MODULE SPECIFICATION

Part 1: Information			
Module Title	Reflection on Practice in Secondary Education		
Module Code	UFMFSK-30-2	Level	Level 5
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Engineering, Design and Mathematics
Department	FET Dept of Engin Design & Mathematics		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	Professional Practice Secondary Education 1 2019-20		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Features: This module is a fall-back module for students who originally started on the Mathematics with QTS programme. Run on a by requirement only.

Educational Aims: See Learning Outcomes.

Outline Syllabus: The syllabus includes:

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.

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.

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

Part 3: Assessment

The purpose of the assessment is to bring together the research and personal experiences of the student in current topics of mathematics education. Students on this module will have had varying degrees of Secondary Mathematics classroom exposure and students will be required to reflect on their own experiences as well as research into the current challenges facing mathematics educators. The report will be judged on the quality of the research presented and the insight of reflections.

First Sit Components	**Final Assessment**	**Element weighting**	**Description**
Report - Component A	✓	100 %	Report (6,000 words)
Resit Components	**Final Assessment**	**Element weighting**	**Description**
Report - Component A	✓	100 %	Report (6,000 words)

Part 4: Teaching and Learning Methods

Learning Outcomes

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

Module Learning Outcomes	Reference
Understand and critique a range of ideas, theories, practice-based research and relevant policies for mathematics educators	MO1
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	MO2
Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values	MO3
Demonstrate knowledge of key features of mathematics education 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	MO4
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	MO5
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	MO6
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	MO7
Reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose	MO8

Contact Hours

Independent Study Hours:	
Independent study/self-guided study	264
Total Independent Study Hours:	264
Scheduled Learning and Teaching Hours:	
Face-to-face learning	36
Total Scheduled Learning and Teaching Hours:	36
Hours to be allocated	300
Allocated Hours	300

Reading List

The reading list for this module can be accessed via the following link:

https://uwe.rl.talis.com/index.html

Part 5: Contributes Towards
This module contributes towards the following programmes of study: Mathematics [Sep][SW][Frenchay][5yrs] MMath 2018-19 Mathematics [Sep][FT][Frenchay][4yrs] MMath 2018-19 Mathematics [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19 Mathematics [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19