Module Descriptor

Title	Critical Professional Reflection		
Session	2025/26	**Status**	
Code	EDUC12001	**SCQF Level**	**SCQF 12**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**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 aims to provide participants with experiences designed to develop their criticality and to examine the principles and methods of personal and professional development planning as a vehicle for enhancing impact on the (life long) learning process in the context(s) of self and others e.g. learners, colleagues, and organisations.

The module is delivered in a blended learning format, which involves participants attending a two day module induction designed to set the module content in context; introduce the doctoral candidates to the virtual learning environment (VLE) which will form the main distance learning element of the module and to establish and nurture 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 (within a hub community). In addition to this, participants within particular disciplines will form discipline specific communities of practice in order to work on activities specific to their discipline. Tasks set for participants within their subject specific communities of practice will form part of a subject specific element that relates to an interdisciplinary task undertaken by the whole cohort.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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	

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 12** 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.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning 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
Tutorial / Synchronous Support Activity	60
Work-based Learning	20
Independent Study	160
n/a	
TOTAL	

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Conceptualising Professionalism

Biesta, G., 2017. Education, measurement and the professions: Reclaiming a space for democratic professionality in education. Educational philosophy and theory, 49(4), pp.315-330.

Sachs, J., 2016. Teacher professionalism: Why are we still talking about it?. Teachers and teaching, 22(4), pp.413-425.

Conceptualising Professional Knowledge

Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work British Journal of Educational Psychology, 70, 113–136.

Eraut, M (2007) Learning from other people in the workplace, Oxford Review of Education, 33:4, 403-422.

Eisner, E. W. (2002) From episteme to phronesis to artistry in the study and improvement of teaching. Teaching and Teacher Education, 18, 375-385. https://doi.org/10.1016/S0742-051X(02)00004-5

Criticality

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

(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.

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.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	CPD
Moderator	S Day
External Examiner	A Dennis
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Part A: The Importance of knowing, Meaning Making and Authenticity (20 minute group discussion).

In this part of the assessment you will present a critical reflective conversation with peers focused upon

• The concept of 'knowing' and must contain a critical discussion on why this is significant to everyday professional practice. This reflection must also incorporate theoretical perspectives of epistemological reasoning that we will have considered during the course of the module.

• Must provide an insight into the significance of context in relation to professional practice and how you 'know' and how you 'assume' and explain why this is a critical consideration at doctoral level.

• The group discussion should include a comparative aspect across the different professional areas represented in your group.

• Any theoretical examples you use to illustrate your account must be correctly referenced using the UWS CTR version of Harvard referencing and submitted on the day of your discussion, slides or a poster to anchor your conversation are optional.

Assessment 2

The nature of professionalism (A critical review essay of approximately 3500 words, not including references).

In this section you will be expected to review the professional literature relating to professionalism and the nature of professionalism. In this section you will be expected to:

• Demonstrate a critical knowledge and understanding of the multiple perspectives that impinge on the conceptualisation of professionalism.

• Demonstrate a critical knowledge and understanding of the main arguments posed between different perspectives within the literature on professionalism.

• Provide an analysis and reflection on the multiple perspectives which impinge on the doctoral candidates personal views and conceptualisation of professionalism.

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.)

Component 1

Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Assessment	☒	☒	☒	☐	☐		

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☒	☒	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
new template, ee updated	Mar 25	B Cross