University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Advanced Practice (CS)			
Code: EDUC10042	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Joyce Leslie		

Summary of Module
This module is designed for students wishing to advance their experience of working with children in Childhood settings. The module is strongly underpinned by a growing research base which suggests that children's earliest years underpin their later outcomes across the lifespan and the importance of high quality early years provision (Scottish Government, 2020).   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 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 emphasise the importance of listening to and involving children 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.

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	Demonstrate a critical understanding of the principal theories, national frameworks and research which inform current professional values and practices.
L2	Apply and develop identified principal professional skills and practices associated with a specific area of childhood practice.
L3	Demonstrate the ability to critically reflect upon and review own professional competence.
L4	Work independently and as part of a team to advance knowledge, skills and practice through professional activity.
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 **10** 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
Practice: Applied Knowledge and Understanding	SCQF Level **10** Use a range of the principal skills, practices and materials associated with the role of a practitioner in the childhood sector. Execute a defined project in a specific area of practice
Generic Cognitive skills	SCQF Level **10** Offer professional insights, interpretations and solutions to problems and issues. Make judgements where information comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level **10** Convey, formally and informally, information in regard to children within placement setting. Communicate with peers, senior colleagues and specialists on a professional level.
Autonomy, Accountability and Working with others	SCQF Level **10** 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.

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	50
Independent Study	114
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: 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: 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.
(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	Robert McGill
External Examiner	C. Counihan
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Formative assessment Formative assessment will require students to engage in a variety of virtual/online reading, discussion forums and tasks that will enable them to engage and become familiar with the principles, techniques and ethical issues associated with practitioner investigation. This will consist of submission of elements of the reflective learning log. Summative assessment Summative assessment will be the submission of a professional portfolio of practice demonstrating the achievement of national competencies relating to a specific area of practice in the early years sector. The professional portfolio of practice will consist of- • A written reflective learning log detailing a minimum of 50 hours practice and provoding a critical and reflective analysis of the student's own practice. • Pedagogical documentation of a placement/ workplace project, demonstrating current theory, research and critical evaluation in a specific aspect of early years practice. (4000 words) OR • A video reflective learning log detailing a minimum of 50 hours practice and providing a critical and reflective analysis of the student's own practice (20 minutes). and • Pedagogical documentation of a placement/ workplace project, demonstrating current theory, research and critical evaluation in a specific aspect of early years practice. (2500 words)
Assessment 1 – Portfolio of practice
Assessment 2
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
Portfolio of practice	X	X	X	X		100%	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

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%	XX 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)