



Module Specification

Leading Behaviour and Culture

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Part 1: Information

Module title: Leading Behaviour and Culture

Module code: UTLGXS-15-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Secondary Education and Lifelong Learning

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Students will develop their understanding of evidence based, coherent approaches to leading behaviour and the relationship of this with school culture.

They will reflect on their own practice and that of others and critically evaluate theory and practice in terms of impact on professional development, behaviour and how this aligns with whole school culture.

The module is intended for current and aspiring leaders in schools.

Features: Not applicable

Educational aims: Articulate a developed understanding of the complexities and individualities of behavioural needs, the role of the teacher and the school environment.

Critically apply and evaluate the role of theory, policy and practices and the interplay between these elements in contributing to school culture, pupil outcomes and teacher practices.

Recognise the role that evidence-based professional development plays in nurturing improvement, empowering colleagues and creating change

Critically reflect on the impact and outcomes of professional practices and decision making in relation to professional development, behaviour and culture

Outline syllabus: Theories of behaviour, culture and wellbeing and the relationship between theory, practices and policy

Examination of the relationships between school culture, behaviour and pupil outcomes

Articulating a personal rationale of approaches to leading change in behaviour and culture

Creating and evaluating consistent and coherent whole school approaches to behaviour, culture and professional development

Identifying and tailoring professional development to develop others, creating change; and to progress school culture and specific expertise

Using evidence based approaches to professional development and creating change

Aligning professional development priorities related to behaviour and culture with wider school improvement priorities and focussing on a shared responsibility for improving outcomes for all pupils.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods will include a mix of synchronous and asynchronous activities including webinars, meetings, lectures, readings, tasks and activities alongside independent study and tutor support.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Reflect on and critically appraise practitioner experiences as a leader of teaching

MO2 Articulate a developed understanding of and a personal rationale for leading teaching

MO3 Appraise and critically apply a relevant theoretical evidence base

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

E-learning/online learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/D078D257-8581-C7B3-CDFE-B3D173581507.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/D078D257-8581-C7B3-CDFE-B3D173581507.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: A written assignment focusing on a chosen area of interest to the student, critically reflecting on their practitioner experiences as a leader of

behaviour and culture. Students will explore relevant theoretical evidence bases for purpose, theoretical framework, new or opposing ideas in order to develop and assess existing knowledge and experiences.

Assessment components:**Portfolio - Component A (First Sit)**

Description: A written assignment (2000-2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio - Component A (Resit)

Description: A written assignment (2000-2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Distance] MA 2022-23