Module Specification

Change and Influence in Education Leadership

Version: 2023-24, v1.0, 08 May 2024

Contents

Part 1: Information

Module title: Change and Influence in Education Leadership

Module code: UTLH3S-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module focuses drivers and impacts of change within educational contexts as well as the interpersonal challenges involved in navigating change.

Features: Not applicable

Educational aims: This module aims to familiarise learners with essential internal and external factors driving personal, team, and organisational change. Through this module, learners will develop analytical skills to assess the necessity for change,

appreciate the barriers, devise effective processes, and determine methods for evaluating the impact of change initiatives within educational contexts. Additionally, the module will offer diverse perspectives to enhance learners' critical thinking abilities regarding change dynamics. Furthermore, learners will be encouraged to reflect on their own influence and explore strategies to support others in maximizing their impact.

Outline syllabus: This module will centre on frameworks for understanding change in educational settings. Participants will explore the different theoretical approaches to understanding change, internal and external drivers as well as processes underlying, and barriers to, successful change. The module will also cover the role of individual and team factors that can influence the success of change initiatives, such as shared direction, alignment and followership. Furthermore, learners will explore a range of approaches to measuring and understanding impact and success. Throughout the module learners will also undertake personal reflection to gain insight into their own approaches and strengths regarding interpersonal impact and how to lead change.

Part 3: Teaching and learning methods

Teaching and learning methods: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

Content Formats:
- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

Facilitating Active Learning:

- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.
- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

Facilitating Peer Learning:

- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

Ensuring Inclusivity and Accessibility:

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

Key Learning Principles:

- Prioritizing Student Learning: The module design focuses on maximizing student engagement and achievement.
- Ensuring Coherent Design: Content is structured in a logical and organized manner to facilitate seamless learning progression.
- Offering Opportunities for Personalization: Students are encouraged to tailor their learning experience to their individual needs and interests.
- Harnessing Technology: Innovative use of technology enhances the learning experience and facilitates interaction.
- Building Communities: Collaborative learning environments foster a sense of community and support among students.

Integration of UWEs Enhancement Framework:

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.
- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

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

MO1 Critically evaluate approaches to change and influence within educational contexts.

MO2 Analyse change and influence in a specific educational context.

MO3 Develop a strategic action plan evaluating the drivers and impact of change initiatives.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 132 hours

E-learning/online learning = 18 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/BB7069E1-620C-BEFC-8ED0-4C821097B908.html

Part 4: Assessment

Assessment strategy: To develop skills in analysing and navigating change within educational environments, learners will create an action plan targeting a change initiative. This initiative may encompass individual, team, unit, or organizational levels. Through this assessment, learners will demonstrate the ability to provide compelling evidence justifying the need for change, identify critical internal and external drivers, identify barriers, evaluate pivotal roles, behaviours, and processes shaping change, and devise methods for assessing its impact. Furthermore, the assessment will prompt learners to deepen their understanding of diverse perspectives on change, challenge underlying assumptions, and explore overarching themes such as power dynamics, ethical considerations, inclusivity, and social justice within educational contexts.

Formative assessment will be carried out throughout the module by setting regular

tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

The resit strategy is the same as for the first sit.

Assessment tasks:

Case Study (First Sit)

Description: Action plan focused on change initiative, including needs analysis, drivers for change, processes and challenges (2700 - 3300 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Case Study (Resit)

Description: Action plan focused on change initiative, including needs analysis, drivers for change, processes and challenges (2700 - 3300 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 Leadership [UWE Online] MA 2023-24