University of the West of Scotland

Module Descriptor

Session: 2024-2025

Title of Module: Leadership – Working with Teams

Code: PGES11018	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 own practice in the area of leadership in education, and to plan the next steps in their professional development. A range of tasks and activities undertaken in the course of group and independent work serve to:

- Facilitate participants in reflecting on what they bring to the module in terms of prior experience of working with teams;
- Promote critical understanding of the qualities and skills that might underpin team leadership.
- Support participants in identifying areas of strength and opportunities for development in relation to the qualities and skills that might underpin team leadership.

Through discussions, debates and personal responses the main issues and tensions associated with effective team 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. The module assessment will relate to the participant's practice and specific work environment.

The module focuses on the quality and skills needed for team leadership in the educational context, with a focus on the leadership and management of change within the participant's professional context. Participants will undertake a reflective essay (or video plus essay submission) focusing on the main features of a change process in their own professional context and how a critical understanding of leadership of teams can impact on this process.

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**
☐	☐	☒	☐	☐	☐
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:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

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	Assess critically and synthesise as appropriate the variety of perspectives and viewpoints associated with leadership of teams in an educational context.
L3	Demonstrate a critical understanding of team leadership skills that might be required in the management of change, relating this to his/her professional experiences and context.
L4	Demonstrate a critical understanding of the tensions and dilemmas facing those involved in leadership in education

L5	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** Apply knowledge, skills and understanding to leadership practice across a variety of professional contexts. Critically reflect on professional practice and contemporary issues that impact on it. 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** Apply critical analysis, evaluation and synthesis to issues of leadership in an educational context 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. Develop and demonstrate an ability to communicate effectively in a variety of professional settings.
Communication, ICT and Numeracy Skills	SCQF Level **11** Effectively and appropriately communicate knowledge and understanding of leadership in education practices to a range of audiences.

	Make effective use of information retrieval systems and information technology applications to present documents in an appropriate form. Use a range of (relevant) IT applications to support and enhance work on the module.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise autonomy and initiative and taking responsibility for own work. Work as part of a professional team to analyse information, formulate relevant responses and present these back to the group. Work effectively in collaboration with others in groups or teams, taking a leadership role where appropriate. Systematically identify and address own learning needs within the context of leadership, making use of academic research materials as appropriate.

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)
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.

Harris, A. (2009) *Distributed Leadership Different Perspectives.* London: Springer.

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

Lipscombe, K. Buckley-Walker, K. & McNamara, P. (2020) 'Understanding collaborative teacher teams as open systems for professional development', *Professional Development in Education*, 46(3), pp. 373-390.

Mullins, J. (2023) *Management and Organisational Behaviour,* Harlow*:* Pearson Education.

Woods, P. (2020) *Collaborative School Leadership: A Critical Guide*, London: Sage Knowledge.

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 ☐No ☒
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)
Participants will have a choice of assessment *mode*. The overall assignment will be marked as a single component. **Choice 1** Assessment will be based on a video submission (25% of the final mark) and critically reflective essay (75% of the final mark). The video will outline the context for the essay. The essay will require participants to produce a critical reflection of 3,000 words, which discusses the main features of the change process in their professional context and how effective team leadership can impact on this process. **Choice 2** Assessment will be based on a 4,000-word essay that addresses the requirements in Choice 1 (above). No audio/video submission will be required.
(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
Course Work	x	x	x	x	x	100	0

Combined Total for All Components	**100%**	**0 hours**

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)