Module Descriptor

Title	Your Professional Learning Environment		
Session	2025/26	**Status**	Published
Code	PMPP11001	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Cross-School**		
Module Co-ordinator	S Hughes		

Summary of Module

The module "Your Professional Learning Environment" is an exciting opportunity for you to create a personalised learning plan that aligns with your goals and identifies areas for growth. This module invites you to identify areas where your own individual learning and development needs could be enhanced, providing each learner with the opportunity to scaffold their own learning, with resources and staff support. The module introduces and provides a selection of tools and techniques to enhance your self-awareness and enable you to articulate your learning needs effectively. Through the module you will gain clarity on potential areas of growth based on prior practice and be able to identify your next steps and future goals, ultimately leading to a more focused and purposeful professional development journey.

Through continual engagement with your ePortfolio, you will explore definitions and models of reflection and reflexivity and consider how you can extend these approaches and practices with relevance within your own professional context.

Through the module, we will explore the ways that reflection goes beyond simply recalling or describing an event; it is a process of introspection, retrospection, and prospection. It involves looking inward at oneself, looking back at past events, and looking forward at possible futures. This means that for learning, it is important to reflect not only on what has been learned, but also on the learning process as a whole. Through reflection, learners can analyse and evaluate what has been done, make sense of what happened, draw on theoretical concepts or prior learning, and inform future action to learn from the experience.

Your ePortfolio will allow you to accumulatively capture, record and evidence your own learning journey as you develop as a professional practitioner. As well as being a space to consider and plan your own steps to success, you will also be encouraged to consider your own practice in relation to others. In the complex web of professional contexts, community settings, and personal relationships, it is crucial to recognise the reciprocal influence that our actions and practices have on others. By developing an understanding of these dynamics, we can cultivate greater sensitivity and responsiveness in our work, fostering a culture of mutual support and growth. Questions and considerations of this will be facilitated by interactive worksheets, templates, prompts, activities, and exercises all housed within the ePortfolio. There will also be space within your portfolio to document your ongoing engagement with your peers, through facilitated activities and events. Within your portfolio, you will have both a private space to capture your own thoughts and progress, and also a ‘published view’, where you can curate and present material which you wish to submit as part of your final assessment ePortfolio.

Through the final ePortfolio you submit, you'll showcase your progress as you've identified and operationalised your own professional learning journey. As a professional dialogue

demonstrating your own deepened understanding of practice, you'll demonstrate your ability to plan for success in pursuing your professional goals and aspirations. Your ePortfolio serves a dual purpose, however while it provides evidence of your achievement of the module's learning outcomes, it also serves as a valuable resource to support your discussions with your Professional Academic Advisor during your annual personal review. By reflecting on your learning journey and documenting your progress to date, you will be able to articulate your growth, development, and professional aspirations more effectively, enabling you to plan for success and make informed decisions about your future professional learning needs.

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)	

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	Demonstrate critical understanding of the characteristics of your professional area.
L2	Demonstrate creativity and insight when co-designing your learning journey and identifying professional development priorities.
L3	Undertake extensive professional reflection, both self-directed and in partnership with an advisor.
L4	Demonstrate considered judgement when curating and presenting the outcomes of professional reflection.
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:**

[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

Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate critical knowledge and understanding of your own professional context Demonstrate discerning insight into the principles of professional reflection. Demonstrate critical insight into professional planning, which may be part of the RPL process.
Practice: Applied Knowledge and Understanding	**SCQF 11** Conduct a sophisticated professional planning exercise. Apply reflective approaches to your own professional context.
Generic Cognitive skills	**SCQF 11** Demonstrate insight and professional judgment around your development priorities. Exercise creativity and imaginative decision-making.
Communication, ICT and Numeracy Skills	**SCQF 11** Articulate your development priorities in professional dialogue with others. Curate and present the outcomes of professional reflection.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate reflexivity on your own professional development priorities. Collaborate responsibly with others. Undertake an extensive and longitudinal process of professional reflection.

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. The module will provide an integrated learning and teaching experience, offering a variety of opportunities for both formative and summative feedback, including from staff and peer group. You will engage in a series of formative tasks and activities that will support work towards the summative assessment. Note, activity throughout this module is designed to prepare and provide guidance to learners as they begin to engage in planning for a research and inquiry-based project. In this module you will engage in a range of teaching and learning experiences. These consist of: • 2 hours of one-to-one tutorials with module staff (this is out with your Personal Academic Advisor sessions, though these may support module activity); • a minimum of 6 hours engagement with live (synchronous) activity, from a programme of module-based workshops and events (which may include skills improvement sessions, spotlight talks, group discussion seminars, short lectures, practical workshops). Learners are welcome to select from the range of live sessions events which will run through their time on the module. You can engage and return to any of these sessions as required as they will run in

cycles throughout the year. The majority of these will also be recorded for reference, which you can access post attendance.

• A series of asynchronous activities which will be found within your ePortfolio. These activities will include worksheets with suggested tasks and prompts, reading and video material, checklists and templates to support your progress, and frameworks to scaffold your own reflections.

• Independent study to continue to progress and develop all other module activities, and to prepare for final assessment and submission of portfolio.

Further information on the module learning activities are outlined in the module handbook.

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)
Tutorial / Synchronous Support Activity	2
Lecture / Core Content Delivery	6
Asynchronous Class Activity	20
Independent Study	72
n/a	
n/a	
TOTAL	100

Indicative Resources

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

Bolton, G. and Delderfield, R. (2018) Reflective Practice. 5th edn. SAGE Publications.

Cottrell, S. (2017) Critical Thinking Skills: Effective Analysis, Argument and Reflection. MacMillan Study Skills. 3rd edn. London: Red Globe Press.

Hughes, G. (2020) Be Well, Learn Well: improve your wellbeing and academic performance. Macmillan Study Skills. London: Red Globe Press

Lillyman,S. and Merrix,P. (2014) Portfolios and Reflective Practice. Survival Guide. Oxon: Routledge

Mc Kee,A. and Eraut, M. (2011) Learning Trajectories, Innovation and Identity for Professional Development. Netherlands: Springer Netherlands.

McNiff, J. (2013). Action Research: Principles and Practice. United Kingdom: Routledge.

Details of further resources, including online resources, will be identified in the module handbook and signposted throughout the module activities and learning events.

(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:** satisfactory engagement with active learning hours, assessment, and the mentoring process.

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	**Cross-School**
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	Cross School Board
Moderator	R Flynn
External Examiner	F Lawrence
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment for this module is an essay based on your ePortfolio that documents your progress, engagement, and learning in relation to a personalised professional learning plan. The ePortfolio will include a reflective account that demonstrates your ability to critically evaluate your own practice, identify areas for growth, and articulate your professional learning journey. You can use a range of both written and audio-visual material to do this. The ePortfolio will serve as evidence of your achievement of the module learning outcomes.
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**
Essay	☒	☒	☒	☒	☐	100	0

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%	0 hours

Change Control

What	**When**	**Who**