Module Specification

Professional Practice

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Part 1: Information

Module title: Professional Practice

Module code: UTLGVT-30-3

Level: Level 6

For implementation from: 2026-27

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: This Professional Practice module provides the structure for students to reflect on their pedagogy in daily practice and how this is underpinned by relevant theoretical understanding, subject knowledge, ethical principles and inclusive practice. It provides students with the model to continue to develop their practice and professional identity beyond the programme.

Students must be in a teaching role to undertake this module. The amount of time

will vary according to the student's circumstances but it will usually involve a minimum of 120 days over the programme.

Features: The main site of learning is the student workplace. The module provides structures and spaces for students to reflect on their daily practice and teaching.

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.

This will allow students to develop practices that will support their continued development beyond the programme.

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 developing adaptive practice and inclusion. 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: This module will offer structures and models for students to use in the reflection and development of their professional practice.

Students will be reflecting in and on practice supported by in-setting tutors and module tutors to ensure practice is underpinned by theory and research.

Learning will include:
professional practice in own context,
observation of practice
group and individual tutorials,

lectures,
formative feedback,
and independent reflection.

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

MO1 Demonstrate and critically evaluate evidence-based approaches to teaching and learning that support the academic, social, and emotional progress of all learners.

MO2 Apply subject-specific knowledge, curriculum understanding, and pedagogical strategies to plan, teach, and assess effectively for diverse learner needs.

MO3 Demonstrate professional values, communication skills, and the ability to build positive, respectful relationships with children, colleagues, and families.

MO4 Critically reflect on personal and professional development, using creativity, empathy, and self-evaluation to shape future-facing, inclusive teaching practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 150 hours

Placement = 120 hours

Staff-guided learning = 30 hours

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/index.html

Part 4: Assessment

Assessment strategy: Assessment task: Portfolio (equivalent 5,000 words)

The assessment will enable students to build evidence, over the course, against the appropriate Teachers' Standards, of their professional progress 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 providing an authentic assessment experience. 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.

This will contain evidence demonstrating the quality of professional practice including:

teaching hours,
lesson plans,
lesson evaluations,
reflections,
mentor notes and responses (providing regular formative feedback),
observations,
and personal development plans.

Regular meetings with school mentors will provide formative feedback and opportunities for target setting.

Assessment tasks:

Portfolio (First Sit)
Description: Teaching practice, demonstrated through a reflective portfolio which will include evidence of planning delivery and reflection and a professional development plan. (equivalent to 5000 words)
Weighting: 0 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Teaching practice, demonstrated through a reflective portfolio which will include evidence of planning delivery and reflection and a professional development plan. (equivalent to 5000 words)
Weighting: 0 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

iPGCE Early Years Education (with Assessed Practice) [Online] iPGCE 2026-27

iPGCE Primary Education (with Assessed Practice) [Online] iPGCE 2026-27

iPGCE Secondary Education (with Assessed Practice) [Online] iPGCE 2026-27