

## Module specification

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Module Code	EDY607
Module Title	Professionalism, Policy and Practice
Level	6
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	100459
Cost Code	GACC
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Education & Lifelong Learning	Core Module

### Breakdown of module hours

Learning and teaching hours	24 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>24 hrs</b>
Placement hours	0 hrs
Guided independent study hours	276 hrs
<b>Module duration (Total hours)</b>	<b>300 hrs</b>

### Module aims

- To enable students to critically analyse the political, economic, and social contexts that shape policy within the Further Education (FE) and Post-Compulsory Education and Training (PCET) sectors.
- To provide students with a systematic understanding of professional standards and regulatory frameworks that govern ethical and effective teaching practice.
- To develop students' ability to evaluate and justify their professional decisions and development against national standards and contemporary theoretical models.

### Module Learning Outcomes

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

1	Critically analyse the principles and underlying philosophy of a current FE/PCET policy and its intended impact on professional practice.
2	Critically evaluate the effectiveness and ethical implications of professional standards in defining and regulating practice within the sector.
3	Critically apply established models of reflection to analyse professional experiences and professional development.
4	Critically evaluate the relationship between national policy, institutional strategy and individual professional action in complex and unpredictable contexts.

## 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.

The module's assessment strategy is designed to test both the critical analytical skills required for Level 6 study and the practical application of this knowledge to professional practice. Students will engage with a mix of an academic report and a professional reflective portfolio.

**Assessment 1: Case Study Report** This task requires students to **critically analyse** a specific, current FE/PCET policy (e.g., funding, curriculum reform, skills agenda) and its tangible impact on their own professional setting. The report must draw on academic theory to evaluate the policy's effectiveness and ethical implications, demonstrating a sound judgement on its real-world outcomes.

**Assessment 2: Critical Reflective Portfolio** This portfolio is a culmination of professional development evidence and critical reflections. Students must use formal models of reflection to justify their professional decisions and development against national professional standards, providing evidence of how their practice aligns with, or challenges, current expectations in the sector.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Case Study Report	2,000 words	60%	N/A
2	3, 4	Critical Reflective Portfolio	1,000 words (or equivalent entries)	40%	N/A

## Derogations

N/A

## Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

## 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

- The socio-political and economic context of FE/PCET (historical development, funding, and mission).
- National and devolved policy frameworks (e.g., legislative acts, government strategies).
- Professional standards, ethics, and accountability (e.g., the role of professional bodies and institutional policy).
- Models of critical reflection, professional identity formation, and lifelong learning.
- Stakeholder analysis and the impact of policy on diverse learner groups and communities.
- Organisational culture, governance, and professional leadership.

## Indicative Bibliography:

### Essential Reads

Tummons, J. (ed.) (2020), *Professionalism in Post-Compulsory Education and Training: Empirical and Theoretical Perspectives*. London: Routledge.

Gregson, M. and Duncan, S. (2020), *Reflective Teaching in Further, Adult and Vocational Education*. 2nd ed. London: Bloomsbury.

### Other indicative reading

Crawley, J. (2024), *Understanding the Further Education Sector: History, Challenges and Achievements*. London: Routledge.



Creswell, J.W. and Creswell, J.D. (2022), *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 6th ed. London: Sage.

### Administrative Information

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2027
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