

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M22b
2.	Title:	Leadership of Inclusive Practice
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Ron Sergejev
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	<ul style="list-style-type: none"> • Can not be taken if M01, M16, or M22a has been completed.
9.	Aims:	<p>This module aims to develop a critical understanding of published material on leadership and management models, leadership history, leadership styles and the difference between leadership and management. It will enable students to critically analyse their own leadership styles and that of their educational institutions and reflect on and formulate arguments for leading and managing inclusive practice. They will also develop their skills of leadership and management, understand what is meant by Inclusive leadership, and how to apply the skills and strategies they've learnt to an improvement project.</p>
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On successful completion of this module, students will:</p> <ol style="list-style-type: none"> 1. Hold advanced knowledge of the historical context of inclusive education and SEND. 2. Critically evaluate leadership styles and structures appropriate to inclusive education allowing insights into theory and practice. 3. Be able to articulate what high quality leadership looks like in practice, and how it can be demonstrated and evaluated. 4. Apply and develop the advanced management skills required in order to underpin leadership. 5. Have developed a systematic acquisition of advanced academic knowledge of leadership and management. 6. Use an enhanced understanding of what is happening in their own setting as a result of their own and others' leadership to inform strategic decision making. 7. Manage change through effective planning, implementation, monitoring, evaluation and review of work with stakeholders and tutors. 8. Have developed advanced skills in leading and managing people and critically examine the impact of their leadership and management on the institution.
11	Syllabus:	<ul style="list-style-type: none"> • Historical context of inclusion and SEND. • Defining leadership and management.

	<ul style="list-style-type: none"> ● Leadership styles. ● Organisational cultures. ● Management of change. ● Holding others to account ● Planning. ● Ethics in research. ● The Change/Improvement Project. ● Leadership and management research.
12	<p>Learning and teaching strategy:</p> <p>Participants undertaking the module will engage in a notional 600 hours of learning.</p> <p>Distance Learning Mode</p> <p>Participants undertaking the module as distance learners will engage in 50 hours of guided study units delivered through the Campus Online virtual learning environment (VLE) and online interaction with tutors. Each unit will consist of online materials and exercises that are tailored to allow participants to engage with both the content and the discussions around the key topics of the module at their own pace. Participants will undertake a further 550 hours of independent study guided by forum discussions, independent exercises, reflections and directed scholarly materials. The approach to teaching and learning is closely integrated with the assessment profile, so that learning outcomes are clearly linked to the assessment criteria.</p> <p>Distance learning will be via Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. ● Practical activities and reflection on own practice, structured through 'learning log' online entries. <p>Campus Online also supports a collaborative learning environment with:</p>

	<ul style="list-style-type: none"> Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. 																																																																
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Participants are encouraged to maintain a reflective learning journal the contents of which may be used as evidence of professional practices within their e-portfolio. Opportunities to receive formative feedback on assessment is given throughout the module at regular stages, to enable participants to develop critical thinking and writing skills for their final piece of work.</p>																																																																
	<p>(b) Summative assessment scheme</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5">Task: Critical Analysis</td> </tr> <tr> <td colspan="5">A critical analysis of inclusion in education, including historical context and in the student's own setting, along with a critical outline of two different school leadership styles and structures, in the context of inclusive practice.</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>42%</td> <td>5000 words</td> <td>1-5</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td colspan="5">Task: Practice Analysis</td> </tr> <tr> <td colspan="5">Outline of change project aimed at school improvement in the context of developing inclusive learning environments.</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>42%</td> <td>5000 words</td> <td>6-7</td> <td>No</td> <td><input type="checkbox"/> Yes – individual student</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td colspan="5">Task: Reflective Analysis</td> </tr> <tr> <td colspan="5">Reflective account of developing self-awareness and leadership skills and competences gained and in development.</td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>16%</td> <td>2000 words</td> <td>8</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No</td> </tr> </table>					Task: Critical Analysis					A critical analysis of inclusion in education, including historical context and in the student's own setting, along with a critical outline of two different school leadership styles and structures, in the context of inclusive practice.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	42%	5000 words	1-5	<input type="checkbox"/> No	<input type="checkbox"/> No	Task: Practice Analysis					Outline of change project aimed at school improvement in the context of developing inclusive learning environments.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	42%	5000 words	6-7	No	<input type="checkbox"/> Yes – individual student	Task: Reflective Analysis					Reflective account of developing self-awareness and leadership skills and competences gained and in development.					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	16%	2000 words	8	<input type="checkbox"/> No	<input type="checkbox"/> No
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	<p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 	
	Seen examination0...%
	Unseen examination0...%
	Coursework (no examination)100....%
14	Timetabled examination required	No <input type="checkbox"/>
15	Length of examhours
16	Learning materials	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Brundrett, M., & Terrell, I. (Eds.). (2013). <i>Learning to lead in the secondary school: Becoming an effective head of department</i>. Routledge.</p> <p>Coleman, M. & Glover, D. (2010) <i>Educational Leadership and Management: Developing insights and skills</i>.</p> <p>Department for Education, (2022), <i>SEND review: right support, right place, right time</i>. Available: https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time</p> <p>Department for Education, (2016), <i>The School Information (England) (Amendment) Regulations 2016</i>. Available: http://www.legislation.gov.uk/uksi/2016/451/pdfs/uksi_20160451_en.pdf.</p> <p>Hargreaves, D. H. (2011) <i>Leading a self improving school system</i></p> <p>Goleman D, Boyatzis R & McKee A, (2002) <i>Primal</i></p>

		<i>Leadership: Realizing the power of emotional intelligence</i> , Boston: Harvard Business School Press						
In addition, for in-house, joint and franchised programmes only								
17	UNISTATS - assessment							
.	Please indicate summary of the following assessment types #:							
	COURSEWORK%						
	EXAM%						
	PRACTICAL%						
18	UNISTATS – learning and teaching							
.	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).							
	For Apprenticeship programmes, this is University-led Off The Job hours.							
	The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad).							
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study).							600 Hrs
	The proposed number of hours a student should complete independent study:							550 Hrs
	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
.	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
.	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			

(c) Student centrally allocated	YES/NO
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Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgCert/PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)