Module Descriptor

Title	Inclusive Leadership Practices		
Session	2025/26	**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	C 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 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

[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

	Deep understanding of key and specialised theories, concepts, principles and terminology in relation to inclusive leadership in education
	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.

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	24
Lecture / Core Content Delivery	7
Laboratory / Practical Demonstration / Workshop	5
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

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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.

O' Brien, J., Draper, J. & Murphy, D. (2016) School Leadership. Edinburgh: Dunedin

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:

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.**
(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	G Felton
External Examiner	R Race
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Individual Portfolio (100%): 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
Assessment 3

(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
Individual Porfolio	☒	☒	☒	☒	☒	100	36

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☐	☐	☐	☐	60	

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
Changed Learning Outcome	17/3/25	Charis Manousou
Changed Assessment	17/3/25	Charis Manousou