




MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice 1		
Module Code	UTTGT6-15-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts, Creative Industries and Education	Field	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA(Hons) Primary Education (ITE)		
Module type:	Professional Practice		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
<p>This module provides students with the opportunity to develop appropriate knowledge, understanding and experience of primary teaching. Students will have entered the programme with a range of prior experiences, but for many this will be their most extensive and significant experience in a primary classroom since they were themselves primary-aged children. Students will usually be placed in a class with peers from their programme in a pair or group. The amount of placement time will vary according to the placement pattern decisions made for that year, but over the three years they will total at least the minimum requirement for training leading to recommendation for QTS. On this module, students will address all aspects of teaching, classroom practice and professional expectations which will include safeguarding and other relevant statutory requirements regarding the safety and wellbeing of children. As well as some taught sessions at UWE, students will be supported by school mentors and a UWE tutor.</p>
Part 3: Assessment
<p>Students are assessed over the course of the practice, evidenced by observations of and feedback on teaching and teaching-related activities and collation of relevant documentation. Students also articulate their developing knowledge and understanding of the role of a teacher in a professional conversation. Students will have prepared examples and evidence of their practice and understandings to inform this.</p>

Students will also be assessed against the Teachers' Standards.			
Identify final timetabled piece of assessment (component and element)		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 (as % of component)	
1. Teaching practice/ Professional Conversation		Pass/Fail	
Component B Description of each element		Element weighting (as % of component)	
N/A			
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Teaching practice/ Professional Conversation		Pass/Fail	
Component B Description of each element		Element weighting (as % of component)	
N/A			
Part 4: Learning Outcomes & KIS Data			
Learning Outcomes	<p>On successful completion of this module students will be able to :</p> <ol style="list-style-type: none"> 1. Apply high standards of professional attributes and behaviours both in school and university 2. Identify personal subject knowledge development needs and take personal responsibility for addressing these. 3. Understand and engage with the expectations of the Teachers' Standards and begin to evaluate their practice and needs as a teacher against these. 4. Recognise and demonstrate their role in setting high expectations, motivating and challenging children, and promoting and recording progress for all pupils. 5. Describe the importance of their role in attending to statutory requirements and the welfare, wellbeing and pastoral care of children, including equality legislation, information sharing and safeguarding. 		
Key Information Sets Information (KIS)	<p>Statutory placement time requirements for an award leading to recommendation for QTS means that the allocated hours for practice modules will always exceed the expectations for a standard module. The nature of this element of the programme, and the interconnectedness of the modules also means that estimations of independent study time for the practice module is particularly difficult. The figures below, including the placement study hours which will vary in pattern from year to year, represent a broad estimation.</p>		

Contact Hours	Key Information Set - Module data																									
	<i>Number of credits for this module</i>					15																				
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																					
	150	5	20	125	150																					
<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																										
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> <td></td> </tr> </table>							Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Reading List	<p>Cohen, L. & Manion, L., Morrison, K. & Wyse, D. (2010) <i>A Guide to Teaching Practice</i>. Oxford: Routledge</p> <p>Cremin, T. & Arthur J. (eds) (2014) <i>Learning to Teach in the Primary Classroom</i>. Oxford: Routledge</p> <p>Moyles, J., Georgeson, J., and Payler, P., eds. (2011) <i>Beginning Teaching, Beginning Learning</i>. 4th ed. Maidenhead: Open University Press.</p>																									

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First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace