



## Module Descriptor

<b>Title</b>	Leadership Issues		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	EDUC08004	<b>SCQF Level</b>	<b>SCQF 10</b>
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	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. 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. 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>			

<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 checked="" type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<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

		<input type="checkbox"/> Paisley	
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2 <input 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"/>

<b>Learning Outcomes</b>	
<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>	N/A

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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> 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> N/A	<b>Module Title</b> N/A
	<b>Other</b> N/A	
<b>Co-requisites</b>	<b>Module Code</b> N/A	<b>Module Title</b> N/A

<b>Learning and Teaching</b>
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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.

Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, 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.

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.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	35
Independent Study	129
Please select	
Please select	
Please select	
<b>TOTAL</b>	200

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

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

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

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

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

**(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 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, Chapter 1, 1.64 – 1.67, available at the following link:  
<https://www.uws.ac.uk/current-students/supporting-your-studies/yourrightsresponsibilities/regulatory-framework>

**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**

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Childhood Studies/Practice
<b>Moderator</b>	N.Allan
<b>External Examiner</b>	J. Shaik-Mopidevi
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	3.04

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Case Study (100%)

Formative assessment

Formative assessment will require students to engage in a variety of virtual/online reading, discussion forums and tasks that will enable them to engage and become familiar with the principles, techniques and ethical issues associated with practitioner investigation

Students will submit a 1000 word summary covering alternative case study scenarios and what strategies may be used to support effective leadership in practice.

Summative assessment:

A case study approach will be used based on current theories of management and leadership in early childhood services and the challenges that may be faced by managers and/or lead practitioners in the sector. (100%)

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment tasks and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module.

On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for summative assessment.

**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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Written Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

**Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>
Change in module co-ordinator	Apr 2025	A Malik
