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

Your Professional Learning Environment supports you to create a personalised learning plan that reflects your professional goals, learning needs and areas for future growth. The module encourages you to take ownership of your development by using a range of tools, techniques and staff-supported resources to build self-awareness, clarify your learning priorities and identify practical next steps for your professional journey.

A central feature of the module is ongoing engagement with your ePortfolio, which provides a structured space to record, evidence and reflect on your learning. Through this process, you will explore reflection and reflexivity, considering how these approaches can be applied within your own professional context. Reflection is understood as more than simply describing an experience. It involves looking inward, looking back at previous practice and looking forward to future possibilities. This enables you to make sense of your learning, connect it to theory and prior experience and use it to inform future action.

The module also encourages you to consider your professional practice in relation to others, recognising the influence that your actions, decisions and behaviours can have within wider professional, community and interpersonal contexts. Interactive worksheets, prompts, templates and activities within the ePortfolio will support this process.

Your ePortfolio will include private spaces for personal reflection and a published view for assessment submission. The final ePortfolio will demonstrate how you have planned, developed and evidenced your professional learning journey, while also supporting future discussions with your Professional Academic Advisor about your progress, aspirations and development 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
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. The Directorate of Learning and Teaching Enhancement is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010. The programme engages deeply with issues of equality, diversity and inclusivity across its curriculum, and provides myriad opportunities for learners to reflect on and enact equalities practices as part of their learning. The programme is globally informed, and sensitively enables students to draw intellectual connections and contrasts across cultural boundaries. The programme encourages applications from the widest possible range of social backgrounds and takes seriously the responsibility to proactively make the learning experience accessible to all. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content.
(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 a 2,500 word essay based on your ePortfolio that documents your progress, engagement, and learning in relation to a personalised professional learning plan.
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