



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Subject Knowledge for Teaching in Secondary Initial Teacher Education				
Module Code	UTLGS9-30-3	Level	M	Version	2
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary and Life Long Learning		
Contributes towards	Professional Graduate Certificate in Secondary Initial Teacher Education BSc(Hons) Mathematics with QTS				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2019		Approval Date	04/05/2012	
			ASQC Revision Date	16/07/2019	

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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module trainees will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate excellent subject specialist knowledge for teaching and of the relevant national curriculum requirements and/or other specifications appropriate to the subject(s), age and ability of those they are trained to teach, including accurate use of subject-specific language as appropriate ; (A) 2. Engage with theories of assessment and know how to evaluate pupils' prior knowledge, and how to formatively and summatively assess pupils' attainment, including statutory assessment, and use findings and data as a basis for planning and target setting to secure progress for all pupils.(A) 3. Demonstrate the necessary pedagogical skills and knowledge to design, plan for and teach sequences of lessons as appropriate to meet the diverse needs of all learners in the relevant phases and subject(s); (A) 4. Anticipate learners' common subject-specific misconceptions and understand how to support learners in overcoming these. (A) 5. Evaluate and justify approaches to curriculum design across the relevant age phases of training; (A) 6. Demonstrate a critical understanding of developments in the core curriculum areas, and promote the value of scholarship (A) 7. Critically discuss and analyse principles underpinning young people's learning within the relevant specialist subjects and curriculum and how this impacts on teaching; (A) 8. Work effectively as an independent, self-motivated and self- critical learner demonstrating the capacity to engage in self-critical reflection on their own learning leading to purposeful target setting and personal professional development; (A)
Syllabus Outline	<p>Subject specialist and subject pedagogical knowledge.</p> <p>Subject specialist National Curriculum and public examination specifications and assessment requirements.</p> <p>Assessment of prior knowledge, and formative and summative assessment strategies.</p> <p>Use of assessment to inform medium term planning, planning lessons and target setting for pupils.</p> <p>Current national educational policy, curriculum and priority agendas</p> <p>Ofsted frameworks for inspection, use of statistical data and planning for school improvement.</p> <p>Academic reading, writing and analysis appropriate at Level 3.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.</p>

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Teaching and Learning Methods	Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/college placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology enhanced learning through online engagement and e-mail contact. Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.
Indicative Reading List	Each Secondary subject handbook will recommend a range of subject-specific texts on subject and pedagogical knowledge and curriculum, including for example: Barlex, D.(Ed) (2007) <i>Design and Technology: For the next generation</i> . TEP Cliffco.com Bishop,K. Denley, P. (2007) <i>Learning science teaching: Developing a professional knowledge base</i> . Open University Press Evans,C. Midgeley,A. Rigby,P. Warham,L. Woolnough,P. (2009) <i>Teaching English: Developing as a Reflective Secondary teacher</i> . London:Sage Hodge,S. (2010) <i>The Art and Design Teacher's Handbook</i> . London: Continuum Johnson,K. (2008) <i>An Introduction to Foreign Language Learning and Teaching (Learning About Language) (2nd Edition)</i> London: Longman Johnston Wilder, S. Johnston Wilder, P. Pimm, D. Westwall, J. (eds) (2005) <i>Learning to teach mathematics in the secondary school</i> Oxon:Routledge Lambert,D. and Balderstone,D. (2010) <i>Learning to teach geography in the secondary school (2nd Edition)</i> London and New York: Routledge Phillips,I. (2008) <i>Teaching History: Developing as a reflective Secondary teacher</i> . London: Sage

Assessment Strategy	The module assessment is through a subject specialism assignment equivalent to 5000 words.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	N/A	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
A portfolio of subject specialist, professionally relevant tasks, including: a critically reflective written commentary supported by associated evidence of subject knowledge development, equivalent to 5000 words.	PASS/FAIL	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
A portfolio of subject specialist, professionally relevant tasks, including: a critically reflective written commentary supported by associated evidence of subject knowledge development, equivalent to 5000 words.	PASS/FAIL	

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First Approval Date (and panel type)	04/05/2012			
Revision ASQC Approval Date		Version	1	
	16 th July 2019		2	Link to RIA 13054