Module Descriptor

Title	GA WBL Implementing Practice in a Team		
Session	2025/26	**Status**	
Code	BAEL08002	**SCQF Level**	8
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	
School	**Education and Social Sciences**		
Module Co-ordinator	L.Gilmour		

Summary of Module

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.

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.

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.

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.

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.

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:

Term One: Supporting Practice in a Team

Term Two: Implementing Practice in a Team, working under guidance.

Term Three: Implementing Practice in a Team

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.

In addition the knowledge and understanding gained from this module help students to develop graduate attributes of inquiry, culture awareness, collaboration, problem solving, communication, autonomy, creativity and drive to become potential leaders. Students also work in ways to contribute to SDG's 4&5 to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and Achieve gender equality and empower all women and girls

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work-Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☒	Term 3 – Term 1	☒

Learning Outcomes	
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
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:**
Knowledge and Understanding (K and U)	**SCQF 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

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	development. Awareness and understanding of some major current issues in Early Learning and Childcare workplace practice.
Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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

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

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. 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	282hours
Lecture / Core Content Delivery	18hours
Asynchronous Class Activity	100hours
Please select	
Please select	
Please select	
TOTAL	400hours

Indicative Resources
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 Clark, A. (2023) Slow Knowledge and the Unhurried Child. London. Routledge. Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge. Nutbrown, C (2018) Early Childhood Educational Research: International Perspectives. 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:** All fulltime students 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

Supplemental Information

Divisional Programme Board	Please select
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☒ Yes ☐ No **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.**
School Assessment Board	School of Education Initial Professional Programmes
Moderator	D.Armstrong
External Examiner	S.Harris
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	March 2025

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
e-Portfolio 80%
Assessment 2
Observation of Practice 20%
Assessment 3
n/a
(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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
e-Portfolio	☒	☐	☒	☒	☐	80	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Observation of Practice	☐	☒	☐	☐	☐	20	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	n/a hours

Change Control

What	When	Who
Additional information addedd to module outline, attenadnce and engagement and approaches to ensure equality and includion.	March 2025	L.Gilmour