

## STUDENT AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Becoming a Professional				
Module Code	UTTGR6-30-3	Level	3	Version	2
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE) (UK and Villa College routes)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	UTTGR3-30-2		Co- requisites	UTTGR7-30-3	
Excluded Combinations	None		Module Entry requirements	none	
Valid From	September 2016		Valid to	September 2018	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Engage with current and relevant policies and initiatives in the context of primary and early years education; (B)</li> <li>2. Understand the roles and responsibilities of teachers within current legal and statutory professional frameworks; (B)</li> <li>3. Show a comprehensive knowledge of the role of the teacher as a member of a team, as a manager and as a leader, knowing how to deploy support staff effectively to support children's learning; (B)</li> <li>4. Analyse the principles of effective communication with children, parents and carers with regard to children's achievements and wellbeing; ( B)</li> <li>5. Critically analyse a range of approaches to formative, summative and diagnostic assessment including statutory assessment requirements to secure children's progress; (A &amp; B)</li> <li>6. Evaluate the use of relevant data in monitoring the progress of learners and in raising levels of attainment; (A &amp; B)</li> <li>7. Analyse the features of effective provision for those they teach, knowing the range of common factors that may inhibit children's ability to learn and how to differentiate according to need. (B)</li> </ol>

Syllabus Outline	Current and forthcoming policy and initiatives; Formative and summative assessment, AfL; Differentiated provision; Working with parents and carers; Statutory responsibilities of teachers; Deployment of Teaching Assistants; Teachers as leaders – career development – NQT preparation; Audit of skills and opportunities for professional development in identified areas of priority or weakness; target setting for developing professional practice.																																			
Contact Hours/Scheduled Hours	Equivalent of 36 hours lectures + 36 hours seminars.  Contact hours and patterns of delivery for Villa route may vary.																																			
Teaching and Learning Methods	Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, 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 trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.																																			
Key Information Sets Information	<p>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. Further detail on Key Information Sets and how the University is implementing its requirements can be found at <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a></p> <p>This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <p>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="3">Number of credits for this module</td><td></td><td>30</td></tr><tr><td></td><td></td><td></td><td></td><td></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>228</td><td>0</td><td>300</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	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	228	0	300					
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Reading Strategy	Essential texts will be signalled clearly in module documentation and made available through the Library. Module guides will also reflect the range of reading to be carried out. Students are expected to identify all other reading relevant to the module. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text																																			

	<p>databases, and Internet resources. Many resources can be accessed remotely. The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, accessing journal articles electronically, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Black, P., Harrison, C., Lee, C., Marshall, B &amp; Wiliam, D. (2003) <i>Assessment for learning: putting it into practice</i>. Maidenhead: Open University Press</p> <p>Blatchford, P .Russell, A and Webster, R. (2011) <i>Reassessing the impact of Teaching Assistants. How research challenges practice and policy</i>. London. Routledge.</p> <p>Clarke, S. (2005) <i>Formative Assessment in Action: weaving the elements together</i> London: Hodder Education</p> <p>Jacklin, A., Griffiths, V. &amp; Robinson, C. (2006) <i>Beginning primary teaching: moving beyond survival</i>. Maidenhead: Open University Press</p> <p>Knowles, G. (2009) <i>Ensuring Every Child Matters: A Critical Approach</i>. London: Sage Publications Ltd</p> <p>Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin J. &amp; Warwick P. (2008) <i>Reflective Teaching</i>. (3<sup>rd</sup> ed.) London: Continuum</p> <p>Sayeed, Z. &amp; Guerin, E. (2000) <i>Early years play: a happy medium for assessment and intervention</i>. London: Routledge</p> <p>Whalley, M. (2007) <i>Involving parents in their children's learning</i>. (2<sup>nd</sup> ed.) London: Sage Publications Ltd</p>

Part 3: Assessment	
Assessment Strategy	The presentation takes place after school-based training and requires students to demonstrate reflective practice, bringing examples of assessment practices to enable students to learn from each other.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Presentation.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
2.		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Presentation.	100%
Component B Description of each element	Element weighting (as % of component)
2.	
If a student is permitted a <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

**FOR OFFICE USE ONLY**

First CAP Approval Date	04/05/12			
Revision CAP Approval Date	04/05/12 20/05/14 July 2016			
	31/05/2017	Version	2	<a href="#">RIA 12372</a>