

Module Specification

Module Summary Information

1	Module Title	Foundations of Reflection and Reflective Practice
2	Module Credits	20
3	Module Level	3
4	Module Code	HEL3019
5	Semester Taught	2

6	Module Overview
Reflection and reflective practice are integral to understanding and the development of self. It is therefore fundamental to the development of emotional intelligence. This module will empower you with the foundational skills of becoming a reflective practitioner. This is achieved through the exploration of the theoretical underpinnings of reflection and reflective practice and combined with practical application of that theory into supporting the foundational development of reflective practice skills. Skills developed on this module will be those that underpin individual reflection; those that will enable you to engage in guided reflective dialogue with another person. The key features of this module • Development an understanding of the purpose of reflection. • Development of, and consideration of the theoretical underpinnings of reflection and reflective practice. • Reflection as a practice is embedded within the taught sessions to organically facilitate the reflective process within the individual student. • Facilitation of exploration of self. • Skills orientated. • Students can align the learning and content to their own academic development on the Foundation Year and preparing for their undergraduate studies. • Learn to engage with reflection at an individual level. • Engage and facilitate reflection in another person. Learning Requirements In this module, you should be prepared to engage in the reflective process and to be an active participant in workshop-based sessions that will require reflective dialogue and engagement with fellow peers. Being prepared to undertake pre and post session activity will allow for full participation in each session. This module aligns with the Foundation Year course philosophy and is designed to provide opportunities for students to develop their knowledge, skills, understanding and expectations of learning in higher education in relation to reflective practice. You will have the opportunity to develop skills of enquiry, reflection and problem solving. You will be encouraged to think critically and share experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feedforward aimed at developing your skills and have the opportunity to discuss your progress with the module team.	

7	Indicative Content
This section covers indicative subject matter only. This is not intended as a schedule of learning but as a list of indicative topics that will be taught / covered in the module. • Theories of Reflection • Reflective Frameworks • Self-awareness • Emotional Intelligence • Skills of reflection • Clarke's (2024) The Ten Essential Ingredients of Reflection • Socratic questioning • Guided discovery • Communication Skills • Application to individual professions • Narrative • Storytelling and Story Writing • Reflective writing • Critical / Analytical Thinking Principles	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate debate required at a foundational level.
2	Apply the theories of reflection to the reflective process.
3	Reflect using different modes, i.e., written, cognitive, dialogue.
4	Facilitate reflection with another person through reflective dialogue.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2, 3 & 4	X (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning includes lectures, practical classes and workshops as specified in timetable. For blended learning modules, delivery can include: • In person • Asynchronous (guided, curated content) • Synchronous (live online)	31 hours Breakdown: • In-person: 31 hours	Module is delivered over a 12-week semester. A combination of 2 - 3hr interactive seminars and 1-hour lectures will be delivered over the semester. 30mins tutorials x 2 (formative feedback opportunity)
Directed Learning (non-curated) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30 hours	Students will be asked to engage in reflection after each session, either in written format, cognitively / thoughtfully or with another person and will be set tasks to engage in that will support the subsequent workshop.
Private Study includes preparation for exams	139	These hours will encompass research, reading and engagement in activities that support the compilation of the portfolio and wider reading on reflection.
Total Study Hours	200 hours	

11 Key Texts and Online Learning Resources
A range of key sources are used to support student learning, these are updated regularly and hosted on the VLE. Some key sources can be found below. It will be expected that you do extensive reading to support your learning. Bassot, B. (2016). <i>The Reflective Journal</i>. 2nd Edition (p.6). London: Palgrave. Bolton, G., & Delderfield, R. (2018). <i>Reflective practice; Writing and professional development</i>. London: Sage Brockbank, A., and McGill, I. (1999) <i>Facilitating Reflective Learning in Higher Education</i>. Buckingham, Oxford University Press. Clarke, N.M. (2021): Experience, Deconstruction, Implementation: EDI; A New Approach to Reflective Writing for Academic Purpose. <i>Reflective Practice</i>, DOI: 10.1080/14623943.2021.1946775 Clarke, N. M. (2024) <i>The Student Nurses Guide to Successful Reflection - Ten Essential Ingredients</i>. 2nd Edition. MGrav Hill Education. UK.

Johns C. (2010). Constructing the Reflexive Narrative, in: JOHNS, C. (2010). *Guided Reflection, a Narrative Approach to Advancing Professional Practice*. Second Edition. Blackwell Publishing Ltd.

Ghaye, T., and Lillyman, S. (2006) *Learning Journals and Critical incidents. Reflective Practice for Health Care Professionals*. 2nd Edition. London: Quay Books

McDrury, J., and Alterio, M. (2003) *Learning through Storytelling in Higher Education – Using Reflection and Experience to Improve Learning*. London: Kogan Page

Moon, J., A. (2005) *A Handbook of Reflective and Experiential Learning – Theory and Practice*. London: Routledge

Roberts, M. (2015) *Critical Thinking and Reflection for Mental Health Nursing Students*. London: Sage