

Module Title:	The Reflective Professional (L5)	Level:	5	Credit Value:	20
----------------------	----------------------------------	---------------	---	----------------------	----

Module code:	EDS507	Is this a new module? Yes	Code of module being replaced:	
---------------------	--------	----------------------------------	---------------------------------------	--

Cost Centre:	GAPE	JACS3 code:	X220
---------------------	------	--------------------	------

Trimester(s) in which to be offered:	1 & 2	With effect from:	September 16
---	-------	--------------------------	--------------

School:	Social & Life Sciences	Module Leader:	Kelly Smith
----------------	------------------------	-----------------------	-------------

Scheduled learning and teaching hours	60 hrs
Guided independent study	90 hrs
Placement	50 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
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 knowledge and critical understanding of the well-established principles associated with the professional conduct and practice for those teaching in post-compulsory education and training

To consider policies, procedures and guidelines in respect of role within post-compulsory education and training

To reflect on own professional practice in line with appropriate professional standards for teachers in post-compulsory education and training

Intended Learning Outcomes

1. Reflect and analyse own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards
2. Review appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice
3. Analyse critically, feedback from observations of own teaching practice
4. 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	Reflect and analyse own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards	KS1	KS5
		KS8	KS9
2	Review appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice	KS1	KS5
		KS6	KS8

		KS9	
3	Analyse critically, feedback from observations of own teaching practice	KS1	KS9
4	Write and review key development targets designed to enhance own professional practice	KS2	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Personal development • Personal motivation and organisation skills • Research and analytical skills • Communication 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: This essay will focus on two perspectives in respect of professionalism. The first is from a personal perspective where students will review and analyse, their development in relation to their professional personal and interpersonal skills with particular reference to own beliefs, behaviours and professional standards. The second perspective requires students to review appropriate policies, procedures and guidelines relating to own context and analyse how this impacts their professional practice.

Assessment Two: Students will reflect on feedback from 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 & 2	Essay	50%		2000
2	3 & 4	Reflective Practice	50%		2000

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, reflective practice, policies and procedures and guidelines linked to professional standards. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice and the development of their practice in line with appropriate professional standards.

Syllabus outline:

- Professional standards for teachers in post-compulsory education and training (England and Wales)
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of teachers in PcET
- 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
- Policies, procedures and guidelines associated with being a professional in PcET

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.

Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (Wales)

https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod_resource/content/1/EWC_Code_of_Professional_Conduct__Practice_E%20Wales.pdf

Professional Standards for Teachers and Trainers in Education and Training – England
https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod_resource/content/1/4991-Prof-standards-A4_4-2.pdf

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>

Journal of Teacher Education

