Module specification

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Module Code	EDS749
Module Title	Professional Learning Part 2
Level	7
Credit value	20
Faculty	SLS
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Certificate in Education (PcET)	Core Module

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	6 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	21 hrs
Placement / work based learning	50 hrs
Guided independent study	129 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3rd August 2021
With effect from date	Sept 21
Date and details of revision	16/03/2022 – updated LOs and indicative learning tasks
Version number	2

Module aims

The module aims to assist student's development and understanding during critical incidents in practice that can impact students and the organisations development.

Learners will be expected to use critical reflection models to identify, analyse and discuss the topic, making recommendations for future practice and support their own role once in employment.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically reflect on a critical incident and the impact on own professional learning using online blogging resources.
2	Critically reflect on policies, procedures and/or guidelines and synthesise this with experience from your practice to conceptualise the effectiveness of policy in influencing practice.
3	Critically evaluate feedback and personal reflection from observations of own teaching practice and demonstrate how this evaluation synthesises with contemporary educational research.
4	Critically discuss interventions and strategies to support the diverse needs of learners in own practice and demonstrate how these synthesise with contemporary educational research.

Assessment

Indicative Assessment Tasks:

Learning Logs/Journals:

- Two reflective blogs - Students will reflect on their own professional development through the use of an online blog/journal.

    (1000 words approximately)

Reflective Practice will include:

- A reflection on policy, procedures and/or guidelines which demonstrates synthesis between policy documents and teaching practice.
- An overall reflection, informed by ongoing formative self-evaluations and current research, which critically evaluates personal developments in teaching practice.
- A strategy designed to support the needs of a diverse range of learners, which draws upon own experience in practice and contemporary research.

    (3000 words approximately)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Learning logs/journals	Pass/refer
2	2, 3, 4	Reflective Practice	Pass/refer

Derogations

As per the academic regulations for this programme all elements must be passed in order to gain an overall pass in the module.

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF), The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning. In addition, work-based learning and observation of teaching practice will support students understanding of theory and practice in context.

Indicative Syllabus Outline

- Professional standards for teachers in post-compulsory education and training (Wales and England).
- Auditing own learning needs in relation to initial professional development.
- Roles and Responsibilities of teachers in post-compulsory education and training.
- Study Skills
- Identifying the characteristics of effective learning and teaching.
- Developing skills of evaluation, reflection and critical thinking through enquiry-based methodologies.
- Principles and processes underpinning peer observation and the reflective process. Collaborative learning and its relationship to the enhancement of quality.
- Policies, procedures and guidelines associated with the role of a professional within post-compulsory education and training.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Gardner, F. (2014), *Being Critically Reflective*. London: Palgrave Macmillan

Other indicative reading

Carr, D. (2003), *Making Sense of Education: An introduction to the philosophy and theory of education and training*. Abingdon: Routledge.

Light, G., Cox, R. and Calkins, S. (2014), *Learning and Teaching in Higher Education*. London: Sage.

Mezirow, J. (1991), *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through

the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication