



Module Specification

Professional Practice Secondary Education 1

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Part 1: Information

Module title: Professional Practice Secondary Education 1

Module code: UTXN8M-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: Education - Non Modular

Module type: Module

Pre-requisites: None

Excluded combinations: Reflection on Practice in Secondary Education 2023-24

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Statutory responsibilities of teachers;

Teachers' Standards and other requirements set by external professional bodies;

Theories of learning and reflective practice;

Current and forthcoming national curriculum and other educational policies and initiatives;

Behaviour management, classroom organisation and the teaching environment;

Special Educational Needs and Disabilities;

English as an Additional Language;

Black and Minority Ethnicity;

The pastoral role of the teacher;

Working with parents, carers and wider communities; Inter-professional collaboration;

Safeguarding, child protection and e-safety;

Statutory assessment and data gathering requirements;

Planning;

Preparing for induction and future on-going professional development.

Part 3: Teaching and learning methods

Teaching and learning methods: Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.

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.

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

MO1 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

MO2 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

MO3 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

MO4 Engage with issues and current practices relating to safeguarding pupils

MO5 Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values

MO6 Demonstrate the capacity to become an outstanding educator through engagement with the knowledge, understanding and skills of assessing children's attainment, progress and outcomes, and of feeding back to learners and involving them in the feedback and improvement process

MO7 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

MO8 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

MO9 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

MO10 Reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 264 hours

Face-to-face learning = 36 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/utxn8m-30-2.html) via the following link <https://uwe.rl.talis.com/modules/utxn8m-30-2.html>

Part 4: Assessment

Assessment strategy: Assessment task 1 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.

Assessment task 2 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.

Assessment components:**Written Assignment (First Sit)**

Description: 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.

Weighting:

Final assessment: Yes

Group work: No

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

Written Assignment (First Sit)

Description: A written evaluation of a planned learning activity (2500 words).

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO6, MO7

Written Assignment (Resit)

Description: 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.

Weighting:

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: A written evaluation of a planned learning activity (2500 words).

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Mathematics [Sep][FT][Frenchay][4yrs] - Not Running MMath 2022-23

Mathematics [Sep][SW][Frenchay][5yrs] - Not Running MMath 2022-23