



MODULE SPECIFICATION

Part 1: Information			
Module Title	Reflective Professional Practice		
Module Code	UTTGT-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
Syllabus outline:	<ul style="list-style-type: none"> • Introduction to relevant policy and legislation to support professional practice • Principles of professional reflection and self-evaluation • Explore observational feedback skills, monitoring and record keeping • Discussion and recognition of ethical issues and challenges within good practice • Engage with range of different frameworks for evaluating professional practice • Professional experience of different educational settings where appropriate

Part 3: Assessment		
<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> <p>A: Conceptual Domain (Core) The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p>B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p>G: Action Domain The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>		
Identify final timetabled piece of assessment (component and element)	Component B, Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
		100%
First Sit		
Component A (controlled conditions) Description of each element		Element weighting
1. Students will be observed in practice, assessed against the learning outcomes and graded on a pass/fail basis Assessment Criteria: AL2, GL2		PASS/FAIL
Component B Description of each element		Element weighting
1. Produce a reflective practice logbook over the programme including reflective accounts following each formal observation (1500 words in total for the reflections). Assessment Criteria: AL2, BL2, GL2		40%
2. 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
1. Students will be observed in practice, assessed against the learning outcomes and graded on a pass/fail basis Assessment Criteria: AL2, GL2		PASS/FAIL
Component B Description of each element		Element weighting

1. Produce a reflective practice logbook over the programme including reflective accounts following each formal observation (1500 words in total for the reflections). Assessment Criteria: AL2, BL2, GL2	40%
2. 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.	

Part 4: Learning Outcomes & KIS Data

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 professionally and 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 relevant standards including safeguarding, protection of clients and equality of opportunity (Comp A) 6. demonstrate the practice skills of preparation, assessment, observation reporting and record keeping; (Component A/B) 7. Provide evidence of having met a range of negotiated competences appropriate to the practice setting (Component A/B)
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Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>
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Contact Hours	Key Information Set - Module data																		
	<table border="1"> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> </tr> </table>					<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	128	100
<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	128	100	300															

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

Total Assessment	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:
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	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			75%
	Practical exam assessment percentage			25%
				100%
Reading List	<p>Additional digital materials are made available through Blackboard. <i>Further information and guidance on reading lists and digitisation are available at https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists</i></p> <p>Blatchford, P., Bassett, P., Brown, P. and Martin, C. (2009) Deployment and impact of support staff summary. Nottingham: DCSF.</p> <p>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.</p> <p>Bradbury, H. (2009) Beyond Reflective Practice: New Approaches to Professional Lifelong Learning. London: Routledge.</p> <p>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.</p> <p>Fairclough, M. (2008) Supporting Learners in the Lifelong Learning Sector. Berkshire: OU Press.</p> <p>Greenbank, P. (2009) 'Foundation Degree Students and their Educational Decision-Making', in Education and Training. 51 (4):259-271.</p> <p>Reuss, A. (1999), Prison(er) Education. The Howard Journal of Criminal Justice, 38: 113–127. doi: 10.1111/1468-2311.00121</p> <p>Rogers, J. (2007) Adults Learning. Buckingham O.U. Press</p> <p>Talbot, J. (2007) No one knows : identifying and supporting prisoners with learning difficulties and learning disabilities : the views of prison staff, Prison Reform Trust</p> <p>Watkinson, A. (2003) Managing teaching assistants : a guide for head teachers, managers and teachers London: Routledge Falmer.</p>			

FOR OFFICE USE ONLY

First CAP Approval Date	30 th May 2013			
Revision SUIP Approval Date	1 st March 2019	Version	2	Link to profile CAR ID 4816