



## Module Descriptor

Title	Reflective Planning		
Session	2025/26	Status	
Code	EDUC09060	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N. 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 professionalisation of the Scottish ELC sector and the role of standards in this regard before critically evaluating the particular role of the Standard for Childhood Practice. This enables the student to identify and evaluate their current practice and previous and future 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/future 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 and experiences. Perceived gaps in knowledge and practice will be identified through development of presentation underpinned by associated evidence. The module will be delivered through a blend of lectures, tutorials and appropriate use of the VLE.</p> <p>Sustainable Development Goals</p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p> <p>UWS Graduate Attributes</p> <p>Critical Thinker</p> <p>Potential Leader</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) College Partner - NCL		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically evaluate the professionalisation of the ELC sector in Scotland.
<b>L2</b>	Demonstrate an understanding of and critically evaluate the role of the Standard for Childhood Practice in the professionalisation of the ELC sector in Scotland.
<b>L3</b>	Use a range of complex skills and practices, guided by the Standard for Childhood Practice, to identify and map future learning opportunities on the BACP programme to enhance practice.
<b>L4</b>	Demonstrate a knowledge and understanding of an alternative practice experience within the early years sector.
<b>L5</b>	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Work with a broad and integrated knowledge and understanding of the scope, main areas and boundaries of Childhood Practice.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Use a selection of the principal skills, techniques, practices and materials associated with Childhood Practice.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Identify and analyse routine professional problems and issues.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Use a range of IT applications to support and enhance work.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercise autonomy and initiative in some activities at a professional level.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>Use of VLE, on-line tutor/student led discussions, individual and group tasks. Lectures, workshops, student-led seminars, group-work, role-play, presentations, and problem based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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	36
Work-based Learning	100
Independent Study	64
n/a	
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Wingrave, M. and McMahon, M. (2016) Professionalisation through academicisation: valuing and developing the early years sector in Scotland, Professional Development in Education, Vol. 42, No. 5, 710–731</p>

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

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.

### 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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	S. Henderson-Bone
<b>External Examiner</b>	J. Shaik Mopdevi
<b>Accreditation Details</b>	Approval required by SSSC



Change Control

What	When	Who