

STUDENT AND ACADEMIC SERVICES



Part 1: Basic Data					
Module Title	Professional Practice in Secondary Initial Teacher Education				
Module Code	UTLGRT-30-3	Level	3	Version	2
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary and Life Long Learning		
Contributes towards	PGCE Secondary Initial Teacher Education BSc(Hons) Mathematics with QTS				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	UTLGRS-30-3 Professional Development in Secondary Initial Teacher Education	
Excluded Combinations	None		Module Entry requirements	DBS clearance	
Valid From	September 2019		Approval Date	04/05/2012	
			ASQC Revision Date	02/06/2016 16/07/2019	

Part 2: Learning and Teaching

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<p>Learning Outcomes</p>	<p>On successful completion of this unit, trainees 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 comprehensive subject and pedagogical knowledge in relevant subject and curriculum areas; (A) 3. Establish and maintain high expectations for learning and behaviour, overcoming barriers for learning, creating inclusive learning environments and helping all learners to achieve their maximum potential; (A) 4. Plan for and adapt their teaching in response to the strengths, needs and interests of learners through formative monitoring of learners' progress; (A) 5. Communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a range of educational settings; (A) 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 school community. (A)
<p>Syllabus Outline</p>	<p>A range of appropriate experiences in partnership settings, including blocks of sustained teaching experience.</p> <p>Schedule of formal and informal meetings with school/college 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> <p>Training review days to monitor and accelerate trainee progress.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>Between 90- 120 days in school/educational settings depending on course followed</p> <p>Contact time for this module will also include lectures, tutorial meetings, directed study and online engagement.</p>
<p>Teaching and Learning Methods</p>	<p>Scheduled learning: This includes structured school/college placement-based work, formal tutorials and meetings with school/college 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 trainees engage in additional independent study, including preparation for teaching and assessment of learning.</p>
<p>Indicative Reading List</p>	<p>A range of current and relevant text and web-based policy and curriculum documents from the Department for Education, the Teaching Agency and the Office for Standards in Education, including:</p> <p>https://ri.talis.com/3/uwe/lists/0DBD8705-D02D-B126-6557-ECBA0FD93344.html?lang=en&login=1</p>

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Part 3: Assessment	
Assessment Strategy	<p>The criteria for assessment of Professional Practice will comply with the current, The Strategy relevant professional Teachers' Standards. Within this module trainees must demonstrate and evidence the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training.</p> <p>Trainees must demonstrate the positive values and behaviour that they expect from young people in all aspects of their professional placements.</p> <p>Trainees' 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 young people, 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> <p>Completion of a total of between 90- 120 days in school, depending on course followed including periods of sustained teaching experience, is assessed on a Pass/Fail basis against the Teachers' Standards.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	Pass/Fail	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
Assessment Component A – A Practice Portfolio. This is an assessment of your teaching and will be on-going and your subject mentor and/or senior mentor and UWE Tutor will work together to make final judgement. In addition, on your final moderation visit you will be asked to present your evidence in the form of a viva voce.	Pass/Fail only
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
Assessment Component A – A Practice Portfolio. This is an assessment of your teaching and will be on-going and your subject mentor and/or senior mentor and UWE Tutor will work together to make final judgement. In addition, on your final moderation visit you will be asked to present your evidence in the form of a viva voce.	Pass/Fail only

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First Approval Date (and panel type)	04/05/2012		
Revision ASQC Approval Date		Version	1
	16 th July 2019		2 Link to RIA 13054