



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Professional Practice				
Module Code	UTTGR3-30-2	Level	2	Version	2
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE) (UK and Villa College routes)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	UTTQQV-30-1		Co- requisites	UTTQQY-30-2	
Excluded Combinations	none		Module Entry requirements	none	
Valid From	September 2016		Valid to	September 2018	

CAP Approval Date	04/05/12 30/05/13 20/05/14 July 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will have accumulated a significant body of evidence towards meeting the professional Teachers' Standards and will show evidence that they can teach to a satisfactory level of competence in primary mathematics and language/literacy. In particular, they will:</p> <ol style="list-style-type: none"> 1. demonstrate consistently high standards of personal and professional conduct required of teachers; (A) 2. set high expectations which inspire, motivate and challenge children; (A) 3. promote good progress and outcomes for children and a love of learning; (A) 4. apply secure knowledge of subject and curriculum areas and relevant pedagogy; (A) 5. when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; (A) 6. when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies; (A) 7. plan and teach well structured sessions, making accurate and productive use of assessment; (A)

	<p>8. Gather effective evidence to demonstrate pupils' progress over time and the trainee's impact on this.(A)</p> <p>9. adapt teaching to respond to the strengths and needs of all children; (A)</p> <p>10. manage behaviour effectively to ensure a good and safe learning environment; (A)</p> <p>11. fulfil wider professional responsibilities, taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; (A & B)</p> <p>12. evaluate their practice, based on children's learning and taking full account of feedback on their teaching. (A & B)</p>
Syllabus Outline	<p>Two blocks of school-based training in one or two partnership settings.</p> <p>Students will undertake preparation work, including audits of their subject knowledge and safeguarding training, to ensure they are fully prepared for their teaching practice. Satisfactory preparation must be demonstrated prior to professional practice beginning.</p> <p>Subject knowledge workshops; phonics training; safeguarding training.</p> <p>A range of appropriate experiences in the partnership setting(s).</p> <p>Schedule of formal and informal meetings with school-based practitioners and University tutors to reflect on progress and co-construct targets for on-going professional development.</p> <p>Formal and informal observations of teaching and subsequent feedback.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form centre-based training in preparation for the placement experience, including lectures, seminars, tutorials, online engagement and e-mail contact.</p> <p>The supervised work-based learning experience will be the equivalent of approximately eight weeks school-based training in placement in schools/other settings.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 22 hours</p> <p>Smaller group events (seminars, tutorials, presentations):39 hours</p> <p>Guided study (group and individual tasks, including online engagement): 11 hours</p> <p>Total centre-based training: 72 hours</p> <p>Supervised work-based learning: 8 week placement (full-time attendance)</p> <p>Contact hours and patterns of delivery for Villa route may vary.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes structured school placement-based work, formal tutorials and meetings with school practitioners, in addition to lectures, seminars, tutorials, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that students engage in additional independent study, including preparation for teaching and assessment of learning.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are</p>

interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	48	180	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
 Coursework: Written assignment or essay, report, dissertation, portfolio, project
 Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading Strategy	<p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend academic study support sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Pollard, A. (2008) <i>Reflective teaching: evidence-informed professional practice</i> London: Continuum</p> <p>A range of current and relevant text and web-based policy and curriculum documents from the Department for Education, the Office for Standards in Education and the Teaching Agency, including: DfE (2010) <i>The Importance of Teaching: Schools White Paper</i> London: The Stationery Office DfE (2011) <i>Support and aspiration: a new approach to Special educational needs and disability</i> London: The Stationery Office DfE (2012) <i>Cultural education in England - An independent review</i> by Darren Henley for the Department for Culture, Media and Sport and the Department for Education TDA (2011) <i>Systematic Synthetic Phonics in ITT: Guidance and Support Materials</i></p>

Part 3: Assessment	
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Assessment Strategy	
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The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards. Within this module students must demonstrate the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training.

Students must demonstrate the positive values and behaviour that they expect from children in all aspects of their professional placements.

Students' practice will be underpinned by values that they can articulate and for which they can provide a rationale.

The above will manifest itself in high expectations of all children, consistent and respectful treatment and concern for their development as learners; sensitive and effective communication with parents and carers and support staff and an understanding of their contribution; the ability to reflect on and improve their own teaching; and motivation to take responsibility for their own professional development.

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities, and collation of relevant documentation in professional portfolios showing high-quality self-evaluation with clear focus on learners and learner progress, and critical reflection, taking full account of feedback from professionals they work with. (Equivalent to 1700 words.)	Pass/Fail	

Resits are not automatically granted and are subject to the recommendation of the award board.		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Learning outcomes demonstrated over a period of time and evidenced by observations of and feedback on teaching and teaching-related activities, and collation of relevant documentation in professional portfolios showing high-quality self-evaluation with clear focus on learners and learner progress, and critical reflection, taking full account of feedback from professionals they work with. (Equivalent to 1700 words.)	Pass/Fail	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		