

Module Specification

Module Summary Information

1	Module Title	Secondary Professional Studies
2	Module Credits	20
3	Module Level	7
4	Module Code	EDU7343

5	Module Overview
<p>The PGCE Secondary programme provides high quality initial teacher training for those wishing to teach in secondary schools. It combines the nationally and internationally recognised academic award with the recommendation for qualified teacher status (QTS), which is awarded by the Department for Education. This module is for use on different routes towards the award of PGCE with recommendation for QTS.</p> <p>This module, Professional Studies, provides opportunities for you as a trainee teacher to explore and understand in practical terms the meaning of professionalism in the context of education and being a teacher. It is well known that education is an ever-changing environment and the desire for improvement is strong from all stakeholders. This module helps you to understand that the best teachers are those who continue to learn themselves and that your continual development can positively impact the learning experience of your students. You will understand the holistic and positive role of a teacher and the practices and policies of the education framework in which you operate. Implicit in this will be the development of your understanding of how children learn and how this is organised, delivered and measured in the current range of school systems. Additionally, knowing how your practice as a teacher impacts on students' outcomes will be addressed, including measuring the impact on student progress. Through this module you will be able to articulate the rationale for changes to your professional practice, and feel confident to implement these as required to maintain the expected progress of individual your students.</p> <p>This module contributes to meeting PSRB requirements, currently the Initial Teacher Training Criteria and Supporting Advice, as published by the Department for Education (DfE) agency, the National College for Teaching and Leadership (NCTL). As such it aligns with the programme philosophy to train high quality teachers to meet the needs of secondary education; teacher who demonstrate commitment, creativity and confidence as the hall marks of the Birmingham City University trained teacher. The focus of this module on professional studies supports your development as a teacher and helps you to understand not only why you must address the Teachers' Standards but how you might address them in your professional practice with increasing competence and sophistication. In particular, this module addresses the programme aims to:</p> <ul style="list-style-type: none"> • To prepare graduates to become outstanding teachers for secondary schools who are committed, creative and confident and who go on to make a significant contribution to the teaching profession. • Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for qualified teacher status at the highest 	

- To meet the challenges of teaching in the secondary school by drawing together and applying the knowledge, understanding and skills from subject study, pedagogic content knowledge, and education theory, policy and practice.
- To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE and International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

This module aligns with the programme learning, teaching and assessment strategy through its use of technology enhanced learning, both generically and subject specifically. The delivery model relies on an understanding of professional practice, national policy and local procedures in the secondary school environment. This is informed by classroom-based evidence, research, theoretical and pedagogical underpinning. Links are made explicitly with your developing practice in the classroom and your increasing involvement in the wider life of the schools in which you are located throughout the programme. In a supportive environment provided by the placement school (See School Experience Modules), your professional practice will mature organically. The learning, teaching and assessment strategy describes the stages of development as emerging, establishing, embedding, and enhancing. This module provides the opportunity to establish a detailed understanding of a number of relevant issues directly affecting your teaching and your professional development through these stages of maturation as a secondary school teacher.

6	Indicative Content
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Theme 1 – The teaching profession – being professional

Teachers' persona and professional identity

Safeguarding

Planning for learning

Working with parents and carers

Digital identity

Theme 2 – How pupils learn

Learning theories

Modelling and scaffolding

Assessment

Factors that inhibit and enhance learning

Theme 3 – Diversity, policy and practice

Diversity in regional contexts

Behaviour

SEND

EAL

Prevent

Supporting LGBT+ pupils

Policy landscape

Differentiation

Mental health in schools

Sex and relationships education

SMSC and British values

School governance

The role of Ofsted

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Provide a critical analysis of selected education topics in the context of relevant national and local policies and guidance frameworks, and wider academic reading.
	2	Critically assess implications for your own professional practice in the context of relevant national and local policies and guidance frameworks, and wider academic reading.
	3	Critically assess implications for the learning and well-being of the students that you teach.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-3	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	140	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	20	
Private Study (PS) includes preparation for exams	40	
Total Study Hours:	200	