



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Beginning Professional Practice in Primary Education				
Module Code	UTTQV-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	none		Co- requisites	UTTQV-30-1	
Excluded Combinations	none		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will demonstrate progress towards meeting the professional Teachers' Standards (2012). In particular, they will begin to:</p> <ol style="list-style-type: none"> 1. Demonstrate consistently high standards of personal and professional conduct required of teachers; (A & B) 2. Establish a safe and stimulating environment for children; (B) 3. Treat children with dignity, building relationships rooted in mutual respect; (B) 4. Set appropriate learning goals for groups of children; (B) 5. Demonstrate consistently the positive attitudes, values and behaviour which are expected of children; (B) 6. Demonstrate an emergent knowledge and understanding of how children learn and how this impacts on teaching; (A & B) 7. Demonstrate emergent subject and curriculum knowledge; (A & B) 8. When teaching early reading, demonstrate a developing understanding of systematic synthetic phonics; (A & B) 9. When teaching early mathematics, demonstrate an emergent understanding of appropriate teaching strategies in number and calculation; (A & B)

	<p>10. Reflect systematically on the effectiveness of sessions and approaches to teaching; (A & B)</p> <p>11. Take responsibility for promoting good and courteous behaviour, in accordance with the school's behaviour policy. (B)</p>
Syllabus Outline	<p>Subject knowledge development, workshops and audits, particularly in English (phonics) and mathematics (number operations)</p> <p>Preparation for school-based training – personal target setting</p> <p>School based training across two age phases in one or more settings.</p> <p>Professional reflective log of learning.</p> <p>Work relating learning days – reflection on learning in school: Behaviour for learning.</p>
Contact Hours/Scheduled Hours	<p>Equivalent of approximately six weeks in schools and other settings;</p> <p>Centre-based training in preparation for placement experience.</p>
Teaching and Learning Methods	<p>Preparation workshops, seminars, demonstrations, lectures, tutorials.</p> <p>School-based training, including focused immersion experiences.</p>
Reading Strategy	<p>Further reading is not essential for this module, but students should be referred to the indicative sources and readings suggested in the co-requisite module Graduate and Professional Learning 1, and modules Introducing Knowledge for Teaching 1 and 2. In addition, there are publications, including e-books which support trainee teachers on practice.</p>
Indicative Reading List	<p>Kyriacou, C (2007) <i>Essential Teaching Skills</i> Cheltenham: Nelson Thornes (available as e-book)</p> <p>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.</p>

Part 3: Assessment

Assessment Strategy	<p>A short viva prior to final block of practice ensures students demonstrate engagement with the programme, developing their subject and pedagogical knowledge, documented within professional filing systems. 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.</p>
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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)	
Viva – preparation for practice To include evidence of satisfactory development of subject and pedagogical knowledge, attendance and engagement with the programme	Pass / fail only	
Component B Description of each element	Element weighting (as % of component)	
Satisfying the Learning Outcomes specified in the module over a period of time, evidenced to an appropriately qualified practitioner by observations, teaching and the students' professional training file.	Pass/ fail only	

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)	
Viva – preparation for practice To include evidence of satisfactory development of subject and pedagogical knowledge, attendance and engagement with the programme	Pass / fail only	
Component B Description of each element	Element weighting (as % of component)	
Satisfying the Learning Outcomes specified in the module over a period of time, evidenced to an appropriately qualified practitioner by observations, teaching and the students' professional training file.	Pass / fail only	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		