



## **Module Specification**

### **Reflective Practice**

Version: 2026-27, v1.0, Approved

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Reflective Practice

**Module code:** UTTH4A-15-3

**Level:** Level 6

**For implementation from:** 2026-27

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**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 enables students to deepen their understanding and practice of critical reflection in the context of their own practice. Students will explore their roles in their own work setting using theoretical models of reflective practice and professional frameworks to reflect critically upon specific instances encountered in the workplace that provide opportunities for learning and developing inclusive practice.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. Students on the programme are working in practice settings, so will bring their own experiences and knowledges and as such will be active contributors to and creators of the programme content.

This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development, and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** This module will support students to apply critically theoretical models of reflection and professional frameworks to their own professional setting. The module will enable students through critical reflection to assess how being a reflective practitioner can promote inclusive practice.

**Outline syllabus:** Module content will be appropriate to students in their work setting. Students will use an evaluative approach to their work practices, which allows them to engage in reflective analysis to enhance their own performance within their own organisational setting.

Key areas of learning will likely include:

Critical exploration of theories and concepts of reflection and reflective practice.

Critical analysis of professional standards and how they impact on practice.

Work-based reflective practice and analysis.

Identification and use of specific incidents as a method of reflection.

Continuous improvement of professional practice through reflection and review.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Delivery will take the form of lectures, seminars and tutorials. As the students on the programme are working in a range of practice setting, their knowledges and expertise will be drawn on throughout.

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

Work based learning: students are expected to be in the working or volunteering in a work setting 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 their own professional practice drawing on theoretical models and professional frameworks.

**MO2** Evaluate critically how being a reflective practitioner can promote inclusive practice.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utth4a-15-3.html) via the following link <https://uwe.rl.talis.com/modules/utth4a-15-3.html>

## **Part 4: Assessment**

**Assessment strategy:** 1. What is the assessment task?

Reflective Piece (2,500 words or equivalent)

2. Why is this assessment task being used?

The reflective piece will allow the students to demonstrate that they can:

Engage critically with theoretical models of reflection and professional frameworks.

Reflect appropriately on specific practice-based incidents.

Explore how reflection can promote inclusive practice.

3. How will students be supported to meet the assessment requirements?

Formative assessment opportunities will be provided throughout the module.

Classroom based learning across the module will enable students to create outputs in a supportive and collaborative environment. These outputs will contribute to their reflective piece. Students are expected to be working or volunteering in a practice setting throughout this module and are thus able to draw on work based experiences to complete their assessment.

Wordcounts indicated for written assessment tasks are maximum wordcounts.

Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the Blackboard assessment guidance pages and through in-class assessment guidance sessions.

### **Assessment tasks:**

#### **Reflective Piece (First Sit)**

Description: A portfolio of reflective tasks (2500 words or equivalent)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

#### **Reflective Piece (Resit)**

Description: A portfolio of reflective tasks (2500 words or equivalent)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education in Professional Practice {Top Up} [Frenchay] BA (Hons) 2026-27