University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Observation, Assessment and Reflection			
Code: EDUC07036	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 10**	**ECTS: 5 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	Joyce Leslie		

Summary of Module
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.   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.   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.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
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:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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	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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 Level **7** Knowledge of the main theories, concepts and principles of observation and assessment and reflective practice
Practice: Applied Knowledge and Understanding	SCQF Level **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.

Generic Cognitive skills	SCQF Level **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 Level **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 Level **7**
	Exercise some initiative and independence in carrying out defined activities at a professional level in practice.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Work Based Learning/Placement	50
Independent Study	32

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 100

**Indicative Resources: (eg. Core text, journals, internet access)

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.

Click or tap here to enter text.

(**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 (part-time and distant learning students should check with their programme leader for any queries) 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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☐
School Assessment Board	Early Years
Moderator	TBC
External Examiner	I. Birnie
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment opportunities such as observations and practice completion of Grids are provided. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress.

The summative assessment will consist of a two-part written assignment, as described below:
Part A: Carrying out of a narrative observation (from video clip) to complete initial elements of learning story; (25%)

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 1 – Written assignment 25%

Assessment 2 – Written assignment 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.)

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**
Written assignment		X				25	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**
Portfolio of Practical work	X		X			75	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**
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor
Module descriptor update following cyber incident	06/02/24	J Leslie

Version Number: MD Template 1 (2023-24)