




MODULE SPECIFICATION

Part 1: Information			
Module Title	Transition to QTS		
Module Code	UTTGV-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:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
<p>This module is the final part of the students' professional development strand and the expectation is that the students will be working towards a very well-informed and sophisticated understanding of the themes of this strand of their course; theories of learning and teaching, classroom practice, what impacts children's behaviours and learning, and policy contexts.</p> <p>This module also includes developing expertise and skills in teaching PSHE/RSE, and an understanding of the sensitivities and the importance of this aspect of school provision.</p> <p>We also address target setting and data collection and we will ask our school partners to support students with this by sharing some of their data and analyses with students.</p> <p>We are also explicit here about the skills and importance of well-developed professional skills. The ability to work well in teams, present information and ideas well, and engage in difficult conversations is critical to success in this profession.</p>
Part 3: Assessment
<p>Students are asked to prepare a portfolio of work for this module in response to the range of areas covered. This also presents an opportunity to model different formats for presenting and evaluating work which is valuable for</p>

students in their teaching roles as they also need to engage with the challenging business of assessment which adds value to the learning process. Foci in the portfolio will include attention to demonstrating a robust consideration of the connection between policy, theory and practice.						
Identify final timetabled piece of assessment (component and element)		A				
% weighting between components A and B (Standard modules only)		<table border="1"> <tr> <td>A:</td> <td>B:</td> </tr> <tr> <td>100%</td> <td></td> </tr> </table>	A:	B:	100%	
A:	B:					
100%						
First Sit						
Component A (controlled conditions) Description of each element		Element weighting (as % of component)				
1. Portfolio		100				
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. Portfolio		100				
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. Articulate a clear sense of themselves as a reflective professional in relation to their underpinning values and evidence-informed understandings and consider these in relation to identifying and securing a teaching post. 2. Evidence and demonstrate a robust and critical understanding of how theories of learning and teaching may be applied to effective, inclusive and creative classroom practice which promotes high expectations and progress for all learners. 3. Explain and critically engage with target setting and data collection and analysis in schools. 4. Demonstrate knowledge and understanding of policies, literature and practice in PSHE/RSE and communicate how they can apply these sensitively and confidently as a teacher. 5. Articulate a sophisticated, critical understanding of the relationship between teacher judgement and decisions, and pupil learning and development. 6. Appraise ways in which professional skills and attributes may be applied in a range of situations including interviews, working in teams and in difficult conversations. 					
Key Information Sets Information (KIS)						

Contact Hours	Key Information Set - Module data																									
	<i>Number of credits for this module</i>					30																				
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																					
	300	72	228	0	300																					
<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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Practical exam assessment percentage		0%																								
		100%																								
Reading List	<p>Indicative reading</p> <ul style="list-style-type: none"> • Clarke, S. (2008) <i>Active Learning Through Formative Assessment</i>. London: Hodder Education • Hayes, D. (2012) <i>Foundations of Primary Teaching</i> 5th ed. London: Routledge (2nd and 4th ed. in library). • Lewis, F. and Vickers-Hulse, K. (eds) (2017) <i>UWE Course Reader</i>. London: SAGE • Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J., and Warwick P. (2008) <i>Reflective Teaching</i>. 3rd ed. London: Continuum. 																									

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