



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	REFLECTIVE PROFESSIONAL PRACTICE				
Module Code	UTTGTA-30-2	Level	2	Version	1
Owning Faculty	ACE	Field			
Contributes towards	FDA EDUCATIONAL SUPPORT FDA EARLY YEARS				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. reflect on, analyse and evaluate own learning from work based activities; (Component A/B) 2. communicate effectively and collaborate with clients and colleagues (Comp A); 3. To maintain an ethical stance in all professional practice (Comp A) 4. To approach professional work with a client centred and needs based perspective (Comp A) 5. To ensure that practices are in line with expected standards for safeguarding and protection of clients (Comp A) 6. To understand and enact Equalities Act (2010) and practice with due regard for equality of opportunity (Comp A/B) 7. demonstrate the practice skills of assessment, observation reporting and record keeping; (Component A/B) 8. provide evidence of having met a range of negotiated competences appropriate to the practice setting (Component A/B) 9. Demonstrate capacity to draw out examples of own learning in and from the workplace (Comp B)
Syllabus Outline	<ol style="list-style-type: none"> 1. Introduction to relevant policy and legislation to support professional practice 2. Principles of professional reflection and self evaluation

	<ol style="list-style-type: none"> 3. Explore observational feedback skills, monitoring and record keeping 4. Discussion and recognition of ethical issues and challenges within good practice 5. Engage with range of different frameworks for evaluating professional practice e.g. Common Core (2010) 6. Professional experience of different educational settings where appropriate 																									
Contact Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Whole cohort events:</td> <td style="text-align: right;">32.5 hours</td> </tr> <tr> <td>Guided study (group & individual tasks, including online engagement):</td> <td style="text-align: right;">13.5 hours</td> </tr> <tr> <td>Work – related learning activities</td> <td style="text-align: right;">26 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td style="text-align: right;">72 hours</td> </tr> </table>	Whole cohort events:	32.5 hours	Guided study (group & individual tasks, including online engagement):	13.5 hours	Work – related learning activities	26 hours	Total contact scheduled hours	72 hours																	
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Teaching and Learning Methods	<p>Scheduled learning will draw upon the experiences and workplace settings of participants within the group. Each session will involve a interactive activities to support the development of effective communication skills. Lectures, seminars, tutorials, directed study tasks including guided reading and student presentations, reflective activity, role-play, video, use of ICT.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Work-based learning: This is important aspect within this programme and included on average 100 hours per 30 credit module s participants are expected to be in the workplace throughout their study. Student will have observations during their programme and be expected to complete a minimum of 100 hours to complete this module. There will be organised visits to peers workplace settings as part of this module</p>																									
Key Information Sets Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 5px;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="padding: 5px;"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black; padding: 5px;">30</td> </tr> <tr> <th style="padding: 5px;">Hours to be allocated</th> <th style="padding: 5px;">Scheduled learning and teaching study hours</th> <th style="padding: 5px;">Independent study hours</th> <th style="padding: 5px;">Placement study hours</th> <th style="padding: 5px;">Allocated Hours</th> </tr> <tr> <td style="text-align: center; padding: 5px;">300</td> <td style="text-align: center; padding: 5px;">72</td> <td style="text-align: center; padding: 5px;">28</td> <td style="text-align: center; padding: 5px;">200</td> <td style="text-align: center; padding: 5px;">300</td> </tr> </tbody> </table> <p style="margin-top: 10px;">The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	28	200	300
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Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
		100%	

Reading Strategy

Essential reading: Students are encouraged to read a wide range of articles and texts concerning professional working practice many of which are available electronically. There are several texts available which will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.

Indicative Reading List

Blatchford, P., Bassett, P., Brown, P. and Martin, C. (2009) *Deployment and impact of support staff summary*. Nottingham: DCSF.

Bovill, H. (2011) 'Decision making for work-based students in higher education: The importance of internal conversations and reflexivity'. *Currently unpublished paper. Available on black board.*

Bradbury, H. (2009) *Beyond Reflective Practice: New Approaches to Professional Lifelong Learning*. London: Routledge.

Christie, H., Tett, L., Cree, V.E., Hounsell, J. and McCune, V. (2008) 'A real rollercoaster of confidence and emotions': learning to be a university student', in *Studies in Higher Education*, 33 (5): 567-581.

Fairclough, M. (2008) *Supporting Learners in the Lifelong Learning Sector*. Berkshire: OU Press.

Greenbank, P. (2009) 'Foundation Degree Students and their Educational Decision-Making', in *Education and Training*. 51 (4):259-271.

Reuss, A. (1999), Prison(er) Education. *The Howard Journal of Criminal Justice*, 38: 113–127. doi: 10.1111/1468-2311.00121

Rogers, J. (2007) *Adults Learning*. Buckingham O.U. Press

Talbot, J. (2007) *No one knows : identifying and supporting prisoners with learning difficulties and learning disabilities : the views of prison staff*, Prison Reform Trust

Watkinson, A. (2003) *Managing teaching assistants : a guide for headteachers, managers and teachers* London: Routledge Falmer.

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Part 3: Assessment	
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>The Department of Education Assessment Criteria can be found in the Appendix 1 in the Programme Specification . Module Leaders will take the detail from this document for inclusion into the module handbook</p> <p>This module will require UWE tutor working together with a work based context mentor to conduct an appropriate number of formal observational assessment for the student which forms COMP A of this module. Support for tutor, student and mentor will be produced in form of a module handbook with clear outline of expectations of all stakeholders</p>

Identify final assessment component and element	Component B, Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
Students will be observed in practice, assessed against the learning outcomes and graded on a pass/fail basis Assessment Criteria: AL2, CL2	PASS/FAIL	
Component B Description of each element	Element weighting	
Produce a reflective practice logbook over the programme including reflective accounts following each formal observation (1500 words). Assessment Criteria: AL2, GL2	40%	
Write a final report of professional practice (2250 words). Assessment Criteria: AL2, BL2, GL2	60%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
Students will be observed in practice, assessed against the learning outcomes and graded on a pass/fail basis	PASS/FAIL	

Assessment Criteria: AL2, CL2	
Component B Description of each element	Element weighting
Produce a reflective practice logbook over the programme including reflective accounts following each formal observation (1500 words). Assessment Criteria: AL2, GL2	40%
Write a final report of professional practice (2250 words). Assessment Criteria: AL2, BL2, GL2	60%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	