

University of the West of Scotland

Module Descriptor

Session: 2023/2024

Title of Module: My Graduate Apprenticeship Study Skills			
Code: EDUC07042	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Science		
Module Co-ordinator:	Lorraine Gilmour		
Summary of Module			
<p>This module will enable students beginning their Graduate Apprenticeship degree to develop the academic skills which underpin their studies, providing students with a sound base from which to progress their learning, combining skills and practice.</p> <p>Students will explore theories of learning and develop the skills required both for successful academic study and in the workplace. The module will develop essential skills including reading for academic success, becoming an effective academic writer, becoming reflective in academic contributions, developing presentation techniques and understanding and applying the Harvard referencing system.</p> <p>Students will develop their ability to present and evaluate information, engaging in group activities and debates where communication skills will be developed. Completion of weekly reflective learning logs will support students to begin to evaluate how they are progressing in their learning and practice, and to develop resilience. Students will develop knowledge, understanding and begin to reflect upon the GA Standards for Early Learning and Childcare and Meta Skills outlined in the Graduate Apprenticeship programme.</p> <p>Students will develop knowledge of the historical context and diversity of professionals working within the Early Years Sector in Scotland, including their own role within the sector as Graduate Apprentices in Early Learning and Childcare.</p>			

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

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Describe theories of learning, reflecting on how they may apply their knowledge and understanding to their own academic study.
L2	Develop effective academic reading and writing skills, including Harvard Referencing, and apply these to their work
L3	Demonstrate a range of effective communication skills and use of ICT to present information in a well-structured and coherent form.
L4	Demonstrate an appreciation of the historical context of the Early Years sector in Scotland, and the professionals within it.
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:
Practice: Applied Knowledge and Understanding	SCQF Level 7 Demonstrating broad knowledge of theories of learning.

	Demonstrate knowledge and understanding of the historical context of the Early Years workforce in Scotland	
Generic Cognitive skills	SCQF Level 7 Present and evaluate information and ideas, demonstrating an ability to begin to analyse and reflect upon practice.	
Practice: Applied Knowledge and Understanding	SCQF Level 7 Applying knowledge of theories of learning through a reflective log and formative presentation. Understanding the academic skills and practices essential to deliver an effective presentation.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Convey complex ideas in a well-structured and coherent form.	
Autonomy, Accountability and Working with others	SCQF Level 7 Work, under guidance, with others to acquire an understanding of current academic practice	
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

Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, individual and group tasks. Workshops and student-led seminars, group-work, role-play, presentations, problem-based learning, will be used to develop student learning. Formative and summative assessments will be used including such instruments as presentations and work-based learning.

Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

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>
Lecture/Core Content Delivery	18 hours
Work Based Learning/Placement	50 hours
Independent Study	32 hours
	100 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p><i>Students are encouraged to engage in a breadth of academic reading throughout the course of their studies, including academic texts, journal papers, online resources and government documentation and policy. The list below represents the core readings for this module. Specific articles and texts will be shared via Moodle, where relevant government policy and frameworks may also be accessed.</i></p> <p>Adams, K. (2008) What's in a name? Seeking professional status through degree studies within the Scottish Early Years context. <i>European Early Childhood Education Research Journal</i>, 16(2), pp.196-209. [Online] Available: https://doi.org/10.1080/13502930802141626</p> <p>Manning, M., Wong, G. T. W., Fleming, C. M., & Garvis, S. (2019). Is Teacher Qualification Associated With the Quality of the Early Childhood Education and Care Environment? A Meta-Analytic Review. <i>Review of Educational Research</i>, 89(3), 370-415. https://doi.org/10.3102/0034654319837540</p> <p>Skills Development Scotland (2018) <i>Graduate Apprenticeship Framework Document for Early Learning and Childcare at SCQF Level 9</i>. [Online] Available: graduate-apprenticeship-framework-early-learning-and-childcare-at-scqf-level-9.pdf (skillsdevelopmentscotland.co.uk)</p> <p>Wingrave, M. and McMahon, M. (2015) Professionalisation through academicization: valuing and developing the Early Years sector in Scotland. <i>Professional Development in Education</i> Vol. 42(5) pp.710-73.[Online] Available: https://doi.org/10.1080/19415257.2015.1082075</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)

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:

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.

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	Childhood Studies/Practice
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	School of Education Initial Professional Programmes
Moderator	Joyce Leslie
External Examiner	Ingeborg Birnie
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	Feb 2024

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment:

Opportunities will take place during class workshops, working in groups to present information and participating in short writing tasks. Digitally enabled, efficient and

effective formative feedback will provide students with guidance on how to gauge and inform progress.

Summative Assessment:

Reflecting on the Scottish Government aim to be the best place in the world for children to grow up, students are asked to present a **2000 word written assignment** that outlines a reflective account of how they can contribute to this aim. Students are expected to outline knowledge and understanding of learning theories that have aided development of their skills whilst explaining how the Graduate Apprentice role can contribute to the Scottish government's aim for ELCC. Students are asked to highlight a brief appreciation of the historical context of the ELCC sector and of how professional identity, and values contribute to giving children the best start in life.

(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
Reflective Essay	X	X	X	X	n/a	100%	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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 hours

Version Number: 1.02