Module Specification

Portfolio of Professional Development

Version: 2023-24, v2.0, 20 Apr 2023

Contents

Part 1: Information

Module title: Portfolio of Professional Development

Module code: UTLGPR-60-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

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: Not applicable

Features: Not applicable

Educational aims: In addition to Learning Outcomes: On successful completion of this module students will be able to work effectively as an independent and self-motivated learner.

Outline syllabus: 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.

Part 3: Teaching and learning methods

Teaching and learning methods: e Portfolio of Professional Development is not delivered through lectures and seminars. Other forms of contact and support provided will include:

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

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.

Scheduled learning includes:

Face-to face and e-tutorials

On-line guidance

Online-resources

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

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

> **MO1** 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
>
> **MO2** 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
>
> **MO3** 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
>
> **MO4** Be able to organise and present ideas and information coherently
>
> **MO5** Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning

Hours to be allocated: 600

Contact hours:

> Independent study/self-guided study = 456 hours
>
> Face-to-face learning = 144 hours
>
> Total = 600

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/modules/utlgpr-60-m.html

Part 4: 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.

There must also be reference to academic literature to show how you have linked theory to practice. 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.

Gathering Evidence

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:

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;

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.

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.

Assessment components:

Portfolio (First Sit)
Description: A structured portfolio equivalent to 10000 words including a reflective commentary of not less than the equivalent of 5000 words, associated evidence and a witness statement of authenticity by a line manager.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (Resit)

Description: A structured portfolio equivalent to 10000 words including a reflective commentary of not less than the equivalent of 5000 words, associated evidence and a witness statement of authenticity by a line manager.

Weighting: 100 %

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:

Education [Distance] MA 2023-24