



Module Specification

Developing Practice (QTS)

Version: 2025-26, v1.0, 10 Jan 2024

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Part 1: Information

Module title: Developing Practice (QTS)

Module code: UTTH33-15-2

Level: Level 5

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

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 encompasses a portion of the professional practice element of the QTS programme that trainees will complete in year 3. Trainees work with UWE Tutors and school-based experts and Mentors to develop and begin to evidence their practice.

Features: Not applicable

Educational aims: Begin to develop trainees' ability to understand, demonstrate and evaluate a diverse range of effective, evidence-based, practices in learning and teaching, including planning, delivering, assessing and evaluating practice, dialogic teaching, inclusive approaches, and adaptive teaching, to support all learners to make good progress.

Support trainees to begin to apply their knowledge and understanding of key subject-focused concepts, curriculum and pedagogical knowledge and approaches, and to be able to evaluate and plan for learners' needs and successes.

Support trainees to develop effective classroom management strategies, high expectations, good communication skills, the ability to build respectful, positive, relationships with children and adults, and an understanding of the importance of these for engaging, motivational, values-based teaching.

Support trainees to gain an understanding of the professional behaviours, skills and responsibilities of teachers including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.

Facilitate trainees to develop and apply knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and begin to be able to critically evaluate the educational impact of their pedagogic choices on learners.

Support trainees to continue to identify further personal subject, pedagogical knowledge, and professional development needs and take personal responsibility for addressing these.

Outline syllabus: Statutory requirements and non-statutory guidance

Expectations of teachers

CCF, TS

Personal and professional conduct

Application of knowledge and understanding of teaching, learning and assessment, including adaptive teaching, into their own practice

Development and application of subject knowledge and understanding appropriate to subject/s and phases

Safeguarding and learners' wellbeing

Classroom/behaviour management, high expectations, positive relationships, inclusion

Meeting the needs of a diverse range of learners

Trauma-informed practice

Working with other adults, including parents

Evaluation of practice

Acting on feedback

Development planning

Part 3: Teaching and learning methods

Teaching and learning methods: In this module, trainees begin to develop and apply their evidence-based and experiential general and subject-specific knowledge and understanding of teaching and learning to their practice experience. Teaching and learning is facilitated and assessed through experience in the classroom supported by mentor/s in school and a UWE Tutor.

The initial practice element of 20 days in this module allows trainees to develop an understanding of the expectations of professional practice before the move in year 3

of the programme. In year 3, trainees will meet the professional Teachers' Standards, usually over 120 days in practice over the whole programme plus additional intensive practice days.

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

MO1 Take responsibility for own conduct & professional effectiveness, including proactive use of feedback and reflection to inform objectives for ongoing professional development in year 3.

MO2 Promote progress for all learners through good subject knowledge, understanding of key subject concepts, curriculum and pedagogical approaches, and the use of a diverse range of effective, evidence-based, pedagogical practices, including planning, teaching, assessing, inclusive approaches, and adaptive teaching.

MO3 Demonstrate effective classroom management strategies, high expectations, good communication skills, and the ability to engage, and motivate learners, and build respectful, positive, relationships with children and adults.

MO4 Demonstrate an understanding of the professional behaviours, skills and responsibilities of teachers, including as they apply to safeguarding, children's wellbeing, equality, and information sharing.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 50 hours

Placement = 180 hours

Face-to-face learning = 6 hours

Total = 0

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 is a pass/fail module, based on their assessed practice.

This module forms part of the trainees' formal QTS element of the programme. 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 to evidence their practice.

Assessment tasks:

Practical Skills Assessment (First Sit)

Description: Assessment of practice (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Practical Skills Assessment (Resit)

Description: Assessment of practice (pass/fail)

Weighting:

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 with Qualified Teacher Status [Frenchay] BA (Hons) 2024-25