

## Module specification

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Module Code	EDY510
Module Title	Critical Inquiry into Professional Practice
Level	5
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	0 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	50 hrs
Guided independent study hours	120 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

- To foster a critical perspective on the tensions between policy mandates and the reality of professional practice in childhood and adolescent settings.
- To develop students' ability to engage in deep reflection, moving beyond descriptive accounts toward a critical evaluation of their own professional values and biases.
- To equip students with the skills to identify and investigate complex issues within practice using evidence-based research and inquiry methods.

### Module Learning Outcomes

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

1	Critically analyse the impact of current legislation and multi-agency policy on the lived experiences of children, adolescents, and practitioners.
2	Evaluate the effectiveness of different theoretical frameworks in addressing contemporary challenges (e.g., mental health, digital safety, or poverty) within practice.
3	Critically reflect on personal professional identity in the context of work-based learning
4	Evaluate professional development through evidence-based practice

## 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 - Written Task

Written task analysing current legislation based on one topic (safeguarding, multi-agency working, digital safety) and its effectiveness on the lived experience of children, adolescents and practitioners.

### Assessment 2 - Portfolio

Collection of evidence from placement experience to include for example:

- Reflections on policy and frameworks in practice
- Practitioner philosophy - exploring professional identity in relation to theory and practical challenges in the workplace
- Observations
- Reflective diary
- 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 number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Essay	1,400	40%	
2	3,4	Portfolio	2,100 (nominal)	60%	

## 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

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

## Indicative Syllabus Outline

This module will explore:

- The critically reflective practitioner
- Advanced models of reflection
- Critical incidents
- Policy vs Practice
- The practitioners role in challenging inequality
- Critically questioning key theories in light of practice
- Ethics in professional inquiry

## Indicative Bibliography

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



**Essential Reads:**

Bassot, B. (2023), *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. 2nd ed. London: Routledge.

**Other indicative reading:**

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

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

**Administrative Information**

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
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