



Module Descriptor

Title	GA WBL Leading Learning in Practice		
Session	2025/26	Status	
Code	BAEL09003	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	D.Armstrong		

Summary of Module

This module aims to provide opportunities to consolidate their experience, working 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 consolidate their knowledge and understanding of play-based learning and child development in practice, facilitating play and leading learning in practice. At level 9 study, progression in Work Based Learning is facilitated by a change in focus, to how students share their own and the child's interpretations of learning with parents, carers and staff team to inform planning, assessment and documentation of the child's learning journey. The focus for this module will include understanding child-centred practice and to develop knowledge and skill related to listening to children and families, promoting participation and rights and developing creativity across the curriculum.

Throughout the module there will be development of an understanding of ethics and its relationship to practitioner-based research and enquiry.

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: Implementing Practice in a Team/Identifying an areas for Practitionerbased Research and Enquiry to undertake in the workplace

Term Two: Leading learning in practice, working under guidance/ Developing Practitioner-based research and Enquiry

Term Three: Leading learning in practice/ Reflecting on area of Practitioner-based research and enquiry

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.

Sustainable Development Goals

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

UWS Graduate Attributes

Critical Thinker

Collaborative

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 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 checked="" type="checkbox"/>	Term 2 – Term 3	<input checked="" type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>		

Learning Outcomes

L1	Critically reflect on the development of personal, professional and employability skills and workplace practice in an Early learning and Childcare context
L2	Autonomously facilitate, implement and adapt play opportunities in response to the needs of children and of an Early Learning and Childcare setting, critically reflecting upon professional performance
L3	Apply knowledge and understanding of theory, and concepts and specialisms studied, to lead learning opportunities, develop professional skills and to critically evaluate workplace practice
L4	Identify and develop practitioner based research and enquiry skills within the workplace context, contributing positively to the Early Learning and Childcare setting.
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:
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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

Knowledge and Understanding (K and U)	<p>SCQF 9</p> <p>Understanding the scope and defining features of Early Learning and Childcare and an integrated knowledge of its main areas and boundaries.</p> <p>Critical understanding of a range of the principles, principal theories, concepts and terminology of Early learning and Childcare practice and in particular creativity, rights and responsibilities, integrated working and listening to children and families</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>Using a range of the principal professional skills, techniques, practices and/or materials associated with Early Learning and Childcare.</p> <p>Using advanced skills, techniques, practices in developing creativity and listening to children and families.</p> <p>Practicing routine methods of enquiry and/or research.</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Undertaking critical analysis, evaluation of , information and issues in Early Learning and Childcare.</p> <p>Identify and analyse routine professional problems and issues drawing on a range of sources in making judgements.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Using a wide range of routine skills and some advanced and specialised skills in support of established practices in Early Learning and Childcare sector for example: developing and implementing projects, working with parents.</p> <p>Presenting or conveying, information on identified topics in Early learning and Childcare for a range of audiences.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Exercising autonomy and initiative in some activities at a professional level in practice or in Early Learning and Childcare.</p> <p>Practising in ways that show awareness of own and others' roles and responsibilities.</p> <p>Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and ethical codes of practice.</p>

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)
Work-based Learning	282
Lecture / Core Content Delivery	18
Independent Study	100
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge.</p> <p>Meggitt, C. (2012) Child Development: An Illustrated Guide. Oxford: Pearson</p> <p>Nutkins, S., MacDonald, C. and Stephen, M. (2013) Early Childhood Education and Care: An Introduction. London: SAGE.</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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</p>

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	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" 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	L.Gilmour
External Examiner	M.McKenzie
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of Practice - 80%

Assessment 2

Observation of Practice - 20%

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
Portfolio of Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Observation of Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20%	
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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%	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.	16/03/2025	D.Armstrong