



## **Module Specification**

### **Leadership and Management Development**

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#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Leadership and Management Development

**Module code:** UTLGB8-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Secondary Education and Lifelong Learning

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** 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.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning includes: Lectures, workshops, directed readings, seminars, group presentations, group discussions.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

The taught part of the module will be delivered through lectures and seminars. Other forms of contact and support provided will include:

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.

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

**MO1** Have an understanding of the role of middle managers / subject leaders in schools in the context of the National Standards

**MO2** Be able to critically analyse the contribution of middle managers / subject leaders to school improvement

**MO3** Understand key aspects of their role as agents of change within institutions

**MO4** Have reflected on and critically reviewed their own leadership style and their roles as middle managers/ subject leaders

**MO5** Have developed and critically evaluated a range of strategies for working with colleagues

**MO6** 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

**MO7** Be able to organise and present ideas and information coherently

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgb8-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgb8-30-m.html>

## **Part 4: 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.

**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.

**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.

**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.

**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.

**Assessment components:****Written Assignment (First Sit)**

Description: 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

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Written Assignment (Resit)**

Description: 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

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: