



Module Specification

Reflective Professional Practice 2

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Part 1: Information

Module title: Reflective Professional Practice 2

Module code: UTTGTA-30-2

Level: Level 5

For implementation from: 2025-26

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 enable students to analyse and critique their own practice underpinned by their developing understanding of theory and research.

Features: Not applicable

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

Use reflections of their practice to create a personalised professional development plan underpinned by theoretical understanding.

Outline syllabus: Exploration of theory related to the development of thinking and learning.

Principles and models of professional reflection and self evaluation.

Introduction to relevant frameworks to support evaluation of students' own professional practice.

Discussion and recognition of ethical considerations including their own value positions and the impact of these on practice

Exploration of reflective practice to support and promote inclusive 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 Critically reflect on personal and professional practice drawing on theoretical models and professional framework, identifying areas for development.

MO2 Demonstrate an understanding of the importance of ethical standards within professional practice.

MO3 Recognise and demonstrate reflexivity in practice.

MO4 Critically reflect on issues of social justice and inclusivity within educational practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 28 hours

Placement = 200 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/uttgta-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttgta-30-2.html>

Part 4: Assessment

Assessment strategy: Students will be in a work setting and therefore be able to closely relate their academic studies to practice through the use of reflective practice.

Assessments within the portfolio (5000 words or equivalent) will relate to professional skills, attributes and employability.

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 (5000 words or equivalent)

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 (5000 words or equivalent)

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 [Frenchay] - Withdrawn FdA 2024-25

Youth and Community Work [COBC] FdA 2024-25

Educational Support [COBC] FdA 2023-24