University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: GA WBL Leading Learning in Practice			
Code: EDUC09053	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Dean 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 Practitioner-based 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.

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	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	Click or tap here to enter text.

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** Understanding the scope and defining features of Early Learning and Childcare and an integrated knowledge of its main areas and boundaries Critical understanding of a range of the principles, principal theories, concepts and terminology of Early leaning and Childcare practice and in particular creativity, rights and responsibilities, integrated working and listening to children and families.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using a range of the principal professional skills, techniques, practices and/or materials associated with Early Learning and Childcare. Using advanced skills, techniques, practices in developing creativity and listening to children and families. Practicing routine methods of enquiry and/or research.
Generic Cognitive skills	SCQF Level **9** Undertaking critical analysis, evaluation of , information and issues in Early Learning and Childcare. Identify and analyse routine professional problems and issues drawing on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	SCQF Level **9** 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. Presenting or conveying, information on identified topics in Early learning and Childcare for a range of audiences. Click or tap here to enter text.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercising autonomy and initiative in some activities at a professional level in practice or in Early Learning and Childcare.

	Practising in ways that show awareness of own and others' roles and responsibilities Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and ethical codes of 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:**

*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)
Work Based Learning/Placement	282
Lecture/Core Content Delivery	18
Independent Study	100
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

	Hours Total 400

Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ephgrave, A. (2018) Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents. Abington: Routledge.

Meggitt, C. (2012) Child Development: An Illustrated Guide. Oxford: Pearson

Nutkins, S., MacDonald, C. and Stephen, M. (2013) Early Childhood Education and Care: An Introduction. 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 (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

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Lorraine Gilmour
External Examiner	I. Birnie
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Portfolio of practice- 80% Observed assessment of Practice- 20%
Assessment 1 Portfolio of practice- 80%
Assessment 2 Observed assessment 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.)

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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	X		X	X		80%	0

Component 2							
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
Performance/ Studio work/ Placement/ WBL/ WRL assessment		X				20%	0

Component 3							
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
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)