

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Date of Approval	25 th March 2026		
Module Title	Leading Organisational Change	Module Code	EDW713
Level	7	Credits	20
Type of Module	Optional	Method of Delivery	Blended
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	<i>PTES Institutional Programme Monitoring</i>
Cost Centre	All institutions		
Module Synopsis to be printed in the catalogue - <i>please provide a short outline of the module.</i>			
This module will focus on the processes and practicalities of leading organisational change at the school and system level. It will explore key debates around theories of change and change management in relation to organizational improvement. This module will prepare students to critically examine the contribution of leadership in times of organisational change and uncertainty. It will equip them with the leadership knowledge and understanding to effectively lead and implement change within their context. The module will compare different approaches to organisational change both nationally and internationally, and the policy imperatives that influence such changes.			
Notes to be printed in catalogue - <i>please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.</i>			
The target audience for this module will be education professionals who are leading or wish to lead organisational change within their context. This module is optional for all students but becomes core once selected.			
Is there a placement component to the module? Please provide details.		No	
Will the module be delivered in collaboration with another organisation? Please provide details.		All institutions	

What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%
Module Aims - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.	
This module aims to enable students to critically examine the contribution of leadership in times of organisational change and uncertainty, in order to equip them with the leadership capabilities to effectively lead and implement change within their own context.	
Module Intended Learning Outcomes (please include 3-5 learning outcomes)	
By the end of the module students should be able to: 1. Critically examine the contribution of leadership to successful organisational change and improvement 2. Evaluate key debates around theories of change and change management, at the school and system level 3. Examine the leadership capabilities required to effectively lead and implement change at the school and system level 4. Evaluate the internal and external factors, including policy imperatives, that affect any organisational change and improvement. 5. Critically compare and reflect upon different approaches to organisational change, nationally and internationally and apply them to the student's own context.	
Relevant Programme Outcomes	
K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond. K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts. K4. A comprehensive, critical evaluation and synthesis of relevant literature. K8. The ability to communicate accurately and clearly to a wide range of audiences. S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice. S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular. S3. Evaluate own learning needs in order to set and review own professional learning objectives. S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017). S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences. S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.	
Transferable/Employability/Graduate Skills	
<i>I = included in module content; A = included in module assessment; N/A</i>	

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content - please provide information about the curriculum

- Exploration of the main theories of change and change management at the school and system level.
- Examination of the international literature and the empirical evidence about the leadership of successful organisational change and organizational improvement
- Exploration of the leadership capabilities, qualities and practices required to effectively lead and implement change at the school and system level.
- Evaluation of the internal and external factors, including policy imperatives, that affect any organisational change at various levels.
- Critical analysis of the different approaches to organisational change and how they might be used in the students own context.

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178

Required Reading (Max 2)

Please list 5-7 seminal and/or current texts. Please check that the texts / editions are in the library before you add to the reading list. A more detailed reading list can be provided in the handbook and on VLE.

Bush, T., Bell, L. and Middlewood, D. (Eds.). (2019). *Principles of Educational Leadership & Management*. SAGE Publications Limited.
Fullan, M. (2020). *Leading in a Culture of Change*. Jossey-Bass Inc., San Francisco, CA.

Recommended Further Reading (Max 5)

Azorín, C., & Fullan, M. (2022). Leading new, deeper forms of collaborative cultures: Questions and pathways. *Journal of Educational Change*, 23(1), 131-143.

Drago-Severson, E., & Blum-DeStefano, J. (2018). *Leading change together: Developing educator capacity within schools and systems*. ASCD.

Fullan, M. (2023). *The principal 2.0: Three keys to maximizing impact*. John Wiley & Sons.

Harris, A., Elder, Z., Jones, M. S., & Cooze, A. (2022). Schools as learning Organisations in Wales: A critical exploration of the international evidence base. *Wales Journal of Education*, 24(1).

Hopkins, D. (2024). *Unleashing Greatness—a strategy for school improvement*. Hachette UK.

Recommended Journal: *School Leadership and Management*, Taylor & Francis

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used

Moderation by sampling of the cohort.

Assessment Methods

Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
OTHR1 A patchwork text that explores the process of introducing/refining an aspect of leading organisational change.	All	4000 words equivalent	100	50	After Easter. Approximately 30th April.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments (*Please *delete* as appropriate.)

There are no multiple assessments for this module.	
In what ways will students receive feedback on assessed work, including formal examinations? <i>Please delete those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.</i>	
Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.	
Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.	
Please provide details of how students would redeem a failure in the module. <i>*N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations</i>	
All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.	

Other Information															
Module Leader	Programme Director	External Examiner	TBC												
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%												
Are there any pre- or co-requisites for this module?			No												
<table border="1"> <tr> <th>Programme(s) in which to be offered (not including exit awards)</th> <th>Core</th> <th>Option</th> </tr> <tr> <td>National MA Education (Wales)</td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> </table>				Programme(s) in which to be offered (not including exit awards)	Core	Option	National MA Education (Wales)	☐	☐		☐	☐		☐	☐
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National MA Education (Wales)	☐	☐													
	☐	☐													
	☐	☐													
For what teaching & learning activities do you intend to use e-learning? <i>Please add specific requirement as appropriate.</i>		All													
For what assessment activities do you intend to use e-learning? E.g. MCQs															
Maximum number of students that can enrol on the module?		100 per institution													
How often will the module run during each session?		Once.													
When? (Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)		January - April													
Does the module replace an existing module?		No													
If so which one?		N/A													
Date of approval by College Committee															

Signature of Chair of College Learning and Teaching Committee	
Modifications	