

## University of the West of Scotland

## Module Descriptor

Session: 202344

<b>Title of Module: Leadership of Learning</b>			
<b>Code: UGED10004</b>	<b>SCQF Level:</b> Choose an item. <b>(Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> <b>20</b>	<b>ECTS: 10</b> <b>(European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	C Bignell		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>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.</p> <p>The module will support students towards meeting the <b>GTCS Standard for Provisional Registration</b> by enabling them to reflect upon:</p> <ul style="list-style-type: none"> <li>• How they demonstrate openness, honesty, courage and wisdom in leadership.</li> <li>• The connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.</li> <li>• How they demonstrate commitment to motivating and inspiring learners.</li> <li>• In relation to learning for sustainability, students will be encouraged to: <ul style="list-style-type: none"> <li>• Adopt an enquiring and critical approach to understanding leadership in schools.</li> <li>• 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.</li> </ul> </li> <li>• Through participating in the module, students will develop UWS Graduate Attributes and globally relevant skills, abilities and behaviours that will support them in becoming work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and</li> </ul>			

content of the module. In this module a particular focus will be given to developing critical thinkers who are knowledgeable, analytical, inquiring and research minded young educators.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	<p>SCQF Level <b>10</b></p> <p>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.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>Applying knowledge, skills and understanding to practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.</p>	
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Critically identifying, defining, conceptualising and analysing complex/professional problems and issues.</p> <p>Offering professional insights, interpretations and solutions to problems and issues.</p> <p>Critically reviewing and consolidating knowledge and thinking in a subject.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Presenting information about specialised topics to informed audiences.</p> <p>Communicating with peers, senior colleagues and specialists on a professional level.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>10</b></p> <p>Exercising autonomy and initiative in professional/equivalent activities.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	30
Asynchronous Class Activity	24
Independent Study	146
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bond, N. (ed.) (2022) <i>The Power of Teacher Leaders</i>, New York: Routledge.</p> <p>Harris, A. (ed) (2009) <i>Distributed Leadership: different perspectives</i>. Dordrecht: Springer.</p> <p>Northhouse, P. G. (2016) <i>Leadership: theory and practice</i>. London: Sage.</p> <p>Woods, P. (2020) <i>Collaborative School Leadership: A Critical Guide</i>, Sage Knowledge, DOI: <a href="https://doi.org.10.4135/9781529715095">https://doi.org.10.4135/9781529715095</a></p> <p>Journals: Educational Management Administration &amp; Leadership</p>	

Management in Education: The Journal of Professional Practice  
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](#)

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	A Pirrie
<b>External Examiner</b>	F Hendry
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Changes/Version Number</b>	2.04

#### 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 – Free Text

Assessment 3 – Free Text

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	x	x	x	x	x	100	0

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**