



Module Descriptor

Title	Observation, Assessment And Reflection		
Session	2025/26	Status	
Code	BAEL07001	SCQF Level	7
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Education and Social Sciences		
Module Co-ordinator	J Leslie		
Summary of Module			
<p>The module will allow students to develop skills in careful, sensitive observation of young children with the aim of planning responsively to support children’s learning and development. Students will also develop skills in reflective practice and self evaluation.</p> <p>Students will examine and evaluate the use of observational assessment in supporting children and young people’s play, learning and development. A variety of approaches of observation methods and techniques such as narrative and time and frequency sampling will be discussed and their role in assessing and evaluating play and learning evaluated. Learning stories will be used to support responsive planning which follows children’s interests and curiosities and considers next steps in learning.</p> <p>The module will also focus on the ‘student practitioner as a learner’ through examination of the role of evaluation and reflective practice, through Kolb's learning cycle. Students will develop self-awareness and understanding of their own contribution to the planning, facilitation and evaluation of play, learning and development opportunities for children and young people. Ethical and professional issues will be examined through understanding the importance of children’s voice, confidentiality, data protection.</p> <p>The module enables students to develop the following UWS Graduate Attributes:</p> <p>Knowledgeable;</p> <p>Emotionally intelligent</p> <p>Ethically- minded</p> <p>The module contributes towards the following UN Sustainability Goals:</p> <p>Ensure healthy lives and promote well-being for all at all ages</p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input 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	Document and evaluate a range of observational assessment methods used in supporting children and young people’s play, learning and development;
L2	Demonstrate knowledge and practice in ethical observational approaches that support responsive planning for and assessment of children and young people’s learning and development;
L3	Develop skills in reflective practice through reflecting on own contribution to the planning, facilitation and evaluation of play, learning and development opportunities for children and young people;
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 7 Knowledge of the main theories, concepts and principles of observation and assessment and reflective practice.
Practice: Applied Knowledge and Understanding	SCQF 7 Demonstrate ethical approaches to observation of children in line with the everyday functioning of the setting, with the purpose of planning to support children’s learning and development.

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 7 Use a range of approaches to observation and assessment within early years practice. Synthesis of ideas through development of a portfolio of practice.
Communication, ICT and Numeracy Skills	SCQF 7 Present data documenting children's learning using observation schedules and other means of displaying data. Communicate this information to children's key workers in an appropriate manner which recognises professional standards for reporting to parents/ carers and multi-agency partners.
Autonomy, Accountability and Working with Others	SCQF 7 Exercise some initiative and independence in carrying out defined activities at a professional level in practice.

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.	
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	18
Work-based Learning	50
Independent Study	32
Please select	
Please select	
Please select	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Carr, M. and Lee, W. (2019) Learning Stories: Constructing Learner Identities in Early

Education. New Zealand. SAGE.

Palaiologou, I. (2019) Child Observation: A Guide for Students of Early Childhood.

London. Sage Publications.

(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:

All fulltime students 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	Please select
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input 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	A. Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Part A: Carrying out of a narrative observation (from video clip) to complete initial elements of learning story; (25%)
Assessment 2
Part B: Develop a portfolio of practice demonstrating knowledge of a range of observational approaches and evaluating their use in the early learning and childcare setting. Students will practice 2 techniques and will reflect on their professional learning from implementation in the workplace. (75%)
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
Class test (practical)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75	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
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; add moderator; change of External	12/03/25	J Leslie

Examiner; change to type of assessment as Written Assignment no longer available.		