

MODULE SPECIFICATION PROFORMA

Module Title:	Leadership Skills	Level:	6	Credit Value:	20
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Module code:	EDC632	Is this a new module?	YES	Code of module being replaced:	N/A
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Cost Centre:	GAPE	JACS3 code:	X300
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Trimester(s) in which to be offered:	1,2,3	With effect from:	December 18
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School:	Social and Life Sciences	Module Leader:	David Thomas
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
GUCCE Future Leaders – completion of modules EDC631 Organisational Effectiveness and EDC632 Leadership Skills. Aligned with BA (Hons) Education Studies for QA and assessment purposes.	✓	

Pre-requisites
None

Office use only

Initial approval June 17

APSC approval of modification November 2018

Have any derogations received SQC approval?

Version 3

Yes No N/A ✓

Module Aims

This module will be of interest to anyone who is planning to develop a leadership career in Education. The purpose of the module is to provide the basic requirements for the successful leadership and management of people in an organization, with a particular emphasis on the provision of leadership and developmental opportunities.

Intended Learning Outcomes

At the end of this module, students will be able to		Key Skills	
1	Critically evaluate effective leadership characteristics and methods of leadership development and the theory and practice of motivation, commitment and engagement.	KS1	KS2
		KS3	KS6
2	Analyse and reflect on the essential people management skillset required to lead and influence others, make sound and justifiable decisions and solve problems effectively	KS5	KS7
		KS9	
3	Critically evaluate and display capability to manage self (including career development opportunities), others and interpersonal relationships effectively within a work or professional context.	KS1	KS3
		KS4	KS9

Transferable/key skills and other attributes

1. Communicate effectively: listening using oral and written communication to convey complex ideas and arguments, using a range of media including business reports.
2. Learn practical skills associated with people management, such as the ability to integrate evidence from a variety of sources to effect improvement in the management of people.
3. Effectively develop communication and interpersonal skills, as are necessary in leading and managing people; such as listening, and effective oral and written communication of ideas and arguments.

Assessment:

Assessment 1 – Supported by contemporary research, students will be asked to review and critically evaluate the leadership function in an organisation with which they are familiar.

Assessment 2 - The assessment will require the student to produce a Continuous Professional Development Portfolio. The portfolio will include a CPD Plan, CPD Record and Personal Reflection on Learning from both an academic and practitioner perspective.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Report	60%	N/A	2000
3	3	Portfolio	40%	N/A	1000

Learning and Teaching Strategies:

The teaching and learning strategy aims to produce education professionals who are not only able to perform effectively in their present roles, but who have developed the skills, insight and confidence to lead teams and departments within their organisation or provide the foundation skills to develop as an organisational leader.

The teaching methods are designed as a blended learning programme, combining tutor moderated or led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as part of the region's education community.

The syllabus for the module will be delivered over a four-week period. Students will be provided with access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle including; Panopto Digital Lectures, Online Subject Guides, Learning Resources, Library Resources and Face-to-Face workshops and tutorials.

To achieve this 'future leaders' approach the strategy is to focus on enhancing the learner's knowledge of leadership responses through the application of analytical and evaluative skills, business awareness and interpersonal abilities.

Students are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives and contexts that exist.

Therefore, teaching and learning involve examination of knowledge, concepts and issues, and the discussion of current problems and emerging thinking. These activities are intended to challenge students by encouraging them to tolerate the complexity and ambiguity that must exist in real situations.

Syllabus outline:

This module provides students with;

- A rigorous framework of knowledge and understanding concerning essential people management skills.
- Research focusing on the links between people management practices and positive organisational outcomes and highlights major contemporary changes and developments in practice.
- An introduction to major debates about theory and practice in the fields of leadership and management practice.
- Support to become effective managers. Managing others fairly and effectively and increasing levels of engagement, commitment, motivation and performance.
- Encouragement to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues.
- Skills development and specifically the development and improvement of a range of definable skills (thinking, decision making, management of financial information, managing budgets, team working and interpersonal skills) that are pivotal to successful management practice, effective leadership, personal effectiveness and credibility in the workplace.
- Specialised skills development of particular significance to perform effective higher-level people management and providing opportunities for applied learning and continuous professional development.

Bibliography:**Essential reading**

Bush, T. and Middlewood, D. (2013) *Leading and Managing People in Education. (Education Leadership for Social Justice)* Sage Publications Ltd
Mullins, L. J. and Christy, G. (2013) *Management and Organisational Behaviour.* Pearson Education

Other indicative reading

Armstrong, M. (2012) *Armstrong's Handbooks of Management and Leadership: Developing Effective People Skills for Better Leadership and Management (3rd Edition)* Kogan Page
Buchanan, D. and Huczynski, A. (2013) *Organisational Behaviour* (8th edition) Harlow: FT Prentice Hall
Gold, J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development* (5th Edition) London: CIPD
Haigh, J. (2011) *FT Guide to Finance for Non Financial Managers: The Numbers Game and How to Win it.* Financial Times/Prentice Hall
Hall, D., Pilbeam, S. and Corbridge, M. (2012) *Contemporary Themes in Strategic People Management: A Case-Based Approach.* Basingstoke: Palgrave Macmillan
Lee-Davies, L. (2007) *Developing Work and Study Skills*, London: Thomson Learning
Moorhead, G. and Griffin, R. (2013) *Organizational Behavior: Managing People and Organizations.* (11th Edition) South-Western College Publishing
Mumford, A. and Gold, J. (2010) *Management Development Strategies for Action.* (5th edition). London: CIPD
Owen, J. (2014) *The Leadership Skills Handbook: 50 Essential skills You Need to be a Leader* (3rd Edition) Kogan Page
Sinek, S. (2011) *Start With Why: How Great Leaders Inspire Everyone To Take Action.* Penguin
Thompson, N. (2009) *People Skills*, (3rd Edition), Basingstoke: Palgrave Macmillan
Watkins, M. D. (2013) *The First 90 Days: Critical Success Strategies for New Leaders at All Levels* Harvard Business School Press

Journals

Journals of Case in Education Leadership
International Journal of Leadership in Education: Theory and Practice
Education Management Administration and Leadership
Management in Education
International Journal of Management in Education