

Module Code:	CMT433
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Module Title:	Reflective Practice in Higher Education
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Level:	4	Credit Value:	10
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Cost Centre(s):	GACT	<u>JACS3 code:</u>	X142
		<u>HECoS code:</u>	100509

Faculty	FAST	Module Leader:	Colin Heron
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Scheduled learning and teaching hours	18 hrs
Guided independent study	82 hrs
Placement	0 hrs
Module duration (total hours)	100 hrs

Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework;

<i>Level</i>	<i>Credit volume</i>	<i>Overall learning hours</i>	<i>Contact learning hours</i>	<i>Independent learning hours</i>
<i>Level 3</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>40</i>	<i>160</i>
<i>Level 4</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>36</i>	<i>164</i>
<i>Level 5</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>30</i>	<i>170</i>
<i>Level 6</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>24</i>	<i>176</i>
<i>Level 7</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>21</i>	<i>179</i>

Programme(s) in which to be offered (not including exit awards)	Core	Option
Standalone module aligned to BSc (Hons) Television Production and Technology for QA and Assessment only	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 03/05/2019

Version no:1

With effect from: 03/05/2019

Date and details of revision:

Version no:

Module Aims

To encourage staff working across the higher education sector to take a more reflective approach to their practice. The module will allow practitioners to identify and set goals and targets for developing practice designed to support an effective approach to their role. They will be encouraged to reflect on own professional practice in line with employer and sector requirements in the post-compulsory sector.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to**Key Skills**

1	Identify and discuss key challenges, strengths and priorities currently facing your specific role within the higher education sector.	KS1	KS2
		KS7	
2	Develop a set of prioritised actions for improving and enhancing practice	KS3	KS5
		KS7	
		KS4	KS8

Transferable skills and other attributes

- Collaboration
- Peer Review
- Communication

Derogations

None

Assessment:

Indicative Assessment Tasks:

Assessment 1: Participants will be involved in a number of group discussions throughout the day linked to the key challenges facing higher education practitioners. Each group will be required to discuss the challenges and produce a set of prioritised actions for improving and enhancing practice. These actions will then be shared with the wider cohort in a 20 minute presentation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1&2	Presentation	100	20 Minutes

Learning and Teaching Strategies:

Delivery will be focused around a series of cross-curriculum collaborative workshops. The focus will be on developing an effective reflective practitioner with a critical support network. Participants will be expected to prepare for an intensive day of workshops in advance through collating and sharing examples of their current practices and formulating ideas around prompts / themes for discussion.

Syllabus outline:

Programme recruitment plans
 Student Engagement
 Research and Scholarship
 Academic Affairs
 Enterprise Partnerships and Employability

Indicative Bibliography:**Essential reading**

- McCaffery, P. (2018) The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges. Routledge

Other indicative reading

- Bolden, R. Jones, S. Davis, H. & Gentle, P. (2015) Developing and Sustaining Shared Leadership in Higher Education. Leadership Foundation for Higher Education. [Available: http://eprints.uwe.ac.uk/27175/1/LFHE_SP_Bolden_final.pdf]
- Parkin, D. (2016) Leading Learning and Teaching in Higher Education: The Key Guide to Designing and Delivering Courses. Taylor & Francis

Various University strategies and document including:

- Strategy for Supporting Student Learning & Achievement
- Staff Engagement Strategy
- Programme Leaders Handbook

[Available: <https://glynfo.glyndwr.ac.uk/mod/folder/view.php?id=4984>]