Module Specification

Professional Practice

Version: 2023-24, v2.0, 21 Dec 2022

Contents

Part 1: Information

Module title: Professional Practice

Module code: UTLGVT-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Students must spend a significant amount of time teaching and supporting learning in an educational setting relevant to their programme to undertake this module. The amount of time will vary according to the student's circumstances but it will usually involve a minimum of 60 days over the programme with at least 120 hours logged direct teaching to groups of 8 or more.

Features: Not applicable

Educational aims: This module will support students to explore a range of pedagogical approaches in practice and to evidence, reflect on and evaluate their effectiveness in supporting learners to progress according to their specific needs.

Outline syllabus: Students will examine their own practices and evaluate how these might be deepened and extended. This will include focusing on their approach to planning and assessment and reflecting on how these processes might be enhanced to ensure each learner is achieving their full potential. Students will have the opportunity to reflect on their own professional values, skills and attributes and examine how these influence their practice. The importance of safeguarding learners will be considered and the pivotal role that developing relationships with learners plays in promoting pupils' safety, well-being and learning.

Part 3: Teaching and learning methods

Teaching and learning methods: See Learning Outcomes

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a robust applied understanding of a range of appropriate best practice pedagogical approaches used internationally, and use this to evaluate and inform their own practice.

MO2 Critically reflect on and evaluate their professional practice in their context, phase and subject relating to: assessing the learning needs of diverse learners; planning effective teaching and support which promotes high expectations and progress for all learners; and assessing and evaluating the effectiveness of this work.

MO3 Critically appraise the impact of their teaching on the expectations, motivation and progress of learners and have a range of strategies to develop and record this. Identify further professional development needs in response to this.

MO4 Reflect on how their beliefs about education have evolved over time and the impact of these on their professional choices, and on the experiences of learners.

MO5 Apply, critique and adapt professional behaviours appropriate to their context, including keeping children safe and building positive relationships with all stakeholders. Critically evaluate their performance against these.

MO6 Evidence and critically reflect on their professional competencies, usually against relevant English Teachers' Standards, with reference to national and local contexts.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 150 hours

Placement = 120 hours

Face-to-face learning = 30 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/

Part 4: Assessment

Assessment strategy: The assessment will enable students to build evidence, over time, usually against the appropriate English Teachers' Standards, of their progress as teachers in planning, delivering and assessing children's development in an educational setting.   Their portfolio will include a reflection on their professional development and how this has impacted on the progress of the learners. Students will be required to identify their continuing professional development needs. They will also need to submit a log of their days in class and their direct teaching time to groups of 8 or more learners.

Assessment tasks:

Portfolio (First Sit)

Description: Teaching practice, demonstrated through a reflective portfolio which will include:

Critical reflections on a range of evidence from practice, usually aligned to the relevant English Teachers' Standards, with reference to national and local contexts

A log of days in class (usually at least 60 days) and a log of direct teaching hours to groups of 8 or more learners (usually at least 120 hours)

A professional development plan

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Portfolio (Resit)

Description: Teaching practice, demonstrated through a reflective portfolio which will include:

Critical reflections on a range of evidence from practice, usually aligned to the relevant English Teachers' Standards, with reference to national and local contexts

A log of days in class (usually at least 60 days) and a log of direct teaching hours to groups of 8 or more learners (usually at least 120 hours)

A professional development plan.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Post Graduate Certificate in Education International (Secondary) [Frenchay] PGCE 2023-24

Post Graduate Certificate in Education International Early Years [Distance] PGCE 2023-24

Post Graduate Certificate in Education International (Primary) [Frenchay][Distance] PGCE 2023-24