

Outline**Part 1- as validated**

1.	Title	Reflective Managing and Leading in Education
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Online class contact hours: 36 hours Directed or self-directed study hours: 254 hours Total study hours: 300
5.	Compulsory (must be taken) OR Optional	Compulsory
6.	Core (must be passed and cannot be compensated) or Non-core	Core

* *Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6 PG (Masters) = 7*

7. Brief Description of Module (purpose, principal aims and objectives)

This module empowers students to critically examine and apply contemporary leadership and management theories within educational contexts. Students will develop their leadership potential while honing their skills as independent, critical thinkers capable of driving meaningful improvements in educational settings both in England and internationally.

The module is designed to deepen students' understanding of educational leadership and management in the context of modern challenges and opportunities. It will explore various models of educational leadership, with a particular emphasis on transformative approaches that can effect significant positive change in educational institutions.

Throughout the module, students will engage in critical reflection, case studies, and practical exercises that challenge them to apply theoretical knowledge to real-world educational scenarios. The ultimate goal is to equip students with the skills, knowledge, and mindset needed to become effective, transformative leaders in diverse educational settings.

**8. Learning Outcomes - On successful completion of this module a student will be able to:
(Add more lines if required)**

1.	Critically analyse and evaluate the impact of contemporary challenges on educational organisations and their leadership strategies.
2.	Explore and critically evaluate transformative leadership models, with a particular focus on communication and interpersonal skills that drive systemic change in educational settings.
3.	Critically assess the leadership and management skills required for effective performance in current or future roles, integrating insights from reflective practice, theory and feedback.
4.	Synthesise and apply transformative leadership theories to organisational leadership, critically assessing their relevance to personal leadership practice, future research and ongoing professional development.
5.	Demonstrate a thorough understanding of ethical considerations in educational leadership.
6.	Demonstrate the ability to engage in critical thinking, using analytical skills to evaluate complex information, theories and feedback and to develop well-supported arguments and conclusions.

9. Assessment

Pass on aggregate or Pass all components	Pass all components
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Summary of Summative Assessment Plan

If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research project	100%	No	4000	L1,2,3,4,5,6	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The research project offers an opportunity to apply transformative leadership theories and practices to a topic of your choice, documenting a small-scale study that evaluates the role of innovative and reflective leaders in driving meaningful change within contemporary educational organisations.

This module develops leadership and management skills in education, combining theory with reflective practice and personal development planning. It equips learners with tools for effective leadership in educational settings.

The module begins with an introduction to PDP and reflective practice, highlighting their importance for personal and professional growth. Students will explore different theories of reflective practice to understand how self-awareness and reflection improve leadership. A key focus is the critical analysis of leadership and management theories relevant to education. Students will reflect on their own leadership abilities using tools like SWOT analysis, skills audits, and leadership tests, and apply relevant theories such as emotional intelligence and leadership styles.

Learners will also gather 360-degree feedback from peers and colleagues using tools like the Johari window and questionnaires. This feedback will inform their analysis of the leadership skills needed for their current or future

Summary of Formative Assessment Plan

Week 1: Introduction to PDP and Reflective Practice

Focus: Introduction to Personal Development Planning (PDP), reflective practice, and self-awareness.

Formative Task: Reflective Blog Post 1: Students will write a 300-word blog reflecting on their current understanding of reflective leadership and PDP. They will set initial personal and professional development goals for the module.

Feedback Method: Tutor feedback on goal-setting and reflection, providing guidance on how to link PDP with leadership development.

Week 2: Theories of Reflective Practice

Focus: Exploration of reflective practice theories and their application to leadership.

Formative Task: Theory Application Exercise: Students will choose one theory of reflective practice (e.g., Kolb's Learning Cycle, Schön's Reflective Practitioner) and apply it to their own leadership experience or observation. They will submit a 300-word analysis.

Feedback Method: Peer and tutor feedback on the application of reflective practice theory, with suggestions for improving depth of analysis.

Week 3: Leadership and Management Theories

Focus: Introduction to key leadership and management theories relevant to education (e.g., transformational leadership, emotional intelligence, servant leadership).

Formative Task: Leadership Style Self-Assessment:

Students will complete a leadership style self-assessment (e.g., emotional intelligence test or leadership style quiz) and write a 200-word reflection on the results, considering how the findings align with relevant leadership theories.

Feedback Method:

Tutor feedback on leadership style reflection and the connection to relevant theories. Emphasis on critical self-awareness.

Week 4: SWOT Analysis and Skills Audit

Focus: Self-assessment of leadership strengths and weaknesses.

Formative Task: SWOT Analysis and Skills Audit: Students will conduct a personal SWOT analysis and complete a skills audit to assess their leadership abilities. They will submit a 500-word report summarising their findings.

Feedback Method: Tutor feedback on the accuracy of the SWOT analysis and skills audit, with advice on how to address identified areas for improvement.

Week 5: Gathering 360-Degree Feedback

Focus: Collecting and reflecting on 360-degree feedback using tools like the Johari window and questionnaires.

Formative Task: 360-Degree Feedback Reflection: Students will gather 360-degree feedback from colleagues or peers and reflect on the results. They will submit a 300-word reflection analysing the feedback and identifying key areas for leadership development.

Feedback Method: Tutor feedback on the reflection, providing insights on how to incorporate the feedback into the personal development plan (PDP).

Week 6: Application of Transformational Leadership Theories

Focus: Application of transformational and innovative leadership theories to educational contexts.

Formative Task: Case Study Analysis: Students will analyse a case study of transformational leadership in education and write a 400-word report evaluating the leadership strategies used and their effectiveness in driving change.

Feedback Method: Peer and tutor feedback on the analysis, focusing on the critical application of leadership theories.

Week 7: Developing Research Questions and Methodology

Focus: Preparing for the research project by developing a research question and methodology.

Formative Task: Research Proposal Outline:

Students will submit a 500-word outline of their research proposal, including their research question, methodology, and a brief description of the leadership theories they will apply.

Feedback Method: Supervisor feedback on the feasibility of the research question and methodology, with suggestions for refining the research approach.

Week 8: Data Collection and Analysis Planning

Focus: Planning data collection and analysis for the research project.

Formative Task: Data Collection Tool Submission: Students will submit their proposed data collection tools (e.g., interview questions, surveys) and a 300-word description of their data analysis plan.

Feedback Method: Tutor feedback on the design and alignment of data collection tools with the research question, as well as advice on data analysis techniques.

Week 9: Reflective Leadership Development

Focus: Reflecting on leadership development and progress toward personal and professional goals.

Formative Task: Reflective Blog Post 2: Students will write a 300-word blog reflecting on how their leadership skills have evolved during the module, with reference to their PDP, skills audit, and 360-degree feedback.

Feedback Method: Peer feedback on reflections, with a focus on personal development and the application of leadership theories to practice. Tutor feedback on depth of reflection.

Week 10: Draft Research Report Submission

Focus: Submitting a draft of the small-scale research project for formative feedback.

Formative Task: Draft Research Report Submission (1500 words): Students will submit a draft of their research report, focusing on the introduction, literature review, and methodology sections.

Feedback Method: Supervisor feedback on the structure, argumentation, and alignment of the research project with transformative leadership theories. Guidance on improving clarity and coherence for the final submission.

10. Summary of Pre and / or Co Requisite Requirements

N/A

11. For use on following programmes

N/A