

Module specification

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Module Code	EDY413
Module Title	Foundations of Reflective Practice
Level	4
Credit value	20
Faculty	Faculty of Social and Life Science
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Childhood and Adolescent Studies	Core

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	50 hrs
Guided independent study hours	114 hrs
Module duration (Total hours)	200 hrs

Module aims

- To introduce students to the professional environment of childhood and adolescent settings through practical placement experience.
- To establish a foundational understanding of the legal and ethical frameworks, such as safeguarding and health and safety, that govern professional practice.
- To develop the essential skills of reflective practice and bridge the gap between theoretical perspectives and real-world application.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Explain the statutory policies and procedures (including safeguarding and health and safety) that ensure a secure environment for children and young people.
2	Apply a recognised model of reflection to personal experiences gained during work-based learning to evaluate professional development.
3	Critically explain the core principles of a chosen developmental or pedagogical theory
4	Demonstrate the application of theory to practice by linking a chosen theory to observations from work-based learning

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1 - Portfolio

A series of tasks demonstrating knowledge from the module for example:

- Reflective work-based learning diary
- Record of safeguarding training
- Risk assessment and reflection
- Observation record
- Attendance record - a minimum of 50 hours in a work-based learning environment are recommended. These hours can be completed in an existing work placement.

Assessment 2 - Presentation

A short presentation applying knowledge and understanding of theory to practice. Learners select a theory, explain and apply it to observations from placement.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Portfolio	2,400 (nominal)	80	
2	3, 4	Presentation	7 mins	20	

Derogations

N/A

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning. This module is designed for both blended (classroom/online) and online only delivery. Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Welsh Elements

- Contextual links will be made between theories and the new Curriculum for Wales
- Incidental Welsh will be used verbally and included in session plans
- First language Welsh speakers will be encouraged to submit their work in Welsh

Indicative Syllabus Outline

This module will explore:

- Expectations of students and placements
- Safeguarding in practice
- Health, safety and risk assessment
- Theory in practice
- Essential skills for placement
- The reflective practitioner
- Presentation skills

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Carroll, M. and Wingrave, M. (2023). *Childhood Practice*. SAGE.

Other indicative reading:

Hayes, C., Hudson, R., Daly, J. and Duncan, M. (2024), *Developing as a Reflective Early Years Professional: A Thematic Approach*. 3rd ed. London: Routledge.

Thompson, C. (2021), *Reflective Practice for Professional Development: A Guide for Teachers*. London: Routledge.

Administrative Information

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