UWE | University of the West of England Bristol

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Leading Learning					
Module Code	UTLGA9-30-M		Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	Yes
Owning Faculty	Arts, Creative Industries and Education		Field		Secondary Education and Lifelong Learning	
Department	Education and Childhood		Module Type		Standard	
Contributes towards	PG Cert Education PG Cert Teaching and Learning in Higher Education PG Cert Teaching and Learning in Higher Education (Nurse/Midwife Teacher) PG Dip Education MA Education					
Pre-requisites	None		Co- requisites		None	
Excluded Combinations	None		Module Entry requirements		None	
Valid From	September 2019		Valid to			

CAP Approval Date ASQC Approval Date	Jan 2019 22/05/2019	
Part 2: Learning and Teaching		
Learning Outcomes	On successful completion of this module students will be able to: 1. evidence and critically analyse a significant learning event or project which you have had a leading role in (Component A); 2. identify and reflect critically on the significance of relevant contextual factors on this learning event or project (Component A); 3. show through reflective commentary that they can critically analyse and evaluate the relationship between theory and practice in the workplace (Component A); 4. Articulate the impact on their professional practice of the significant learning event or project (Component A).	
Syllabus Outline	The module will encourage: • an exploration of what constitutes a 'learning opportunity' of an appropriate level; • an autobiographical perspective on professional learning adopting reflective/reflexive writing approaches; • Identification of evidence of professional learning and presentation skills for an	

	effective portfolio.
Contact Hours	Learning and teaching on this module is through a series of workshop activities in collaboration with peers to explore the range of possible sources for a portfolio presentation, and to articulate the relevant professional learning that has accrued. Other forms of contact and support provided will include: • individual or small group tutorials for guidance on the scope and layout of the portfolio • individual tutor support • student study guidelines pack / handbook • on-line access to digitised readings and other resources • library access and on-line journals • Access to writing at M Level workshops.
Teaching and Learning Methods	The module teaching and learning methods will comprise: • induction workshop • structured portfolio guidance, complemented by support workshops • individual tutorials (face-to-face and e-tutorials) • online-resources • scheduled learning tutorials Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.
Key Information Sets Information	N/A for M Level
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.
Indicative Reading List	Please see this link for the current reading list.

Part 3: Assessment	
Assessment Strategy	Students will provide a portfolio of evidence including a written commentary. The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted to assessment for other modules within the intended programme **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.

Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A portfolio evidencing professional learning from experience, the written commentary not to exceed the relevant word length for an associated module of comparable size (5,000 words).	100%
Component B **Description of each element**	**Element weighting**
N/A	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A portfolio evidencing professional learning from experience, the written commentary not to exceed the relevant word length for an associated module of comparable size (5,000 words).	100%
Component B **Description of each element**	**Element weighting**
N/A	

STUDENT AND ACADEMIC SERVICES

Learning Outcomes	On successful completion of this module students will be able to: • *identify significant learning events in their professional development of appropriate scope and/or depth of enquiry (Component A);* • *demonstrate congruence with intended programme aims and learning outcomes (Component A);* • *articulate clearly the learning outcomes associated with those learning events and to critically analyse and/or evaluate the significance of that learning to their professional development, synthesising and /or transforming associated ideas in the development of a line of argument (Component A);* • *reflect upon their professional learning in context, to identify the significance of relevant contextual factors, engaging critically with that contextual significance (Component A);* • *show through reflective commentary that they can analyse and evaluate the relationship between theory and practice in the workplace and critically evaluate their professional development needs and/or outcomes (Component A);* • *take independent and self-critical responsibility for own work (Component A); evidence their learning from experience (Component A);* seec.org.uk Learning Outcomes guidance
Key Information Sets Information (KIS)	**Key Information Set - Module data** *Number of credits for this module* — 30 (see table below)

Key Information Set - Module data

Number of credits for this module			30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; **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)
Total Assessment	Total assessment of the module: | Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%	
Reading List	Link to electronic read list

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.				
First Approval Date (and panel type)	Jan 2019			
Revision ASQC Approval Date		Version	1	*Link to RIA*