Module Code: FTM
NQF level: 7
Credit Value: 20
Study duration: 12 weeks

Module description:
This module will build on students’ knowledge and skills related to people and project management in an educational context. The scope of this module includes both theoretical frameworks of management and the practical skills required by managers to lead, influence and communicate with others in an educational setting. Students will also be encouraged to reflect on their own experience, skills and practice in order to identify areas for future research and development.

This module aims to:
- Provide theoretical frameworks and develop practical skills that can be applied to management practice.
- Explore a range of approaches and styles related to leadership and management in educational contexts in order to identify aspects of best practice.
- Develop students’ critical awareness of the impact of management behaviour on individuals, teams and organisations.
- Develop an awareness of the benefits and practice of self-reflection and self-management for those in management roles.

Learning outcomes
On completion of this module, students will be able to:
- Critically appraise leadership and communication styles and skills in light of relevant theoretical frameworks.
- Appraise the impact of a range of management styles on individual and team performance.
- Reflect on and critically evaluate their management skills in order to identify strengths and areas for development.

Syllabus
- Leadership and management styles: adapting to different situations, purposes and people
- Communication: effective oral and written communication, the importance of listening, persuading and influencing people
- Managing effective teams: delegating, setting expectations, motivating, sensitivity to needs and diversity, managing performance, setting objectives, coaching and mentoring, managing conflict.
- Quality management - using data, target-setting, monitoring and evaluating learning and reporting internally and externally.

Learning and teaching methods
Input will be delivered through specified reading materials and pre-recorded lecture-casts provided on the UoEO Learning Platform. This is supported by guided discussion forums, and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). The pre-recorded lecture-casts and online Q & A sessions will include referenced use of selected case studies drawn from the reading materials and the tutors’ professional/educational contexts and experience. Self-managed learning will supplement input and to this end students will be given direction on required and indicative reading, including relevant websites, and encouraged to identify and share appropriate web-based resources with their peers.

The pedagogical approach for this module is informed by the principles of collaborative enquiry and constructionism. Collaborative enquiry is supported through our internet-mediated learning platform, the aim of which is to facilitate the activity of the learning community through online dialogue, peer discussion and feedback. The participants’ subject understanding, engagement and learning experience will be enhanced through interactions in which they explain their perceptions, discuss their views, share their experience, and receive feedback from peers and tutors.

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<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Collaborative learning questions 1 &amp; 2&lt;br&gt;For each, post a 300-word response to a tutor posed question. Respond to one of your peer’s posts (200 words). Your answers must be evidence-based and supported with reference to relevant literature.</td>
<td>1000 words</td>
<td>Monday Week 2 (question 1)&lt;br&gt;Monday Week 5 (question 2)</td>
<td>20%</td>
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<tr>
<td>Case Study: Analysis and Report&lt;br&gt;Based on an educational change case study</td>
<td>3000 words</td>
<td>Week 8 (part 1)&lt;br&gt;End of module (full report)</td>
<td>Formative 80%</td>
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