



## Module Descriptor

Title	My GA Study - Academic Skills		
Session	2025/26	Status	
Code	BAEL07007	SCQF Level	7
Credit Points	10	ECTS (European Credit Transfer Scheme)	
School	Education and Social Sciences		
Module Co-ordinator	L.Gilmour		
<b>Summary of Module</b>			
<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 also 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> <p>In addition the knowledge and understanding gained from this module help students to work in ways to contribute to SDG's 4&amp;5 to:</p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>5. Achieve gender equality and empower all women and girls</p>			

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

Learning Outcomes	
<b>L1</b>	Describe theories of learning, reflecting on how they may apply their knowledge and understanding to their own academic study.
<b>L2</b>	Develop effective academic reading and writing skills, including Harvard Referencing, and apply these to their work
<b>L3</b>	Demonstrate a range of effective communication skills and use of ICT to present information in a well-structured and coherent form.
<b>L4</b>	Demonstrate an appreciation of the historical context of the Early Years sector in Scotland, and the professionals within it.
<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>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Demonstrating broad knowledge of theories of learning. Demonstrate knowledge and understanding of the historical context of the Early Years workforce in Scotland
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Applying knowledge through reflective writing of how the historical context of early education and theories of learning inform new understandings of effective approaches to enhance learning for self and others.

<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>Generic Cognitive skills</b>	<b>SCQF 7</b> Present and evaluate information and ideas, demonstrating an ability to begin to analyse and reflect upon practice.
<b>Communication, ICT and Numeracy Skills</b>	<b>Please select SCQF Level</b> Convey complex ideas in a well-structured and coherent form.
<b>Autonomy, Accountability and Working with Others</b>	<b>Please select SCQF Level</b> Work, under guidance, with others to acquire an understanding of current academic practice

<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>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.</p> <p>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.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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	
<b>TOTAL</b>	<b>100</b>

<b>Indicative Resources</b>
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**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Adams, K. (2008) What's in a name? Seeking professional status through degree studies within the Scottish Early Years context. *European Early Childhood Education Research Journal*, 16(2), pp.196-209. [Online] Available: <https://doi.org/10.1080/13502930802141626>

Cottrell, S. (2019) *The Study Skills handbook*. London. RedGlobe Press.[Online]

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. *Review of Educational Research*, 89(3), 370-415.  
<https://doi.org/10.3102/0034654319837540>

Skills Development Scotland (2018) Graduate Apprenticeship Framework Document for Early Learning and Childcare at SCQF Level 9. [Online] Available: [graduate-apprenticeship-framework-early-learning-and-childcare-at-scqf-level-9.pdf](https://www.skillsdevelopmentscotland.co.uk/graduate-apprenticeship-framework-early-learning-and-childcare-at-scqf-level-9.pdf) (skillsdevelopmentscotland.co.uk)

Wingrave, M. and McMahon, M. (2015) Professionalisation through academicization: valuing and developing the Early Years sector in Scotland. *Professional Development in Education* Vol. 42(5) pp.710-73.[Online] Available: <https://doi.org/10.1080/19415257.2015.1082075>

**(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](#).**

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
<p>Formative Assessment:</p> <p>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.</p> <p>Summative Assessment:</p> <p>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.</p>
<b>Assessment 2</b>
n/a
<b>Assessment 3</b>
n/a
<p>(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.</p> <p>(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.)</p>

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Reflective Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
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/an/a	n/a

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
Combined total for all components						100%	n/a hours

### Change Control

What	When	Who
Updated wording to align with SCQF core skills in Applied K&U, updated reading list and addition of info in E&I section to align with programme spec,	March 2025	L.Gilmour