



Module Specification

Beginning Professional Practice

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Part 1: Information

Module title: Beginning Professional Practice

Module code: UTTGQV-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: Teaching and Learning 2023-24

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: On successful completion of this module students will demonstrate progress towards meeting part two of the professional Teachers' Standards (2012).

Outline syllabus: 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.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods include: Preparation workshops, seminars, demonstrations, lectures, tutorials. School-based training, including focused immersion experiences.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate consistently high standards of personal and professional conduct required of teachers

MO2 Establish a safe and stimulating environment for children

MO3 Treat children with dignity, building relationships rooted in mutual respect

MO4 Set appropriate learning goals for groups of children

MO5 Demonstrate consistently the positive attitudes, values and behaviour which are expected of children

MO6 Demonstrate an emergent knowledge and understanding of how children learn and how this impacts on teaching

MO7 Demonstrate emergent subject and curriculum knowledge

MO8 When teaching early reading, demonstrate a developing understanding of systematic synthetic phonics

MO9 When teaching early mathematics, demonstrate an emergent understanding of appropriate teaching strategies in number and calculation

MO10 Begin to gather evidence to demonstrate pupils' progress over time and the trainee's impact on this

MO11 Reflect systematically on the effectiveness of sessions, approaches to teaching and learning, professional development and teacher identity

MO12 Take responsibility for promoting good and courteous behaviour, in accordance with the school's behaviour policy

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 48 hours

Placement = 180 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgqv-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgqv-30-1.html>

Part 4: 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.

Assessment components:

Practical Skills Assessment (First Sit)

Description: 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.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Practical Skills Assessment (Resit)

Description: 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.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO2, MO3, MO4, MO5,
MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education (ITE) [Villa] BA (Hons) 2023-24