



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Extending Professional Practice in Early Years				
Module Code	UTTGRP-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Early Years Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	UTTGRK-30-2		Co- requisites	UTTGRN-30-3	
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 unit, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate through a range of professional evidence that the Teachers' Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings; (A & B) 2. Demonstrate secure curriculum, subject and pedagogical knowledge in all relevant curriculum and subject areas; (A & B) 3. Establish and maintain high expectations for learning and behaviour, overcoming barriers to learning, creating inclusive learning environments and helping all children to achieve their maximum potential; (A) 4. Plan for and adapt their teaching in response to the strengths, needs and interests of children, through formative monitoring of children's progress; (A) 5. Communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a range of formal and informal educational settings; (A) 6. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour; (A)

	<p>7. Take a proactive approach to their own professional development and make a positive contribution to the wider community of the school/setting; (A)</p> <p>8. Critically reflect upon their practice, based on children's learning and taking full account of feedback on their teaching. (A & B)</p>
Syllabus Outline	<p>Students will undertake preparation work, including audits of their subject knowledge and safeguarding training, to ensure they are fully prepared for their final teaching practice. Satisfactory preparation must be demonstrated prior to professional practice beginning.</p> <p>Safeguarding training.</p> <p>Audit of English, Mathematics and Science subject knowledge.</p> <p>Phonics training.</p> <p>A range of appropriate experiences in the partnership setting where the final sustained teaching practice takes place.</p> <p>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.</p> <p>Formal and informal observations of teaching and subsequent feedback.</p>
Contact Hours/Scheduled Hours	<p>8-10 weeks in school placement-based training.</p> <p>University-based sessions in preparation for school placement, covering syllabus (above).</p> <p>The co-requisite module Graduate and Professional Learning 3: 'Becoming a Teacher' also covers and embeds aspects of the module learning outcomes.</p>
Teaching and Learning Methods	<p>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.</p> <p>Independent learning: There is an expectation that students engage in additional independent study, including preparation for teaching and assessment of learning.</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 3: 'Becoming a Teacher'.</p>
Indicative Reading List	<p>Pollard, A (2008) <i>Reflective teaching: evidence-informed professional practice</i> London: Continuum</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 the Teaching Agency, including:</p> <p>DfE (2010) <i>The Importance of Teaching: Schools White Paper</i> London: The Stationery Office</p> <p>DfE (2011) <i>Support and aspiration: a new approach to Special educational needs and disability</i> London: The Stationery Office</p> <p>DfE (2012) <i>Cultural education in England - An independent review by Darren Henley for the Department for Culture, Media and Sport and the Department for Education</i></p> <p>TDA (2011) <i>Systematic Synthetic Phonics in ITT: Guidance and Support Materials</i></p> <p>TDA (draft 2011) <i>Understanding Arithmetic in ITT Mathematics</i></p>

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)	
Extending and consolidating teaching, satisfying the Learning Outcomes specified in the module over a sustained period of time, evidenced to an appropriately qualified practitioner by observations, teaching and the students' professional training file.	100% Pass / Fail only	
Component B Description of each element	Element weighting (as % of component)	
Reflective account of learning as part of professional training file which shows high-quality self-evaluation, and 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)	
Extending and consolidating teaching, satisfying the Learning Outcomes specified in the module over a sustained period of time, evidenced to an appropriately qualified practitioner by observations, teaching and the students' professional training file.	100% Pass / Fail only	
Component B Description of each element	Element weighting (as % of component)	
Reflective account of learning as part of professional training file which shows high-quality self-evaluation, and 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.		