# Critical Reflection and Developing Practice

## Module Information

**2022.01, Approved**

## Summary Information

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|---|---|
| Module Code | 7501EDUI |
| Formal Module Title | Critical Reflection and Developing Practice |
| Owning School | Education |
| Career | Postgraduate Taught |
| Credits | 20 |
| Academic level | FHEQ Level 7 |
| Grading Schema | 50 |

**Teaching Responsibility**

| LJMU Schools involved in Delivery |
|---|
| LJMU Partner Taught |

**Partner Teaching Institution**

| Institution Name |
|---|
| Westford University College |

## Learning Methods

| Learning Method Type | Hours |
|---|---|
| Online | 20 |

## Module Offering(s)

| Display Name | Location | Start Month | Duration Number Duration Unit |
|---|---|---|---|
| APR-PAR | PAR | April | 12 Weeks |
| JAN-PAR | PAR | January | 12 Weeks |
| SEP-PAR | PAR | September | 12 Weeks |

# Aims and Outcomes

| Aims | To critically examine different perspectives, models and theories of reflective practice and reflexivity, and consider implications for your own professional practiceTo support growth of personal and professional development through critical evaluation of learning and reflection on experience in your teaching and promoting a leadership stance in your practice |
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**After completing the module the student should be able to:**

**Learning Outcomes**

| Code | Number | Description |
|------|--------|-------------|
| MLO1 | 1 | Critically explore theories and concepts relevant to reflection, reflexivity and personal and professional development in the context of educational practice |
| MLO2 | 2 | Review, analyse and critically evaluate your own role(s) as an educational professional and plan appropriate strategies to develop in this area |
| MLO3 | 3 | Evidence your ability to support and promote learner experience through mentoring and/or leading others |

# Module Content

| Outline Syllabus | Theories, concepts and models of reflective practice and reflexivityApplication and critique of theories and models in educational contextsThe impact of personal and cultural values in educational contextsIdentity and Self as an education professionalResponsibilities, leadership stances and mentoring in teaching/educationProfessional development review and effective portfolio building |
|------|------|
| Module Overview | |
| Additional Information | The Professional Portfolio will comprise two parts:(A) A summary report explaining and critiquing (drawing on theories and models) your approach to reflective practice in a role/experience in an education setting, and a statement of current Personal and Professional Learning and Development Goals and Actions (2,500 words)(B) A critical reflection on two examples of taking a leadership stance and/or application of mentoring skills in your practice, which are contextualised and evaluated in contemporary theories and research in the field (2,000 words)This module is part of the Postgraduate Certificate in Education (International) (PGCEi) which is delivered and fully supported as an online and blended learning programme. The PGCEi is an academic qualification, not a teaching qualification, and therefore does not offer QTS (as recognised in the UK). The programme's design and philosophy is informed by the Teachers' Standards (DfE, UK). It is a postgraduate degree internationally recognised as an advanced level of study and qualification for those wishing to enhance their practice and advance to more senior positions in teaching and educational management, in education organisations and international schools. |

# Assessments

| Assignment Category | Assessment Name | Weight | Exam/Test Length (hours) | Module Learning Outcome Mapping |
|---------------------|-----------------|--------|--------------------------|--------------------------------|
| Portfolio | Professional Portfolio | 100 | 0 | MLO1, MLO2, MLO3 |

# Module Contacts

**Module Leader**

| Contact Name | Applies to all offerings | Offerings |
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**Partner Module Team**

| Contact Name | Applies to all offerings | Offerings |
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