



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership and Management Development				
Module Code	UTLGB8-30-M	Level	M	Version	6.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Project		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	Oct 2014	Valid to			

CAP Approval Date	Nov 2014
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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"> 1. have an understanding of the role of middle managers / subject leaders in schools in the context of the National Standards (Component A); 2. be able to critically analyse the contribution of middle managers / subject leaders to school improvement (Component A); 3. understand key aspects of their role as agents of change within institutions (Component A); 4. have reflected on and critically reviewed their own leadership style and their roles as middle managers/ subject leaders (Component A); 5. have developed and critically evaluated a range of strategies for working with colleagues (Component A);

	<p>6. have had opportunities to react effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capabilities of group members, negotiating and handling conflict with confidence;</p> <p>7. be able to organise and present ideas and information coherently</p>
Syllabus Outline	The nature of leadership and management in school contexts, such as subject leadership; communication; time management; team working; conflict and negotiation; problem solving; delegation; monitoring teaching and learning; leading and managing change.
Contact Hours	<p>The taught part of the module will be delivered through lectures and seminars.</p> <p>Other forms of contact and support provided will include:</p> <ul style="list-style-type: none"> • individual tutor support; • student study guidelines pack; • on-line access to digitised readings and other resources; • library access and on-line journals; • access to writing at M Level workshops.
Teaching and Learning Methods	<p>Scheduled learning includes: Lectures, workshops, directed readings, seminars, group presentations, group discussions</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level.
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Bush, T., and Coleman, M., (2000) <i>Leadership and Strategic Management in Education</i>. London: Paul Chapman Publishing Ltd.</p> <p>Crawford, M., (2014), <i>Developing as an Educational Leader and Manager</i>, London: SAGE</p> <p>Field, K., Holden, P., and Lawlor, H., (2000), <i>Effective Subject Leadership</i>, London: Routledge.</p> <p>Fleming, P., and Amesbury, M., (2001), <i>The Art of Middle Management in Primary Schools: A Guide to Effective Subject, Year and Team Leadership</i>. London: David Fulton Publishers Ltd.</p>

Gunter, H. M., (2001), *Leaders and Leadership in Education*. London: Paul Chapman Publishing.

Hattie, J., (2008), *Visible Learning for Teachers Maximizing Impact on Learning*. Abingdon: Routledge.

Hayes, D., (2004), *The Routledge Guide to Key Debates in Education*. London: Routledge.

Knight, O., and Benson, D., (2014), *Creating Outstanding Classrooms: A whole-school approach*. Abingdon: Routledge.

Law, S., & Glover, D., (2000), *Educational Leadership and Learning: Practice, Policy and Research*. Buckingham: Open University Press.

McNiff, J.,(2013), *Action Research: Principles and Practice*. 3rd ed. Abingdon: Routledge.

O'Leary, M., (2013), *Classroom Observation: A guide to the effective observation of teaching and learning*. Abingdon: Routledge.

Webster, R., Russell, A., and Blatchford, P.,(2012), *Maximising the Impact of Teaching Assistants: Guidance for School Leaders and Teachers*, Abingdon: Routledge

Part 3: Assessment

Assessment Strategy

The assessment strategy is sufficiently flexible in order for participants to address a management and leadership issue which is specific to their role. Each student will be supported through tutorials and guidance to support their specific topic. Students will meet with a tutor, or contact them via email, for advice and guidance on the action enquiry.

The assessment criteria for this module is:

ALM: Conceptual Domain (Core)

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument

plus 2 further criteria chosen and negotiated from the list of assessment domains below:

BLM: Literature Domain:

The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

CLM: Contextual Domain:

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

DLM: Research Domain:

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

	<p>ELM: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.</p> <p>FLM: Values Domain: The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.</p> <p>GLM: Action Domain: The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.</p> <p>HLM: Negotiated Domain: In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A	weighting	
An assignment of 5000 words on a topic identified from the content of the module and negotiated with the module tutor that addresses the participant's role as a middle manager in the context of school improvement. Criteria: ALM + 2 further criteria chosen and negotiated from the list of assessment domains	100%	
Component B	weighting	
N/A		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions)	weighting	
An assignment of 5000 words on a topic identified from the content of the module and negotiated with the module tutor that addresses the participant's role as a middle manager in the context of school improvement. Criteria: ALM + 2 further criteria chosen and negotiated from the list of assessment domains		
Component B Description of each element	weighting	

N/A	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	