



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Decision Making, Leadership and Motivation				
Module Code	UTLGSU-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	

<b>CAP Approval Date</b>	1 August 2012
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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"> <li>1. identify and critically analyse a variety of leadership styles, both current and historical and core leadership skills. (Assessment component A).</li> <li>2. employ appropriate strategies to build and develop motivated, effective teams. (Assessment component A)</li> <li>3. Implement improvement-related performance management systems (Assessment component A)</li> <li>4. Select and use appropriate analytical tools to assist in the decision-making process. (Assessment component B)</li> <li>5. Promote and lead the use of action research methods which are specifically aimed at school improvement. (Assessment component A)</li> </ol> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• Oral contributions during discussions/seminars</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Historical view of leadership</li> <li>• Culture and universally desirable leadership attributes</li> <li>• Styles of leadership</li> </ul>

	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Team building and effective delegation</li> <li>• Conflict resolution</li> <li>• Decision making</li> <li>• Performance management and improvement</li> <li>• Encouraging an action research culture</li> </ul>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• Lectures 30 hours</li> <li>• Discussion/Seminars 3 hours</li> <li>• Exercises 7 hours</li> <li>• Video exemplars 1 hour</li> <li>• Oral presentations 1 hours</li> <li>• Role Play 2 hour</li> <li>• Guest Speaker 2 hours</li> <li>• Self initiated study 150 hours</li> <li>• Tutorials 4 hours</li> </ul> <p>TOTAL NOTIONAL TIME 200 hours</p>
Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials; in-class exercises, video exemplars, oral presentations, surveys and self-inventories, role-play and guest speakers.</p> <p><b>Independent learning</b> 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.</p>
Reading Strategy	<p><b>Required Reading List</b></p> <p>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 required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Recommended Reading</b></p> <p>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.</p>

	<p><b>Access and Skills</b></p> <p>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.</p> <p><b>Indicative Reading List</b></p> <p>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, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>Cardno C. (2012) <i>Managing Effective Relationships in Education</i>. London: SAGE</p> <p>Ellis, E. and Dick, P., (2005), <i>Introduction to Organisational Behaviour</i>. Berkshire:McGraw-Hill.</p> <p>Northouse P.G. (2011) <i>Introduction to Leadership: Concepts and Practice</i>. London:SAGE</p> <p>Ward, A., ( 2002) <i>The Leadership Lifecycle: Matching Leaders to Evolving Organisations</i>. New York: Palgrave Macmillan.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The purpose of the assessment assignments is to assess understanding of the subject matter in Module UTLGSU-20-M and the ability to reason within knowledge of the subject. The intended learning outcomes for Assessment A (4 essays – weighting 80%) are that students can...</p> <ul style="list-style-type: none"> <li>• identify and critically analyse a variety of leadership styles, both current and historical, and core leadership skills. (Module outcome 1)</li> <li>• use strategies to build and develop motivated, effective teams. (module outcome 2)</li> <li>• Implement appropriate, improvement related performance management systems (Module outcome 3)</li> <li>• Promote and lead the use of action research methods aimed at school improvement. (Module outcome 5)</li> </ul> <p>The intended learning outcomes for Assessment B (role play exercise and presentation – weighting 20% ) are that students can...</p> <ul style="list-style-type: none"> <li>• Select and use appropriate analytical tools to assist in the decision-making process. (Module outcome 4)</li> </ul> <p>General assessment criteria include:</p> <ul style="list-style-type: none"> <li>• Relevance of the material in the work to the title of the assignment</li> </ul>

- 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	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>80</b>	<b>20</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 4 x essay questions (750 words each)	100 (25% x 4)	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Decision-making exercise and oral presentation	100	
2.		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 4 x essay questions (750 words each)	100 (25% x 4)	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Decision-making exercise and oral presentation	100	
2.		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		