CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data						
Module Title	Professional Practice in Early Years Initial Teacher Education					
Module Code	UTXGRB-30-3		Level	3	Version	1.2
Owning Faculty	ACE		Field	Education – Non Modular		
Contributes towards	PGCE Primary Early Years Initial Teacher Education					
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Professional Practice
Pre-requisites	None		Co-requisites	UTXGRA-30-M; UTXGRC-30-3; UTXGRD-30-M		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12 20/05/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module, trainees will: 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; (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)
	7. Take a proactive approach to their own professional development and make a positive contribution to the wider community of the school/setting. (A)
Syllabus Outline	A range of appropriate experiences in partnership settings, which will include attending serial days, intensive 'immersion' weeks, and 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.
Contact Hours/Scheduled Hours	120 days in school/early years' settings.
	This 30 credit module also uses the co-requisite Professional Development, Subject Knowledge for Teaching and Knowledge for Teaching: Classroom Based Enquiry modules to co-deliver and embed aspects of the module learning outcomes.
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.
Reading Strategy	All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.
	All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. If **further reading** is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
	Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors.

	Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.
Indicative Reading List	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: DfE (2010) The Importance of Teaching: Schools White Paper London: The Stationery Office DfE (2011) Support and aspiration: a new approach to Special educational needs and disability London: The Stationery Office DfE (2012) Cultural education in England - An independent review by Darren Henley for the Department for Culture, Media and Sport and the Department for Education TDA (2011) Systematic Synthetic Phonics in ITT: Guidance and Support Materials TDA (forthcoming) Understanding Arithmetic in ITT Mathematics

Part 3: 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 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 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, comprising periods of sustained teaching experience, short intensive blocks and serial experience, is assessed on a Pass/Fail basis against the Teachers' Standards.	
Identify final assessment component and element	**Component A**	

% weighting between components A and B (Standard modules only)	**A:** **P/F**	**B:**

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Component A (controlled conditions) **Description of each element**	**Element weighting (as % of**

	component)
Extending and consolidating teaching demonstrated through the submission of the completed Professional Development Portfolio and School-based Mentor checklists against the module Learning Outcomes.	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)**
Extending and consolidating teaching demonstrated through the submission of the completed Professional Development Portfolio and School-based Mentor checklists against the module Learning Outcomes, typically following a further placement period of school/educational setting experience of a minimum of 8 weeks	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.	