



## **Module Specification**

### **Reflection on Practice in Secondary Education**

Version: 2023-24, v2.0, 03 May 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Reflection on Practice in Secondary Education

**Module code:** UFMFSK-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Environment & Technology

**Department:** FET Dept of Engineering Design & Mathematics

**Partner institutions:** None

**Field:** Engineering, Design and Mathematics

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** Professional Practice Secondary Education 1 2023-24

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**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.

### **Part 3: Teaching and learning methods**

**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.

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

**MO1** Understand and critique a range of ideas, theories, practice-based research and relevant policies for mathematics educators

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

**MO4** 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

**MO5** 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

**MO6** 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

**MO7** 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

**MO8** 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/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** 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.

**Assessment tasks:**

**Report** (First Sit)

Description: Report (6,000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Report (Resit)**

Description: Report (6,000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

**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