University of the
West of England
UWE BRISTOL

**ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1: Basic Data | | | | | | |
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| Module Title | Professional Development in Secondary Education 1 | | | | | |
| Module Code | UTXN8M-30-2 | | Level | 2 | 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 Mathematics with Qualified Teacher Status (QTS) | | | | | |
| Pre-requisites | None | | Co- requisites | | | |
| Excluded Combinations | UFMFSK-30-2 Reflection on Practice in Secondary Education | | Module Entry requirements | None | | |
| First CAP Approval Date | | | Valid from | September 2017 (pending approval) | | |
| Revision CAP Approval Date | | | Revised with effect from | | | |

| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br>1. Understand, critique and utilise a range of ideas, theories, practice-based research and relevant policies to become an outstanding educator able to impact effectively and continuously on outcomes for learners. (A&B)<br><br>2. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching, differentiate activities and set goals that stretch and challenge pupils at different stages of development and of all backgrounds, abilities and dispositions. (A&B)<br><br>3. Demonstrate a commitment to the transformation of the life chances of all learners, including having a secure understanding of barriers to learning, and of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (A)<br><br>4. Engage with issues and current practices relating to safeguarding pupils. (A)<br><br>5. Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values.(A)<br><br>6. Demonstrate the capacity to become an outstanding educator through engagement with the knowledge, understanding and skills of assessing children's attainment, |

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| | progress and outcomes, and of feeding back to learners and involving them in the feedback and improvement process. (A&B) |
| | 7. Understand how to plan effective, engaging lessons and sequences of lessons using knowledge of learners' prior and ongoing attainment to ensure appropriate levels of challenge and pupil progress. (B) |
| | 8. Know how to manage and foster desirable behaviour effectively to ensure a safe and stimulating learning environment rooted in mutual respect, and to promote learning. (A) |
| | 9. Understand how to support learners' knowledge, understanding and attainment by promoting high standards of literacy, articulacy and the correct use of standard English, and the use of technology to promote learning. (A) |
| | 10. Reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose. (A&B) |
| Syllabus Outline | • Statutory responsibilities of teachers; <br><br> • Teachers' Standards and other requirements set by external professional bodies; <br><br> • Theories of learning and reflective practice; <br><br> • Current and forthcoming national curriculum and other educational policies and initiatives; <br><br> • Behaviour management, classroom organisation and the teaching environment; <br><br> • Special Educational Needs and Disabilities; <br><br> • English as an Additional Language; <br><br> • Black and Minority Ethnicity; <br><br> • The pastoral role of the teacher; <br><br> • Working with parents, carers and wider communities; Inter-professional collaboration; <br><br> • Safeguarding, child protection and e-safety; <br><br> • Statutory assessment and data gathering requirements; <br><br> • Planning; <br><br> • Preparing for induction and future on-going professional development. |
| Contact Hours | Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement. |
| 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. <br><br> **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. |
| 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 | | | | | |
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| | | | | | | |
| | Number of credits for this module | | | | 30 | |
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| | 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 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: | | |
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| Written exam assessment percentage | 0% | |
| Coursework assessment percentage | 100% | |
| Practical exam assessment percentage | 0% | |
| | | 100% |

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| 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.<br><br>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.<br><br>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.<br><br>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 | • Capel, S., Leask, M. & Younie, S. (eds) (2016) Learning to Teach in the Secondary School: a companion to school experience (7th edition) London: |

| | Routledge |
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| | • Johnston-Wilder, S., Johnstone-Wilder, P., Pimm, D., Lee, C. (eds) (2011) Learning to Teach Mathematics in the Secondary School (3rd edition) London: Routledge |
| | • McDonagh,C., Roche,M., Sullivan, B., and Glenn, M. (2011) Enhancing Practice through Classroom Research: A teacher's guide to professional development. London: Routledge. |
| | • Moore, A. (2012) Teaching and Learning: Pedagogy, Curriculum and Culture. 2nd Edition. London: Routledge. |

| Part 3: Assessment |
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| Assessment Strategy | Component A is informed by trainees' evidence of meeting the Teachers' Standards in this, their first teaching practice. Trainees are required to review their development as a teacher thus far, identifying their strengths and ongoing areas for further development during their final year. This will include evidence provided by mentors in school and UWE tutors in relation to the standard of their practice, in the form of lesson observation feedback.

Component B is focused on a planned teaching and learning activity. The assessment requires trainees to write a detailed, reflective account critically evaluating the activity focusing on the resulting learning. |
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| Identify final assessment component and element | | | |
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| | | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | **P/F** | **100** |

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| **Component A**<br>**Description of each element** | **Element weighting** |
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| 1. Written reflection on progress measured against the Teachers' Standards, with reference to appropriate literature, based on their initial teaching practice (2000 words). Reference must be made to feedback on teaching practice, received from UWE tutors and school mentors, in the form of lesson observation feedback. N.B. should the outcome of this feedback be a Grade 4 'Inadequate' judgment, the trainee will be deemed to have failed their practice, and therefore the module. | Pass/Fail |
| 2.(etc) | |
| **Component B**<br>**Description of each element** | **Element weighting** |
| 1. A written evaluation of a planned learning activity (2500 words). | 100% |
| 2.(etc) | |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A**<br>**Description of each element** | **Element weighting** |

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| 1. Written reflection on progress measured against the Teachers' Standards, with reference to appropriate literature, based on their initial teaching practice (2000 words). Reference must be made to feedback on teaching practice, received from UWE tutors and school mentors, in the form of lesson observation feedback. N.B. should the outcome of this feedback be a Grade 4 'Inadequate' judgment, the trainee will be deemed to have failed their practice, and therefore the module. | Pass/Fail |
| 2.(etc) | |
| **Component B**<br>**Description of each element** | **Element weighting** |
| 1. A written evaluation of a planned learning activity (2500 words). | 100% |
| 2.(etc) | |
| 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* | | | |
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| Revision CAP Approval Date<br>*Update this row each time a change goes to CAP* | | Version | *1* | *Link to MIA*<br>*Link to RIA* |