



## Module Descriptor

<b>Title</b>	Advanced Practice (Cs)		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CHSS10004	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	J Leslie		

### Summary of Module

This module is designed for students wishing to advance their experience of working with children in Childhood settings.

Students will be expected to demonstrate and further develop practice based upon reflection on frameworks such as The Four Pillars of Advanced Practice, The Revised Standard for Childhood Practice, and Core Competencies.

Students will develop knowledge and understanding of the contribution of evidence based practice related to their chosen Childhood or community setting. Study of current Government frameworks will give students the opportunity to apply and enhance skills they have already developed in a practice based context. The module will advance students' practice by deepening their understanding of the critical roles of relationships, experiences and environments.

The module aims to engage students in reflection and evaluation to improve the effectiveness of practice, whilst developing professional responsibility for Personal Development Planning and Continuing Professional Development. An opportunity will be provided to allow the student to engage, in their workplace /placement, in a significant learning opportunity in relation to a focused and specific area of their practice.

The module will promote the philosophy of holistic approaches in working with children and young people and emphasise the importance of listening to and involving children and young people in decisions that affect them. (Scottish Government, 2020). Time for planning/ reflection is allocated during the module to ensure that students are adequately prepared for a placement or workplace project.

The module enables students to develop the following UWS Graduate Attributes:

Critical thinker

Motivated

Driven

The module contributes towards the following UN Sustainability Goals:

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

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" 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 checked="" 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)	
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" 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>	Demonstrate a critical understanding of the principal theories, national frameworks and research which inform current professional values and practices.
<b>L2</b>	Apply and develop identified principal professional skills and practices associated with a specific area of childhood studies and practice.
<b>L3</b>	Demonstrate the ability to critically reflect upon and review own professional competence.
<b>L4</b>	Work independently and as part of a team to advance knowledge, skills and practice through professional activity.
<b>L5</b>	

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 10</b> Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of Childhood A critical understanding of theories of child development. Knowledge and understanding of how research informs practice
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Use a range of the principal skills, practices and materials associated with the role of a professional in the children and young people sector.

<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

	Execute a defined project in a specific area of practice
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Offer professional insights, interpretations and solutions to problems and issues. Make judgements where information comes from a range of sources.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Convey, formally and informally, information in regard to children within placement setting. Communicate with peers, senior colleagues and specialists on a professional level.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Exercise autonomy and initiative in professional activities. Practice in ways which show a clear awareness of own and others' roles and responsibilities. Work with others to bring about change, development and new thinking

<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>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

Erault, M. (2003) Developing Professional Knowledge and Competence. London. Routledge Falmer.

Scottish Government (2020) Realising the Ambition: Being Me. Edinburgh. Scottish Government

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

### 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

Divisional Programme Board	Please select
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

	<b>programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	TBA
<b>External Examiner</b>	C Counihan
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
<p>Summative assessment will be the submission of a professional portfolio of practice demonstrating the achievement of national competencies relating to a specific area of childhood studies and practice. (4000 words).</p> <p>OR</p> <p>A video reflective log together with pedagogical documentation of a placement workplace project. (20 minutes and 2 500 words). .</p>
<b>Assessment 2</b>
<b>Assessment 3</b>
<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.</p> <p>(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>

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	3hrs

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		0

<b>Component 3</b>
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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"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

What	When	Who
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; changes to module summary and assessment information to remove references to early years and replace with children and young people; addition of information relating to alternative assessment task.	12/03/25	J Leslie