



Module Specification

Preparing for and Learning from Primary Practice

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Part 1: Information

Module title: Preparing for and Learning from Primary Practice

Module code: UTTH36-30-2

Level: Level 5

For implementation from: 2025-26

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 explores pedagogical approaches and classroom management principles and strategies needed to be a successful teacher. This wraps around their year two practice module, preparing trainees for this practice, and supporting their learning and forward planning from it.

Features: Not applicable

Educational aims: Develop trainees' curriculum, subject, and pedagogical knowledge and understanding, and support their skill in applying this to progress the learning of all pupils.

Identify further personal subject and pedagogical knowledge development needs and take personal responsibility for addressing these.

Develop trainees' skills in planning, adaptive teaching, assessment and review to support the success of all learners.

Facilitate trainees to evaluate and improve their own practice, through self-reflection, learning from the practice and advice of others, and seeking learner feedback.

Support trainees' understanding of the requirements for primary teachers, including the Core Content Framework, and how to evidence their development and achievements.

Outline syllabus: Revisit theories of development, learning & teaching

Curricula

Subject knowledge & key concepts

Planning for own subject knowledge development & making progress against this

Pedagogic strategies

Teaching and learning

Assessment and review

Use of technologies to support teaching and learning

Adaptive teaching

Classroom management

Observing practice

Feedback strategies

Seeking learner feedback

Reflective practice

Core Content Framework

Teachers' Standards

Evidencing own practice and progress

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and expert colleagues within school settings, and includes lectures, seminars, tutorials, practical classes, workshops and online engagement.

Independent learning includes essential and extended reading, preparation for practice, seminars, and assignment preparation and completion.

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

MO1 Further develop and reflect on curricula knowledge, personal subject knowledge, key concepts, and pedagogical approaches to support learners' success.

MO2 Evaluate approaches to planning, adaptive teaching, use of technologies to support teaching, assessment and review, and reflect on how these can support the learning of all pupils.

MO3 Develop strategies for targeted observation of others' practice, and for seeking feedback for, critically reflecting on, and evaluating own practice to support improvements and planning for further development.

MO4 Demonstrate a clear understanding of the requirements for primary teachers, including the Core Content Framework, and begin to systematically evidence their development and achievements as teachers.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 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 module is assessed by a portfolio (5000 words).

The single portfolio format supports the wraparound nature of this module. Some elements feature key pre-practice tasks and planning, and other elements refer to learning from and reflections on practice. At least one portfolio requirement will involve sharing a particular aspect of their practice experience with others in their group. Professional learning and practice is a collaborative endeavour.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio (5000 words)

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

