

<b>Module Title:</b>	The Reflective Professional (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS613	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Kelly Smith
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Scheduled learning and teaching hours	60 hrs
Guided independent study	90 hrs
Placement	50 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes  No

<b>Module Aims</b>
To demonstrate a systematic understanding of key aspects of the underlying concepts, and principles associated with the professional conduct and practice for those teaching in post-compulsory education and training
To investigate policies, procedures and guidelines in respect of role within post-compulsory education and training
To reflect critically on own professional practice in line with appropriate professional standards for teachers in post-compulsory education and training

<b>Intended Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Analyse critically, own professional, personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards</li> <li>2. Reflect critically, on appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice</li> <li>3. Evaluate critically, feedback from observations of own teaching practice</li> <li>4. Write and review key development targets designed to enhance own professional practice</li> </ol>
<p>Key skills for employability</p> <p>KS1      Written, oral and media communication skills</p> <p>KS2      Leadership, team working and networking skills</p> <p>KS3      Opportunity, creativity and problem solving skills</p> <p>KS4      Information technology skills and digital literacy</p> <p>KS5      Information management skills</p> <p>KS6      Research skills</p> <p>KS7      Intercultural and sustainability skills</p> <p>KS8      Career management skills</p> <p>KS9      Learning to learn (managing personal and professional development, self-management)</p> <p>KS10     Numeracy</p>

At the end of this module, students will be able to		Key Skills	
1	Analyse critically own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards	KS1	KS5
		KS8	KS9
2	Reflect critically on appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice	KS1	KS5
		KS6	KS8

		KS9	
3	Evaluate critically 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"> <li>• Personal development in relation to continuing professional development</li> <li>• Personal motivation and organisation skills</li> <li>• Research and analytical skills</li> <li>• Communication skills</li> </ul>			

**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 evaluate critically, 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 investigate 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*. 4<sup>th</sup> 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.Glyndwr.ac.uk/pluginfile.php/468354/mod\\_resource/content/1/EWC\\_Code\\_of\\_Professional\\_Conduct\\_\\_Practice\\_E%20Wales.pdf](https://moodle.Glyndwr.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.Glyndwr.ac.uk/pluginfile.php/468353/mod\\_resource/content/1/4991-Prof-standards-A4\\_4-2.pdf](https://moodle.Glyndwr.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>

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