



## **Module Specification**

### **Developing Professional Practice**

Version: 2023-24, v2.0, 21 Dec 2022

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Developing Professional Practice

**Module code:** UTTGR3-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** Beginning Professional Practice 2023-24

**Excluded combinations:** None

**Co-requisites:** Inclusive Practice 2023-24

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** 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.

**Outline syllabus:** Two blocks of school-based training in one or two partnership settings.

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.

Subject knowledge workshops; phonics training; safeguarding training.

A range of appropriate experiences in the partnership setting(s).

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.

Formal and informal observations of teaching and subsequent feedback.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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 email contact.

Independent learning: There is an expectation that students engage in additional independent study, including preparation for teaching and assessment of learning.

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.

The supervised work-based learning experience will be the equivalent of approximately eight weeks school-based training in placement in schools/other settings.

The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 22 hours

Smaller group events (seminars, tutorials, presentations): 39 hours

Guided study (group and individual tasks, including online engagement): 11 hours

Total centre-based training: 72 hours

Supervised work-based learning: 8 week placement (full-time attendance)

Contact hours and patterns of delivery for Villa route may vary.

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

**MO1** Demonstrate consistently high standards of personal and professional conduct required of teachers

**MO2** Set high expectations which inspire, motivate and challenge children

**MO3** Promote good progress and outcomes for children and a love of learning

**MO4** Apply secure knowledge of subject and curriculum areas and relevant pedagogy

**MO5** When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

**MO6** When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**MO7** Plan and teach well structured sessions, making accurate and productive use of assessment

**MO8** Gather effective evidence to demonstrate pupils' progress over time and the trainee's impact on this

**MO9** Adapt teaching to respond to the strengths and needs of all children

**MO10** Manage behaviour effectively to ensure a good and safe learning environment

**MO11** Fulfil wider professional responsibilities, taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

**MO12** Evaluate their practice, based on children's learning and taking full account of feedback on their teaching

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 48 hours

Placement = 180 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/uttgr3-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttgr3-30-2.html>

## **Part 4: Assessment**

**Assessment strategy:** 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.

### **Assessment components:**

#### **Portfolio (First Sit)**

Description: Portfolio (Equivalent to 1700 words)

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.)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

#### **Portfolio (Resit)**

Description: Portfolio (Equivalent to 1700 words)

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.)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: