

University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: GA WBL - Supporting Practice in a Team			
Code: BAEL07004	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Science		
Module Co-ordinator:	L Gilmour		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p> <p>Term One: Carrying out observations of practice</p> <p>Term Two: Observing and supporting practice in the ELC setting</p> <p>Term Three: Supporting practice in a team</p>			

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.

Module Delivery Method

Face-To-Face	Blended	Fully Online	Hybrid C	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Learning Outcomes: At the end of this module the student will be able to:

L1	Articulate the development of employability skills and workplace practice in an Early Learning and Childcare context.	
L2	Support play opportunities and reflect on personal performance and development planning therein	
L3	Apply knowledge and understanding of Early Learning and Childcare theory and concepts which inform practice.	
L4	Contribute effectively as a member of a team within an Early Learning and Childcare setting.	
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&U)	SCQF Level 7. 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.	
Practice: Applied Knowledge and Understanding	SCQF Level 7. Carrying out basic routine lines of enquiry, development of practice related to Early Learning and Childcare.	
Generic Cognitive skills	SCQF Level 7. 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.	
Communication, ICT and Numeracy Skills	SCQF Level 7. 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	
Autonomy, Accountability and Working with others	SCQF Level 7. 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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: n/a	Module Title:n/a

	Other:	n/a
Co-requisites	Module Code: n/a	Module Title:n/a

Learning and Teaching

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.

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.

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.

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.

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 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.

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>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	202 hours
Lecture/Core Content Delivery	18 hours

Asynchronous Class Activity	80 hours
	300 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cowie, H. (2019) From Birth to Sixteen: Children's health, social, emotional and linguistic development (2nd edition). Routledge. London</p> <p>Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge.</p> <p>^Meggitt, C. (2012) Child Development: An Illustrated Guide. Oxford: Pearson.</p> <p>Nutkins, S., MacDonald, C. and Stephen, M. (2013) Early Childhood Education and Care: An Introduction. London: SAGE.</p> <p>*Pound, L. (2009) How Children Learn: Contemporary Thinking and Theorists. London: Step Forward Publishing.</p> <p>Powell, S. and Smith, K. (2018) An Introduction to Early Childhood Studies. London: SAGE</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.</p>	
Equality and Diversity	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p>	

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Childhood Studies/Practice & Early Years
Moderator	J Leslie
External Examiner	I Birnie
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.02

Assessment: (also refer to Assessment Outcomes Grids below)

e-Portfolio 80%

Observation of Practice 20%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Folio of evidence	X		X	X		80%	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Observation of Practice		X				20%	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Combined Total for All Components						100%	0

Version Number: 1.02