

EP940-30 PGCE Secondary Subject Studies- EP929

23/24

Department

Centre for Teacher Education

Level

Taught Postgraduate Level

Module leader

Holly Heshmati

Credit value

30

Module duration

17 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Students must complete this subject-specific module of the PGCE (Secondary, all variants) during the PGCE programme. This module is weighted with 30 CATs towards the award of PGCE; it is approved for APL towards agreed MA programmes. The module is delivered via blended model of learning, workshops and seminars within the university and at school based “Subject Hubs of Excellence”, where appropriate. University sessions will be themed around Subject Studies, including subject and curriculum knowledge, subject pedagogy and postgraduate study skills. Teaching time for this module is equivalent to 50 hours of teaching, including a minimum of three hours of lectures along with seminars and workshops. This is supplemented by learning conducted on school placements where students apply knowledge and skills to the classroom.

The exact format may change year on year, in response to government policy and national priorities but University contact time amounts to not less than 8 full days (50 hours).

Typical activities include lectures, workshops, seminars, practical demonstrations, external visits, field trips and work-based learning.

Students spend approximately 80% of their time on school placement where they develop subject knowledge under the one-to-one guidance of a Subject Mentor (a qualified teacher within their subject specialism).

The current assessment method for this module is:

1 x 3000-word critical review (60%)

1 x 10-minute presentation equivalent to 1500 words (40%)

[Module web page](#)

Module aims

1. To enable students to become effective, competent and professionally aware secondary teachers in their area of expertise.
2. To provide students with an overview of the National Curriculum (where appropriate) and developments in teaching and learning within their area of expertise.
3. To develop an understanding of and engage critically with current theories and practices in the pedagogy of their area of expertise.
4. To facilitate the acquisition of and critical engagement with the pedagogical approaches underpinning classroom skills.
5. To enable students to develop the critical skills needed for to reflect on and evaluate their own progress in becoming an outstanding teacher of their subject and develop a clear set of teacher beliefs and values associated with the very best in the profession.
6. To ensure that students are able to reflect critically on their own practice as well as that observed in their placement school(s).

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Students will be expected to engage critically and analytically with a range of theories and models which underpin effective teaching and learning. They will develop the skills, knowledge and understanding required to be an effective teacher and to recognise the impact this has on pupil progress in their area of expertise.

The module will be University-led but supported by alliance partners based in local schools.

Students develop their subject pedagogy within their placement school(s) under the guidance of an experienced Subject Mentor, while the University-led sessions are designed to encourage students to explore the links between theory and practice. Students will gain insight into wider issues surrounding education and explore their particular subject area of expertise, its importance nationally and their own personal philosophy for/approach to teaching in that field. .

During the course of this module, students will develop a vision for outstanding learning and teaching in their area of expertise that will underpin their practice on teaching placements. This will be aided by a critical awareness and understanding of:

- Theories of cognitive development
- Their specialist subject's position within the national landscape (i.e. National Curriculum)
- Subject pedagogy research evidence

This module offers students the opportunity to attend lectures, seminars and workshops designed to challenge and re-focus beliefs and attitudes towards learning and teaching.

All students will be introduced to skills and techniques to support their development as reflective practitioners and will gain access to a wide variety of pedagogic styles and innovative methods for learning and teaching. Links between critical reflection and students' subject specialism(s) will be emphasised, thereby ensuring that all students embrace the concept of a connected curriculum.

Learning outcomes

By the end of the module, students should be able to:

- LO1 Show understanding of recent and current developments in teaching and learning in their area of expertise. LO2 Identify and critically evaluate the key principles underpinning leading edge approaches, methods and debates in the teaching and learning of their area of expertise. LO3 Actively engage with and critically analyse current theories and practices in pedagogy and methodology in their area of expertise. LO4 Critically reflect on the knowledge and appropriate pedagogic skills and knowledge needed for a rigorous and innovative approach to teaching in their area of expertise. LO5 Present a well-reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas as appropriate.

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Research element

The research elements of this module involves engagement with academic sources to enable students explore educational issues specific to their subject specialism.

Subject specific skills

Through completing this module, students will develop their knowledge and understanding of the National Curriculum and developments in teaching and learning within their subject area of expertise.

The teaching sessions and the assessments are designed to encourage students engage critically with current theories and practices in the pedagogy of their subject expertise. Students can develop the skills to critically reflect on their own practice as well as that observed in their placement schools. Critical reflection on practice can help students to become effective and competent secondary teachers in their area of expertise. This can in turn increase students' employment opportunities.

Transferable skills

The teaching sessions and the assessments are designed to enable students develop their knowledge, understanding and skills of secondary teaching within their subject specialism. Through completion of this module, students can develop range of transferable skills including

critical thinking, academic writing, collaboration and problem-based learning. Additionally, the poster presentation for this module can help students develop their presentation and communication skills through engagement in a professional discussion with academic staff and other students.

Study

Study time

Type	Required	Optional
Lectures	3 sessions of 1 hour (1%)	
Seminars	22 sessions of 2 hours (14%)	
Tutorials	2 sessions of 1 hour (1%)	1 session of 1 hour
Work-based learning	22 sessions of 7 hours 30 minutes (52%)	
Other activity	66 hours (21%)	
Private study	20 hours (6%)	
Assessment	15 hours (5%)	
Total	315 hours	

Private study description

independent learning time for students to write their essay and design their presentation.

Other activity description

22 hours for pre-reading tasks- 44 hours for online workshops, reading relevant materials, planning and drafting the assignments.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Current Review into a Subject Issue or Pedagogy	60%		No
The purpose of this assignment is for students to critically engage with their specialist subject either in relation to an issue facing their subject or an aspect of subject pedagogy. It is intended that this assignment will assist students in developing awareness of their specialist subject and related issues, in order to establish themselves as an expert in their chosen discipline. The assignment will comprise an annotated bibliography and critical synthesis of sources. In order to tackle the assignment on issues in subject, students will have to engage with appropriate literature, which may be academic in nature but could also consist of technical reports, policy documents, The National Curriculum, exam specifications or similar.			

Reassessment component is the same

Assessment component			
Critical Reflection on a Subject Issue or Pedagogy in Practice.	40%	15 hours	No
The purpose of the presentation is for students to synthesise ideas from the previous Subject Studies assignment and demonstrate application of this issue or pedagogy within their teaching practice. This draws together concepts they will have developed at school with their Subject Mentors, as well as those they have encountered at the university in Subject Studies sessions. They may also draw on areas of personal interest, provided the focus remains on application to their own teaching. They will critically engage with aspects of teaching from the point of view of applying theory and/or policy within their teaching, as well as analysing and critically reflecting on their practice. They will need to engage with literature, which may be academic in nature but could also consist of technical reports, policy documents, The National Curriculum, exam specifications or similar. The presentations will be 10-minutes in duration and students will have the option to present live or pre-record. Presentations will take place online and all students will be present to answer questions, even where the presentation has been pre-recorded.			

Reassessment component is the same

Feedback on assessment

This critical review will be marked according to the postgraduate marking criteria. Students will

receive an annotated copy of the script from the marker (via Tabula), as well as a summative comment and grade. This presentation will be marked according to the postgraduate marking criteria. Students will receive an annotated feedback sheet from the main marker which has been moderated by the second marker/moderator..

Availability

Pre-requisites

n/a

Courses

This module is Core for:

- TIEQ-X34W Postgraduate Certificate in Education (Secondary) School Direct
 - Year 1 of X3WH PGCE (Secondary) School Direct: Art and Design
 - Year 1 of X3WJ PGCE (Secondary) School Direct: Biology
 - Year 1 of X3WD PGCE (Secondary) School Direct: Chemistry
 - Year 1 of X3WL PGCE (Secondary) School Direct: Computer Science
 - Year 1 of X3WN PGCE (Secondary) School Direct: Drama
 - Year 1 of X3WG PGCE (Secondary) School Direct: English
 - Year 1 of X3WP PGCE (Secondary) School Direct: Geography
 - Year 1 of X3WA PGCE (Secondary) School Direct: History
 - Year 1 of X3WU PGCE (Secondary) School Direct: MFL
 - Year 1 of X3WB PGCE (Secondary) School Direct: Mathematics
 - Year 1 of X3WZ PGCE (Secondary) School Direct: Music
 - Year 1 of X3WQ PGCE (Secondary) School Direct: Physical Education
 - Year 1 of X3XU PGCE (Secondary) School Direct: Physical Education (EBacc Entry)
 - Year 1 of X3WC PGCE (Secondary) School Direct: Physics
 - Year 1 of X3WS PGCE (Secondary) School Direct: Religious Education
 - Year 1 of X35L PGCE (Secondary): Physical Education (EBacc Entry Route)
- TIEQ-X34Y Postgraduate Certificate in Education (Secondary) School Direct Salaried
 - Year 1 of X3YU PGCE (Secondary) School Direct Salaried: Art and Design
 - Year 1 of X3YE PGCE (Secondary) School Direct Salaried: English
 - Year 1 of X3YH PGCE (Secondary) School Direct Salaried: Mathematics
 - Year 1 of X3YJ PGCE (Secondary) School Direct Salaried: Modern Languages
 - Year 1 of X3YZ PGCE (Secondary) School Direct Salaried: Music
 - Year 1 of X3YL PGCE (Secondary) School Direct Salaried: Physics
 - Year 1 of X3YN PGCE (Secondary) School Direct Salaried: Religious Education
- Year 1 of TEPQ-X355 Postgraduate Certificate in Education (Secondary): Art and Design
- Year 1 of TIEQ-X33K Postgraduate Certificate in Education (Secondary): Biology
- Year 1 of TIEQ-X33J Postgraduate Certificate in Education (Secondary): Chemistry
- Year 1 of TEPQ-X343 Postgraduate Certificate in Education (Secondary): Computer Science
- Year 1 of TIEQ-X34Z Postgraduate Certificate in Education (Secondary): Drama

- Year 1 of TEPQ-X35I Postgraduate Certificate in Education (Secondary): English
- Year 1 of TEPQ-X357 Postgraduate Certificate in Education (Secondary): Geography
- Year 1 of TEPQ-X35G Postgraduate Certificate in Education (Secondary): History
- Year 1 of TIEQ-X33F Postgraduate Certificate in Education (Secondary): Mathematics
- Year 1 of TEPQ-X358 Postgraduate Certificate in Education (Secondary): Modern Foreign Languages
- Year 1 of TEPQ-X35E Postgraduate Certificate in Education (Secondary): Music
- Year 1 of TEPQ-X345 Postgraduate Certificate in Education (Secondary): Physical Education
- Year 1 of TEPQ-X35L Postgraduate Certificate in Education (Secondary): Physical Education (EBacc Entry Route)
- Year 1 of TIEQ-X33H Postgraduate Certificate in Education (Secondary): Physics
- Year 1 of TEPQ-X359 Postgraduate Certificate in Education (Secondary): Religious Education