

Module Specification

Module Summary Information

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| 1 | Module Title | Profiling learning from prior experience |
| 2 | Module Credits | 20 |
| 3 | Module Level | 7 |
| 4 | Module Code | LBR7692 |
| 5 | Semester Taught | 1, 2 |

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| 6 | Module Overview |
| <p>Reflection and reflective practice continue to be an integral part of health, education and life science (HELS) undergraduate curriculum and subsequent professional practice. Reflection is perceived as integral to the development of the self within the HELS professions, and a notion that is fundamental to the development of emotional intelligence in nurses, allied healthcare and education practitioners. Therefore in-line with the Professional Practice framework philosophy this module through a mode of reflection is an optional module, situated within a flexible pathway that aims to meet the specific academic needs of individual practitioners. A blended learning approach is taken in accord with the university's learning and teaching strategy and the programme's philosophy and aims. The module aims to provide you with the opportunity to critically reflect on and explore learning which has occurred through prior experience. The purpose of this module is to enable and support you to reflect in a written format to produce a piece of reflection that profiles' learning that has occurred from prior experience. This piece can be marked against the assessment criteria, giving you a mark that will contribute towards your award classification, and recognition in the form of credits.</p> <p>Hours of Study: Only a small proportion of your study hours will be spent in the classroom. The rest of the time will be spent in directed and self-directed study and work-based learning. At this level of study, it is expected that you will read widely around the topics areas in addition to engaging with the resources provided via Moodle. Below is a guide of how you may spend your study time. This will vary from student to student, some make take more time in certain areas and others less.</p> <p>The key features of this module</p> <ul style="list-style-type: none"> • Development of heightened understanding of reflection through exploration and analytical consideration of theoretical underpinnings of reflection and reflective practice. • Gaining of university credits for prior non-credit bearing experience. • Self-study. • Facilitation of exploration of self. • Students can align the learning and content to any professional arena. • Student-centred <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible and practice-led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken in line with the university's learning and teaching strategy. You will be encouraged to think critically and share practice 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 academic skills, and have the opportunity to discuss your progress with the module team.</p> | |

| 7 | Indicative Content |
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| <p>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.</p> <ul style="list-style-type: none"> • Theories of reflection • Reflective frameworks • Self-awareness • Emotional intelligence • The Ten Essential Ingredients of reflection • Application to individual professions • Reflective writing • Critical / analytical thinking | |

| 8 | Module Learning Outcomes | |
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| On successful completion of the module, students will be able to: | | |
| | 1 | Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7 |
| | 2 | Position their reflective practice within the theoretical underpinnings of reflection and the reflective process. |
| | 3 | Reflect on and critically analyse and evaluate the learning that has occurred because of experience, within theoretical contexts. |
| | 4 | Utilise the learning gained to disseminate to a wider audience and influence the practice of others. |

| 9 | Module Assessment | | |
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| Learning Outcomes | Coursework | Exam | In-Person |
| 1-4 | Coursework 100% | | |

| 10 | Breakdown Learning and Teaching Activities | | |
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| Learning Activities | Hours | Details of Duration, Frequency and other comments | |
| Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable | 2 | 1 x 2hr module launch | |
| Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 20 | Students will be asked to engage in reflection after each session, either in the written format, cognitively / thoughtfully or with another person and will be set tasks to engage in that will support the subsequent workshop. | |

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| Private Study (PS) includes preparation for exams | 178 | 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 | |

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). *The Reflective Journal*. 2nd Edition (p.6). London: Palgrave.

Bolton, G., & Delderfield, R. (2018). *Reflective practice; Writing and professional development*. SAGE Publications Ltd.

Clarke, N. M. (2017) *The Student Nurses Guide to Successful Reflection - Ten Essential Ingredients*. McGraw Hill Education. UK.

Clarke, N.M. (2021): *Experience, Deconstruction, Implementation: EDI; A New Approach to Reflective Writing for Academic Purpose, Reflective Practice*, DOI: 10.1080/14623943.2021.1946775

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. UK

Todd, G. (2002). *The role of the internal supervisor in developing therapeutic nursing*. Sage Publications.