



Module Specification

Professional Practice in Early Years Initial Teacher Education

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Part 1: Information

Module title: Professional Practice in Early Years Initial Teacher Education

Module code: UTLGRB-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: Classroom Based Enquiry: Early Years Education 2023-24,
Professional Development in Early Years Initial Teacher Education 2023-24,
Professional Development in Early Years Initial Teacher Education 2023-24

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: A range of appropriate experiences in partnership settings, including blocks of sustained teaching experience.

Schedule of formal and informal meetings with school/setting 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. Training review days to monitor and accelerate trainee progress.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning: This includes structured school/early years' settings placement-based work, formal tutorials and meetings with school/early years' setting 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 trainees engage in additional independent study, including preparation for teaching and assessment of learning.

Contact Hours:

At least 120 days in school/early years' settings.

Contact time for this module will also include lectures, tutorial meetings, directed study and online engagement.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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;

MO2 Demonstrate secure curriculum, subject and pedagogical knowledge in all relevant curriculum and subject areas;

MO3 Establish and maintain high expectations for learning and behaviour, overcoming barriers to learning, creating inclusive learning environments and helping all young children to achieve their maximum potential;

MO4 Plan for and adapt their teaching in response to the strengths, needs and interests of young children, through formative monitoring of children's progress;

Hours to be allocated: 300

Contact hours:

Face-to-face learning = 72 hours

Total = 72

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgrb-30-3.html) via the following link <https://uwe.rl.talis.com/modules/utlgrb-30-3.html>

Part 4: Assessment

Assessment strategy: The criteria for assessment of professional placement will comply with the current, 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.

Trainees must demonstrate the positive values and behaviour that they expect from young children in all aspects of their professional placements.

Trainees' 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.

Completion of a total of at least 120 days in school/early years' settings, including periods of sustained teaching experience, is assessed on a Pass/Fail basis against the Teachers' Standards.

Assessment components:

Portfolio (First Sit)

Description: Portfolio: A comprehensive demonstration and evidence of meeting Teachers' Standards through the submission of a completed portfolio in the required format, and satisfactory School-based feedback against the module Learning Outcomes. (PASS/FAIL)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio: A comprehensive demonstration and evidence of meeting Teachers' Standards through the submission of a completed portfolio in the required format, and satisfactory School-based feedback against the module Learning Outcomes. (PASS/FAIL)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: