University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Management Issues			
Code: EDUC09001	**SCQF Level: 8**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Joyce Leslie		

Summary of Module
This module develops a broad and integrated knowledge of the importance of HRM 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. Critical reflection on own skills and experience will inform setting one target to develop a personal leaming plan to be carried out during placement,

The module then 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 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 practice critical evaluation regarding early childhood centres and develop skills in debating this with peers.

Students will engage with workplace scenarios to apply and debate current workplace issues and have the opportunity to employ their new theoretical skills in their placement. Students will conduct placement tasks related to the learning outcomes and reflect on these.

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:
☐	☒	☒	☒	☐	☐	NCL

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒

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 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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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** 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	SCQF Level **9** Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to management issues in integrated children's; services,
Generic Cognitive skills	SCQF Level **9** Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	SCQF Level **9** Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercise autonomy and initiative in some activities at a professional level.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	(or equivalent established through RPL procedures)
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching Research and Independent and group work, problem solving, role play, presentations by University lecturers and visiting lecturers, placement experience, target setting and reflection. Student handbooks, and other detailed material made available to students, Will give more specific information on the particular leaming 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.
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	35
Independent Study	129
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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 (Essential Guides for Early years Practitioners). London. Routledge.

Education Scotland (2016) How good is our early learning and childcare? [Online] Available:

https://education.gov.scot/improwment/Documents/Frameworks_SelfEvaluation/FRWK1 NIHeditSelfevaluationHGIELC/HGIOELC020316Reused.pdf [Accessed: 06 January 2017].

(**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/your-rightsresponsibilities/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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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(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	Childhood Studies/Childhood Practice
Moderator	TBC
External Examiner	Dr C. Counihan
Accreditation Details	Contact School for current details
Changes/Version Number	2.06

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Formative tasks will be completed throughout this module, with feedback provided to ensure students development appropriate knowledge and understanding of current management issues.

Summative assessment will consist of one essay which will assess the theoretical knowledge and understanding of management issues in integrated children's services (40%)
Essay 1 - 40%

Summative assessment WII also be in form of a case study, investigating assessment practices during placement (60%)
Student handbooks and other detailed material made available to students WII 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 leaming outcomes for the module. On   assessments, students WII 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 assessments. For assignments, this will include the use of individual proforma. Students will develop a professional development target to be revised over the placement period.

(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
	yes					40%	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
		yes	yes			60%	0

Component 3							
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
Combined Total for All Components						100%	0

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)