



Module Descriptor

Title	Leadership and Management		
Session	2025/26	Status	
Code	EDUC09021	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N. Allan		

Summary of Module

This module is designed for experienced practitioners working in childcare establishments in Scotland. This module will develop students' professional knowledge and critical understanding of the principles, theories and concepts of leadership and management practice, relevant for their role in democratic and distributed leadership and the creation of a learning community. This will be achieved through critical examination of discourse on management and leadership. e.g. planning, teamwork, quality enhancement, collaboration, change management, business processes.

The module will focus on the role of the HRM cycle in supporting good practice in management and in particular approaches to recruitment and support personal learning and professional development needs and exit management. Drawing on practice experience and knowledge students will examine current Scottish Government guidelines on quality enhancement and SSSC Codes of practice and lead on an aspect of quality enhancement, promoting collective responsibility, evaluating the quality enhancement processes through professional reflection. The module will focus on the central role of development planning and the role of the leader in the processes of bringing together strategic and operational issues including business processes. Students will develop communication, delegation and planning skills as they take forward a specific aspect of change.

The module will be delivered by blended learning, including workplace learning, critical incident analysis.

Sustainable Development Goals

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

UWS Graduate Attributes

Collaborative

Potential Leader

Innovative

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 type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input 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	Investigate and critically analyse significant aspects of human resource management in relation to work in childhood centres and take responsibility for implementing processes and procedures to identify and support personal learning and professional development needs.
L2	Critically evaluate quality enhancement processes and procedures and take responsibility for an aspect of the delivery or development of a high quality service for each child and family.
L3	Take some responsibility for processes in information handling, including financial information, relevant to the management of childhood settings.
L4	Draw on a range of sources as part of work-related learning methods of enquiry to demonstrate leadership and change management through an initiative in a childhood setting.
L5	N/A

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 and critical understanding of the principles, theories and concepts of leadership and management practice.
Practice: Applied Knowledge and Understanding	SCQF 9

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

	Practise a range of professional level contexts which include a degree of unpredictability.
Generic Cognitive skills	SCQF 9 Critically analyse significant aspects of human resource management. Critically evaluate quality enhancement processes and procedures.
Communication, ICT and Numeracy Skills	SCQF 9 Take some responsibility for processes in information handling.
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	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>Use of VLE, on-line tutor/student led discussions, individual and group tasks. Lectures, workshops, student-led seminars, group-work, role-play, presentations, 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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Nutkins, S., McDonald, C., and Stephen, M. (2013) Early Childhood Education and Care: an Introduction. Sage. UK.

Rodd, J. (2013) Leadership in Early Childhood, 4th Edition. Maidenhead Open University. McGraw Hill.

QAA (2015) Scottish subject benchmark statement: The Standard for Childhood Practice

(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.

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.

(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	C. Gollek
External Examiner	J. Shaik Mopdevi
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
<p>As part of work-based learning the student will lead an aspect of the development planning process. This aspect will be identified through effective consultation with stakeholders and understanding of wider strategic and operational factors. As part of work-related learning the student will lead an aspect of the quality cycle and implement an aspect of change in line with good practice in change management. (Component 1 - 80%)</p> <p>Through the tasks students will also demonstrate leadership of business planning processes e.g. financial, health and safety management, data storage as appropriate. The combined written assessment, a project report, will focus on the role of the student as leader including reference to theoretical models, strengths and/or weakness of approaches taken and supported by appropriate evidence. (c. 2000 words).</p>
Assessment 2
<p>Students will identify a critical incident and analyse the situation from a leadership and management perspective using the HRM cycle. Students will be asked to make a 10 minute presentation which demonstrates their understanding of the issues, the actions which would be taken and possible limitations to the effectiveness of these actions. (Component 2 - 20%).</p>
Assessment 3
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Project Report	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	0

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

Change Control

What	When	Who