessons of management and leadership to their own situation; (Assessment Component A)</li> <li>2. critically analyse learning organisational theory and apply an understanding of learning organisations to their own professional situation; (Assessment component A)</li> <li>3. critically analyse their own role in the light of systems theory and identify ways of increasing managerial effectiveness; (Assessment component A)</li> <li>4. demonstrate an understanding of what makes an effective school. (Assessment component A)</li> </ol> <p>General assessment criteria include:</p> <ul style="list-style-type: none"> <li>• Relevance of the material in the work to the title of the assignment</li> <li>• Relevance to the content of the course</li> <li>• Understanding of the issues or problems under discussion</li> </ul>

## STUDENT AND ACADEMIC SERVICES

	<ul style="list-style-type: none"><li>• Knowledge and understanding of relevant readings</li><li>• Independent research, where applicable</li><li>• Use of suitable data, as appropriate</li><li>• Clarity and depth in the analysis of theory, data and the issues under discussion</li><li>• Coherence of argument</li><li>• Clarity and relevance of introduction and conclusion</li><li>• Clarity and precision of expression</li><li>• Use of appropriate and consistent conventions for referring to the work of others.</li><li>• Clarity of presentation (layout, use of paragraphs and tables...)</li><li>• Clarity of writing, including grammar, punctuation, spelling and sentence construction.</li></ul> <p>Summative assessment feedback</p> <p>For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.</p>
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## STUDENT AND ACADEMIC SERVICES

Identify final assessment component and element	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 3750 word report	100	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1.		
2.		
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 3750 word report	100	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1.		
2.		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

## STUDENT AND ACADEMIC SERVICES

First CAP Approval Date	1 <sup>st</sup> August 2012			
Revision ASQC Approval Date	TBC	Version	2	<a href="#">Link to RIA 12736</a>
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				