

Liverpool John Moores University

Title: Becoming a Professional Teacher
Status: Definitive
Code: **7118PBEC** (125912)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Sarah Hindhaugh	Y
Elizabeth Malone	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 60
Total Learning Hours: 200 **Private Study:** 260

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	10
Placement/Practice	120
Seminar	40
Tutorial	10

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	VIVA	Triangulation: viva at the end of the placement experience, supported by a portfolio of the required files	80	
Reflection	CEDP	Career Entry and Development Portfolio (CEDP)	20	

Competency	Teaching Practice
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Aims

To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national Teachers' Standards relating to Qualified Teacher Status (QTS).

Strategic planning and evaluation of school-based practice

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate conceptual and procedural knowledge as outlined in professional standards, including conduct and the wider responsibilities
- 2 Evaluate the impact of relevant and up-to-date subject knowledge, pedagogy and didactics on learning and progress
- 3 Critically reflect on learning, teaching and assessment and the implications for early career professional development

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Triangulation and files	1	2	3
Reflection	3		
Teaching Practice	1	2	3

Outline Syllabus

Professional studies and contemporary policy and practice, including an overview of professional and legal requirements relating to teachers' responsibilities.

The Teachers' Standards for QTS and the professional code of conduct.

Identification of targets for Initial Teacher Education (ITE) and early career development, including induction for Newly Qualified Teachers (NQTs)

Learning Activities

Briefings: phase expectations and placement surveys

Conferences: professional issues, wellbeing, careers

Tutorials: group and individual tutorials, and liaison visits for co-observation and triangulation.

Tracking the Teachers' Standards

Recommendation for QTS

Notes

This module focuses on the teaching placement (minimum 120 days) in a Home School and Alternate Placement, including the tracking and recording of mentoring and progress against the Teachers' Standards. To pass the module and meet the competency requirements, trainees must pass the placement experience and triangulation process, with evidence of progress recorded in the LJMU ITT Tracker, QTS Training and Development File and Placement Experience Files. Trainees must also complete a Career Entry and Development Profile (CEDP) outlining targets for early career development.