

Liverpool John Moores University

Title: REFLECTIVE PRACTICE
 Status: Definitive
 Code: **5500FSSTK** (116088)
 Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
 Teaching School/Faculty: Stockport College

Team	Leader
Amanda Duncan	Y

Academic Level: FHEQ5
Credit Value: 24.00
Total Delivered Hours: 30.00
Total Learning Hours: 240
Private Study: 210

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	plan	Individual Learning Plan to include evaluation of professional development to date, and identification of learner needs and individual action plan. (3000 words) 60%	60.0	
Reflection	evaluation	Evaluation, to include analysis of activities undertaken from individual action plan and evaluation of results in terms of results in terms of personal and professional development (2000 words)40%	40.0	

Aims

To encourage wider reflection on students' development as professionals through work based learning, and critical evaluation of their role and practice

Learning Outcomes

After completing the module the student should be able to:

- 1 Show an ability to extend knowledge of personal practice, and to evaluate development professionally and personally over time through identified activities
- 2 Reflect critically upon own personal and professional development needs, and the strengths and challenges of the student's working environment
- 3 Critically reflect on progress against own professional learning outcomes

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

learning plan	1	2
evaluation	3	

Outline Syllabus

Personal aims and goals with regards to learning and professional development, Reflection on module content in relation to workplace practice, assessment and analysis of role and responsibilities within the workplace, action planning, including identification of the support / resources needed to achieve goals. Consideration of current issues and how they impact upon workplace practice (e.g. new government initiatives, policy changes, news stories, National Curriculum and EYFS development etc). Johari's window and other self perception models. Use of ICT in relation to record keeping, assessment and organization of settings, production of spreadsheets and databases to enhance practice issues.

Learning Activities

Professional dialogue with peers, tutor and mentor, personal reflection, workshops, on line discussions, individual tutorial support, action learning sets

References

Course Material	Book
Author	Bolton, G.
Publishing Year	2005

Title	Reflective Practice Writing and Professional Development.
Subtitle	
Edition	2nd ed.
Publisher	Sage
ISBN	

Course Material	Book
Author	Ghaye, A. and Ghaye, K.
Publishing Year	1998
Title	Teaching and Learning through Critical Reflective Practice.
Subtitle	
Edition	
Publisher	David Fulton
ISBN	

Course Material	Book
Author	Moon, J.
Publishing Year	2004
Title	A Handbook of Reflective and Experiential Learning
Subtitle	Theory and Practice.
Edition	
Publisher	Routledge Falmer
ISBN	

Course Material	Book
Author	Paige-Smith, A. (ed.)
Publishing Year	2007
Title	Developing Reflective Practice in the Early Years.
Subtitle	
Edition	
Publisher	O.U.Press
ISBN	

Course Material	Book
Author	Thompson, N. and Thompson, S.
Publishing Year	2008
Title	Critically Reflective Practitioner.
Subtitle	
Edition	
Publisher	Palgrave MacMillan
ISBN	

Course Material	Website
Author	
Publishing Year	
Title	curriculum.qcda.gov.uk
Subtitle	

Edition	
Publisher	
ISBN	

Course Material	Website
Author	
Publishing Year	
Title	nationalstrategies.standards.dcsf.gov.uk
Subtitle	
Edition	
Publisher	
ISBN	

Notes

This module focuses on the student at the centre of his/her learning. It entails a thoughtful and analytical reflection on his/her current role and responsibilities, professional development and learning to date. Strengths, weaknesses, challenges and opportunities are identified, and personal motivations and aspirations considered. As a result, an action plan is designed in order to increase his/her professional capability. This might involve further reading, training or other professional activity. The evaluation is an opportunity to reflect upon the outcomes of the activity outlined on the action plan. The use of social learning networks will be encouraged in order to facilitate shared, sustained thinking. Links will be made with the written report in Inclusive Practice, in relation to personal value bases and barriers to inclusive practice from a personal perspective