Module Title:	Leading and Managing Professionals	**Level**:	7	**Credit Value:**	30

Module code:	EDM706	**Is this a new module?**	Yes	**Code of module being replaced:**	N/A

Cost Centre(s):	GAPE	**JACS3 code:** **HECoS code:**	X370 100459

With effect from:	September 19

Faculty:	Social & Life Sciences	**Module Leader:**	John Luker

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education	☐	✓
MA Education (Leadership route)	✓	☐
MA Youth and Community Work (JNC)	☐	✓
MA Youth and Community Studies	☐	✓

Pre-requisites
None

Module Aims

- To demonstrate a systematic understanding of the differences between the roles of leadership and management in the educational context with particular reference to concepts of human resource leadership and management;
- To evaluate critically the various roles played by members of teams and recognise the importance of team dynamics;
- To evaluate methodologies which facilitate the analysis of team dynamics and the practicalities of working with teams that internally and externally influence the educational setting.

Intended Learning Outcomes

At the end of this module, students will be able to	Key Skills	
1 Have a comprehensive understanding of how leadership is defined in a range of educational contexts with regards the management of people.	KS2	KS6
	KS8	
2 Evaluate critically the impacts of leadership and the management of changing policy.	KS2	KS8
3 Demonstrate a critical awareness of leadership and how it impacts on human resource development.	KS2	KS8
4 Apply a comprehensive understanding of techniques to analyse and evaluate selected leadership approaches in a chosen setting.	KS1	KS4
	KS5	KS6
	KS7	KS8
5 Interpret with a practical understanding the implications of effective leadership on quality issues in education.	KS2	KS7
	KS8	

Transferable skills and other attributes

- Develop research, critical thinking, and scholarship in relation to individual's role and responsibilities;
- Reflect on own and others' practice in order to enhance quality;
- Review empirical research in a field relevant to their discipline;
- Evidence good practice in writing to a suitably high academic level.

Derogations

All elements of all assessments must be passed with a grade of at least 40%. There is no compensation.

Please note that this derogation only applies to the MA Youth and Community Work (JNC) and MA Youth and Community Studies programmes.

Indicative assessment:

1. Leadership and Teamwork: Evaluative Report. Identify an area for development and lead a group of staff to address the issue. Produce a report that analyses their leadership role within the group and critically evaluates the effectiveness of teamwork they have supported. The report should make a critical judgment of the effectiveness of the team and its ability to progress the issue.

2. Critical incident: Evaluative report that demonstrates a critical awareness of the issues relating to one critical incident that arose during the team's period of working. The response will be comprehensively informed by appropriate theoretical models.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 3, 4, 5	Report	70	N/A	4200
2	2, 3, 4, 5	Report	30	N/A	1800

Learning and Teaching Strategies:

Learning will be supported through active learning and interactive teaching approaches including blended learning using on-line materials. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be required to actively engage in workshops and seminars as well as practical work-based tasks.

Learners will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy.

Syllabus outline:

- Leading and managing for diversity within a policy context;
- Leadership values;
- Communication skills for effective leadership;
- Decision making and managing conflict;
- Motivation and delegation;
- Performance management and quality assurance;
- Working in and with teams;
- The importance of managing time and stress;
- Emotional intelligence and leadership;
- Growing as an individual within an educational setting.

Bibliography:

Essential reading

Carmichael, J., Collins, C., Emsell, P. and Haydon, J. (2011), *Leadership and Management Development*. Oxford: Oxford University Press.

Coleman, M and Glover, D. (2010), *Educational Leadership and Management.* Maidenhead: Open University Press.

Davies, B. (2011), *Leading the Strategically Focused School.* Second Edition. London: SAGE Publications Ltd.

Gill, R. (2011), *Theory and Practice of Leadership*. Second Edition. London: SAGE Publications Ltd.

Other indicative reading

Anderson, L. and Bennett, N. (2003), *Developing Educational Leadership*. London: Paul Chapman Publishing.

Avery, G. (2004), *Understanding Leadership*. London: SAGE Publications Ltd.

Banks, S., Butcher, H., Henderson, P. & Robertson, (Eds.) (2013) Managing Community Practice; principles, policies and programmes (2nd Ed.) Bristol: Policy Press.

Brundrett, M. (2003), *Leadership in Education*. London: Paul Chapman Publishing.

Bush, T. and Bell, L. (2002), *The Principles and Practices of Educational Management*. London: SAGE Publications Ltd.

Bush T. (2003),*Theories of Educational Leadership and Management.* Third Edition. London: SAGE Publications Ltd.

Fullan, M. (2003), *Change Forces with a Vengeance.* London: Routledge Falmer.

Ord, J. (Ed.) (2012) Critical Issues in Youth Work Management. London: Routledge

Tyler, M., Hoggarth, L. & Merton, B. (2010) Managing Modern Youth Work. Exeter: Learning Matters.