



Module Specification

Professional Practice in Primary Initial Teacher Education

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Part 1: Information

Module title: Professional Practice in Primary Initial Teacher Education

Module code: UTLGQR-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: Primary Education 2023-24, Professional Development in Primary Initial Teacher Education 2023-24, Professional Development in Primary 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-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 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 email contact.

Independent learning: There is an expectation that trainees engage in additional independent study, including preparation for teaching and assessment of learning.

At least 120 days in school/educational 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 children to achieve their maximum potential.

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

MO5 Communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a range of educational settings

MO6 Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour

MO7 Take a proactive approach to their own professional development and make a positive contribution to the wider community of the school/setting.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgqr-30-3.html) via the following link <https://uwe.rl.talis.com/modules/utlgqr-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 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/educational settings, including periods of sustained teaching experience, is assessed on a Pass/Fail basis against the Teachers' Standards.

Assessment

A Practice Portfolio. This is an assessment of your teaching and will be on-going and your class mentor (CM)/senior mentor (SM) 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.

Assessment components:

Portfolio (First Sit)

Description: Practice portfolio (Pass/Fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio (Resit)

Description: Practice portfolio (Pass/Fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Initial Teacher Education General (with Mathematics)[Frenchay] PGCE
2023-24