




MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice 2		
Module Code	UTTGTV-15-2	Level	2
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 extend their knowledge, understanding and experience of primary teaching across the age phases studied. They will be expected to make progress in their development against the Teachers' Standards, consistently identifying and addressing areas for further development. The amount of placement time will be determined by 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> <p>Students will also be assessed against the Teachers' Standards.</p>

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. Consistently apply high standards of professional attributes and behaviours both in school and university to develop as a thoughtful and collegiate professional. 2. Identify further personal subject knowledge development needs and take personal responsibility for addressing these. 3. Evidence and demonstrate a developed understanding of all aspects of the Teachers' Standards and their development as a teacher against these. 4. Explain the impact of their teaching on the expectations, motivation and progress of pupils and have a range of strategies to develop and record this. 5. Identify national and local policies relating to children's wellbeing and keeping children safe, and articulate the importance of their role in safeguarding children and how this applies to their practice. 	
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> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td colspan="2"></td> <td colspan="3" style="text-align: center;">0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td colspan="2"></td> <td colspan="3" style="text-align: center;">100%</td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td colspan="2"></td> <td colspan="3" style="text-align: center;">0%</td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> <td colspan="3" style="text-align: center;">100%</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	<ul style="list-style-type: none"> • Cremin, T. & Arthur J. (eds) (2014) <i>Learning to Teach in the Primary Classroom</i>. Oxford: Routledge • Pollard, A. (2008) <i>Reflective Teaching: Evidence-informed Professional Practice</i> (3rd Ed) London: Continuum International • Rodgers, B. (2015) <i>Classroom behaviour</i>. London: Sage 																																								

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