Module Descriptor

Title	Inclusive Leadership Practices		
Session	2026-27	**Status**	
Code	EDLR11011	**SCQF Level**	Level: **11** (Scottish Credit and Qualifications Framework)
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Education and Social Sciences**		
Module Co-ordinator	Charis Manousou		

Summary of Module

Through structured engagement with relevant resources, this module provides participants with opportunities to reflect on their own leadership practice within education and appreciate the necessity for change within complex and diverse educational contexts globally. Participants will engage with key theories, research findings, and evidence-based practices that underpin inclusive leadership, equipping them to effectively navigate diversity across race, culture, social class, ethnicity, religion, gender and ability. creating and sustaining inclusive schools and organisations. The module also explores intersectionality, intercultural competence, decolonization and collegial leadership models, encouraging participants to consider systemic influences and long-term strategies for inclusion. The assessment includes an individual portfolio designed to promote critical self-reflection and the development of practical, actionable strategies for creating inclusive educational environments. The module aligns particularly with Sustainable Development Goals 4, 5, 10 and 16 through its focus on inclusive leadership, educational equity and social justice.

The UWS attributes commonly developed through this module include:

Critical and analytical thinking

Autonomy and problem-solving

Social responsibility and cultural awareness

Effective communication and collaboration for potential leadership

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical awareness and evaluation of contemporary issues in the area of Leadership in Education in relation to the current challenges of globalization, power, diversity, inequality, and sustainability.
L2	Critically reflect on their professional practice, assess and synthesise the variety of perspectives and viewpoints associated with inclusive leadership in educational contexts in the light of theories and recent/current research findings.
L3	Critically evaluate leadership approaches in addressing systemic inequalities, examining how theory and research inform strategies to promote inclusive educational practices within their professional context.
L4	Critically analyse a leadership challenge within an educational setting and develop a research-informed, inclusive, and contextually relevant solution, demonstrating effective communication and collaboration
L5	L5. Demonstrate and critically apply leadership, initiative and advocacy in advancing inclusive leadership practices, contributing to meaningful change and innovation within educational settings.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Deep understanding of key and specialised theories, concepts, principles and terminology in relation to inclusive leadership in education

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Critical understanding of the impact of educational leadership on one's present and future professional practice to meet the needs of a changing globalised world. Critical awareness of current issues in Inclusive Leadership in Education in relation to theoretical underpinnings and recent/current research findings.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding to inclusive leadership practices across a variety of educational contexts. Critically reflect on professional inclusive leadership practice and contemporary issues that impact on it. Retrieve, interpret and synthesise primary and secondary information relevant to this module from a variety of sources including electronic databases
Generic Cognitive skills	**SCQF 11** Give reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what is not, especially within the context of inclusive leadership in education. Demonstrate an understanding of an issue and develop a creative and sensible solution to a leadership or change management problem through effective communication in a variety of professional settings
Communication, ICT and Numeracy Skills	**SCQF 11** Effectively and appropriately communicate knowledge and understanding of inclusive leadership in education practices to a range of audiences. Make effective use of information retrieval systems and information technology applications to present documents in an appropriate form. Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy and initiative and take responsibility for own work Take significant responsibility for a range of resources. Systematically identify and address own learning needs within the context of leadership in Education, making use of academic research materials as appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module is delivered through a combination of on-campus lectures, seminars, workshops, guided independent study and collaborative learning activities. Contact sessions are designed to be highly interactive and inquiry-based, encouraging students to critically

examine contemporary issues relating to diversity, inclusion, equity, and social justice in educational contexts. Through engagement with research, policy, case studies, and professional practice examples, students develop a critical understanding of the complex challenges facing educational leaders in increasingly diverse societies.

Teaching and learning activities emphasise active participation, critical reflection and the application of theory to practice. Learning experiences include group discussions, case study analysis, debates, collaborative problem-solving, reflective activities, student-led presentations, peer feedback, and structured writing tasks. Students are expected to undertake preparatory reading and engage with asynchronous learning materials available through Brightspace in order to consolidate learning and support the development of critical thinking, intercultural awareness, evidence-informed decision-making, and professional leadership practice.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	20
Lecture / Core Content Delivery	16
Laboratory / Practical Demonstration / Workshop	
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bottery, M. (2016). Educational Leadership for a More Sustainable World, London: Bloomsbury Publishing

Bush, T. (2020) Theories of Educational Leadership and Management (5th Ed.). London: Sage

Diem, S. and Welton, A.D. (2021). Anti-Racist Educational Leadership and Policy, Addressing Racism in Public Education, New York and London, Routledge.

Ferdman M. B., Prime J. & Riggio E. R. (Eds) (2020) Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies (1st Ed.). New York: Routledge.

Lopez, A. E. (2016). Culturally responsive and socially just leadership: From theory to action. New York, NY: Palgrave Macmillan.

Lopez, A. (2020) Decolonizing Educational Leadership: Exploring Alternative Approaches to Leading Schools. Toronto: Palgrave Macmillan.

Lumby, J. and Coleman, C. (2017) Leading for Equality: Making Schools Fairer. London: SAGE

Miller, P. (2018) The Nature of School Leadership: Global Practice Perspectives. (1 ed.) (Intercultural Studies in Education). Palgrave Macmillan UK.

Northouse, P. (2009) Introduction to Leadership Concepts and Practice. London: Sage.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

-Actively participating in seminars, workshops and group discussions.

-Engaging regularly with Brightspace resources, announcements and learning materials.

-Completing homework learning activities.

-Participating in collaborative learning activities and peer discussions.

-Engaging with module readings, case studies and independent study tasks.

-Attending scheduled tutorials, assessment support sessions and feedback opportunities.

-Demonstrating active involvement in formative assessment activities and assessment preparation tasks.

-Engaging respectfully with diverse perspectives and experiences during discussions and collaborative learning activities.

-Submitting assessments and related learning activities by the required deadlines.

Regular engagement with module activities is strongly recommended. Students who do not engage consistently with scheduled classes, learning resources and assessment-related activities may find it difficult to achieve the learning outcomes of the module.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act 2010) and the UWS Equality, Diversity and Human Rights Code, this module is designed to provide an inclusive and accessible learning environment for all students. Reasonable adjustments will be made where appropriate in accordance with University policy and regulations.

The module actively encourages engagement with diverse perspectives, experiences and identities, recognising the importance of equity, inclusion and social justice in educational leadership. Learning activities, teaching materials and assessment tasks are designed to promote respectful dialogue, critical reflection and participation from all students.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**

Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	Gray Felton
External Examiner	Richard Race
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of Written Work (100%): Individual Portfolio 3500-word Individual Portfolio consisting of three different components/tasks. This portfolio critically engages with contemporary leadership challenges in education by integrating reflection, strategic planning, and personal leadership development. It demonstrates the ability to analyse diverse perspectives, apply leadership theories to address systemic inequalities, and articulate a clear vision for inclusive leadership in educational settings.
Assessment 2
N/A
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☒	☒	100	36

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Added SDGs to the summary	June 2026	C.M.
Updated learning activities and contact hours to reflect current on-campus delivery model.	June 2026	C.M.
Revised Attendance and Engagement section to align with Student Attendance and Engagement Procedure.	June 2026	C.M.
Updated Equality and Diversity section to reflect inclusive learning and teaching practices.	June 2026	C.M.