



Module Specification

Transition to QTS

Version: 2023-24, v2.0, 03 May 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Transition to QTS

Module code: UTTGVM-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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.

Outline syllabus: 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.

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.

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.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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.

MO2 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.

MO3 Explain and critically engage with target setting and data collection and analysis in schools.

MO4 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.

MO5 Articulate a sophisticated, critical understanding of the relationship between teacher judgement and decisions, and pupil learning and development.

MO6 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.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: This module has no assessment strategy

Assessment components:

Portfolio (First Sit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Portfolio (Resit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education (ITE) [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Primary Education (ITE) [Jan][FT][Villa][3yrs] BA (Hons) 2021-22

Studies in Education [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22