



Module Specification

Becoming a Transformational Teacher

Version: 2025-26, v1.0, Approved

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Part 1: Information

Module title: Becoming a Transformational Teacher

Module code: UTTH37-30-3

Level: Level 6

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 supports trainees to develop an expanded, nuanced, detailed, and evidence-informed understanding of the skills, understanding and strategies needed to become a primary teacher. This includes an understanding of the impact of the context of learners lives, and how to teach thoughtfully, adaptively and effectively to enable all learners to thrive, including those with additional needs. Trainees become skilled at using assessment to support and advance learning, and at reflecting on their own teaching, progress and development. Trainees also

explore underlying values in teaching, and ways to support their own resilience and wellbeing.

Features: Not applicable

Educational aims: Further develop trainees' critical, evidence-based understanding of theories and practices of learning and teaching, and to critique and use appropriate research evidence to improve practice and learner outcomes.

Support trainees to understand the wide range of factors that impact learners and their learning environment, and to use current research to support their use of adaptive teaching and to create a positive and enabling classroom culture to improve the outcomes of all learners.

Provide opportunities to understand a range of strategies for assessing learner progress and how to use this to inform planning.

Support trainees to evaluate their practice using a range of strategies

Enable trainees to reflect on their professional learning, their underpinning values, and their vision for teaching and learning with reference to subject/s and phases as appropriate.

Support trainees to further develop and synthesise their professional learning in subject knowledge and understanding, and in general pedagogical approaches, and as they apply to subject/s and phases appropriate to their studies.

Outline syllabus: Theories and practices of learning and teaching

Critique and use of research evidence to improve learner outcomes

Assessing learner progress

Models of reflection

Continuing subject knowledge and understanding and pedagogical approaches

Educational context of learners

Adaptive teaching

SEND

Inclusive curriculum, practice and classroom culture

Vision, values and beliefs

Continuing professional development

Workload, resilience and wellbeing

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, tutorials, practical classes, workshops and online engagement. Independent learning includes essential and extended reading, preparation for seminars, and assignment preparation and completion.

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

MO1 Demonstrate an evidenced-based and applied understanding of a wide range of factors that impact learners and their learning environment.

MO2 Demonstrate understanding and reflection on a range of strategies for assessing learner progress and how to use this to inform planning.

MO3 Demonstrate an analytical, evidence-based understanding of theories and practices of learning and teaching, and be able to evaluate and use appropriate research evidence to improve practice and learner outcomes.

MO4 Demonstrate a systematic, reflective and multi-stranded approach to evaluating practice.

MO5 Synthesise and reflect on their professional learning, their underpinning values, and their vision for teaching and learning with reference to phases and subject/s as appropriate.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

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: Trainees will deliver a 20-minute presentation (5 minutes of which will be questions and answers) on an aspect of their teaching that critically reflects on the distinctiveness of teaching in their specific age-phase.

Presentation skills and content will be facilitated through seminars, peer review and self-assessment.

Assessment tasks:

Presentation (First Sit)

Description: 15 minute presentation plus 5 minutes questions

Focus on an area of professional learning and development.

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Presentation (Resit)

Description: 15 minute presentation plus 5 minutes questions

Focus on an area of professional learning and development.

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Early Years with Qualified Teacher Status {School-based} [Frenchay]
ProfGCE 2024-25

Primary with Qualified Teacher Status {School-based} [Frenchay] ProfGCE 2024-25

Secondary Chemistry with Science with Qualified Teacher Status [Frenchay]
ProfGCE 2025-26

Secondary Physical Education with Qualified Teacher Status [Frenchay] ProfGCE
2025-26

Secondary Physics with Science with Qualified Teacher Status [Frenchay] ProfGCE
2025-26

Secondary English with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Secondary Biology with Science with Qualified Teacher Status [Frenchay] ProfGCE
2025-26

Secondary Business with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Secondary Computer Science with Qualified Teacher Status [Frenchay] ProfGCE
2025-26

Secondary Geography with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Secondary History with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Secondary Mathematics with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Secondary Modern Languages with Qualified Teacher Status [Frenchay] ProfGCE
2025-26

Secondary Art and Design with Qualified Teacher Status [Frenchay] ProfGCE 2025-
26

Primary with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Primary Early Years with Qualified Teacher Status [Frenchay] ProfGCE 2025-26

Primary with Qualified Teacher Status {School-based} [Frenchay] ProfGCE 2025-26

Primary Early Years with Qualified Teacher Status {School-based} [Frenchay]
ProfGCE 2025-26

Primary Early Years with Qualified Teacher Status {School-based} [Frenchay]

ProfGCE 2025-26

Primary with Qualified Teacher Status {School-based} [Frenchay] ProfGCE 2025-26