



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Mathematics Education				
Module Code	UTLGSW-15-2	Level	2	Version	2
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	BSc(Hons) Mathematics				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	DBS clearance	
Valid From	September 2019		Approval Date	July 2019	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module, students will:</p> <ol style="list-style-type: none"> demonstrate good subject knowledge of the key concepts, processes and skills in the Secondary National Curriculum for mathematics at Key Stages 3 and 4 and relevant mathematics examination specifications at GCSE and A level; (component B) Understand the key concepts, processes and skills included in the Primary National Curriculum for mathematics and understand how these progress through Key Stage 2 into Key Stage 3; (component B) be able to observe and record outcomes of mathematics teaching and learning activities in a school classroom context in order to analyse and evaluate how these activities enable learners to develop their mathematical understanding; (component B) be able to assist mathematics teachers and learners in a classroom setting; (component B) demonstrate understanding of some of the barriers to successful learning in mathematics and appreciation of the range of intervention strategies in place to enhance achievement in national tests/examinations; (component B) demonstrate their awareness and understanding of some pedagogical approaches to teaching mathematics that develop learners' conceptual understanding; (components A and B) demonstrate their understanding in practice; (component A) <p>Additional module learning outcomes, not explicitly assessed in the assignments:</p> <ol style="list-style-type: none"> demonstrate capacity to work in a professional teaching environment; reflect on and articulate own views about teaching as a future career and how undertaking this module has contributed to their views; be able to communicate effectively in a professional environment and to take responsibility for reporting accurately on processes and outcomes, with due

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	regard to ethical considerations, including anonymity and safeguarding.
Syllabus Outline	<p>The module will reinforce relevant mathematics subject knowledge to enable the student to assist teaching and learning in a school classroom setting. A range of approaches to teaching and learning mathematics will be explored, focusing on developing understanding. Students will be introduced to a variety of mathematics teaching and learning resources and intervention strategies.</p> <p>Approaches to observation of teaching and learning and recording of learning in mathematics will be explored.</p> <p>A series of visits to school/college settings will include informal and formal observations of mathematics teaching and learning, meetings with mathematics teachers and assisting mathematics learners.</p> <p>Taught sessions will prepare and support students in undertaking and reflecting on directed tasks during their school/college visits. Students will be briefed on safeguarding and child protection and will be required to complete a satisfactory DBS check prior to school placement.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of seminars, tutorials, workshops, presentations, directed study, online engagement and email contact as well as at least 30 hours placement-based learning relating to the learning outcomes of the module.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Small group events (seminars, tutorials, pre-placement interview, workshops, presentations): 36 hours</p> <p>Guided study (group and individual tasks, including online engagement): 12 hours</p> <p>Work related learning - at least 30 hours of work over 6/7 weeks related learning in an appropriate setting/context.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes seminars, tutorials, workshops, presentations, guided study, online engagement and email contact, structured school/college /academy placement-based work.</p> <p>Independent learning: There is an expectation that students engage in approximately 2-3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation, including preparation for teaching, and completion and review of feedback.</p> <p>Independent work-based learning: At least 30 hours of placement based learning is a requirement of the module. The form of this is likely to vary but will include observing teaching and learning in an appropriate school/college/academy setting, supporting learning in classrooms, possibly some small group teaching of Secondary phase students, interviewing students and teachers. A DBS clearance will be required. Students will be supported in securing suitable and appropriately briefed placement schools.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.</p>

	Key Information Set - Module data					
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Number of credits for this module					15	ch
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		
150	36	84	30	150		

table below indicates as a percentage the total assessment of the module wh
titutes a -

ritten Exam: Unseen written exam, open book written exam, in-class test

rsework: Written assignment or essay, report, dissertation, portfolio, project

tical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

se note that this is the total of various types of assessment and will not
ssarily reflect the component and module weightings in the Assessment
on of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		50%
Practical exam assessment percentage		50%
		100%

Indicative Reading List

Ahmed, A. & Williams, H (2008) *Even Better Mathematics* London: Continuum
 Boaler, J. (2010) *The Elephant in the Classroom: helping children learn and love mathematics* London: Souvenir Press Ltd
 Capel, S. Leask, M. & Turner, T. (eds) (2009) *Learning to Teach in the Secondary School: a companion to school experience (5 edition)* London: Routledge
 DfE (2010) *The Importance of Teaching: Schools White Paper* London: The Stationery Office
 Gates, P. (ed.) (2001) *Issues in Mathematics Teaching* London: Routledge Falmer
 Ofsted (2008) *Mathematics: Understanding the Score* London: HMI
 Smith, A. (2004) *Making Mathematics Count* London: DfES
 Swan, M. (2006) *Collaborative Learning in Mathematics: a challenge to our beliefs and practices* London: NRDC/ Leicester: NIACE

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Part 3: Assessment			
Assessment Strategy	<p>The micro-teach will enable students to demonstrate their engagement with and understanding of the module taught input and learning outcomes through the medium and pedagogical approach they take in this presentation of subject content knowledge.</p> <p>Completion of a minimum of 30 hours in a school/college/academy placement setting, during which time directed tasks, observations and reflective records will be expected, is a requisite part of the module assessment. Students will be required to attend the module taught input on safeguarding and child protection and have secured satisfactory DBS clearance prior to attending placement.</p> <p>The school experience in addition to the module taught input will be assessed through students' reflective logs from their school placement experiences. They will be supported in the selection of 'best evidence' of learning and critical reflection and evaluation, as appropriate for undergraduate learners at Level 2.</p>		
Identify final assessment component and element		Component B	
% weighting between components A and B (Standard modules only)		A:	B:
		50	50
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
A 'micro-teach' (15 minutes) of a mathematical topic to tutors and peers (this is like a presentation, simulating a teaching episode).		100%	
Component B Description of each element		Element weighting	
A selection from a series of written reflective logs (equivalent to 1500 words) based on directed tasks and observations undertaken in a school/college/academy placement.		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
A 'micro-teach' (15 minutes) of a mathematical topic to tutors (this is like a presentation, simulating a teaching episode).		100%	
Component B Description of each element		Element weighting	
A written reflective evaluation (1500 words) based either on the placement experience or on learning during the module (as agreed with tutor).		100%	

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First Approval Date (and panel type)	30/05/2013		
Revision ASQC Approval Date		Version	1
	16 th July 2019		2 Link to RIA 13054