



Module Descriptor

Title	Leadership – ‘School’ Improvement		
Session	2025/26	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			
<p>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.</p> <p>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.</p> <p>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</p> <p>The UWS Graduate Attributes that are commonly developed through the completion of this module are:</p> <ul style="list-style-type: none">• Development of leadership knowledge and skills;• Critical and analytical thinking;• Resilience, autonomy and motivation;• Effective communication and collaboration;• Development of professional knowledge and skills			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

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.
L5	

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 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.

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

Practice: Applied Knowledge and Understanding	<p>SCQF 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 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 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 recognize the impact of behaviour on others.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 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>

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.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	80

Independent Study	120
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Journals:

Educational Management Administration & Leadership

School Leadership and Management

School Effectiveness and School Improvement.

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.

(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:

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.

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	A. Killen
External Examiner	D. Lukic
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.04

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1

The student will submit a written assignment of 4000 words (+/- 10%)* 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.

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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes	Mar 25	C Bignell