Module Descriptor Template

Session:

Title of Module: Critical Professional Reflection			
Code: EDUC 12001	**SCQF Level: 12** (Scottish Credit and Qualifications Framework)	**Credit Points:**	**ECTS:** (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Beth 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 you 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 were 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**
☐	☒	☐

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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/secto
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 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:	NA
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching
The core material will be delivered through blended learning: a mix of key lectures on study days/weekends, directed reading, private and work-based study and the use of learning materials through IT (administered through MOODLE at this stage) and web conferencing.
Doctoral candidates will be given reading material and learning materials, which have been developed by the University specifically for this programme. The module involves 300 study hours (includes teacher-led activities, self-directed learning,peer learning/coaching and unsupervised study); listening skills; communication skills; interactive/small group work skills; reflective skills; critical thinking skills; writing skills; advanced literature searching.

To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for candidates who have been assessed as requiring specific adjustments e.g. use of note taker, specialised lecture room furniture, hearing assistive devices, specialised equipment for studying e.g. laptop, specialised software

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 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..

<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

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 Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: 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.

Please refer to the Student Attendance and Engagement Procedure at the following link: Student Attendance and Engagement Procedure

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

[UWS Equality, Diversity and Human Rights Code](#)

This module is appropriate for all doctoral candidates irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within this module. In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the

School of Education encourages the disclosure of additional/ enabling support requirements (including disability) throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. Furthermore, a number of approaches, congruent with the requirements set out via the QAA Code for Higher Education-Collaboration and Flexible and Distance Learning (FLD) (2010) and advice offered by the Higher Education Academy (2010), are incorporated within the programme design. More specifically in the context of this module, then it is appropriate for any individual who meets with the specific entry requirements for the module (in line with the relevant programme specification) and the learning activities include a number of asynchronous discussions and written activities for which appropriate support can be provided when required. The School of Education will provide appropriate support for students with additional needs.

(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	CPL Programme Board
Moderator	Lisa McAuliffe
External Examiner	Branislave Radeljic
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
In general terms, doctoral candidates are expected to demonstrate through their assessment that they understand the subject matter and the ways in which it relates and contributes to their developing understanding of the multiple perspectives which impact upon their conceptualisation of professionalism. Assessment of work, feedback and grading will all refer to the UWS standard marking and grading scheme (see section 3.18 -3.19 in the UWS *Regulatory Framework 2022/23,* Section 5 of the *Assessment Handbook* and to the relevant SCQF Level 12 descriptors (which can be found in the Module Information area in the Critical Professional Reflection module Moodle site).
Assessment 1 Click or tap here to enter text.
Assessment 2 Click or tap here to enter text.
Assessment 3 Click or tap here to enter text.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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

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

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

Combined Total For All Components	100%	hours

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	140921	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