



Module Specification

Transition to QTS

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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: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

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: This module sits in the third year of the programme and teaching spans the whole academic year. Students will have the opportunity to explore their developing knowledge of teaching and assessment and present their ideas and reflection on their teaching practice.

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 presentation of work in response to the range of areas covered within module content. 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 presentation 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 Explain and critically engage with policies, literature and practice

MO3 Articulate a sophisticated, critical understanding of the relationship between teacher judgement and decisions, and pupil learning and development.

MO4 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/modules/uttgvm-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgvm-30-3.html>

Part 4: Assessment

Assessment strategy: There is one assessment for this module which is at the end of students' extended final placement and takes the form of a presentation.

This module allows students to engage with aspects of professional development that will support them in making the transition to early career teacher. Students are scaffolded during their teaching practice to gather evidence that can be utilised as part of the assessment.

Assessment tasks:

Presentation (First Sit)

Description: Presentation (up to 15 minutes per student including questions from the marker)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Presentation (up to 15 minutes per student including questions from the marker)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education (ITE) [Frenchay] BA (Hons) 2022-23

Primary Education (ITE) [Villa] BA (Hons) 2022-23

Studies in Education [Frenchay] BA (Hons) 2022-23