



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Beginning Professional Practice in Primary Education				
Module Code	UTTGVQV-30-1		Level	1	Version 1.3
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies	
Contributes towards	BA (Hons) Primary Education (ITE)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	none		Co- requisites	UTTGVQU-30-1	
Excluded Combinations	none		Module Entry requirements	none	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/2012 30/05/2013 20/05/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>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:</p> <ol style="list-style-type: none"> 1. demonstrate consistently high standards of personal and professional conduct required of teachers; 2. establish a safe and stimulating environment for children; 3. treat children with dignity, building relationships rooted in mutual respect; 4. set appropriate learning goals for groups of children; 5. demonstrate consistently the positive attitudes, values and behaviour which are expected of children; 6. demonstrate an emergent knowledge and understanding of how children learn and how this impacts on teaching; 7. demonstrate emergent subject and curriculum knowledge; 8. when teaching early reading, demonstrate a developing understanding of systematic synthetic phonics;

	<div>9. when teaching early mathematics, demonstrate an emergent understanding of appropriate teaching strategies in number and calculation;</div> <div>10. reflect systematically on the effectiveness of sessions, approaches to teaching and learning, professional development and teacher identity.</div> <div>11. take responsibility for promoting good and courteous behaviour, in accordance with the school's behaviour policy.</div>																									
Syllabus Outline	<div>Subject knowledge development, workshops and audits, particularly in English (phonics) and mathematics (number operations)</div> <div>Preparation for school-based training – personal target setting</div> <div>School based training across two age phases in one or more settings.</div> <div>Professional reflective log of learning.</div> <div>Work relating learning days – reflection on learning in school: Behaviour for learning.</div>																									
Contact Hours/Scheduled Hours	<div>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.</div> <div>The supervised work-based learning experience will be the equivalent of approximately six weeks in placement in schools/other settings.</div> <div>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</div> <div>Whole cohort events: 22 hours</div> <div>Smaller group events (seminars, tutorials, presentations):39 hours</div> <div>Guided study (group and individual tasks, including online engagement): 11 hours</div> <div>Total centre-based training: 72 hours</div> <div>Supervised work-based learning: 6 week placement (full-time attendance)</div>																									
Teaching and Learning Methods	<div>Preparation workshops, seminars, demonstrations, lectures, tutorials.</div> <div>School-based training, including focused immersion experiences.</div>																									
Key Information Sets Information	<div>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.</div> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>48</td><td>180</td><td>300</td></tr></table> <div>The table below indicates as a percentage the total assessment of the module which</div>	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
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	<p>constitutes a -</p> <p>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</p> <p>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:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>100%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			0%	Practical exam assessment percentage			100%				100%
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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	<p>Kyriacou, C (2007) <i>Essential Teaching Skills</i> Cheltenham: Nelson Thornes (available as e-book)</p> <p>Pollard, A. (2014) <i>Readings for Reflective Teaching in Schools</i>. London: Bloomsbury</p> <p>Gray, C. and Macblain, S. (2012) <i>Learning theories in childhood</i>. London: Sage</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	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)	
Satisfying the learning outcomes specified in the module over a period of time, evidenced to an appropriately qualified practitioner by observations, teaching and successful collation of relevant documentation in professorial files.	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)	
Satisfying the learning outcomes specified in the module over a period of time, evidenced to an appropriately qualified practitioner by observations, teaching and successful collation of relevant documentation in professorial files.	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.		