University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Developing Professional Practice in Primary Education					
Module Code	UTTGR3-30-2		Level	2	Version	1
Owning Faculty	ACE		Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE)					
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Professional Practice
Pre-requisites	UTTGQV-30-1		Co- requisites	UTTGQY-30-2		
Excluded Combinations	none		Module Entry requirements	none		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will have accumulated a significant body of evidence towards meeting the professional Teachers' Standards and will show evidence that they can teach to a satisfactory level of competence in primary mathematics and language/literacy. In particular, they will: 1. Demonstrate consistently high standards of personal and professional conduct required of teachers; (A & B) 2. Set high expectations which inspire, motivate and challenge children; (A & B) 3. Promote good progress and outcomes for children and a love of learning; (A & B) 4. Apply secure knowledge of subject and curriculum areas and relevant pedagogy; (A & B) 5. When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; (A) 6. When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies; (A) 7. Plan and teach well structured sessions, making accurate and productive use of assessment; (A)

	8. Adapt teaching to respond to the strengths and needs of all children; (A)
	9. Manage behaviour effectively to ensure a good and safe learning environment; (A)
	10. Fulfil wider professional responsibilities, taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; (A & B)
	11. Evaluate their practice, based on children's learning and taking full account of feedback on their teaching. (A & B)
Syllabus Outline	Two blocks of school-based training in one or two partnership settings.
	Students will undertake preparation work, including audits of their subject knowledge and safeguarding training, to ensure they are fully prepared for their teaching practice. Satisfactory preparation must be demonstrated prior to professional practice beginning.
	Subject knowledge workshops; phonics training; safeguarding training.
	A range of appropriate experiences in the partnership setting(s).
	Schedule of formal and informal meetings with school-based practitioners and University tutors to reflect on progress and co-construct targets for on-going professional development.
	Formal and informal observations of teaching and subsequent feedback.
Contact Hours/Scheduled Hours	Approximately eight weeks of school-based training and associated preparation tutorials.
	University-based sessions in preparation for school placement, covering syllabus (above).
	The co-requisite module Graduate and Professional Learning 2: 'Becoming an inclusive professional' also covers and embeds aspects of the module learning outcomes.
Teaching and Learning Methods	Scheduled learning: This includes structured school placement-based work, formal tutorials and meetings with school practitioners, in addition to lectures, seminars, tutorials, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact. Independent learning: There is an expectation that students engage in additional independent study, including preparation for teaching and assessment of learning.
Reading Strategy	All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. 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 2: 'Becoming an inclusive professional'.
Indicative Reading List	Pollard, A. (2008) *Reflective teaching: evidence-informed professional practice* London: Continuum

	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 the Teaching Agency, including:
	DfE (2010) The Importance of Teaching: Schools White Paper London: The Stationery Office
	DfE (2011) Support and aspiration: a new approach to Special educational needs and disability London: The Stationery Office
	DfE (2012) Cultural education in England - An independent review by Darren Henley for the Department for Culture, Media and Sport and the Department for Education
	TDA (2011) Systematic Synthetic Phonics in ITT: Guidance and Support Materials
	TDA (draft, 2011) Understanding Arithmetic in ITT Mathematics

Part 3: Assessment	
Assessment Strategy	The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards. Within this module students must demonstrate the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training.
	Students must demonstrate the positive values and behaviour that they expect from children in all aspects of their professional placements.
	Students' practice will be underpinned by values that they can articulate and for which they can provide a rationale.
	The above will manifest itself in high expectations of all children, consistent and respectful treatment and concern for their development as learners; sensitive and effective communication with parents and carers and support staff and an understanding of their contribution; the ability to reflect on and improve their own teaching; and motivation to take responsibility for their own professional development.
	Assessment against the Teachers' Standards is undertaken by a qualified practitioner on a Pass/Fail basis, and moderated by University tutors. Reflective accounts are marked and moderated by a suitably qualified tutor or mentor.

Identify final assessment component and element	Component A		
% 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)**
Developing Teaching demonstrated through the submission of the completed Professional Practice Portfolio of evidence and School-Based Mentor checklists against the module Learning Outcomes.	Pass/fail only
Component B **Description of each element**	**Element weighting** **(as % of component)**
Reflective accounts held within the professional training file, showing high-quality self-evaluation with clear focus on learners, critical analysis and reflection, taking full account of feedback from professionals they work with. 2500 words.	100% graded

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)**
Developing Teaching demonstrated through the submission of the completed Professional Practice Portfolio of evidence and School-Based Mentor checklists against the module Learning Outcomes.	Pass/fail only
Component B **Description of each element**	**Element weighting** **(as % of component)**
Reflective accounts held within the professional training file, showing high-quality self-evaluation with clear focus on learners, critical analysis and reflection, taking full account of feedback from professionals they work with. 2500 words.	100% graded
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.	