



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Portfolio of Professional Development				
Module Code	UTLGPR-30-M	Level	M	Version	1.2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module	Yes
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	October 2014	Valid to			

CAP Approval Date	Nov 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. draw 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 (Component A); 2. identify and critically analyse practice-based teaching and learning issues emergent from change management and/or innovation in educational practice as a response to new initiatives and/or broader policy implementation and agendas (Component A); 3. contribute 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 (Component A); 4. be able to organise and present ideas and information coherently (Component A); 5. be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (Component A); 6. be able to work effectively as an independent and self-motivated learner (not formally assessed) (Component 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.
Contact Hours	<p>The Portfolio of Professional Development is not delivered through lectures and seminars. Other forms of contact and support provided will include:</p> <ul style="list-style-type: none"> • individual tutor support; • student study guidelines pack; • on-line access to digitised readings and other resources; • library access and on-line journals; • access to writing at M Level workshops. <p>Each student will be allocated a personal tutor who will provide one-to-one support, for example, responding to queries, giving formative feedback online for drafts of work to support the students writing at Masters Level, and marking final submissions providing summative feedback.</p>
Teaching and Learning Methods	<p>Scheduled learning includes: Face-to face and e-tutorials On-line guidance Online-resources</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level.
Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</p>
Indicative Reading List	<p>Arends, D. and Kilcher, A (2010) <i>Teaching for Student Learning: Becoming an Accomplished Teacher</i>. Abingdon: Routledge.</p> <p>Arthur, J. and Peterson, A. (2012) <i>The Routledge Companion to Education</i>. London: Routledge.</p> <p>Avis, J. (2007) <i>Education, Policy and Social Justice: Learning and Skills (Continuum Studies in Lifelong Learning)</i> London: Continuum.</p> <p>Fielding, M. and Moss, P. (2010) <i>Radical Education and the Common School: A Democratic Alternative</i> (Foundations and Futures of Education). London: Routledge.</p> <p>Fullen, M. (2009) <i>The Challenge of Change: Start School Improvement Now!</i> 2nd ed. London: Sage.</p>

Hargreaves, A., Lieberman, A., Fullan, M. and Hopkins (2010) *Second International Handbook of Educational Change*. London: Springer.

Hattie, J (2008) *Visible Learning for Teachers Maximizing Impact on Learning*. Abingdon: Routledge.

Hayes, D. (2004) *The Routledge Guide to Key Debates in Education*. London: Routledge.

Knight, O. and Benson, D. (2014) *Creating Outstanding Classrooms: A whole-school approach*. Abingdon: Routledge.

Kruse, S. and Louis, K. (2009) *Building Strong School Cultures: A Guide to Leading Change*. Thousand Oaks, Ca: Corwin Press.

O’Leary, M (2013) *Classroom Observation: A guide to the effective observation of teaching and learning*. Abingdon: Routledge.

Pring, R. (2013) *The life and death of Secondary Education for All: Dream or Reality?* London: Routledge.

Wilson, E. (2013) *School-based Research: A guide for education students*. London: Sage.

Part 3: Assessment

Assessment Strategy

The portfolio will include:

- a critically, analytical commentary on an aspect of professional practice and the impact on the institution/professional practice/policy development/student awareness
- some evidence to support each section
- a reference list using the UWE Harvard system.

Each student will be allocated a tutor to support their studies. Students will meet with their tutor, or contact them via email, for advice and guidance on the evidence required for the portfolio and the reflective commentary.

The Reflective Commentary

In order to demonstrate Masters’ Level in reflecting on practice students will need to:

- Identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references.
- Produce evidence of the nature and quality of personal engagement.
- Give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes, influences contributing to a particular development.
- Demonstrate where appropriate the ability to synthesize and to identify new and imaginative connections.
- Illuminate the development of their awareness, identity and personal philosophy.

The commentary should also demonstrate how they engage with relevant literature. Such engagement is a key feature of work at Masters Level. Identification of relevant literature. This might include regulatory, official or inspection documentation such as National Standards and professional literature such as school policy documents.

	<p>There must also be reference to academic literature to show how you have linked theory to practice.</p> <ul style="list-style-type: none"> • How they were able to engage with literature and how it helped them • to gain insight into their learning and how they were able to use their professional experience to challenge literature where appropriate. <p>Gathering Evidence</p> <p>When writing about the chosen area of practice, students will need to support this with evidence gathered relating to their role. For example, evidence might include:</p> <ul style="list-style-type: none"> • extracts from any personal journal or learning logs; • professional documents drawn up or contributed to in some significant way; • records and evaluations of staff development/awareness; • record of meetings with staff who have been mentored; • teaching observations • professional development action plans; • reflections on the range of professional development opportunities accessed; • evaluation of any contributions to specific aspects of leadership; • other relevant CPD activities. <p>Assessment Criteria for Component A:</p> <p>ALM: Conceptual Domain (Core): 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.</p> <p>CLM: Contextual Domain: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.</p> <p>GLM: Action Domain: The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A	weighting	
A structured portfolio equivalent to 5000 words including a reflective commentary of not less than the equivalent of 2500 words, associated evidence and a witness statement of authenticity by a line manager.	100%	
Component B	weighting	
N/A		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	weighting
A structured portfolio equivalent to 5000 words including a reflective commentary of not less than the equivalent of 2500 words, associated evidence and a witness statement of authenticity by a line manager.	100%
Component B Description of each element	weighting
N/A	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	