

**CDA4 Programme Design Template
Module specification**



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Extending Professional Practice in Early Years Education				
Module Code	UTTGRP-30-3	Level	3	Version	2
Owning Faculty	ACE	Field	Primary and Early Years		
Contributes towards	BA (Hons) Early Years Initial Teacher Education				
UWE Credit Rating	30	ECTS 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	04/05/2012
	30/05/2013
	20/05/2014

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) 2. demonstrate secure curriculum, subject and pedagogical knowledge in all relevant curriculum and subject areas; (A) 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 over time, gathering evidence of progress;; (A) 5. communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a

	<p>range of formal and informal educational settings; (A)</p> <ol style="list-style-type: none"> 6. demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour; (A) 7. take a proactive approach to their own professional development and make a positive contribution to the wider community of the school/setting; (A) 8. critically reflect upon their practice, based on children's learning and taking full account of feedback on their teaching. (A)
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>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.</p> <p>The supervised work-based learning experience will be the equivalent of approximately eight-ten weeks school-based training in placement in schools/other settings.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 22 hours</p> <p>Smaller group events (seminars, tutorials, presentations):39 hours</p> <p>Guided study (group and individual tasks, including online engagement): 11 hours</p> <p>Total centre-based training: 72 hours</p> <p>Supervised work-based learning: 8-10 weeks in school/ placement setting (full-time attendance)</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>
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</p>

interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	48	180	300



Reading Strategy	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 an inclusive professional.
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 (forthcoming) <i>Understanding Arithmetic in ITT Mathematics</i></p>

Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>Students must demonstrate the positive values and behaviour that they expect from children in all aspects of their professional placements.</p> <p>Students' practice will be underpinned by values that they can articulate and for which they can provide a rationale.</p> <p>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.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities, and collation of relevant documentation in professional portfolios showing high-quality self-evaluation with clear focus on learners and learner progress, and critical reflection, taking full account of feedback from professionals they work with. Equivalent to 1700 words	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	

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)	
Learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities, and collation of relevant documentation in professional portfolios showing high-quality self-evaluation with clear focus on learners and learner progress, and critical reflection, taking full account of feedback from professionals they work with. Equivalent to 1700 words	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
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.		

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First CAP Approval Date	<i>4 May 2012</i>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	<i>3</i>	Link to RIA 12139