Module Descriptor

Title	Reflective Leadership		
Session	2026/27	**Status**	New module
Code	CHPS09003	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	D Armstrong		

Summary of Module

This module is designed for experienced practitioners working in the Scottish Early Learning and Childcare (ELC) sector and related professional contexts who are developing their identity and role as leaders of professional practice within an emerging profession.

The module builds on prior learning in reflective practice and professional standards to deepen students' understanding of professionalism, professional identity, leadership, change management and quality improvement in the context of the continuing professionalisation of the Scottish ELC sector.

The module critically explores:

The professionalisation of the ELC sector in Scotland

The role of professional standards, particularly the Standard for Childhood Practice

Leadership as a professional, ethical and values-based activity

Reflective practice as a tool for professional learning, accountability and improvement

The use of self-evaluation, quality assurance and improvement planning systems to enhance practice

Students will critically evaluate their own professional identity, values and leadership role in relation to standards, policy, theory and the expectations of an emerging profession. They will use evidence from their workplace to identify a priority for development and will lead an aspect of professional or service improvement, demonstrating professional judgement, collaborative working and reflective leadership.

The module is delivered through online learning and is underpinned by work-based learning, reflective inquiry, professional dialogue and evidence-informed practice.

Sustainable Development Goals

- 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- 5. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

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) New College Lanarkshire; West College Scotland	

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	Critically evaluate the professionalisation of the Scottish ELC sector and the role of leadership within an emerging profession.
L2	Critically evaluate the role of the Standard for Childhood Practice and related professional frameworks in shaping professional identity, accountability and improvement.
L3	Use critical reflection and evidence to evaluate their own professional and leadership practice in relation to professional values, standards and expectations.
L4	Critically evaluate quality assurance, self-evaluation and improvement planning processes within their professional context.
L5	Plan, lead and evaluate an aspect of professional or service improvement, demonstrating reflective, ethical and collaborative leadership.

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 9** Broad, integrated and critical understanding of professionalism, leadership, standards and quality improvement in childhood practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply professional standards, leadership approaches and improvement methodologies in complex workplace contexts.

[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 9** Critically analyse professional practice, policy, standards and evidence to inform improvement and leadership decision-making.
Communication, ICT and Numeracy Skills	**SCQF 9** Use professional communication and appropriate evidence, documentation and data to support evaluation, planning and improvement.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and professional responsibility in leading aspects of practice and working collaboratively with others.

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 line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning	
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	48
Work-based Learning	150
Independent Study	102
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Education Scotland (2025) A quality improvement framework for the early learning and childcare sectors: early learning and childcare. Joyce, T., McKenzie,M., Lindsay, A. & Asi, D. (2023) 'Don't call it a workforce, call it a profession!': Perceptions of Scottish early years professionals on their roles from past to future, Education 3-13, 53:3, 442-455, DOI: 10.1080/03004279.2023.2203166 SSSC (2024) Codes of Practice. Scottish Social Services Council. SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council. Wingrave, M. and McMahon, M. (2016) Professionalisation through academicisation: valuing and developing the early years sector in Scotland. Professional Development in Education, Vol. 42, No. 5, 710–731, http://dx.doi.org/10.1080/19415257.2015.1082075
(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:** 80%

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Early Years
Moderator	C Gollek
External Examiner	tbc

Accreditation Details	SSSC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Work-based portfolio, equivalent to 4000 words
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**
Work-based portfolio	☒	☒	☒	☒	☒	100	48

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%	48 hours

Change Control

What	**When**	**Who**
Update following ILQR feedback	July 26	D Armstrong
