



## Module Descriptor

Title	Leadership Issues (CS)		
Session	2025/26	Status	
Code		SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Malik		
<b>Summary of Module</b>			
<p>Students develop a broad knowledge of the defining features of leadership in general and the importance of leadership skills in early childhood settings. Leadership styles and the connection to their own personal development are addressed, as well as context specific research regarding distributed leadership.</p> <p>Theories of motivation and delegation are investigated and an awareness of the importance of teamwork in early childhood settings are developed. The importance of self-evaluation and audit in a setting are highlighted under the topic of quality assurance and students develop an awareness of quality and the importance of reflection for their own development and their potential workplace.</p> <p>Students will develop a sound understanding of the importance of leadership qualities for the improvement of children’s outcomes and apply their theoretical knowledge to workplace scenarios and a placement experience.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Critical Thinker</p> <p>Ethically-Minded</p> <p>Collaborative</p> <p>Effective Communicator</p> <p>Transformational</p> <p>The module contributes towards the following UN Sustainable Goals:</p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p>5. Achieve gender equality and empower all women and girls</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically examine the role of the leader/manager in childhood settings, considering theories regarding leadership style and the qualities of an effective leader
<b>L2</b>	Examine the importance of self-reflection for educational practitioners and settings, reflecting on the audit process, relevant theory, policy, and practical applications.
<b>L3</b>	Investigate theories of motivation and delegation, and apply them to the childhood workforce.
<b>L4</b>	Investigate strategies, accountability, communication, and autonomy in successful teamwork and their application in childhood settings.
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Understanding of a limited range of core theories, principles and concepts of leadership and management.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Carry out routine lines of enquiry, development and investigation into professional level problems and issues related to the promotion of inclusion in integrated children's services.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	Critical evaluate evidence based approaches to defined and routine problems and issues.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Convey complex information to a range of audiences and for a range of purposes.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Take continuing account of own and others' roles, responsibilities in carrying out and evaluating tasks.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
<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> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	129
Personal Development Plan	35
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

Rodd, J. (2006) Leadership in Early Childhood, 3rd ed. Maidenhead, McGraw Hill

Hay, S. (2007) Essential Nursery Management: A practitioner's guide. London, Routledge.

Robins, A. and Callan, S. (2009) Managing early years settings: supporting and leading teams.

Cable, C., Miller, L. and Goodliff, G. (2010) 2nd ed. Working with children in the early years.

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded



**Change Control**

What	When	Who
New module for 25/26	Mar 25	A Connelly