

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Critical Professional Reflection			
Code: EDUC12001	SCQF Level: 12 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	B Cross		
Summary of Module			
This module is the first module in the Professional Doctorate programme and is structured around a number of issues, each of which explores a number of related and inter-related themes. The module is an opportunity to ground the research you develop within a deepened understanding of your professional sector, its values and principles, and your relationship to these. The module aims to provide participants with experiences designed to develop their criticality and to examine the principles and methods of personal and professional development as a vehicle for enhancing impact on the (lifelong) learning process in the context(s) of self and others e.g., learners, colleagues, and organisations. This is augmented by two hybrid days where learning will be centred on workshop held on Paisley campus that will be linked to distance learners were needed. The module involves asynchronous, and some synchronous activities designed to set the module content in context. You will participate through the virtual learning environment (VLE) which will form the main learning environment for the module and a space for the social interactions and relationships necessary for the development and nurture of the cohort as a community of practice. In addition, participants will critically reflect upon the development of their own professional values and undertake a process of critical self-appraisal and target-setting against relevant professional competence-based standards (or equivalent) and the identified needs/expectations within their professional setting. As part of the teaching and learning process within this module, the module tutor team will develop a community of practice approach to discipline specific and interdisciplinary tasks. It is anticipated that participants will work together to bring their experiences to the community of practice.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Examine, develop and synthesis a detailed understanding of professional practice in an authoritative and creative way that impinges upon theory (pertinent to professional practice) through critical reflection from multiple perspectives.
L2	Analyse, evaluate and synthesise an enhanced understanding of professional values and personal commitment of self and others in relation to professional issues through critical reflection from multiple perspectives.
L3	Contribute productively to internationally oriented discussions in order to develop original and creative insights into issues emergent from professional practice.
L4	Demonstrate the development of a range of professional capacities and practices relating to critical reading, critical thinking, academic writing, and reflective practice.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 12 Demonstrate and/or work with:

	• A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles. • A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms. • Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline /sectors.
Practice: Applied Knowledge and Understanding	SCQF Level 12 Apply knowledge, skills and understanding: • In using a significant range of the principal professional skills, • techniques, practices and/or materials associated with the subject/discipline/sector. • In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms. • In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry. • In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices. • To practise in the context of new problems and circumstances.
Generic Cognitive skills	SCQF Level 12 Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues. • Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues. • Develop original and creative responses to problems and issues. • Deal with complex and/or new issues and make informed judgements in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	SCQF Level 12 Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

	- Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose. - Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in Page 20 of 42 other specialisms/sectors. - Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work. - Critically evaluate numerical and graphical data	
Autonomy, Accountability and Working with others	SCQF Level 12 Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities. - Take full responsibility for own work and/or significant responsibility for the work of others. - Take significant responsibility for a range of resources. - Demonstrate leadership and/or originality in tackling and resolving problems and issues. - Practise in ways which are reflective, self-critical and based on research/evidence. - Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Please note module is 30 credit.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours

	and hours spent on other learning activities)
Lecture/Core Content Delivery	40
Laboratory/Practical Demonstration/Workshop	20
Practice Based Learning	20
Tutorial/Synchronous Support Activity	60
Independent Study	160
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 300
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: <u>Conceptualising Professionalism</u> Biesta, G., 2017. Education, measurement and the professions: Reclaiming a space for democratic professionalism in education. <i>Educational philosophy and theory</i>, 49(4), pp.315-330. Sachs, J., 2016. Teacher professionalism: Why are we still talking about it?. <i>Teachers and teaching</i>, 22(4), pp.413-425.. <u>Conceptualising Professional Knowledge</u> Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work <u>British Journal of Educational Psychology</u>, 70, 113–136. Eraut, M (2007) Learning from other people in the workplace, <u>Oxford Review of Education</u>, 33:4, 403-422. Eisner, E. W. (2002) From episteme to phronesis to artistry in the study and improvement of teaching. <u>Teaching and Teacher Education</u>, 18, 375-385. https://doi.org/10.1016/S0742-051X(02)00004-5 <u>Criticality</u>	

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Common misconceptions of critical thinking. *Journal of Curriculum Studies*, 3 (3), 269-283.

Critical Professional Reflection

Carper, B (1978) Fundamental Patterns of Knowledge in Nursing, *Advances in Nursing Science* 1(1):p 13-24, October 1978.

Thorne, S. Rethinking Carper's personal knowing for 21st century nursing. *Nurs Philos.* 2020; 21:e12307. <https://doi.org/10.1111/nup.12307>

Critical Professional Policy Analysis

Stephen J. Ball (2015) What is policy? 21 years later: reflections on the possibilities of policy research, *Discourse: Studies in the Cultural Politics of Education*, 36:3, 306-313, DOI: [10.1080/01596306.2015.1015279](https://doi.org/10.1080/01596306.2015.1015279)

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

It is expected that doctoral candidates will attend all scheduled sessions or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.7

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Continued Professional Learning Board
Moderator	L McAuliffe
External Examiner	A Dennis
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 A group presentation that compares and contrasts within the group important sources of professional knowledge, how this is learned, updated and integrated into practice with reference to the underlying ontological premises and epistemological practices. (20 per cent)
Assessment 2 A written assignment which consists of a review of the relevant literature and policy in relation to Professionalism as it relates to your intended focus of inquiry. (80 per cent)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	√	√	√			20	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	√	√	√	√		80	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor