Module Descriptor

Title	Leadership - Vision and Values		
Session	2026-2027	**Status**	
Code	PGES11016	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and 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	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] x	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	**X** Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1		Term 2	**X**	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	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)	**SCQF Level 11** Deep understanding of key concepts and principles in leadership vision and values. Critical understanding of the development of principles of change management. Critical awareness of current education leadership practices in relation to their defined purposes, theoretical underpinnings and recent/current research findings
Practice: Applied Knowledge and Understanding	**SCQF Level 11** Identify informed approaches to establishing change management and in a range of educational settings.

[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

	Synthesise information and gain a coherent understanding of theories and practices in change management. Retrieving, interpreting and manipulating primary and secondary information relevant to this module from a variety of sources including electronic databases.
Generic Cognitive skills	**SCQF Level 11** Develop and demonstrate an ability to communicate effectively in a variety of professional settings. 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. Demonstrate an understanding of an issue and develop a creative and sensible solution to a leadership or change management problem.
Communication, ICT and Numeracy Skills	**SCQF Level 11** Gain a full understanding of the process of preparing oral and written reports, using IT. Develop the ability to self-reflect and recognise the impact of behaviour on others.
Autonomy, Accountability and Working with Others	**SCQF Level 11** Work as part of a professional team to analyse information, formulate a solution and present it back to the group. Working effectively in collaboration with others in groups or teams, taking a leadership role where appropriate. Prepare, carry out, report on and present solutions to relevant professional based problems.

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

Learning and Teaching
The module handbook will provide specific information regarding the particular learning and teaching methodologies adopted however, in general terms, the module is delivered using an "integrated" (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of inter-related themes, and the associated coursework consists of a number of independent and collaborative online activities and selected reading. A detailed module timeline will also be provided to enable each learner to manage their study time; accordingly, to plan and review their progress against timescales and deadlines at regular intervals throughout the module.

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)
Lecture/Core Content Delivery	80
Independent study	120
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.

Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

- 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

(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:** The University is committed to providing a supportive learning environment that actively facilitates student success. As this module has been designed for part-time, distance learners, a high degree of student-led flexibility is built-in. That is to say, in order to be academically engaged, there is a need for you to regularly access the learning space and course-related learning resources, undertake course-related activities, and, in doing so, work towards timely completion and submission of assessments; it may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module. Whilst we understand that there may be times when conflicting priorities make participation challenging, we may reach out to check how things are going and offer support if we observe that you have not been regularly accessing the module and/or completing online activities. Further information regarding this module's 'attendance and engagement' requirements are also set out in the Module Handbook.

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
Overall Assessment Results	Graded
Module Eligible for Compensation	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	Career-Long Professional Learning (CPL)
Moderator	A. Killen
External Examiner	D. Lukic
Accreditation Details	n/a
Module Appears in CPD catalogue	Yes
Changes / Version Number	Annual review/ILQR

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Each participant will be required to produce a written essay of 4000 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. The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance will be provided via the Module Handbook.
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**
	X	X	X	X	n/a	100%	

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**
