

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Leadership and Management			
Code: EDUC09021	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	N Allan		
Summary of Module			
This module is designed for experienced practitioners working in childcare establishments in Scotland. This module will develop students’ professional knowledge and critical understanding of the principles, theories and concepts of leadership and management practice, relevant for their role in democratic and distributed leadership and the creation of a learning community. This will be achieved through critical examination of discourse on management and leadership. e.g. planning, teamwork, quality enhancement, collaboration, change management, business processes. The module will focus initially on the role of the HRM cycle in supporting good practice in management and in particular approaches to recruitment and support personal learning and professional development needs and exit management. Drawing on practice experience and knowledge students will examine current Scottish Government guidelines on quality enhancement and SSSC Codes of practice and lead on an aspect of quality enhancement, promoting collective responsibility, evaluating the quality enhancement processes through professional reflection. The module will focus on the central role of development planning and the role of the leader in the processes of bringing together strategic and operational issues including business processes. Students will develop communication, delegation and planning skills as they take forward a specific aspect of change. The module will be delivered by blended learning, including workplace learning, critical incident analysis.			

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:
☐	☒	☒	☒	☐	☐	College Partners

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒
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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	Investigate and critically analyse significant aspects of human resource management in relation to work in childhood centres and take responsibility for implementing processes and procedures to identify and support personal learning and professional development needs.
L2	Critically evaluate quality enhancement processes and procedures and take responsibility for an aspect of the delivery or development of a high quality service for each child and family.
L3	Take some responsibility for processes in information handling, including financial information, relevant to the management of childhood settings.
L4	Draw on a range of sources as part of work-related learning methods of enquiry to demonstrate leadership and change management through an initiative in a childhood setting.

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 9 Knowledge and critical understanding of the principles, theories and concepts of leadership and management practice.

Practice: Applied Knowledge and Understanding	SCQF Level 9 Practise a range of professional level contexts which include a degree of unpredictability.	
Generic Cognitive skills	SCQF Level 9 Critically analyse significant aspects of human resource management. Critically evaluate quality enhancement processes and procedures.	
Communication, ICT and Numeracy Skills	SCQF Level 9 Take some responsibility for processes in information handling.	
Autonomy, Accountability and Working with others	SCQF Level 9 Exercise some autonomy in carrying out the research whilst taking responsibility for the work of others, adhering to SSSC Codes of Conduct.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
	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:

Nutkins, S., McDonald, C., and Stephen, M. (2013) Early Childhood Education and Care: an Introduction. Sage. UK.

Rodd, J. (2013) Leadership in Early Childhood, 4th Edition. Maidenhead Open University. McGraw Hill.

QAA (2015) Scottish subject benchmark statement: The Standard for Childhood Practice

(**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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All full-time 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 available at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/>

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](#).

(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	Early Years
Moderator	J. Leslie
External Examiner	M Kustatcher
Accreditation Details	Approval required by SSSC
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 As part of work-based learning the student will lead an aspect of the development planning process. This aspect will be identified through effective consultation with stakeholders and understanding of wider strategic and operational factors. As part of work-related learning the student will lead an aspect of the quality cycle and implement an aspect of change in line with good practice in change management. (Component 1 - 80%) Through the tasks students will also demonstrate leadership of business planning processes e.g. financial, health and safety management, data storage as appropriate. The combined written assessment, a project report, will focus on the role of the student as leader including reference to theoretical models, strengths and/or weakness of approaches taken and supported by appropriate evidence. (c. 2000 words).
Assessment 2 Students will identify a critical incident and analyse the situation from a leadership and management perspective using the HRM cycle. Students will be asked to make a 10 minute presentation which demonstrates their understanding of the issues, the actions which would be taken and possible limitations to the effectiveness of these actions. (Component 2 - 20%).
(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
		✓	✓	✓		80%	0

Component 2							
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
	✓					20%	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)