

MODULE SPECIFICATION

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Module Code:	ONLED01
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Module Title:	Leadership and Management in Education
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X200 / 100459
		HECoS code:	

Faculty	FSLS	Module Leader:	Kelly Smith
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education with Leadership	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only	
Initial approval: 04/11/2019	Version no: 1
With effect from: 02/03/2020	
Date and details of revision: 29/04/2024 updated assessment strategy, Learning Outcomes and Reading List	Version no: 2

Module Aims

This module provides an opportunity for learners to explore and evaluate the impact of a change within the context of their educational organisation. They will develop a critical understanding of how policy developments can impact the organisation. Through engagement with current texts and relevant policy documents, students will critically analyse and evaluate contemporary issues and theories. Knowledge and understanding of key themes and issues in educational leadership and management will include theories, values, leading change and strategy, partnerships and collaboration. Through the module assessment students will develop the skills to critically reflect upon and contextualise the process of change in an appropriate educational setting or role.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically analyse and evaluate definitions of leadership - and leadership approaches in relation to policy changes in an organisation.
2	Explore different leadership approaches in current literature and critically analyse the impact upon organisational development;
3	Critically analyse the role of leaders, in relation to issues of quality management and assurance in education.

Employability Skills The Wrexham Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	A
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I

Organisation	I
Leadership and team working	I
Critical thinking	A
Emotional intelligence	A
Communication	I, A
Derogations	
None	

Assessment:			
Indicative Assessment Tasks:			
<p>This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.</p> <p>Assessment 1 (Reflective Practice): By reflecting on practice, identify the approaches to leadership and critically analyse and evaluate definitions of leadership in relation to policy change in an organisation (1,000 words).</p> <p>Assessment 2 (Essay): Explore the different leadership approaches and analyse their impact on organisational development. Alongside this, also critically analyse the role of the leader in relation to quality management and assurance in education (2,000 words).</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	30
2	2 and 3	Written Assignment	70

Learning and Teaching Strategies:
<p>The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.</p>

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

- Models of educational leadership and management;
- Ethics of educational leadership in times of complexity or change;
- Excellence in educational leadership;
- Resource management;
- Stakeholder participation in educational leadership and management;
- Leading educational organisations in challenging circumstances;
- Education leadership in developing countries;
- Education leadership, globalisation and conflict.

Indicative Bibliography:

Essential reading

Bush, T., Bell, L. and Middlewood, D. (Eds) (2019), *Principles of Educational Leadership and Management*. Third Edition. London: SAGE Publications Ltd.

Other indicative reading

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

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

Journals:

Journal of Leadership Education

International Journal of Leadership in Education

Journal of Research on Leadership Education