



Module Descriptor

Title	Leading Learning		
Session	2025/26	Status	
Code	EDUC09020	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	S Henderson-Bone		
Summary of Module			
<p>The module is designed for experienced practitioners working in early learning and childcare professions, enabling them to transition to leading a learning community.</p> <p>It examines concepts of Early Childhood Education and Care (ECEC), acknowledged internationally as a holistic approach to service provision which takes place in the home, establishment and community. Comparisons are drawn against the concept of Early Learning and Childcare (ELCC) which suggests that early learning and childcare are indivisible and views learning as a continuous action, recognising the assets of the child and interactions with significant individuals.</p> <p>The module explores concepts of curriculum and pedagogy, focussing upon development and learning in early childhood. Students will examine a range of guidelines for practice, learning and curriculum, and use relevant frameworks to identify values, knowledge and skills which practitioners are expected to bring to the sector.</p> <p>Drawing on previous knowledge of motivation, delegation and distributed leadership, students will lead a workplace project which demonstrates the importance of valuing children as autonomous learners and active agents in shaping curriculum and learning experiences. Concepts of wellbeing, creativity, and opportunities for play will be explored as contexts for effective learning.</p> <p>This will allow students to reflect upon their knowledge and skills in using stakeholder consultation, distributed leadership approaches and reflection on evidence to drive effective innovation and change in leading children's learning.</p> <p>Underpinned by SDG 4, this module will be delivered by blended learning, including workplace learning, supervised by a mentor. The module particularly supports UWS 'Professional' Graduate Attributes.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<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 checked="" type="checkbox"/> Other (specify) College partners	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Critically analyse principal theories, pedagogical approaches and national and international frameworks which inform practice in childhood establishments.
L2	Apply and evidence key skills necessary for the implementation of pedagogical approaches and frameworks in ways which take account of their own and other professionals' responsibilities and the perspectives of stakeholders.
L3	Use skills of critical self-evaluation and reflection upon evidence to demonstrate ability to lead a team of colleagues in driving effective innovation and change in leading children's learning
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)	SCQF 9 Knowledge of national/international frameworks for practice with children from before birth to eight years of age, psychological theory and pedagogical approaches relevant to the implementation of the frameworks
Practice: Applied Knowledge and Understanding	SCQF 9 Use professional self-evaluation and reflection on evidence to lead a team of colleagues in a workplace project on leading children's learning

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 Analyse aspects of government frameworks and inform practice through synthesis of ideas, concepts and information
Communication, ICT and Numeracy Skills	SCQF 9 Make formal and informal presentations to colleagues about personal professional values in relation to pedagogy and practice.
Autonomy, Accountability and Working with Others	SCQF 9 Exercise some autonomy in carrying out the research whilst taking responsibility for the work of others, adhering to SSSC Codes of Conduct.

Prerequisites	Module Code EDUC080001	Module Title Children's Learning Pre-Birth to 6
	Other Or equivalent to module above.	
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. 36	
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	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Harrison, J., Munn, H. and Thistle, R. (2022). Leadership in Early Childhood: Challenges and Complexities. London: SAGE. Paige-Smith, A. and Craft, A. (2011) Developing reflective practice in the early years. Maidenhead. Open University Press. Available as e-book. Rodd, J. (2013) Leadership in early childhood. Maidenhead. Open University Press

Sakr, M. and J. O’Sullivan (2022). Pedagogical Leadership in Early Childhood Education: Conversations From Across the World. London: Bloomsbury.

SSSC (2015) The Revised Standard for Childhood Practice. Dundee. SSSC.

(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:

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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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 available at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/>

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
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" 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.
School Assessment Board	Early Years
Moderator	J Leslie
External Examiner	J Shaik Mopidevi
Accreditation Details	Approval required by SSSC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A 3,000 word Reflective Report on a workplace project which demonstrates ability to use stakeholder consultation, distributed leadership approaches and critical reflection on evidence and relevant theory to drive effective innovation and change in leading children's learning.
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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

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

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Combined total for all components	100%	0 hours
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Change Control

What	When	Who
General housekeeping to text across sections, new internal/external update, inclusion of EDI statement, transfer to new template with new drop-downs (removal of formative outline as no space for this in new template); mention of SDG/ Graduate Attributes.	06.03.25	S HENDERSON-BONE