

University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: GA WBL Implementing Practice in a Team			
Code: EDUC08040	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (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 develop experience and undertake work within an ELC 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.</p> <p>Each student will have a Workplace Mentor and an Academic Tutor appointed, who will ensure a productive learning experience for the student. Students will extend their understanding of play-based learning and child development in practice, facilitating play and implementing practice as part of a team.</p> <p>A focus on observation and child-centred practice, including the development of learning experiences in the areas of Literacy, Mathematics and Science will underpin this module.</p> <p>At level 8 study, progression in Work Based Learning is facilitated by a change in focus, to how students value the child as active agent and work with the child to learn how they interpret their learning.</p> <p>Students will continue to build upon good practice which embraces play, pedagogy and the environment, social and emotional development and will continue to develop understanding of child development.</p> <p>Students will begin to demonstrate their ability to effectively evaluate children's learning and experiences and to evaluate their own practice. This work based learning module extends across three terms. It is recommended that students will develop their skills in this area, by contributing to practice in the following way:</p> <p>Term One: Supporting Practice in a Team</p> <p>Term Two: Implementing Practice in a Team, working under guidance.</p> <p>Term Three: Implementing 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.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	Hybrid C	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" 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 checked="" 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: At the end of this module the student will be able to:	
L1	Reflect on the development of employability skills and workplace practice in an Early learning and Childcare context.
L2	Develop, facilitate and implement play opportunities, applying knowledge and understanding of theories of learning, play and pedagogy.
L3	Use knowledge and understanding of theory, and concepts and specialisms studied, to begin to lead learning opportunities and to evaluate workplace 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 8. Knowledge and understanding of the scope, defining features, and main areas of the Early Learning and Childcare sector. Specialist knowledge in Literacy, Mathematics, Science, play, pedagogy and social-emotional development. Awareness and understanding of some major current issues in Early Learning and Childcare workplace practice.	
Practice: Applied Knowledge and Understanding	SCQF Level 8. Carrying out routine lines of enquiry, development or investigation into professional level problems and issues in Early Learning and Childcare.	
Generic Cognitive skills	SCQF Level 8. Undertaking analysis and evaluation of concepts, information and issues that are common within Early Learning and Childcare. Using a range of approaches to formulate and evaluate evidence-based solutions/responses to defined and/or routine problems in a workplace environment.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Conveying complex ideas in a well-structured and coherent form, demonstrating an ability to explain informed ideas and decisions.	
Autonomy, Accountability and Working with others	SCQF Level 8. Exercising autonomy and initiative in carrying out defined activities in an Early Learning and Childcare setting. Taking the lead to plan learning opportunities in familiar or defined areas of the Early Learning and Childcare setting. Practising ways to show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. Working , under guidance, with others to acquire an understanding of current professional practice and implement practice in 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.

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)
Work Based Learning/Placement	282 hours
Lecture/Core Content Delivery	18 hours
Asynchronous Class Activity	100 hours
	400 Hours Total

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

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

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.

^Meggitt, C. (2012) *Child Development: An Illustrated Guide*. Oxford: Pearson.

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

*Pound, L. (2009) *How Children Learn: Contemporary Thinking and Theorists*. London: Step Forward Publishing.

Powell, S. and Smith, K. (2018) *An Introduction to Early Childhood Studies*. 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:

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	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Early Years
Moderator	D Armstrong
External Examiner	I Birnie
Accreditation Details	
Changes/Version Number	1.03

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)

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

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

Combined Total for All Components	100%	0
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