



ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Subject Knowledge for Teaching in Secondary Initial Teacher Education (Level 3)				
Module Code	UTXGS9-30-3	Level	M	Version	1.3
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	Professional Graduate Certificate in Secondary Initial Teacher Education				
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 2012		Valid to	September 2018	

CAP Approval Date	04/05/2012 26/03/2013 02/06/2016
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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)

	<p>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)</p> <p>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)</p>
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	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
Teaching and Learning Methods	<p>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.</p> <p>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.</p>
Reading Strategy	<p>All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>All essential reading will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.</p> <p>If further reading is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Each Secondary subject handbook will recommend a range of subject-specific texts on subject and pedagogical knowledge and curriculum, including for example:</p> <p>Barlex, D.(Ed) (2007) <i>Design and Technology: For the next generation</i>. TEP Cliffco.com</p>

	<p>Bishop, K. Denley, P. (2007) <i>Learning science teaching: Developing a professional knowledge base</i>. Open University Press</p> <p>Evans, C. Midgeley, A. Rigby, P. Warham, L. Woolnough, P. (2009) <i>Teaching English: Developing as a Reflective Secondary teacher</i>. London: Sage</p> <p>Hodge, S. (2010) <i>The Art and Design Teacher's Handbook</i>. London: Continuum</p> <p>Johnson, K. (2008) <i>An Introduction to Foreign Language Learning and Teaching (Learning About Language)</i> (2nd Edition) London: Longman</p> <p>Johnston Wilder, S. Johnston Wilder, P. Pimm, D. Westwall, J. (eds) (2005) <i>Learning to teach mathematics in the secondary school</i> Oxon: Routledge</p> <p>Lambert, D. and Balderstone, D. (2010) <i>Learning to teach geography in the secondary school</i> (2nd Edition) London and New York: Routledge</p> <p>Phillips, I. (2008) <i>Teaching History: Developing as a reflective Secondary teacher</i>. London: Sage</p>
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Part 3: Assessment	
Assessment Strategy	The module assessment is through a subject specialism assignment equivalent to 5000 words.

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 <i>(as % of component)</i>	
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	
Component B Description of each element	Element weighting <i>(as % of component)</i>	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
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	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
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.		