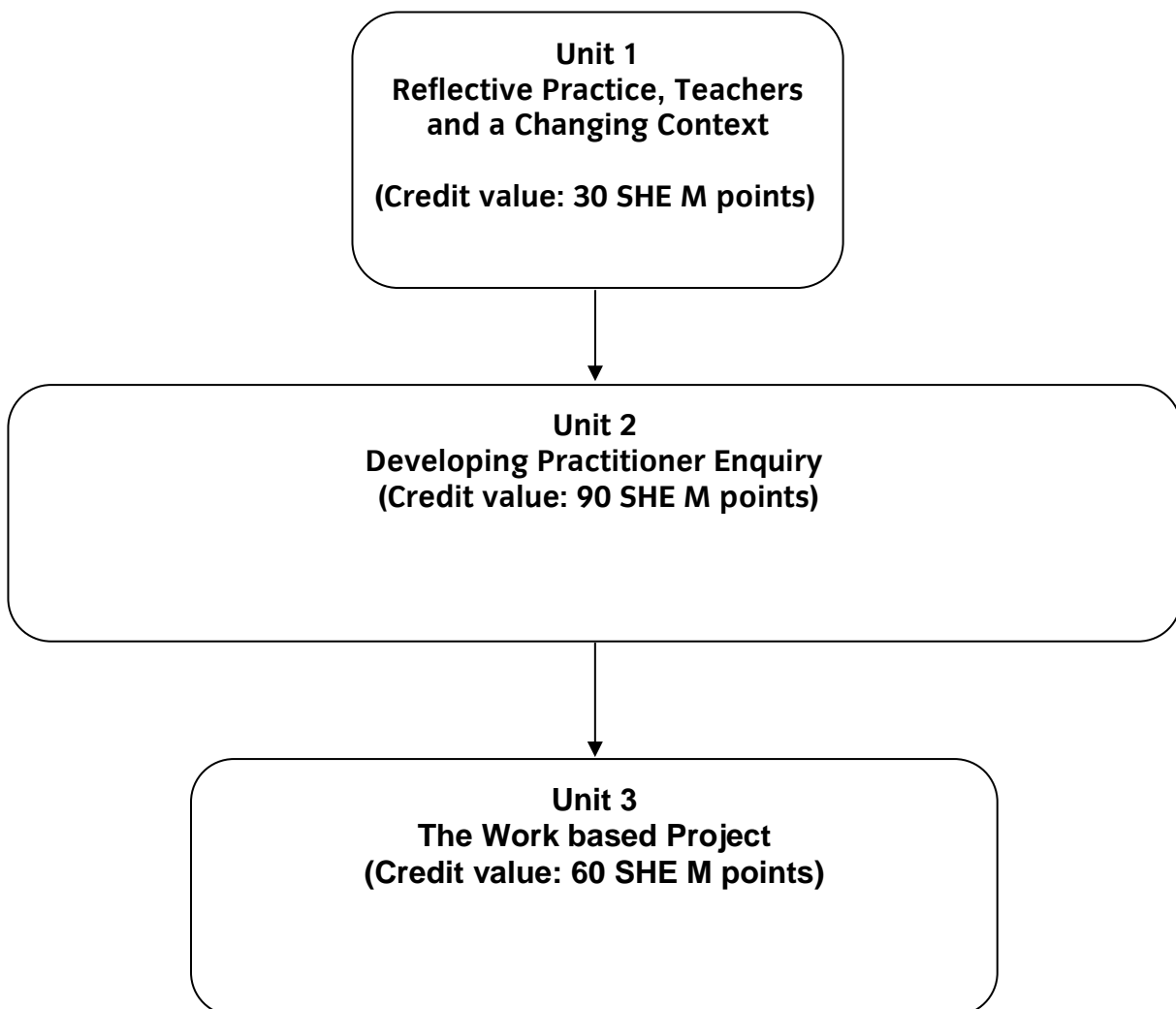


**City & Guilds
Master Professional Practitioner Programme
Programme Structure**



Unit 1
Reflective Practice, Teachers and a Changing Context
(Credit value: 30 SHE M points)

Aims

This Unit aims to allow you to work with the themes of

- Learning from experience and through reflection informed by reading and enquiry
- Principles and requirements of 'enquiry' and 'evidence' led practice
- The role of the accomplished professional as an Adaptive Expert in a Changing Context

Outcomes

On completion of this Unit you will be able to:

Outcome 1: demonstrate a capacity for, and commitment to, personal/professional development based on reflection, work based learning and the processes of 'Professional Review and Development' (PRD)

Outcome 2: review critically their own strengths and development needs in respect of the demands and expectations of a Teacher engaged in Career-Long Professional Learning

Outcome 3: demonstrate a critical understanding of, and a commitment to, the principles and requirements of the reflective, accomplished and enquiring practitioner.

Outcome 4: analyse and evaluate interpretations of the role(s) of the reflective, accomplished and enquiring professional.

Assessment

The assessment of the unit contains three elements:

Element 1 – Reflective Learning and Writing (personal perspective)

You will be required to produce a 'reflective account' – based on a set of personal review and reflection activities. (1250 words)

Element 2 – Evidence led practice – critical reading and professional enquiry

You will be required to produce a report demonstrating your ability to generate evidence to inform your practice from critical reading and professional enquiry. (2500 words)

Element 3 – The Accomplished Practitioner and the Changing Context

You will be required to produce a report of an exploration of the role and expectations of an Accomplished Practitioner in the changing context of Scottish education. (2500 words)

Required Reading

Boyd, Brian (2008), *The Learning Classroom*, Hodder Gibson, Paisley

Benchmarks

To successfully complete the programme you will need to meet the expectations set out in two bench mark documents – The Standard for Career Long Professional Learning, GTCS (2013) and the level descriptor for SCQF Level 11 which is given below.

Performance Expectations of Holders of Level 11 SCQF Awards

- *‘Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;*
- *Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;*
- *Show a comprehensive understanding of techniques applicable to their own research or advanced scholarship;*
- *Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;*
- *Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;*
- *Continue to advance their knowledge and understanding, and develop new skills to a high level;*
- *Show a conceptual understanding that enables the student:*
 - *to evaluate critically current research and advanced scholarship in the discipline, and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses*
 - *to demonstrate the qualities and transferable skills necessary for the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.’*