CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Beginning Professional Practice					
Module Code	UTTGQV–30-1		Level	1	Version	2
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE) (UK and Villa College routes) BA Hons Early Childhood (Villa College route)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice	
Pre-requisites	none		Co- requisites	UTTGQU-30-1		
Excluded Combinations	none		Module Entry requirements	none		
Valid From	September 2016		Valid to	September 2018		

CAP Approval Date	04/05/2012 30/05/2013 20/05/2014 July 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will demonstrate progress towards meeting part two of the professional Teachers' Standards (2012). In particular, they will begin to: 1. demonstrate consistently high standards of personal and professional conduct required of teachers (A); 2. establish a safe and stimulating environment for children (A); 3. treat children with dignity, building relationships rooted in mutual respect (A); 4. set appropriate learning goals for groups of children (A); 5. demonstrate consistently the positive attitudes, values and behaviour which are expected of children (A); 6. demonstrate an emergent knowledge and understanding of how children learn and how this impacts on teaching (A); 7. demonstrate emergent subject and curriculum knowledge (A); 8. when teaching early reading, demonstrate a developing understanding of systematic synthetic phonics (A);

	9. when teaching early mathematics, demonstrate an emergent understanding of appropriate teaching strategies in number and calculation (A);
	10. Begin to gather evidence to demonstrate pupils' progress over time and the trainee's impact on this.(A)
	11. reflect systematically on the effectiveness of sessions, approaches to teaching and learning, professional development and teacher identity (A).
	12. take responsibility for promoting good and courteous behaviour, in accordance with the school's behaviour policy (A).
Syllabus Outline	Subject knowledge development, workshops and audits, particularly in English (phonics) and mathematics (number operations)
	Preparation for school-based training – personal target setting
	School based training across two age phases in one or more settings.
	Professional reflective log of learning.
	Work relating learning days – reflection on learning in school: Behaviour for learning.
Contact Hours/Scheduled Hours	Contact time for this module will take the form centre-based training in preparation for the placement experience, including lectures, seminars, tutorials, online engagement and e-mail contact.
	The supervised work-based learning experience will be the equivalent of approximately six weeks in placement in schools/other settings.
	The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.
	Whole cohort events: 22 hours
	Smaller group events (seminars, tutorials, presentations):39 hours
	Guided study (group and individual tasks, including online engagement): 11 hours
	Total centre-based training: 72 hours
	Supervised work-based learning: 6 week placement (full-time attendance)
	Contact hours and patterns of delivery for Villa route may vary.
Teaching and Learning Methods	Preparation workshops, seminars, demonstrations, lectures, tutorials. School-based training, including focused immersion experiences.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

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	48	180	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading Strategy	Further reading will be recommended throughout the module and students are encouraged to make use of the publications in the library as well as e-books to support trainee teachers. There are publications, including e-books which support trainee teachers on practice.
Indicative Reading List	Kyriacou, C (2007) *Essential Teaching Skills* Cheltenham: Nelson Thornes (available as e-book) Pollard, A. (2014) Readings for Reflective Teaching in Schools. London: Bloomsbury Gray, C. and Macblain, S. (2012) Learning theories in childhood. London: Sage A range of current and relevant text and web-based policy and curriculum documents from the Department for Education, the Office for Standards in Education and Teaching Agency.

Part 3: Assessment
Assessment Strategy	Assessment against the relevant professional Teachers' Standards is undertaken by a qualified practitioner. Students are required to demonstrate their emerging competence in professional settings, on a pass/fail basis. Practitioner judgements are moderated by University tutors.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities and collation of relevant documentation in professional portfolios.	Pass/Fail

Resits are not automatically granted and are subject to the recommendation of the award board.	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities and collation of relevant documentation in professional portfolios.	Pass/Fail
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	