



MODULE SPECIFICATION

Part 1: Information			
Module Title	Reflective Practice for New Teachers		
Module Code	UTLGJ4-30-M	Level	M
For implementation from	Oct 2014		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning
Department	Education and Childhood		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The 'syllabus' for the induction year is shaped by NCTL Induction Standards for NQTs, building upon the Qualified Teacher Status Standards.</p> <p>Priority areas for development will relate to the particular strengths and weaknesses of individual NQTs, but will encompass issues to do with professional values and practice; knowledge and understanding; and teaching.</p>
Part 3: Assessment
<p>The portfolio will include:</p> <ul style="list-style-type: none"> • a critically, analytical commentary on an aspect of professional development as a newly qualified teacher in early teaching experiences • evidence to support each section • a reference list using the UWE Harvard system <p>The Reflective Commentary</p> <p>In order to demonstrate Masters' Level in reflecting on practice, students will need to:</p> <ul style="list-style-type: none"> • Identify and define the chosen area of development of teaching practice in relation to theoretical and other contexts / frameworks / references. • Produce evidence of the nature and quality of personal engagement. • Give evidence of systematic, critical reflection and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and the motives, causes and influences contributing to a particular development.

- Demonstrate, where appropriate, the ability to synthesise and identify new and imaginative connections.
- Illuminate the development of their awareness, identity and personal philosophy in relation to being a newly qualified teacher.

The reflective commentary (or commentaries) should also demonstrate engagement 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, frameworks and professional literature such as institutional policy documents. There must also be reference to academic literature, both recent and seminal texts, to show links from theory to practice.
- Engagement with literature should show how it has helped with gaining insight into personal learning and how it is possible to use professional experience to challenge literature where appropriate.

Gathering Evidence

The commentary should be supported with pertinent appendix material including:

- extracts from any personal journal or learning logs;
- professional documents drawn up to contribute to the role of teacher in a significant way, such as teaching and learning plans and resources
- records and evaluations of staff development / training
- record of meetings with colleagues
- action plans for personal professional development
- reflections on the range of professional development opportunities accessed
- other relevant CPD activities

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.

Assessment Criteria:




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.

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.

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.

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

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. A structured portfolio equivalent to 5000 words including a reflective commentary of no less than 2,500 words, associated evidence and a witness statement of authenticity by a line-manager.	100%	
Component B Description of each element	Element weighting	

1.N/A																																				
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Component B Description of each element	Element weighting																																			
1.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.																																				
Part 4: Learning Outcomes & KIS Data																																				
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • have undertaken an induction support programme for Newly Qualified Teachers (NQTs) (Component A); • have either utilised two professional progress review points under the assessment framework for DfE (2014) <i>Induction for newly qualified teachers (England)</i>; or have utilised the school/ college setting's professional development programme to support their professional development, as appropriate (Component A); • have collected and critically reflected upon a range of evidence about progression through their induction year (Component A); • have shown critical awareness of how to identify and evaluate classroom evidence and to use this evidence to inform their teaching development (Component A); • have planned effectively for associated action on the basis of critical reflection and evidence, (Component A); • be able to evidence their support needs as an NQT and show awareness of where and how to access support as a teacher, including the use of a critical friend in the process of development (Component A); • be able, as critical and reflective practitioners, to write a reflective commentary on their professional learning through the induction period, with reference to the relationship between theory and practice in complex situations (Component A); • be able to engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently, including the capacity to communicate the processes and outcomes of their learning (Component A). 																																			
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Key Information Set - Module data										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a;																																			

Total Assessment	<p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>											
	Total assessment of the module:											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="width: 30%; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>				Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading List	Link to electronic read list											

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First Approval Date (and panel type)	Nov 2014			
Revision ASQC Approval Date		Version	4	Link to RIA