

EP945-30 Effective Leadership and Mentoring in Professional Practice

26/27

Department

Centre for Teacher Education

Level

Taught Postgraduate Level

Module leader

Jen Rowan-Lancaster

Credit value

30

Module duration

12 weeks

Assessment

100% coursework

Study location

Distance or Online Delivery

Description

Introductory description

The 'Effective Leadership and Mentoring in Professional Practice' module is designed to provide individuals working in contexts relevant to the formal education of children and young people the means to receive credit for their professional practice, with a focus on effective leadership. The module provides professionals who have relevant experience of, and wish to develop their understanding of, effective leadership in such roles as senior leaders, middle leaders, mentors, subject specialist coordinators etc. with the opportunity to design their own individualised learning programme relevant to their specific professional context. The module can facilitate deeper critical reflection and analysis of close-to-practice enquiry and learning that might include work-place initiatives and CPD or engagement with wider CPD communities through prior participation in training programmes by external providers.

Module aims

The aim of this module is to facilitate the evaluation and reporting of work-based learning of relevance to the context of leadership and / or mentoring in contexts related to the formal education of children and young people.

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.

- Introduction to the module seminar to discuss participants experience of work-based research and to identify what previous research is appropriate for the purposes of this RPL module.
- Completion of a short personal statement outlining
- Action plan meeting with module mentor to agree focus for module and the evidence to be collected.
- Library Induction, academic writing and referencing workshops.
- Further 30 minute meeting with application mentor to discuss progress towards portfolio completion.

Learning outcomes

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

- Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
- Critically analyse the rationale for and impact of an area of your educational practice that has developed the capacity and expertise of others.
- Critically appraise wider research and practice related this chosen area of practice, showing understanding of how your own context relates to this broader picture.
- Provide robust evidence to justify your conclusions, demonstrating the ability to identify, analyse, synthesise and critically evaluate relevant sources of knowledge and practice .
- Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.
- Show the ability to write in a way that is clear, concise and persuasive for a range of professional and /or academic communication

Indicative reading list

[Reading lists can be found in Talis](#)

Subject specific skills

- The purpose of this module is to provide evidence of work-based skills previously gained that have that have already had impact in a professional educational environment.
- The module develops skills in evaluation and critical reflection.
- The module develops skills in academic research and writing appropriate to study within the field of education.

Transferable skills

The skills learnt in this module will be useful for further study and evaluation of practice in fields beyond education.

Study

Study time

Type	Required	Optional
Tutorials	2 sessions of 1 hour (1%)	1 session of 1 hour
Online learning (scheduled sessions)	2 sessions of 1 hour 30 minutes (1%)	
Online learning (independent)	5 sessions of 3 hours (5%)	
Private study	280 hours (93%)	
Total	300 hours	

Private study description

The purpose of this module is to facilitate students in evaluating and providing evidence of prior professional learning. Therefore the focus of independent study will involve the collection of appropriate evidence from their workplace alongside critical reflection. Students will be expected to identify and draw on relevant academic literature to assist in the evaluation of their practice and to write articulately. The majority of students' time will be spent in the collation of their portfolio and writing of their critical evaluation.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A2

Assessment component	Weighting	Study time	Eligible for self-certification
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	Weighting	Study time	Eligible for self-certification
Effective Leadership and Mentoring in Professional Practice Portfolio	100%		No

Work Artefact(s) and Critical Commentary. In negotiation with the module mentor at the beginning of the module students will agree an action plan listing the evidence required to evidence prior learning related to the module theme. The specific make up of the portfolio will therefore vary depending on the student's context but must include a written critical reflection with reference to relevant literature. The portfolio may include work-place artefacts, supporting evidence from colleagues, etc.

Reassessment component is the same

Feedback on assessment

Feedback will be provided to students using the CTE Postgraduate Feedback Sheet via Tabula

Availability

Courses

This module is Core for:

- Year 1 of TEPS-X390 Postgraduate Award Mentoring
- Year 1 of TEPS-X3BC Postgraduate Taught Accountability and Quality Assurance
- TEPA-X3AU Postgraduate Taught Professional Education (PGCert)
 - Year 1 of X3AU Postgraduate Taught Professional Education (PGCert)
 - Year 1 of X3AU Postgraduate Taught Professional Education (PGCert)