University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Leading Learning			
Code: EDUC09020	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	S Henderson-Bone		

Summary of Module
The module is designed for experienced practitioners working in early years establishments and enables the practitioner to make the transition to leading a learning community.   The module 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.   The module explores concepts and theories 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.   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, communication, creativity, inquiry, curiosity and opportunities for play and rest will be explored as determinants of effective learning.   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.   The module will be delivered by blended learning, including workplace learning, supervised by a mentor.

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:
☐	☒	☒	☒	☐	☐	College partners

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	Critically analyse principal theories, pedagogical approaches and national and international frameworks which inform practice in childhood establishments.
L2	Apply and evidence keys 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.

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**
	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 Level **9** Use professional self-evaluation and reflection on evidence to lead a team of colleagues in a workplace project on leading children's learning.
Generic Cognitive skills	SCQF Level **9** Analyse aspects of government frameworks and inform practice through synthesis of ideas, concepts and information.
Communication, ICT and Numeracy Skills	SCQF Level **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 Level **9** Exercise some autonomy in carrying out the research whilst taking responsibility for the work of others, adhering to SSSC Codes of Conduct.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: EDUC08001	**Module Title:** Children's Learning Pre-Birth to 6
	Other:	or equivalent to the above module.
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.	
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	100

Independent Study	64
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: 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 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: 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.

(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	Early Years
Moderator	N Allan
External Examiner	M Kustatacher
Accreditation Details	Approval required by SSSC
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Formative Assessment With reference to relevant theory, research and regulatory frameworks, students will critically discuss leadership of learning within the context of early learning and childcare or out of school care also referring to the importance of involving key stakeholders. This underpins the consideration of LO1.
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.
(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
	✓	✓	✓			100%	0

Combined Total for All Components	**100%**	**0 hours**

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)