University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: My GA: Reflexive Practice			
Code: BAEL08005	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 10**	**ECTS: 5 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Leslie		

Summary of Module
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.
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.
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.

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	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.

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 **8** Broad knowledge of the theories of reflexivity and reflection and understanding differences of this practice.
Practice: Applied Knowledge and Understanding	SCQF Level **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 Level **8** Present and evaluate, information and ideas demonstrating critical analysis and reflection.
Communication, ICT and Numeracy Skills	SCQF Level **8** Convey complex ideas in well-structured and coherent form.

Autonomy, Accountability and Working with others	SCQF Level **8** Work under guidance, through peer assessment, with others to acquire an understanding of current academic 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:**

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	50
Work Based Learning/Placement	18
Independent Study	32
	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:

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:

In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Early Years

Moderator	TBC
External Examiner	I.Birnie
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment opportunities will be provided through informal presentations and workshop activities throughout the course of the module. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress, including peer-assessment.

The Summative Assessment for this module will consist of:

Presentation. 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 1 – Presentation 100%

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	X	X	X	100%	0

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)