

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Leadership - Vision and Values

Code: PGES11016	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Bignell		

Summary of Module

Through structured engagement with relevant textual and audiovisual resources, this module provides participants with opportunities to reflect on their own practice in the area of leadership in education.

Within this module the focus is on leadership learning at the system level. As such, it is appropriate for participants who are engaged in leading small groups of colleagues as well as for middle and senior leaders. Throughout the course of study, the module explores the way in which national, local, school and classroom leadership interact to influence the curriculum and pupils' learning experiences. It addresses three overarching themes:

- Adopting a values-led approach to school improvement/strategic planning. The relationship between leadership, organisational culture and a leader's values and vision.
- Transformational leadership - a foundation of action for change.

Through discussions, debate and personal responses, the main issues and tensions associated with vision, values and transformational leadership are explored, both from a historical perspective but also within the contemporary context. Current trends and their application in the education context are examined, and implications are considered.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically reflect on his/her professional practice in the area of education leadership in the light of relevant theories and research findings.
L2	Demonstrate a critical understanding of the way in which vision and values underpin the management of change, relating this to his/her professional experiences and context.
L3	Demonstrate a critical understanding of the tensions and dilemmas facing those involved in leadership in education.
L4	Develop and present reasoned arguments, expressing ideas clearly and coherently.

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)	<p>SCQF Level 11</p> <p>Deep understanding of key concepts and principles in leadership vision and values.</p> <p>Critical understanding of the development of principles of change management.</p> <p>Critical awareness of current education leadership practices in relation to their defined purposes, theoretical underpinnings and recent/current research findings.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Identify informed approaches to establishing change management and in a range of educational settings.</p> <p>Synthesise information and gain a coherent understanding of theories and practices in change management.</p> <p>Retrieving, interpreting and manipulating primary and secondary information relevant to this module from a variety of sources including electronic databases. .</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p> <p>Giving reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what isn't especially within the context of education leadership.</p> <p>Demonstrate an understanding of an issue and develop a creative and sensible solution to a leadership or change management problem.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Gain a full understanding of the process of preparing oral and written reports, using IT.</p> <p>Develop the ability to self-reflect and recognise the impact of behaviour on others.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Work as part of a professional team to analyse information, formulate a solution and present it back to the group.</p> <p>Working effectively in collaboration with others in groups or teams, taking a leadership role where appropriate.</p> <p>Prepare, carry out, report on and present solutions to relevant professional based problems.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	80
Independent Study	120
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Coates, M. (2021) 'Setting direction, vision, values & culture' in Greaney, T. & Earley, P. (Eds) *School Leadership and Education System Reform*, Oxford: Bloomsbury.

Hart, N. (2022) *Creating a Strong Culture and Positive Climate in Schools*, London: Routledge.

Northouse, P. G. (2016) *Leadership: theory and practice*. London: Sage.

Yulianti, K., Denessen, E., Droop, M. & Veerman, G. (2021) 'Transformational leadership for parental involvement: how teachers perceive the school leadership practices to promote parental involvement in children's education', *Leadership and Policy in Schools*, 20(2), pp. 277-292.

Zepeda, S., Lanoue, P., Rivera, G. & Shafe, D. (2023) *Leading School Culture through Teacher Voice and Agency*, London: Routledge

Journals:

Educational Management Administration & Leadership
School Leadership and Management

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education
Moderator	A Killen
External Examiner	D Lukic
Accreditation Details	

Changes/Version Number	2.04
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Assessment: (also refer to Assessment Outcomes Grids below)

Each participant will be required to produce a written essay of 3500 words that critically explores the place of vision, values, organisational culture and transformational leadership with reference to an 'action for change'/school improvement initiative (s)he has led or been part of.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	x	x	x	x		100	0

Combined Total for All Components	100%	0 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)