

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Leadership – ‘School’ Improvement

Code: PGES11017	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 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

The UWS Graduate Attributes that are commonly developed through the completion of this module are:

- 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

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	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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	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)	<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</p>

	<p>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 recognize 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:

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)
Choose an item.	
Asynchronous Class Activity	80
Independent Study	120
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Journals: Educational Management Administration & Leadership School Leadership and Management</p> <p>School Effectiveness and School Improvement.</p> <p>Bernhardt, V. (2016) <i>Data Data Everywhere</i>. Oxon: Routledge.</p> <p>Bernhardt, V. (2017) <i>Data Analysis for Continuous School Improvement</i>. Taylor & Francis, https://doi.org/10.4324/9781315101026</p> <p>Durrant, J. (2019) <i>Teacher Agency, Professional Development and School Improvement</i>. Routledge, https://doi.org/10.4324/9781315106434</p> <p>Leithwood, K. Harris, A. & Hopkins, D. (2020) 'Seven strong claims about successful school leadership revisited', <i>School Leadership & Management</i>, DOI: 10.1080/13632434.2019.1596077.</p>

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

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
<p>(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.)</p>

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
Written Assignment	x	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)