University of the West of England BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Practice Secondary Education 2					
Module Code	UTXN8N-30-3		Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Arts Creative Industries and Education		Field	Education – non-modular		
Department	Education and Childhood		Module Type	Professional Practice		
Contributes towards	BSc (Hons) Mathematics with Qualified Teacher Status (QTS)					
Pre-requisites	None		Co- requisites			
Excluded Combinations			Module Entry requirements	None		
First CAP Approval Date	November 2016		Valid from	September 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Begin to demonstrate, through a range of professional evidence, that the Teachers' Standards have been partly met at a level appropriate for a teacher at the beginning of their training towards the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings; (A) 2. Demonstrate good subject- and developing pedagogical- knowledge in relevant subject and curriculum areas; (A) 3. Begin to demonstrate high expectations for learning and behaviour, beginning to overcome barriers for learning, creating a positive learning environment and helping all learners to make satisfactory progress; (A) 4. Plan for and begin to adapt their teaching in response to the strengths, needs and interests of learners through formative monitoring of learners' progress; (A) 5. Communicate effectively with colleagues, demonstrating an understanding of the need for effective collaborative and cooperative working educational settings; (A) 6. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour; (A) 7. Engage positively in professional development and make a positive contribution to the school community. (A)

Syllabus Outline	A range of appropriate experiences in partnership settings, including blocks of sustained teaching experience.

Schedule of formal and informal meetings with school/college 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. Training review days to monitor and accelerate trainee progress. |
| Contact Hours | At least 40 days in school/educational settings (37.5 hours per week full-time equivalent). Contact time for this module will also include lectures, tutorial meetings, directed study and online engagement. |
| Teaching and Learning Methods | Scheduled learning: This includes structured school/college placement-based work, formal tutorials and meetings with school/college 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.

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

Placement learning: 40 days of placement-based learning are included in this module. |
| Key Information Sets Information | 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 interested in applying for. |

Key Information Set - Module data

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	36	264	0	300

The table below indicates as a percentage the total assessment of the module by portfolio.

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

Reading Strategy	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. 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 Blackboard. 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.

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. |
| Indicative Reading List | A range of current and relevant text and web-based policy and curriculum documents from the Department for Education, the Teaching Agency and the Office for Standards in Education, including:

- Capel, S., Leask, M. & Younie, S. (eds) (2016) Learning to Teach in the Secondary School: a companion to school experience (7th edition) London: Routledge
- DfE (2010) The Importance of Teaching: Schools White Paper London: The Stationery Office
- DfE (2011) Support and aspiration: a new approach to Special educational needs and disability London: The Stationery Office
- DfE (2012) Cultural education in England - An independent review, by Darren Henley for the Department for Culture, Media and Sport and the Department for Education
- Johnston-Wilder, S., Johnstone-Wilder, P., Pimm, D., Lee, C. (eds) (2011) Learning to Teach Mathematics in the Secondary School (3rd edition) London: Routledge
- Muijs, D. and Reynolds, D. (2011) Effective Teaching: Evidence and Practice, Third Edition. London: SAGE |

Part 3: Assessment

Assessment Strategy	The criteria for assessment of Professional Practice will comply with the current, relevant professional Teachers' Standards. Within this module trainees must demonstrate and evidence the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training.

Trainees must demonstrate the positive values and behaviour that they expect from young people in all aspects of their professional placements.

Trainees' 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 young people, 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.

Completion of a total of at least 40 days in school, including periods of sustained teaching experience, is assessed on a Pass/Fail basis against the Teachers' Standards. |

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		P/F	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. A comprehensive demonstration and evidence of meeting Teachers' Standards through the submission of a completed portfolio in the required format, and satisfactory School-based feedback against the module Learning Outcomes.	Pass/Fail only
Component B **Description of each element**	**Element weighting**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. A comprehensive demonstration and evidence of meeting Teachers' Standards through the submission of a completed portfolio in the required format, and satisfactory School-based feedback against the module Learning Outcomes, typically following a further period of school placement of a minimum of 8 weeks.	Pass/Fail only
Component B **Description of each element**	**Element weighting**

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.

First CAP Approval Date	*Date of first CAP approval*			
Revision CAP Approval Date *Update this row each time a change goes to CAP*		Version	*1*	*Link to MIA* *Link to RIA*