

**Summary Information**

<b>Module Code</b>	7521PORT
<b>Formal Module Title</b>	Critical Reflection and Developing Practice
<b>Owning School</b>	Education
<b>Career</b>	Postgraduate Taught
<b>Credits</b>	20
<b>Academic level</b>	FHEQ Level 7
<b>Grading Schema</b>	50

**Module Contacts**

**Module Leader**

Contact Name	Applies to all offerings	Offerings
Matthew McLain	Yes	N/A

**Module Team Member**

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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**Teaching Responsibility**

<b>LJMU Schools involved in Delivery</b>
LJMU Partner Taught

## Partner Teaching Institution

Institution Name
Portobello Institute

## Learning Methods

Learning Method Type	Hours
Online	20

## Module Offering(s)

Offering Code	Location	Start Month	Duration
OCT-PAR	PAR	October	12 Weeks
OCT_NS-PAR	PAR	October (Non-standard start date)	12 Weeks

## Aims and Outcomes

<b>Aims</b>	To critically examine different perspectives, models and theories of reflective practice and reflexivity, and consider implications for your own professional practice To 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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## Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Critically explore theories and concepts relevant to reflection, reflexivity and personal and professional development in the context of educational practice
MLO2	Review, analyse and critically evaluate your own role(s) as an educational professional and plan appropriate strategies to develop in this area
MLO3	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 reflexivity- Application and critique of theories and models in educational contexts- The impact of personal and cultural values in educational contexts- Identity and Self as an education professional- Responsibilities, leadership stances and mentoring in teaching/education- Professional development review and effective portfolio building

## Module Overview

### Additional Information

This module is part of the Postgraduate Certificate in Education (International) (PGCEi) which is delivered as an online programme. The Professional Portfolio for the assessment 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 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)	Learning Outcome Mapping
Portfolio	Professional Portfolio	100	0	MLO2, MLO1, MLO3