MODULE SPECIFICATION FORM

Module Title: Developing Professional Practice	Level: 4	Credit Value: 20

Module code: EDC433 (if known)	Cost Centre: GAEC	JACS3 code*: X300

Trimester(s) in which to be offered: 1/2	With effect from: September 2017

Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 1

Existing/New: New	Title of module being replaced (if any):

Originating Academic Business Division:	School of Social and Life Sciences	Module Leader:	Judith Ellwood

Module duration (total hours)**:	200	Status: core/option (identify programme where appropriate):	Core in the BA (Hons) Education (ALN/SEN and BA (Hons) Education (Counselling Skills and Psychology)
Scheduled learning & teaching hours	40		
Independent study hours	140		
Placement hours	20		

Programme(s) in which to be offered: BA (Hons) Education (ALN/SEN) and BA (Hons) Education (Counselling Skills and Psychology	Pre-requisites per programme (between levels):

Module Aims: (Include any skills and attributes which may be developed but are not necessarily assessed)
This module aims to enable students to:
- observe and engage with the work in educational settings;
- explore the roles of professionals in educational settings, and
- reflect on their own personal and professional experiences and practices.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Identify and explain the organisational features of educational settings (KS 1, 4, 6);
2. Discuss the roles and responsibilities of professional practitioners within educational settings (KS 1, 2, 4, 6);
3. Reflect on and evaluate learning from placement (KS 1, 2, 3, 4, 5, 6, 8, 9);
4. Set goals for personal and professional development (KS 1, 3, 4, 5, 8, 9).

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

Assessment:

A 30 minute presentation (20 minutes, then 10 minutes Q and A), together with an accompanying documentation (copy of presentation together with associated reference list), to a group of peers based on the reflections of a work based placement in an educational setting. Underpinned with academic theory, the presentation should include an evaluation of the following: organisational features of the setting; roles and responsibilities of different professional practitioners; reflection of key personal/professional learning and; goals for future personal/professional development.

Assessment number	Learning outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Presentation	100%	N/A	3000

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used, including lectures, workshops, role play, observation, group and individual tutorials, directed study tasks (may be individual or collaborative group tasks) and pre- and post-placement briefings. Students will also be expected to make full use of the University's library and VLE (Moodle) to enhance their study.

This module draws specifically on placement experiences (usually four weeks). Whilst on placement, students will work and learn with/alongside professionals within the placement setting, under the guidance of workplace mentors. Students will engage in practical tasks, observing the practice of others, evaluating and reflecting on their experiences and practices. University based Liaison Tutors will liaise with workplace mentors and visit during the placement to support students and settings.

Syllabus outline:

- How educational settings are organised and function;
- Roles, responsibilities and expectations within educational settings;
- Individual and professional attributes;
- The structure of the school curriculum;
- The learning environment;
- Observing learning, teaching and assessment;
- Healthy and inclusive schools;
- Child protection and safeguarding;
- From theory to practice in educational settings;
- Preparing for and reflecting on placement (personally and professionally) and setting goals for future development.

Bibliography:

Essential reading:

Bates, B. (2016), *Learning Theories Simplified.* London: Sage.

Buckler, S. and Castle, P. (2014), *Psychology for Teachers.* London: Sage.

Denby, N. ((2015), *Training to Teach.* London: Sage.

Sellars, M. (2014), *Reflective Practice for Teachers.* London: Sage.

Other indicative reading:

Gilbert, I. (2012), *Essential Motivation in the Classroom.* Second Edition. London: Routledge.

Goepel, J., Childerhouse, H. and Sharpe, S. (2015), *Inclusive Primary Teaching.* Second Edition. Northwich: Critical Publishing.

Gov.UK (2014), *National Curriculum.*
https://www.gov.uk/government/collections/national-curriculum

Gray, C. and MacBlain, S. (2012), *Learning Theories in Childhood.* London: Sage.

Hansen, A. (2012), *Primary Professional Studies.* Exeter: Learning Matters.

Hayes, D. (2012), *Foundations of Primary Teaching.* Fifth Edition. Exeter: Learning Matters.

Welsh Government (2014), *The School Curriculum.*
http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculum forwales/?lang=en