Module Descriptor

Title	Management Issues		
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	J Ovington		

Summary of Module

This module develops a broad and integrated knowledge of the importance of policy and procedures, including understanding or strategic management and change management. One focus is the understanding of selection and recruitment approaches.

The module then develops knowledge of issues related to supporting staffs' continuing professional developmsent in the context of theory, relevant employment practice, legislation and requirements for registration as a member of the workforce.

The module focuses on assessment practices, current frameworks and policy regarding assessment and the demands of information handling and sharing, and the management of resources and environment for learning should be debated

Students will develop a critical understanding of Data Protection and Freedom of Information legislation research techniques. Detailed knowledge of the application of GDPR will be developed to ensure safety of staff and service users.

Students will engage with workplace scenarios to apply and debate current workplace issues and have the opportunity to employ their new theoretical skills.

The module enables the students to develop the following UWS Graduate Attributes:

4.   Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The module contributes towards the following UN Sustainable Goals:

Analytical

Effective Communicator

Transformational

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) NCL	
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	Investigate and analyse significant aspects of human resource management in relation to work in the early childhood centres
L2	Develop skill in information handling, including assessment information, relevant to the management of early childhood settings
L3	Draw on a range of sources routine work experience and methods of enquiry to exercise some initiative in their own professional development, employability skills and development planning skills
L4	
L5	

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)	**Please select SCQF Level** A broad integrated knowledge and understanding of the scope, main areas and boundaries of management issues in integrated children's services.
Practice: Applied Knowledge and Understanding	**Please select SCQF Level** Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to management issues in integrated children's; services,

---

[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	**Please select SCQF Level** Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	**Please select SCQF Level** Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Exercise autonomy and initiative in some activities at a professional level.

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. 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. 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.

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	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Rodd, J. (2006) Leadership in Early Childhood 3rd Edition. Maidenhead. McGraw Hill, Open University Press.
Hay, S. (2007) Essential Nursery Management: A Practitioners Guide. London. Routledge.
Education Scotland (2016) How good is our early learning and childcare. Available at: https://education.gov.scot/media/qryie4yx/hgioelc020316revised.pdf
(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	☐ **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	A Connelly
External Examiner	Christopher Counihan
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Essay 3,000 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**
Written Essay	☒	☒	☒	☐	☐	100%	3

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%	3 hours

Change Control

What	When	Who
General housekeeping to text across sections	12/12/23	D Taylor
Module descriptor update follwing cyber incident.	06/02/24	J Ovington
Updated descriptor to include: UWS Graduate Attributes SDG's, Student Attendance and Engagement Procedure, and UWS Equality, Diversity and Human Rights Code as per Guidance Notes 2025/26.	06/02/24	J Ovington
General housekeeping to text across sections.	06/02/24	J Ovington