




MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice 3		
Module Code	UTTGVN-30-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
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 consolidate their knowledge, understanding and experience of primary teaching and across the age phases studied. They will be expected to have met all the Teachers' Standards by the end of the practice, and have identified foci for continued professional development during their first teaching post. 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. 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 and model high standards of professional attributes and behaviours in all situations. 2. Evaluate personal subject and curriculum knowledge development needs and take personal responsibility for addressing these. 3. Demonstrate and evidence their meeting of all the Teaching Standards. 4. Demonstrate their critical understanding of how digital strategies can be used effectively to promote understanding, engagement and progress. 5. Critically appraise the impact of their teaching on the expectations, motivation and progress of pupils and have a range of strategies to develop and record this. 6. Consistently apply policies relating to keeping children safe. 7. Identify strategies for managing the demands of teaching, including workload. 		
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					
	Number of credits for this module					30
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	10	40	250	300		
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;					
	Written Exam: Unseen or open book written exam					
	Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test					
Reading List	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)					
	Total assessment of the module:					
	Written exam assessment percentage					0%
Coursework assessment percentage					100%	
Practical exam assessment percentage					0%	
					100%	
Reading List	<p>Cremin, T. & Arthur J. (eds) (2014) <i>Learning to Teach in the Primary Classroom</i>. Oxford: Routledge</p> <p>Eaude, T. (2012) <i>How do expert primary classteachers really work?: A critical guide for teachers, headteachers and teacher educators</i>. Critical Publishing Ltd.</p> <p>Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J., and Warwick P. (2008) <i>Reflective Teaching</i>. 3rd ed. London: Continuum</p>					

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