




## MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Professional Practice		
<b>Module Code</b>	UTLGVT-30-3	<b>Level</b>	6
<b>For implementation from</b>	April 2020		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Arts, Creative Industries and Education	<b>Field</b>	Secondary Education and Lifelong Learning
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	Post Graduate Certificate in Education International Early Years		
<b>Module type</b>	Professional Practice		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	As for programme entry		

Part 2: Description
<p>Students must spend a significant amount of time teaching and supporting learning in an educational setting relevant to their programme to undertake this module. The amount of time will vary according to the student's circumstances but it must involve a minimum of 60 days over the programme with at least 120 hours logged direct teaching to groups of 8 or more.</p> <p>This module will support students to explore a range of pedagogical approaches in practice and assessing their effectiveness to support individual learners to progress according to their specific needs. Students will examine their own practices and evaluate how these might be deepened and extended. This will include focusing on their approach to planning and assessment and reflecting on how these processes might be enhanced to ensure each learner is achieving their full potential. Students will have the opportunity to reflect on their own professional values, skills and attributes and examine how these influence their practices. The importance of safeguarding learners will be considered and the pivotal role that developing relationships with the learners in the settings plays in promoting pupils' safety, well-being and learning.</p>
Part 3: Assessment
<p>The assessment will enable students to build evidence, over time, of their progress as teachers in planning, delivering and assessing children's development in an educational setting. The evidence collected will demonstrate their own professional development and how this has impacted on the progress of the learners. It also needs to include a log of their days in class and their direct teaching time to groups of 8 or more</p>

<p>learners. It will include an assessment of their teaching practice by a UWE tutor. The assessment will provide students the opportunity to demonstrate their abilities to reflect on their teaching practices and to identify their own professional development needs. Students will evidence their abilities to provide a safe and stimulating learning environment, in which differentiation in planning and assessment for each learner is illustrated. This will be assessed against the relevant English Teachers' Standards with reference to national and local contexts.</p>						
Identify final timetabled piece of assessment (component and element)		A				
% weighting between components A and B (Standard modules only)		<table border="1"> <tr> <td><b>A:</b></td> <td><b>B:</b></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>A:</b>	<b>B:</b>		
<b>A:</b>	<b>B:</b>					
<b>First Sit</b>						
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>				
<p>Teaching practice, demonstrated through a reflective portfolio containing a range of evidence from practice against the relevant English Teachers' Standards with reference to national and local contexts which must include:</p> <ul style="list-style-type: none"> <li>• A log of at least 60 days in class</li> <li>• A log of at least 120 direct teaching hours to groups of 8 or more learners</li> <li>• An observation record by a UWE tutor of effective class teaching</li> </ul>		Pass/Fail				
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>				
<b>Resit (further attendance at taught classes is not required)</b>						
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>				
<p>Teaching practice, demonstrated through a reflective portfolio containing a range of evidence from practice against the relevant English Teachers' Standards with reference to national and local contexts which must include:</p> <ul style="list-style-type: none"> <li>• A log of at least 60 days in class</li> <li>• A log of at least 120 direct teaching hours to groups of 8 or more learners</li> <li>• An observation record by a UWE tutor of effective class teaching</li> </ul>		Pass/Fail				
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting (as % of component)</b>				
<b>Part 4: Learning Outcomes &amp; KIS Data</b>						
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a robust applied understanding of a range of appropriate best practice pedagogical approaches and frameworks, and use these to reflect on the features and effectiveness of strategies they use in their own practice.</li> <li>• Critically reflect on and evaluate their professional practice in their context, phase and subject relating to: assessing the learning needs of diverse learners; planning effective teaching and support which promotes high</li> </ul>					

	<p>expectations and progress for all learners; and assessing and evaluating the effectiveness of this work.</p> <ul style="list-style-type: none"> <li>• Critically appraise the impact of their teaching on the expectations, motivation and progress of learners and have a range of strategies to develop and record this. Identify further professional development needs in response to this.</li> <li>• Reflect on their how their beliefs about education have evolved over time and the impact of these on their professional choices, and on the experiences of learners.</li> <li>• Critically engage with accounts of professional understanding, skills and attributes appropriate for teachers, including keeping children safe and building positive relationships. Critically evaluate their performance against these in their context.</li> <li>• Evidence and critically reflect on their professional competencies against the relevant English Teachers' Standards with reference to national and local contexts.</li> </ul>																				
<p><b>Key Information Sets Information (KIS)</b></p> <p><b>Contact Hours</b></p> <p><b>Total Assessment</b></p>	<p><b>Key Information Set - Module data</b></p> <p><i>Number of credits for this module</i> <input type="text" value="30"/></p> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>30</td> <td>30</td> <td>240</td> <td>300</td> </tr> </tbody> </table> <p></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	30	30	240	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																	
300	30	30	240	300																	
Total assessment of the module:																					
Written exam assessment percentage	0%																				
Coursework assessment percentage	100%																				
Practical exam assessment percentage	0%																				
	100%																				
<b>Resources List</b>	<p><i>Electronic reading list is available at <a href="https://ri.talis.com/3/uwe/lists/AE33760B-6577-BDDB-037C-E45E7C1AB763.html?lang=en-GB&amp;login=1">https://ri.talis.com/3/uwe/lists/AE33760B-6577-BDDB-037C-E45E7C1AB763.html?lang=en-GB&amp;login=1</a></i></p> <p><i>The readings below are indicative examples of possible further reading and some readings from the Reading List.</i></p>																				

- Brodie, K. (2013) *Observation, Assessment and Planning in the EYs: Bringing it all Together*. Maidenhead: OU press
- Bruce, T., Louis, S. and McCall, G. (2015) *Observing Young Children*. London: Sage
- Carr, M. (2001) *Assessment in Early Childhood Settings: Learning Stories*. London: Sage
- Colwell, J. (2015) *Reflective teaching in early education*. London: Bloomsbury
- Dubiel, D. (2014) *Effective Assessment in the Early Years Foundation Stage*. London: Sage
- Featherstone, S. (2012) *Catching Them at it!: Assessment in the Early Years*. London: Featherstone Press
- Fleet, A., Patterson, C. and Robertson, J., eds. (2017) *Pedagogical Documentation in Early Years Practice. Seeing through multiple perspectives*. London: Sage
- Glazzard, J., Chadwick, D., Webster, A. & Percival, J. (2010) *Assessment for Learning in the Early Years Foundation Stage*. London: Sage.
- Hallet, E. (2016) *Early Years Practice. For Educators and Teachers*. London: Sage
- Hutchin, J. (2012) *Assessing and supporting young children's learning: for the Early Years Foundation Stage profile* London: Hodder Education
- Johnson, J. (2014) *Becoming an Early Years Teacher*. Maidenhead: Open University Press. McGraw-Hill Education
- Knowles, G. (2009) *Ensuring Every Child Matters: A Critical Approach*. London: Sage.
- Moyles, J. (2010) *Thinking about Play: Developing a Reflective Approach*. Maidenhead: Open University Press. McGraw-Hill Education
- Moyles, J., Payler, J. and Georgeson, J. (2014) *Early Years Foundations. Critical Issues*. (2nd ed) Maidenhead: Open University Press; McGraw-Hill Education
- Nutbrown, C., ed. (2011) *Threads of Thinking. Schemas and Young Children's Learning*. 4th ed. London: Sage
- Palaiologou, I., ed. (2010) *The Early Years Foundation Stage. Theory and Practice*. London: Sage.
- Pardoe, D. (2009) *Towards Successful Learning*. 2nd ed. London: Continuum.
- Reed, M. and Canning, N., eds. (2010) *Reflective Practice in the Early Years*. London: Sage
- Stewart, N. (2011) *How children learn. The characteristics of effective early learning*. London: Early Education
- Whalley, M. and the Pen Green Centre Team (2007) *Involving Parents in their Children's Learning*. 2nd ed. London: Sage

**FOR OFFICE USE ONLY**

<b>First Approval Date (and panel type)</b>	18 <sup>th</sup> Nov 2019		
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1