



Module Descriptor

Title	My Ga: Reflexive Practice		
Session	2025/26	Status	
Code	BAEL08005	SCQF Level	8
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Education and Social Sciences		
Module Co-ordinator	J Leslie		
Summary of Module			
<p>This module will enable students continuing their Graduate Apprenticeship study to explore and develop the academic and practical skills on becoming a reflexive learner and practitioner.</p> <p>Students will be introduced to theories and models of reflection and understand how to link reflective theory to practice. Students will explore theories of reflexivity and reflection and how to develop this in practice. Through critical study of theorists such as Kolb, Gibbs and Schon and more recently the observations of Bolton, students will link self-reflection as a learner and practitioner to processes of observation and assessment.</p> <p>Students will develop an appropriate learning experience for children in their setting, and use an appropriate model of reflection to record their observations in practice and evaluate their role in children's learning throughout the task. They will critically evaluate and apply theories of reflection to their workplace practice.</p> <p>The module enables students to develop the following UWS Graduate Attributes:</p> <p>Critical thinker</p> <p>Motivated</p> <p>Driven</p> <p>The module contributes towards the following UN Sustainability Goals:</p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all .</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<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)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Understand theories of reflection and how it may apply to their own academic and professional practice.
L2	Examine different methods of observation and documenting children’s learning.
L3	Evaluate appropriate strategies to enable self-reflexive practice.
L4	
L5	

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 Broad knowledge of the theories of reflexivity and reflection and understanding differences of this practice.
Practice: Applied Knowledge and Understanding	SCQF 8 Applying knowledge of models of reflection by developing strategies for observation and documentation of children’s learning. Understanding the academic skills and practices essential to deliver an effective presentation.
Generic Cognitive skills	SCQF 8 Present and evaluate, information and ideas demonstrating critical analysis and reflection.

¹ 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.

² 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.

³ 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.

⁴ 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

Communication, ICT and Numeracy Skills	SCQF 8 Convey complex ideas in well-structured and coherent form.
Autonomy, Accountability and Working with Others	SCQF 8 Work under guidance, through peer assessment, with others to acquire an understanding of current academic practice.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Bolton, G. (2014) Reflective Practice: Writing and Professional Development 4th edition. London: SAGE.
Hallet, E. (2012) The Reflective Early Years Practitioner. 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

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.

(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	Please select
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Early Years
Moderator	A, Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Presentation (100%)

Students will develop a learning experience for children in their setting and complete a presentation on this project. This will allow students to critically apply their learning from across the programme to develop an appropriate learning experience for children in their setting. This presentation will allow students to demonstrate their understanding of models of reflection and how these are applied in their practice to evaluate their role in developing and progressing children's learning.

Assessment 2**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.)

Component 1

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

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of moderator; change of External Examiner.	12/03/25	J Leslie