

Module Title:	The Reflective Practitioner (L6)	Level:	6	Credit Value:	20
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Module code:	EDS611	Is this a new module? Yes	Code of module being replaced:	
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Cost Centre:	GAPE	JACS3 code:	X220
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Trimester(s) in which to be offered:	1 & 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	100 hrs
Placement	40 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Professional Graduate Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Postgraduate Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes No

Module Aims

To demonstrate a systematic understanding of key aspects of the underlying concepts, models and principles associated with reflective practice

To identify and set goals and targets for developing practice designed to support an effective learning environment

To reflect critically on own professional practice in line with appropriate professional standards for teachers in the post-compulsory sector

Intended Learning Outcomes

1. Engage in critical reflection on educational practice through an on-line reflective journal/blog to support student learning
2. Evaluate critically observations of own teaching practice using recognised model(s) of reflection
3. Write and review key development targets designed to enhance own professional practice

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

At the end of this module, students will be able to		Key Skills	
1	Engage in critical reflection on educational practice through an on-line reflective journal/blog to support student learning	KS1	KS3
		KS8	KS9
2	Critically evaluate observations of own teaching practice using recognised model(s) of reflection	KS1	KS2
		KS8	KS9
3		KS1	KS9

	Write and review key development targets designed to enhance own professional practice	Corresponding Key Skill	Corresponding Key Skill
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Goal and target setting • Reflective writing skills • IT skills 			
Derogations			
All elements of the module must be passed in order to achieve a pass in the module			

Assessment: Please give details of indicative assessment tasks below.

Assessment One: Students will use an on-line blog/journal to reflect critically on aspects of their teaching practice.

Assessment Two: Students will evaluate critically, formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Learning logs/journals	40%		1600
2	2 & 3	Reflective Practice	60%		2400

N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).

Learning and Teaching Strategies:

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and reflective practice. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice.

Syllabus outline:

- Models of reflection
- Use of online blogs/journals to support reflective practice
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of participants, tutors and mentors
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality

Bibliography:

Essential reading

Bassot, B. (2016). *The reflective Practice Guide. An interdisciplinary approach to critical reflection*. Abingdon: Routledge.

Bolton, G. (2014) *Reflective Practice: Writing and professional Development*. 4th Edition. London: Sage Publications Limited.

Rushton, I. and Suter, (2012). *Reflective Practice for teaching in Lifelong Learning*. Maidenhead: open University Press.

Other indicative reading

Roffey-Barentsen, J. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Rhodes, C., Stokes, M. and Hampton, G. (2004). *A Practical Guide to Mentoring, Coaching and Peer-networking*. London: RoutledgeFalmer.

Learning Wales: Reflective Practice (2016)

<http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en>