



Module Specification

Professional Studies

Version: 2023-24, v2.0, 31 Jul 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	6

Part 1: Information

Module title: Professional Studies

Module code: UTLGYC-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies, 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: Theories and practices of teaching and learning and professional skills and responsibilities are covered. . They begin to explore underlying themes for the professional studies module, including context, values, wellbeing and relationships.

Features: Not applicable

Educational aims: Develop students' critical, evidence-based understanding of a range of theories and practices of learning and teaching to support all learners to make good progress.

Facilitate students to evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have.

Support students to understand the importance of, and how to build, respectful, positive relationships with children and adults, underpinned by a critical exploration and articulation of their own values, experiences and the impact this can have.

Enable students to critically examine a range of professional skills, understandings and behaviours and their implications to their practice.

Provide opportunities for students to engage with exploration, analysis and articulation of wider issues and debates in education.

Outline syllabus: Statutory responsibilities including Safeguarding

Teacher identities and values

Children's rights

Child/adolescent development

Context of learner's lives

Theories and practices of learning and teaching

Behaviour management

Classroom organisation and environment;

Special Educational Needs and Disabilities

English as an Additional Language

Inclusion

Working with fellow professionals and stakeholders

Evaluating schools

Use of statistical data and planning for school improvement

Part 3: Teaching and learning methods

Teaching and learning methods: Students will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement and

significant independent study. We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate. There is an expectation that students will link their academic studies to their professional development and practice throughout.

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

MO1 Demonstrate a critical, evidence-based understanding of a range of theories and practices of learning and teaching to support all learners to make good progress

MO2 Evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have.

MO3 Understand the importance of building respectful, positive relationships with children and adults, underpinned by a critical exploration and articulation of their own values, experiences and the impact this can have

MO4 Evidence and critically examine a range of professional skills, understandings and behaviours and their implications to their practice.

MO5 Evidence exploration, analysis and articulation of wider issues and debates in education.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 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](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Through a critical engagement with theory and practice, students are encouraged to develop an evidence-informed approach to their selected topic recognising how their own values and beliefs have influenced this. There is one assessment task for this module and this extended written assignment will enable students to develop the account in depth at level 7. A reflexive approach is promoted by the opportunity to reference their own practice, experiences and reading. Plagiarism is addressed by the expectation that students will refer to their own practice and values.

Assessment tasks:

Written Assignment (First Sit)

Description: Written Assignment 001: A critical analysis of teaching strategies from a selection of themes (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

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

Written Assignment (First Sit)

Description: Written Assignment 002: A critical reflection of adaptive teaching strategies (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: Written Assignment 001: A critical analysis of teaching strategies from a selection of themes (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

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

Written Assignment (Resit)

Description: Written Assignment 002: A critical reflection of adaptive teaching strategies (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

International with Qualified Teacher Status Primary (5-11) [Frenchay][Distance]
PGCE 2023-24

International with Qualified Teacher Status Secondary (11-16) [Frenchay][Distance]
PGCE 2023-24