

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Reflective Planning			
Code: EDUC09019	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Nancy Allan		
Summary of Module			
<p>This module supports the learner at entry to Level 9 and will normally be undertaken in Year 1 of Level 9. It enables the learner to identify their previous and current learning and experience and the extent to which this may match the Standard for Childhood Practice. It will also consider the roles and responsibilities of employer, mentor, university and student.</p> <p>Initially the module focuses on the criteria which describe the Standard for Childhood Practice. This enables the student to identify and evaluate their current practice and previous learning and to relate this to the personal values and commitment, knowledge and understanding, skills and abilities outlined by the Standard. Students will consider the evidence they have to support their analysis of previous/current learning and experience and will critically evaluate this in relation to childhood theory and work practice.</p> <p>The module will develop skills in critical thinking, and reflective writing through access to a variety of resources. Perceived gaps in knowledge and practice will be identified through development of learning statements and associated evidence. This will lead to the development of an appropriate action plan. The module will be delivered through a blend of lectures, tutorials and appropriate use of the VLE.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	College partners

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: (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	Through analysis and evaluation develop knowledge of the Standard for Childhood Practice.
L2	Demonstrate understanding of how professional practice relates to the Standard.
L3	Use a range of complex skills and practices in creating an appropriate Action Plan.
L4	Critically self-reflect on their own professional development needs to allow them to meet the full requirements of the Standard.

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 9 Work with a broad and integrated knowledge and understanding of the scope, main areas and boundaries of Childhood Practice.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Use a selection of the principal skills, techniques, practices and materials associated with Childhood Practice.
Generic Cognitive skills	SCQF Level 9 Identify and analyse routine professional problems and issues.

Communication, ICT and Numeracy Skills	SCQF Level 9 Use a range of IT applications to support and enhance work.	
Autonomy, Accountability and Working with others	SCQF Level 9 Exercise autonomy and initiative in some activities at a professional level.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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	36
Work Based Learning/Placement	100
Independent Study	64
	200 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:

Chalke, J. (2013) Will the Early Years Professional Please Stand up? Professionalism in the Early Childhood Workforce in England, *Contemporary Issues in Early Childhood*, vol 14(3), pp 212-222.

Tracey Joyce, Megan McKenzie, Angela Lindsay & Derya Asi (2023) 'Don't call it a workforce, call it a profession!': Perceptions of Scottish early years professionals on their roles from past to future, *Education 3-13*, DOI: [10.1080/03004279.2023.2203166](https://doi.org/10.1080/03004279.2023.2203166)

QAA (2015) Standard for Childhood Practice. Edinburgh. QAA.

(*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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All full-time students (part-time and distant learning students should check with their programme leader for any queries) 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. Please refer to UWS Regulations available at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/>

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
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Early Years
Moderator	Dr Susan Henderson-Bone
External Examiner	M Kustatcher
Accreditation Details	Approval required by SSSC
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Assessment 1</p> <p>The assessment for this module will comprise of a portfolio of work which includes a learning statement on professionalism (1000 words) and the synthesis of a grid and an action plan based on reflecting critically on the Standard. One to one tutorials will provide formative feedback on the drafting of the grid and action planning. The grid and action plan will be informed by relevant theory and supported by evidence of practice.</p> <p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	✓	✓	✓	✓		100%	0

Combined Total for All Components						100%	0 hours
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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

Version Number: MD Template 1 (2023-24)