



## Module Descriptor

<b>Title</b>	GA WBL - Supporting Practice in a Team		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	BAEL07004	<b>SCQF Level</b>	7
<b>Credit Points</b>	30	<b>ECTS (European Credit Transfer Scheme)</b>	
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	L. Gilmour		

### Summary of Module

This module aims to provide opportunities to gain experience and to undertake work within an Early Learning and Childcare setting and therefore must take place in a recognised work environment.

The work-based learning undertaken will involve the student in the day-to-day operation of the setting. Each student will have a Workplace Mentor and an Academic Tutor appointed, who will work together to ensure a productive learning experience for the student.

Students will develop knowledge and understanding of play-based learning and child development in practice. A focus on observation and child-centred approaches, along with safeguarding, will underpin this module.

The focus at level 7 study is upon how the student uses information gathered from observations and routine practice to interpret the child's learning and development.

Students will demonstrate understanding of teams and teamwork. Students will demonstrate an ability to describe and identify observations of young people at play and pedagogical competencies, recording their reflections in an e-Portfolio.

This work based learning module extends across three terms, developing students' ability to support practice in a team. It is recommended that students will develop their skills in this area, by contributing to practice in the following way:

Term One: Carrying out observations of practice

Term Two: Observing and supporting practice in the ELC setting

Term Three: Supporting practice in a team.

It is recognised that some students may demonstrate qualities and skills which enable them to begin to support practice prior to Term Three. This may be agreed in consultation with the Workplace Mentor and Academic Tutor.

Students will develop their ability to reflect on observations of practice through engagement with online forums and through professional discussions with others in their class.

- Articulate the development of employability skills and workplace practice in an Early Learning and Childcare context.
- Support play opportunities and reflect on personal performance and development planning therein.
- Apply knowledge and understanding of Early Learning and Childcare theory and concepts which inform practice.

· Contribute effectively as a member of a team within an Early Learning and Childcare setting.

In addition the knowledge and understanding gained from this module help students to develop graduate attributes of inquiry, culture awareness, collaboration, problem solving, communication, autonomy, creativity and drive. Students also work in ways to contribute to SDG's 4&5 to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and Achieve gender equality and empower all women and girls

Module Delivery Method	On-Campus <sup>1</sup> <input checked="" type="checkbox"/>	Hybrid <sup>2</sup> <input type="checkbox"/>	Online <sup>3</sup> <input type="checkbox"/>	Work -Based Learning <sup>4</sup> <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 type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input checked="" type="checkbox"/>	Term 3 – Term 1	<input checked="" type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Articulate the development of employability skills and workplace practice in an Early Learning and Childcare context.
<b>L2</b>	Support play opportunities and reflect on personal performance and development planning therein
<b>L3</b>	Apply knowledge and understanding of Early Learning and Childcare theory and concepts which inform practice.
<b>L4</b>	Contribute effectively as a member of a team within an Early Learning and Childcare setting.
<b>L5</b>	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Understanding the dynamics of the workplace environment, gaining knowledge and understanding of current theories and concepts, issues and specialisms relating to Early Learning and Childcare.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Carrying out basic routine lines of enquiry, development of practice related to Early Learning and Childcare.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Presenting and evaluating information and ideas that are routine in an Early Learning and Childcare setting. Reflecting on practice within a workplace environment and on personal performance
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Conveying complex ideas in a well-structured and coherent form. Using a range of forms of communication with others in the work environment to convey information or to explain ideas and decisions
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Exercising some initiative and independence in carrying out defined activities at a professional level in practice or in an Early Learning and Childcare setting. Taking account of own and others' roles and responsibilities when carrying out and evaluating tasks. Working, under guidance, with others to acquire an understanding of current professional practice and accept supervision in less familiar areas of work

<b>Prerequisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a
	<b>Other</b> n/a	
<b>Co-requisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a

<b>Learning and Teaching</b>
<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>Students will receive preparatory information relating to PDP, the work-place environment and what is expected of them via lectures and tutorials, face to face and online sessions. This will be initiated via an extended induction programme.</p> <p>This knowledge and understanding will be linked to the modular content of the level. A series of work based activities will be provided for completion, however meta skills and graduate attributes will be personalised to the student's needs and areas for development.</p> <p>The majority of the student's learning experience will take place in the work environment and will include support from a Workplace Mentor and an Academic Tutor. The Workplace Mentor will monitor the student throughout their time in the work environment and will liaise with the Academic Tutor to ensure that the student has a worthwhile and appropriate learning experience.</p> <p>The student will receive a minimum of one formative assessment and one summative assessment of observed practice from the Academic Tutor who will discuss progress with both the student and the Workplace Mentor. The student will have a direct line of communication to their Academic Tutor at all times via e-mail and other electronic means.</p> <p>A workplace learning partnership agreement will be produced and approved by all parties prior to the start of the placement. The proposed work-related learning is compliant with the</p>

University's Work Based Learning and Placement Learning Guidelines, the University's Regulatory Framework and the QAA code of practice on work-based and placement learning.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
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)
Work-based Learning	202 hours
Lecture / Core Content Delivery	18 hours
Asynchronous Class Activity	80 hours
Please select	
Please select	
Please select	
<b>TOTAL</b>	300 hours

#### **Indicative Resources**

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

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Cowie, H. (2019) From Birth to Sixteen: Children's health, social, emotional and linguistic development (2nd edition). Routledge. London

Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge..

MacBlain, S. (2022) Learning theories for Early Years Practice (2nd ed). Los Angeles. Sage.

Nutkins, S., MacDonald, C. and Stephen, M. (2013) Early Childhood Education and Care: An Introduction. London: SAGE.

Powell, S. and Smith, K. (2018) An Introduction to Early Childhood Studies. (4th ed) London: SAGE

**(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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	School of Education Initial Professional Programmes
<b>Moderator</b>	J.Leslie
<b>External Examiner</b>	S. Harris
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	March 2025

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

e-Portfolio 80%

### Assessment 2

Observation of Practice 20%

### 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
e-Portfolio	<input checked="" type="checkbox"/>	<input 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
Observation of Practice	<input type="checkbox"/>	<input checked="" 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
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a	n/a
<b>Combined total for all components</b>						100%	n/a hours

#### Change Control

What	When	Who
Addition of SDG's, updated reading source and additional information re arrangements to meet attendance and engagement and E&I	March 2025	L.Gilmour