Module Descriptor

Title	Leadership – 'School' Improvement		
Session	2026-2027	**Status**	
Code	PGES11017	**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 resources, this module provides participants with opportunities to critically explore the range of factors that influence and underpin a drive for school/organisational improvement and improved outcomes for learners.

A range of tasks and activities undertaken in the distance learning context help participants to develop an understanding of the improvement planning process and to reflect critically upon issues such as how we might define improved outcomes and who brings influence to bear on what is valued (and often 'measured') in the drive for school/organisational improvement.

Through reading, forum discussions and personal responses, participants will explore a range of approaches that might support leaders in painting a richer picture of learner outcomes and what it might mean to 'be a learner' within an educational setting.

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)	

[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

Terms for Module Delivery	Term 1	**X**	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 critical understanding of key concepts related to improvement planning and the implications for educational leadership.
L2	Critically engage with leadership theory and research within the context of education and present reasoned arguments and ideas clearly and coherently.
L3	Demonstrate a critical understanding the processes of improvement planning and how these might support change management to ensure a positive outcome for learners.
L4	Present reasoned arguments and express ideas clearly and coherently drawing on material relating to those explored during the module and how these relate to their own professional experiences and contexts.

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. 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).

- Bernhardt, V. (2016*) Data Data Everywhere*. Oxon: Routledge.
- Bernhardt, V. (2017) *Data Analysis for Continuous School Improvement*. Taylor & Francis, https://doi.org/10.4324/9781315101026
- Durrant, J. (2019) *Teacher Agency, Professional Development and School Improvement*. Routledge, https://doi.org/10.4324/9781315106434
- Leithwood, K. Harris, A. & Hopkins, D. (2020) 'Seven strong claims about successful school leadership revisited', *School Leadership & Management*, DOI: 10.1080/13632434.2019.1596077.

Journals:
Educational Management Administration & Leadership
School Leadership and Management
School Effectiveness and School Improvement.

(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 submit a written assignment of 3.500 words with an appended improvement plan. The essay will critically explore the way in which data and self-evaluation have informed school improvement planning and the challenges educational leaders may face when adopting data-driven models of school improvement. 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