CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Leading and Managing Educational Change					
Module Code	UTLGST-20-M		Level	M	Version	1
Owning Faculty	Education		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		

CAP Approval Date	1 August 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an understanding of the nature of change in educational organisations and the impact which this can have on student learning (Assessment Component A) 2. Understand the social context of changes in educational policy and the assumptions and theories that underpin such changes. (Assessment Component A) 3. Be able to design and lead strategies for implementing change in their own or other situations (Assessment Component A) 4. Understand and be equipped to tackle issues surrounding resistance to change both at individual and institutional levels (Assessment Component A) 5. Be able to hold an informed discussion on the possible future development of schools (Assessment Component B) In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: • Oral contributions during discussions/seminars • Performance in set exercises

Syllabus Outline	• The consensus and conflict views of the role of education
	• The complex nature of change in educational institutions
	• Dealing with individual and institutional anxiety
	• Leading and managing organizational change
	• Transitional management
	• Major leadership challenges
	• The impact of change on learning
	• Teachers empowered to lead change
	• A blueprint for future schools
Contact Hours/Scheduled Hours	• Lectures 35 hours
	• Discussion/Seminars 3 hours
	• Exercises 3 hours
	• Video exemplars 1 hour
	• Oral presentations 2 hours
	• Guest Speaker 2 hours
	• Self initiated study 150 hours
	• Tutorials 4 hours
	TOTAL NOTIONAL TIME 200 hours
Teaching and Learning Methods	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.
	Scheduled learning includes lectures, seminars, set exercises, video exemplars, oral presentations, guest speakers and tutorials.
	Independent learning 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.
Reading Strategy	Required Reading List
	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 require reding list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.
	Recommended Reading
	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 to ensure students are familiar with current research, classic works and material

	specific to their interests from the academic literature.
	Access and Skills
	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.
	Indicative Reading List
	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, *current* advice on readings will be available via the module guide.
Indicative Reading List	Davies B, Ellison L. (2004) School Leadership for the 21st Century. Routledge (also required for Unit 4) Durrant J and Holden G. (2005) Teachers Leading Change: Doing Research for School Improvement. Paul Chapman Publishing Fullen, M. (2007) *The New Meaning of Educational Change* (3rd edition) London: Routledge Hargreaves, A and Shirley, D. (2009) The Fourth Way: *The Inspiring Future for Educational Change* London: SAGE Smith L. (2008) Schools that Change: *Evidence Based Improvement and Effective Change leadership*. London: Corwin.

Part 3: Assessment	
Assessment Strategy	The purpose of the two assessment assignments is to assess understanding of the subject matter in Module 5 and the ability to reason within knowledge of the subject. The intended learning outcome for Assessment B (0ral presentation – 20% weighting) is that students can… • hold an informed discussion on the possible future development of schools (Module outcome 5) The intended learning outcome for Assessment A (4 x essays – 80%) is that students: • Have an understanding of the nature of change in educational organisations and the impact which this can have on student learning (Module outcome 1) • Understand the social context of changes in educational policy and the assumptions and theories that underpin such changes. (Module outcome 2) • Are able to design a strategy for implementing change in their own or other situations (Module outcome 3) • Are equipped to tackle issues surrounding resistance to change both

at individual and institutional levels (Module outcome 4)

General assessment criteria include:

- Relevance of the material in the work to the questions set
- Relevance to the content of the course
- Understanding of the issues or problems under discussion
- Knowledge and understanding of relevant readings
- Independent research, where applicable
- Use of suitable data
- Clarity and depth in the analysis of theory, data and the issues under discussion
- Coherence of argument
- Clarity and relevance of introduction and conclusion
- Clarity and precision of expression
- Use of appropriate and consistent conventions for referring to the work of others.
- Clarity of presentation (layout, use of paragraphs and tables…)
- Clarity of writing, including grammar, punctuation, spelling and sentence construction.

Summative assessment feedback

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.

Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)		**A:** **80**	**B**: **20**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 4 x essay questions (750 words each)	100 (25% x 4)
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Oral presentation (approx 7 minutes)	100
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 4 x essay questions (750 words each)	100 (25% x 4)
2.	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Oral presentation (approx 7 minutes)	100
2.	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.