Module Descriptor

Title	Leadership of Learning		
Session	2026/27	**Status**	
Code	UGED10004	**SCQF Level**	10
Credit Points		**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Bignell		

Summary of Module

Teachers are leaders at all stages in their careers. With this in mind, this module will prepare students to take up roles as teacher leaders within their classrooms and within the wider school community. In doing so, it asks students to critically engage with key leadership concepts and educational policies that are understood to inform and shape the way that leadership happens in schools.

The overarching focus of the module is leadership in teaching and learning. Readings and related discussions focus on: the moral purpose of leaders; teacher (and leader) autonomy; identity and professionalism; the teacher as leader of learning; leadership styles and the implications of these; and the teacher's role in leadership for school improvement.

This module will develop learning from the third year Critical Analysis of Teaching module through enabling students to engage critically with research related to effective pedagogies and how these are framed within the context of leadership in schools. It will also contribute to the subsequent fourth year dissertation module by providing students with opportunities to informally inquire into leadership processes within the school context.

The module will support students towards meeting the GTCS Standard for Provisional Registration by enabling them to reflect upon:

- How they demonstrate openness, honesty, courage and wisdom in leadership.
- The connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.
- How they demonstrate commitment to motivating and inspiring learners. In relation to

learning for sustainability, students will be encouraged to:

- Adopt an enquiring and critical approach to understanding leadership in schools.
- Demonstrate critical reflection through discussion with school staff about the way in which leadership is enacted in schools and the challenges and opportunities encountered within this.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	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 a critical understanding of theories, research and principles related to leadership in a school context.
L2	Apply this knowledge and understanding to leadership practices within schools.
L3	Critically define key terms and analyse issues that may arise within the context of leadership in schools.
L4	Offer professional insights into leadership opportunities and challenges in the school context.
L5	Effectively communicate his/her understanding of leadership in the school context.

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 10** Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector. Demonstrating a critical understanding of the principal theories, concepts and principles.
Practice: Applied Knowledge and Understanding	**SCQF 10** Applying knowledge, skills and understanding to practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.

[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

Generic Cognitive skills	**SCQF 10** Critically identifying, defining, conceptualising and analysing complex/professional problems and issues. Offering professional insights, interpretations and solutions to problems and issues. Critically reviewing and consolidating knowledge and thinking in a subject
Communication, ICT and Numeracy Skills	**SCQF 10** Presenting information about specialised topics to informed audiences. Communicating with peers, senior colleagues and specialists on a professional level.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in professional/equivalent activities.

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. In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning, and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, main teaching and learning approaches include collaborative working, problem-based learning, research-based learning, placement-based learning, and tutor/student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Learning activities develop skills such as reflection, communication, collaboration and critical thinking. Learning activities and assessment provide students with choice, and students design their assignment submission in response to improvement priorities identified in their placement school.	
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	36
Asynchronous Class Activity	24
Independent Study	140
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:

Bond, N. (ed.) (2022) The Power of Teacher Leaders, New York: Routledge.

Bush, T. (2020) Theories of Educational Leadership and Management, London: Sage.

Northouse, P. G. (2016) Leadership: theory and practice. London: Sage.

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

Journals:

Educational Management Administration & Leadership

Management in Education: The Journal of Professional Practice

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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

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 Specifications, 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 (part-time and distant learning students should check with their programme leader for any queries). 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.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers are encouraged to engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(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	Education
Moderator	tbc
External Examiner	tbc
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	No
Changes / Version Number	2.06

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Summative assignment will be in the form of a written assignment of 3000 words that demonstrates the student's knowledge and understanding of leadership of learning within the primary education sector and within the context of one or more of the contemporary themes.

Students are required to draw upon examples from their year four placement to critically explore the relationship between leadership theory and practices within the school context. Should a student be unable to attend placement, modified assignment guidance will be provided.

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	☒	☒	☒	☒	☒	100	0

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**
new template, no changes for 25/26	Mar 25	C Bignell
Ex Ex and moderator changed to tbc	Mar 26	C Bignell