

Module specification

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Module Code	ONLED08
Module Title	Critical and Reflective Practice in Education
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

Breakdown of module hours

Learning and teaching hours	15 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	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

This module aims to encourage critical reflection and evaluation through an evidence-based approach to practice and continuous professional development. It will enable the students to develop their knowledge and skills, to utilise appropriate writing, research and study skills, following academic conventions. The module will provide students with the opportunity to analyse and evaluate relevant literature, research, policies and/or developments in their own professional context.

Module Learning Outcomes

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

1	Critically reflect on educational practice through a reflective journal/blog.
2	Critically analyse your own continual professional development and professional learning.
3	Critically and systematically reflect on and evaluate an area of practice underpinned by appropriate reading and research.

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: Students will use a blog/journal to critically reflect on aspects of their teaching practice.

Assessment 2: Students will critically reflect on and analyse their professional learning and evaluate an area of practice underpinned by appropriate reading and research. Recognising the influence of their continuous professional development and professional learning

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	900 words	30	N/A
2	2&3	Written Assignment	2100 words	70	N/A

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range of digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- Evaluate tools for reflective practice;
- Critiquing a range of models of reflective practice;
- Applying reflective models in a range of practice-based roles and settings;
- The impact of own values and beliefs with a professional context;
- Analysing and critiquing own professional learning and professional development;
- How a critique of professional and personal values can be applied within professional practice.

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*. Abingdon: Routledge.

Other indicative reading:

Brookfield, S. (2017), *Becoming a Critical Reflective Teacher*. San Francisco, CA: JosseyBass.

Thompson, C. (2021), *Reflective Practice for Professional Development: A guide for teachers*. Abingdon: Routledge.

Journals

British Journal of Educational Psychology

British Educational Research Journal

Creative Teaching and Learning

Professional Journal in Education

Administrative Information

For office use only	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Oct 2023: updated assessment strategy and learning outcomes Mar 2025; revalidated in Education subject level review
Version number	3