



University of the
West of England

BRISTOL

MODULE SPECIFICATION

Code: UTLGPR-30-M **Title:** Portfolio of Professional Development **Version:** 1

Level: M **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Standard

Owning Faculty: CAHE **Field:** Secondary Education and Lifelong Learning

Faculty Committee approval: CAC **Date:** May 2011

Approved for Delivery by: *indicate name of affiliated institution if module will only be delivered by them*

Valid from: September 2011 **Discontinued from:**

Contributes towards: MA Education; MA Education (SEN); MA Education (Early Years); MA in Lifelong Learning

Pre-requisites: n/a

Co-requisites: n/a

Entry requirements: *If the module is offered as CPD or stand alone, indicate the entry requirements*

Excluded combinations: n/a

Learning outcomes:

1. drawn upon research and theoretical models, integrated with personal research findings and understandings, in order to develop solutions to practice-based issues related to leadership and management of teaching and learning and/or their specific role (A);
2. identified and critically analysed practice-based teaching and learning issues emergent from change management and innovation in educational practice as a response to new initiatives and/or broader policy implementation and agendas (A);
3. contributed to the distributed leadership and management of teaching and learning and/or to support the management of innovation and change in the classroom and beyond, in order to promote effective impact on outcomes for learners (A);
4. be able to organise and present ideas and information coherently (A);
5. be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (A);
6. be able to work effectively as an independent and self-motivated learner (not formally assessed) (A).

Syllabus outline:

This module aims to enhance students' knowledge, skills and understanding in relation to the effective leadership and management, and/or teaching and learning in their teaching subject specialism or curriculum area or area of professional practice.

Teaching and learning methods:

- Face-to face and e-tutorials
- On-line guidance
- Online-resources

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them

through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List: (see guidance notes)

AVIS, J. (2007) *Education, Policy and Social Justice: Learning and Skills (Continuum Studies in Lifelong Learning)* Continuum.

BUSH, T. & COLEMAN, M. (2000) *Leadership and Strategic Management in Education*. London: Paul Chapman Publishing Ltd.

BUSH, T. (2003) *Theories of Educational Leadership and Management* London: Sage.

FIELD, K. HOLDEN, P. & LAWLOR, H. (2000) *Effective Subject Leadership*. London: Routledge.

FLEMING, P. & AMESBURY, M. (2001) *The Art of Middle Management in Primary Schools: A Guide to Effective Subject, Year and Team Leadership*. London: David Fulton Publishers Ltd.

RITCHIE, R. (2006) *Subject Leadership* Birmingham: National Primary Trust.

STERLING, S. (2001) *Sustainable Education: Re-visioning Learning and Change*, Schumacher Briefing No6, Green Books.

Assessment

Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)

Weighting between components A and B (standard modules only) 100%

ATTEMPT 1

**First Assessment Opportunity (Sit)
Component A**

**Element weighting
100%**

A structured portfolio equivalent to 5000 words including a reflective commentary of not less than 2500 words, associated evidence and a witness statement of authenticity by a line manager. **FINAL**

Assessment Criteria:

A: Conceptual Domain (Core)

LM: The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain

LM: The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

C: Contextual Domain

LM: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)

Component A

Description of each element

Element weighting

Component A

100%

A structured portfolio equivalent to 5000 words including a reflective commentary of not less than 2500 words, associated evidence and a witness statement of authenticity by a line manager.

Assessment Criteria:

A: Conceptual Domain (Core)

LM: The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain

LM: The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

C: Contextual Domain

LM: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

Specification confirmed byDate
(Associate Dean/Programme Director)