



Module Specification

Portfolio of Leadership and Management Development

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Part 1: Information

Module title: Portfolio of Leadership and Management Development

Module code: UTLN8L-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 syllabus is shaped by the precise needs of the student and their work context. Areas of focus are likely to include the nature of leadership and

management in educational contexts; 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: This is a supervised, not a directly taught module.

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.

We will facilitate the development of communities of practice where appropriate.

Institution based learning at the student's educational setting

Use of structured portfolio guidance, complemented by support workshops

Face-to face and e-tutorials

On-line guidance

Online-resources

Scheduled learning tutorials

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

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 / senior leaders in educational contexts, with reference to statutory requirements where appropriate

MO2 Be able to critically analyse the contribution of middle managers / senior leaders to improvement of the educational aims of the organisation

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/ senior 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/index.html) via the following link <https://uwe.rl.talis.com/index.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 (e.g. 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/senior leader in the context of improvement in an educational setting.

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/senior leader in the context of improvement in an educational setting.

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: