



Module Specification

Reflective Professional Practice 1

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Part 1: Information

Module title: Reflective Professional Practice 1

Module code: UTTGPY-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will introduce students to theories around thinking, learning and reflection in the context of their own practice.

Features: Not applicable

Educational aims: This module will support students to understand theories related to thinking, learning and reflective practice.

Reflecting on professional standards will enable them to develop their own practice, making connections to theory.

Outline syllabus: Reflection on learning strategies, formal and informal education with reference to personal experience

Exploration of principal theories and models for understanding thinking, learning and reflection.

The value of professional standards and how they impact on practice.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning may include lectures, seminars, tutorials, supervision, demonstration, practical classes and workshops.

Independent learning includes hours engaged with essential reading, study preparation, peer study and assignments.

Work based learning: students are expected to be in the workplace throughout this module thus able to draw on work based experiences to complete their assessments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Reflect on professional practice drawing on theoretical models and professional frameworks.

MO2 Demonstrate an understanding of how theories of thinking and learning relate to practice.

MO3 Draw on models of reflective practice to explore the value positions underpinning their own learning

MO4 Explore how being a reflective practitioner can promote inclusive practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgpy-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgpy-30-1.html>

Part 4: Assessment

Assessment strategy: The Portfolio will be based around practice standards related to the students working role. (5000 words or equivalent)

Students can provide evidence against these standards using a range of tasks and activities. They will reflect on their proficiency and progress and use this to identify their next steps.

Formative assessment opportunities will be given to students throughout the module. This will be supported by activities within seminars.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of work that will include tasks that support professional development.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio of work that will include tasks that support professional development.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Inclusive Education [COBC] FdA 2024-25

Educational Support [COBC] - Withdrawn FdA 2024-25

Educational Support [COBC] - Withdrawn FdA 2024-25

Educational Support [Frenchay] - Withdrawn FdA 2024-25

Youth and Community Work [COBC] FdA 2024-25

Inclusive Practice [UCW] - Withdrawn FdA 2024-25

Inclusive Practice in Education and Youth Work [COBC] CertHE 2024-25