



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Professional Practice		
<b>Module Code</b>	UTLP69-15-2	<b>Level</b>	2
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5
<b>Faculty</b>	Arts, Creative Industries and Education	<b>Field</b>	Secondary and Life Long Learning
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	BSc(Hons) Mathematics with QTS		
<b>Module type:</b>	Professional Practice		
<b>Pre-requisites</b>	UTLGSW-15-2 Mathematics Education		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	DBS clearance		

Part 2: Description
In this module you will be able to 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.
Part 3: Assessment
<p>The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards.</p> <p>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.</p> <p>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.</p> <p>Completion of a total of 30 days in school/educational settings, including periods of sustained teaching experience, is assessed on a Pass/Fail basis against the Teachers' Standards.</p>

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.						
Identify final timetabled piece of assessment (component and element)		Component A				
% weighting between components A and B (Standard modules only)		<table border="1"> <tr> <td><b>A:</b></td> <td><b>B:</b></td> </tr> <tr> <td>Pass/Fail</td> <td></td> </tr> </table>	<b>A:</b>	<b>B:</b>	Pass/Fail	
<b>A:</b>	<b>B:</b>					
Pass/Fail						
<b>First Sit</b>						
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b>				
1.Practice Portfolio with viva voce		Pass/Fail				
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>				
N/A						
<b>Resit (further attendance at taught classes is not required)</b>						
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b>				
1. 1.Practice Portfolio with viva voce		Pass/Fail				
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>				
N/A						
<b>Part 4: Learning Outcomes &amp; KIS Data</b>						
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. To 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)</li> <li>2. Demonstrate comprehensive subject and pedagogical knowledge in relevant subject and curriculum areas; (A)</li> <li>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)</li> <li>4. Plan for and adapt their teaching in response to the strengths, needs and interests of learners through formative monitoring of learners' progress; (A)</li> <li>5. Communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a range of educational settings; (A)</li> <li>6. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour; (A)</li> </ol>					



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<b>First Approval Date (and panel type)</b>	ASQC, 16 <sup>th</sup> July 2019			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1	<a href="#">Link to RIA 13054</a>