

Prifysgol Wrexham Wrexham University

MODULE SPECIFICATION

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Module Code:	ONLED02
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Module Title:	Leading and Managing Professionals
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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 checked="" type="checkbox"/>	<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

Engagement with this module will enable learners to demonstrate a systematic and critical understanding of the roles of leaders and managers in their educational context with particular reference to concepts of human resource leadership and management. Learners will explore the differences between the role of leader and manager and how they intersect when managing groups and teams in an organisation. The module provides an opportunity to evaluate critically the roles played by members of teams and recognise the importance of team dynamics in effective leadership of change. Learners will critically evaluate methodologies that facilitate the analysis of teams and the practicalities of working with teams that internally and externally influence the educational setting.

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

1	Apply a comprehensive understanding of models and approaches (methodologies) to analyse and critically evaluate selected leadership that focuses upon unexpected outcome or unintended consequences of change.
2	Evaluate critically the impacts of leadership and the management on professionals during times of changing policy and practice;
3	Demonstrate a critical understanding and analysis of leadership and critically evaluate how it impacts professional learning;

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, A
Critical thinking	A
Emotional intelligence	I, A
Communication	I, A

Derogations

None

Assessment:

Indicative Assessment Tasks:

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.

Assessment 1 (Reflective Practice):

Demonstrate knowledge and critical awareness of models and approaches (methodologies) that can be applied when leading change in an educational context and how implementing change can lead to unexpected outcomes or unintended consequences (1,000 words).

For this assignment, you can focus on the following:

- a) A specific example of a change management project from your own leadership experience – either as a leader, or being led.
- b) A specific example of a change you would like to implement in the future in your own educational context.

Assessment 2 (Report):

Critically evaluate the impact of leadership and management on education professionals during times of changing policy and practice. To inform this evaluation, you will need to demonstrate your understanding of paradigms, theories, models, and styles of leadership by critically analysing the relevant literature (2,000 words).

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:

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.

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:

- Models of leadership and management in education;
- Excellence in educational leadership that leads to improved learner outcomes;
- Leading and managing professional learning;
- Leading and managing professional staff;
- Appraisal and performance management and succession planning;
- Leadership for diversity and inclusion;
- Leadership, culture and high quality outcomes for learners.

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.

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

Journals:

Journal of Leadership Education

Journal of School Leadership

Journal of Research on Leadership Education