

# IE904-30 Policy, Strategy and Resources in Education

**20/21**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Justine Mercer

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module addresses themes in educational leadership and management and aims to develop your confidence and effectiveness in the area. In particular, you will focus on the development and implementation of policy, scrutinising and progressing your own capacity to lead and manage strategically, including how to deploy resources effectively and efficiently.

### Module aims

To contribute to an understanding of relevant policy contexts, and to develop participants' capacity to lead and manage strategically and deploy resources effectively and efficiently.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Needs analysis; policy contexts; policy-making as a process; policy analysis.

- Policy, strategy, and policies; levels of strategy; models for strategic management and strategic planning; strategy and development planning.
- Policy analysis and strategic analysis for participants' work contexts: practical activity.
- Strategic choices for participants' work contexts: practical activity.
- Strategic implementation; linking goals and resources; effectiveness, efficiency, economy and equity.
- Site-based management and its implications for educational quality in different contexts.
- The resource management cycle, management control.
- Management of premises, learning resources, and time.

## Learning outcomes

By the end of the module, students should be able to:

- **SUBJECT KNOWLEDGE AND UNDERSTANDING** Demonstrate an Informed understanding of the implications of international and national contexts for educational policy .Understand the relationships between national and local policy and strategies for continuing improvement in education.
- **COGNITIVE SKILLS** Analyse and interpret critically Exercise independence of thought and strategic thinking Retrieve, select, and evaluate information from a variety of sources
- **SUBJECT SPECIALIST/PROFESSIONAL SKILLS** Apply strategic perspectives to the deployment of resources in order to secure quality In education Play leading roles in strategic leadership and management
- **KEY SKILLS** Key Skills Written communication Working with others Problem solving Numeracy Apply principles of experiential learning to own learning

## Indicative reading list

- Anderson J E (1994) Public Policymaking: An introduction. Boston, Houghton Mifflin
- Barberis P (ed) (1996) The Whitehall Reader Buckingham, Open University Press
- Caldwell B J and Spinks J M (1998) Beyond the Self-managing School London, Falmer
- Coleman M and Anderson L (eds) (2000) Managing Resources and Finance in Education London, Paul Chapman
- Fidler B (1996) Strategic Planning for School Improvement (Pitman)
- Johnson G and Scholes J (2002) Exploring Corporate Strategy (6th edition) Hemel Hempstead Prentice Hall
- Levacic R (1995) Local Management of Schools: Analysis and Practice Buckingham, Open University Press
- Mullard M (ed) 1995) Policy-making in Britain London, Routledge
- Thomson R (1989) The British Philosophy of Administration Cambridge, Centre for Business and Public Sector Ethics
- Preedy M, Glatter R and Levacic R (eds). (1997) Educational Management: Strategy, Quality and Resources. Buckingham, Open University Press.
- Preedy M, Glatter R and Wise (2003) Strategic Leadership and Educational Improvement. London, Paul Chapman
- Rawlinson D and Tanner B. (1996) Financial Management in Local Government. London, Pitman

Ross K and Levacic R (Eds) (1999), Needs-Based Resource Allocation in Education via Formula Funding of Schools Paris, UNESCO,

[View reading list on Talis Aspire](#)

## Subject specific skills

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts underpinning the policy process, strategic planning and resource management;
- the complexities of the education process and the diversity of policy analysis frameworks/tools;
- power, micropolitics, leadership and strategy within the field of education, at the micro, meso and macro levels.
- the societal and organisational structures and purposes of educational systems, and the possible implications for policy-makers and the policy process
- constructively critique theories, practice and research in the area of education.

## Transferable skills

- Active listening
- Cognitive flexibility
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Creativity
- Critical thinking
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Literacy
- Management of learning
- Personal development skills
- Reasoning
- Team working
- Using IT effectively

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## Study

## Study time

<b>Type</b>	<b>Required</b>
Seminars	10 sessions of 3 hours (10%)
Private study	270 hours (90%)
Total	300 hours

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group A1

	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
<b>Assessment component</b>			
Assignment	100%		Yes (extension)

Reassessment component is the same

## Feedback on assessment

Feedback proforma uploaded to Tabula, verbal feedback available on request

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## Availability

### Courses

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
  - Year 1 of X3X8 Education [EdD]
  - Year 1 of X3X8 Education [EdD]
  - Year 2 of X3X8 Education [EdD]
- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- Year 2 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 1 of XL02 Educational Innovation with Specialism in Assessment
  - Year 1 of XL03 Educational Innovation with Specialism in Business
  - Year 1 of XL04 Educational Innovation with Specialism in Childhood
  - Year 1 of XL05 Educational Innovation with Specialism in Drama
  - Year 1 of XL06 Educational Innovation with Specialism in English
  - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 1 of XL07 Educational Innovation with Specialism in Further Education
  - Year 1 of XL08 Educational Innovation with Specialism in History
  - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
  - Year 1 of XL09 Educational Innovation with Specialism in Leadership
  - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
  - Year 1 of XL13 Educational Innovation with Specialism in New Technology
  - Year 1 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 1 of XL17 Educational Innovation with Specialism in Science
  - Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 2 of XL20 Educational Innovation (Early Years)
  - Year 2 of XL02 Educational Innovation with Specialism in Assessment
  - Year 2 of XL03 Educational Innovation with Specialism in Business
  - Year 2 of XL04 Educational Innovation with Specialism in Childhood
  - Year 2 of XL05 Educational Innovation with Specialism in Drama
  - Year 2 of XL06 Educational Innovation with Specialism in English
  - Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 2 of XL08 Educational Innovation with Specialism in History
  - Year 2 of XL09 Educational Innovation with Specialism in Leadership
  - Year 2 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 2 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 2 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 2 of XL17 Educational Innovation with Specialism in Science
  - Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 3 of X31L Educational Innovation
  - Year 3 of XL02 Educational Innovation with Specialism in Assessment
  - Year 3 of XL04 Educational Innovation with Specialism in Childhood
  - Year 3 of XL05 Educational Innovation with Specialism in Drama
  - Year 3 of XL06 Educational Innovation with Specialism in English
  - Year 3 of XL08 Educational Innovation with Specialism in History

- Year 3 of XL10 Educational Innovation with Specialism in Mathematics
- Year 3 of XL17 Educational Innovation with Specialism in Science
- Year 3 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 5 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M1 Educational Leadership and Management by Dissertation
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)
  - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)
- TEQS-X3AN Postgraduate Taught Global Education and International Development
  - Year 1 of X3AN Global Education and International Development
  - Year 2 of X3AN Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
  - Year 2 of C8X3 Psychology and Education
  - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
  - Year 1 of C8X4 Psychology and Education
  - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
  - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
  - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list A for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)

This module is Core option list B for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
  - Year 3 of X3M2 Educational Leadership and Management by Professional Route
  - Year 4 of X3M2 Educational Leadership and Management by Professional Route
  - Year 5 of X3M2 Educational Leadership and Management by Professional Route

This module is Option list A for:

- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)