

## Section D

### Course Content

[Return to Main Contents](#)

#### Section D Contents

<a href="#">PGCE Secondary: Aims</a>	D1
<a href="#">PGCE Secondary Course Structure and Module Overview</a>	D2
<a href="#">University taught programme – Education, Pedagogy, and Professional Studies (EPPS)</a>	D3-D4
<a href="#">Art &amp; Design Subject workshops</a>	D5-D6
<a href="#">Design &amp; Technology Subject workshops</a>	D7
<a href="#">Drama Subject workshops</a>	D8
<a href="#">Mathematics Subject workshops</a>	D9 – D10
<a href="#">Music Subject workshops</a>	D11 – D12
<a href="#">Science Subject workshops</a>	D13 – D14

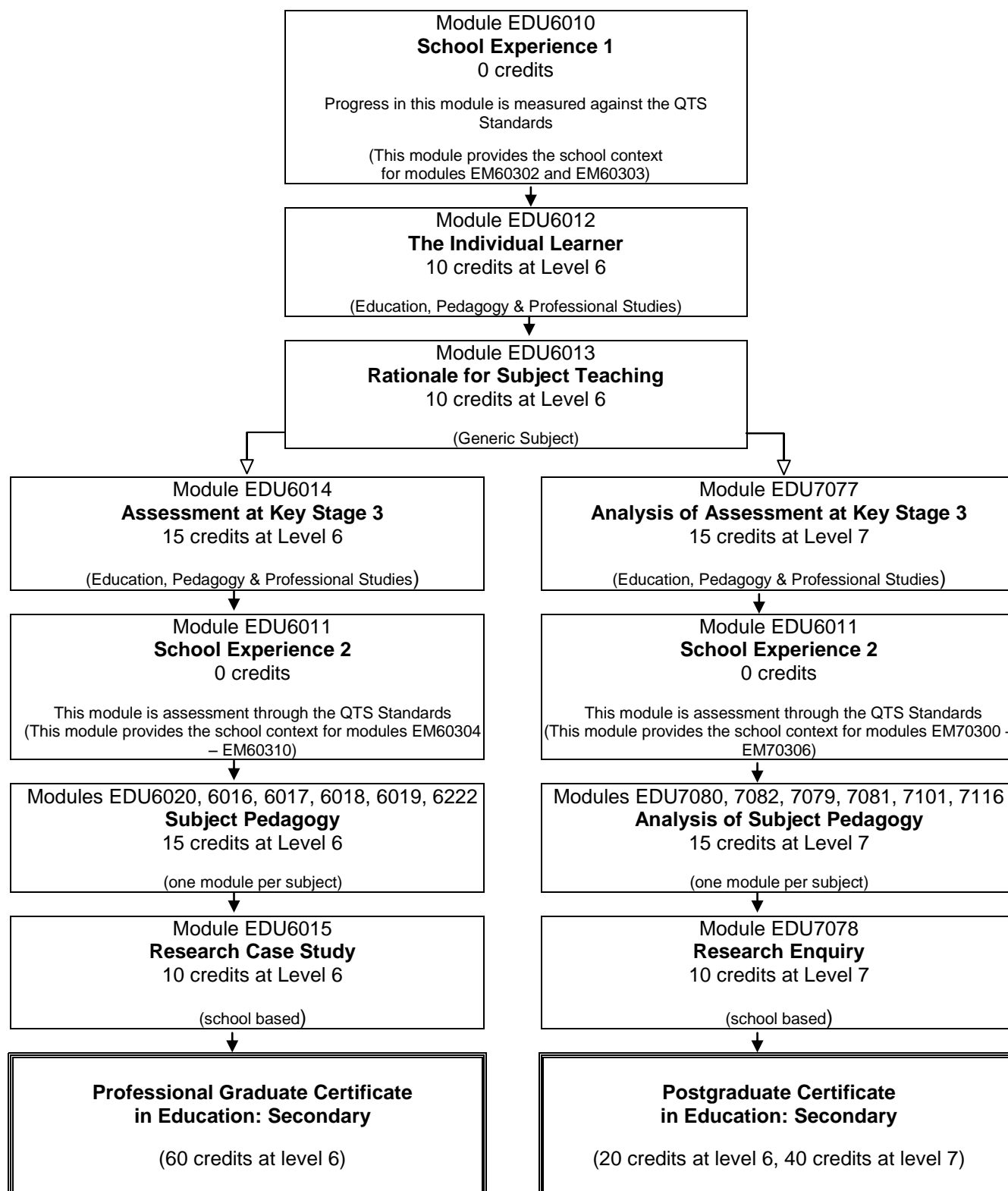
## Course Aims and Outcomes

**The PGCE Secondary Course aims to produce highly skilled graduate teachers who:**

- have a deep knowledge and understanding of learning and teaching enabling them to demonstrate the highest levels of professional practice;
- are committed early career professionals who are confident, creative, reflective and accountable practitioners, able to teach their subject in contemporary cultural contexts delivering a rich and diverse curriculum; and able to accept responsibility for determining and achieving professional goals;
- are able to exercise professional judgement, based on an informed understanding of a systematic and coherent body of knowledge related to education and subject pedagogy.

[Return to Section D Contents](#)

## Programme structure and requirements, levels, modules, credits and awards



Trainees who achieve 60 credits, but fail to complete Module EDU6011 successfully and/or fail to pass the TDA Skills Tests, will be awarded a Professional / Postgraduate Certificate in Education Studies.

[Return to Section D Contents](#)

**PGCE Secondary Indicative Taught Programme 2013-14**  
(subject to alteration)

KEY	School 1 Placement	School 2 Placement	Tutorials, assessments and other sessions		Education, Pedagogy and Professional Studies sessions		Subject Workshops		Research Placement							
BCU Week	2013-14															
	W/B Monday	Monday			Tuesday			Wednesday			Thursday			Friday		
		9-11	11-13	14-16	9-11	11-13	14-16	9-11	11-13	14-16	9-11	11-13	14-16	9-11	11-13	14-16
6	02-Sep-13										Enrolment		Induction	Subject Workshop		
7	09-Sep-13	Prof Values	Follow-up		Standards Intro		Standards Intro - Subjects	Tutorials			Subject Workshop			Subject Workshop		
8	16-Sep-13	Teaching Styles	Follow-up		Learning Styles	Follow-up	The Individual Learner	National & School Curricula	Follow-up	Harvard	Learning Theory	Follow-up	Sub Pres Intro	Subject Workshop		
9	23-Sep-13	Structuring Learning & Lesson Design	Follow-up		Differentiat ion & Inclusion	Follow-up	Numeracy	Planning for Learning	Follow-up	Follow - Up	Subject Presentations			Subject Workshop		
10	30-Sep-13	AfL	Follow-up		Questionin g	Follow-up	Preparatio n for TP	Explaining & Modelling	Follow-up	Literacy	Thinking skills and learning to learn	Follow-up	RST & Research Placements	Subject Workshop		
11	07-Oct-13	Safeguarding	Follow-up		Sch 1			Sch 1			Sch 1			Subject Workshop		
12	14-Oct-13	Managing Behaviour	Follow-up		Sch 1			Sch 1			Sch 1			Subject Workshop		
13	21-Oct-13	Developing Classroom Persona	Follow-up		Sch 1			Sch 1			Sch 1			Subject Workshop		
14	28-Oct-13	Half Term														
15	04-Nov-13	Sch 1			Sch 1 / TIL			Sch 1 / TIL			Sch 1			Sch 1		
16	11-Nov-13	Sch 1			Sch 1			Sch 1			Sch 1			Sch 1		
17	18-Nov-13	Sch 1			Sch 1			Sch 1			Sch 1			Sch 1		
18	25-Nov-13	Sch 1			Sch 1			Sch 1			Sch 1			TPF		
19	02-Dec-13	Sch 1			Sch 1			Sch 1			Sch 1			Sch 1		
20	09-Dec-13	Sch 1			Sch 1			Sch 1			Sch 1			Sch 1		
21	16-Dec-13	Sch 1			Tutorials			Sch 1			Sch 1			Sch 1		
22	23-Dec-13	Christmas Holiday														
23	30-Dec-13															

24	06-Jan-14				Peer Tutoring		THEME: Assessment, monitoring and accountability								
		Assessment of	Follow-up	Using data			Subject activities, including school visits, to support assessment issues.	Subject Workshop							
					THEME: Diversity, transition and inclusion										
25	13-Jan-14				Supporting Early Readers, inc SSP	Transitions	EAL	Follow-up	Multi-agency working	Subject activities, including school visits, to support diversity, transition and inclusion.	Subject Workshop				
					THEME: Raising aspiration and removing barriers to achievement										
26	20-Jan-14				Achievement gaps and	Follow-up	TP Prep & AK3/SK3 Assignmen	Well-being & SMSC	Follow-up	Bullying	Subject activities, including school visits, to support raising aspiration and removing barriers.	Subject Workshop			
27	27-Jan-14				Sch 2		Sch 2			Employability and Applying for Jobs		Subject Workshop			
28	03-Feb-14				Sch 2		Sch 2			Peer Tutoring		Subject Workshop			
29	10-Feb-14	THEME: Raising aspiration and removing barriers to achievement			Sch 2		Sch 2			THEME: Assessment, monitoring and accountability		Subject Workshop			
		SEN & inclusion workshop, including planning for and teaching learners with specific needs		Using data follow-up						Ofsted	Follow-up				
30	17-Feb-14	Half Term													
31	24-Feb-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
32	03-Mar-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
33	10-Mar-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
34	17-Mar-14	Sch 2			Sch 2		Sch 2			Sch 2		TPF x2 (L6 & L7)			
35	24-Mar-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
36	31-Mar-14	Sch 2			Sch 2		Tutorials			Sch 2		Sch 2			
37	07-Apr-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
38	14-Apr-14	Easter Holiday													
39	21-Apr-14														
40	28-Apr-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
41	05-May-14	Bank Holiday			TPF x2 (L6 & L7)		Sch 2			Sch 2		Sch 2			
42	12-May-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
43	19-May-14	Sch 2			Sch 2		Sch 2			Sch 2		Sch 2			
44	26-May-14	Half Term													
45	02-Jun-14	Research Preparation			Research Placements		Research Placements			Research Placements		Research Placements			
46	09-Jun-14	Research Placements			Research Placements		Research Placements			Research Placements		Research Placements			
47	16-Jun-14	Research Placements			Research Placements		Research Placements			Research Placements		Research Placements			
48	23-Jun-14	Research Placements			Research Presentations		Research Presentations			Research Placement		Research Placement			
49	30-Jun-14	PDP & CEDP			Tutorials (PDP Sign Off)		Lecture		Seminar	External Examiner Meetings		Exam Board			

## PGCE Secondary

### Art and Design Curriculum Workshops 2013-14 (Subject to alteration)

BCU Wk	Date	Module EDU6013 Sessions
7	Thursday 12 <sup>th</sup> September	9.00am. Professional Biographies – Trainees deliver a short visual “biography” that outlines their background in art or design – a selected portfolio will be required.
7	Friday 13 <sup>th</sup> September	<p>9.00am. Subject Workshop. Trainees will take part in two or three day workshops across the autumn term. The workshops will include:</p> <ul style="list-style-type: none"> <li>○ Critical and Contextual Studies in Art Education</li> <li>○ Space as Medium in the Creative Art and Design Classroom</li> <li>○ Drawing</li> </ul> <p>In addition to the Subject Workshops there will be supplementary Peer Teaching sessions. These will usually take place on Wednesdays – 5.00-7.00pm, moving to Mondays once School 1 serial placement begins.</p>
8	Friday 20 <sup>th</sup> September	9.00am. Subject Workshop – as above
9	Friday 27 <sup>th</sup> September	9.00am. Subject Workshop – as above
10	Friday 4 <sup>th</sup> October	9.00am. Subject Workshop – as above
11	Friday 11 <sup>th</sup> October	9.00am. Subject Workshop – as above
12	Friday 18 <sup>th</sup> October	9.00am. Subject Workshop – as above
13	Friday 25 <sup>th</sup> October	9.00am. Subject Workshop – as above

BCU Wk	Date	Module EDU6020 / EDU7080 Sessions
24	Friday 10 <sup>th</sup> January	<p>9.00am. Subject Workshop. Trainees will take part in workshops across the spring term. The spring term workshops take place at BCU and in Partnership Schools’ Art Departments. The workshops will include:</p> <ul style="list-style-type: none"> <li>○ Digital Media</li> <li>○ Printmaking</li> <li>○ Ceramics</li> <li>○ Learning with Craft Materials</li> <li>○ Gallery Education</li> <li>○ Critical Awareness in the Curriculum</li> </ul> <p>In addition to the Subject Workshops there will be supplementary Peer Teaching sessions which will usually take place on Thursdays – 5.00-7.00pm.</p>

25	Friday 17 <sup>th</sup> January	9.00am. Subject Workshop – as above
26	Friday 24 <sup>th</sup> January	9.00am. Subject Workshop – as above
27	Friday 31 <sup>st</sup> January	9.00am. Subject Workshop - as above
28	Friday 7 <sup>th</sup> February	9.00am. Subject Workshop – as above
29	Friday 14 <sup>th</sup> February	9.00am. Subject Workshop
Visits to other sites of interest are encouraged throughout the year as appropriate.		Visits could be selected from: The Marion Richardson Archive, Ikon Gallery, Birmingham Museum and Art Gallery, The New Art Gallery Walsall, Wolverhampton Art Gallery, Birmingham Museum Collection Centre, The Black Country Museum, Pitt Rivers and Ashmolean Museums, Oxford.

[Return to Section D Contents](#)

## PGCE Secondary

### Design and Technology Workshops 2013-14

(subject to alteration as Health and Safety training may be in addition either on Monday afternoons or as a replacement to some Friday Workshops )

BCU Wk	Date	Module EDU6012 Sessions
6	Friday 6 <sup>th</sup> September	Introductory DT Workshop 1 am & pm
7	Thursday 12 <sup>th</sup> September	Introductory DT Workshop 2 am & pm
	Friday 13 <sup>th</sup> September	Textiles: Modelling and Construction am Fibres and Fabrics pm
8	Friday 20 <sup>st</sup> September	Practical cooking skills for life and STEM – Part 1
9	Friday 27 <sup>th</sup> September	Introduction to E Textiles
		Smart materials – Food and Textiles
10	Friday 4 <sup>th</sup> October	Using ICT in D&T 1
		Using ICT in D&T 2
11	Friday 11 <sup>th</sup> October	Food: Sensory and Product Analysis - Food Preparation
		Food Product Development
12	Friday 18 <sup>th</sup> October	Food & Textiles: Pedagogical skills, higher order skills workshops – GCSE and beyond
18	Friday 22 <sup>th</sup> November	Teaching practice forum

BCU Wk	Date	Module EDU6012 Sessions
24	Tuesday 7 <sup>th</sup> January	Peer tutoring 1 (textiles) am Peer tutoring 1 (Food) pm
24	Friday 10 <sup>th</sup> January	Data usage to inform assessment strategies am & pm
25	Friday 17 <sup>th</sup> January	Personalised Learning in DT am & pm
26	Friday 24 <sup>th</sup> January	Extra-Curricular themes in Technology department's: Textiles am Food pm
27	Friday 31 <sup>st</sup> January	Planning a new curriculum am & pm
28	Thursday 6 <sup>th</sup> February	Peer Tutoring
29	Friday 7 <sup>th</sup> February	Textiles – pattern drafting am Colours and finishes pm
	Friday 14 <sup>th</sup> February	Level 7 focus group

BCU Wk	Date	Module EDU7079 Sessions
24	Thursday 9 <sup>th</sup> January	Approaches to Assessment
25	Thursday 16 <sup>th</sup> January	Approaches to differentiation - inclusion for all
26	Thursday 23 <sup>th</sup> January	Food in schools – Health and well being
27	Thursday 31 <sup>st</sup> January	Planning and Inclusion

[Return to Section D Contents](#)



## PGCE Secondary

### Drama Workshops 2013-14 (subject to alteration)

BCU Wk	Date	Module EDU6014 Sessions
6	Friday 6 <sup>th</sup> September	Introductory Drama Workshop 1 am & pm
7	Thursday 12 <sup>th</sup> September	Introductory Drama Workshop 2 am & pm
	Friday 13 <sup>th</sup> September	Creating, Performing and Responding am & pm
8	Friday 20 <sup>th</sup> September	The Drama Curriculum am & pm
		Introduction to Peer Tutoring
9	Friday 27 <sup>th</sup> September	Developing Character
		Using Texts
10	Friday 4 <sup>th</sup> October	Language and Vocal
		Movement and Physical Work
11	Friday 11 <sup>th</sup> October	Drama Techniques
		Whole Class Drama
12	Friday 18 <sup>th</sup> October	Peer Tutoring: Practitioners am & pm
13	Friday 25 <sup>th</sup> October	Post 16 Workshops
17	Friday 29 <sup>th</sup> November	TPF
		Drama and ICT

BCU Wk	Date	Module EDU6017 Sessions
24	Tuesday 7 <sup>th</sup> January	Peer Tutoring: Theatre History am & pm
	Friday 10 <sup>th</sup> January	Assessment and Progression in Drama am & pm
25	Friday 17 <sup>th</sup> January	Devising
26	Friday 24 <sup>th</sup> January	Drama and English (School-based) TBC
27	Friday 31 <sup>st</sup> January	Applied Theatre
		Applied Drama
28	Thursday 6 <sup>th</sup> February	Peer Tutoring: Theatre from other places am & pm
	Friday 7 <sup>th</sup> February	Planning for Post 16
29	Friday 14 <sup>th</sup> February	Planning for KS3

BCU Wk	Date	Module EDU7079 Sessions
24	Thursday 16 <sup>th</sup> January	Approaches to Assessment
25	Thursday 23 <sup>rd</sup> January	Alternative Assessment Strategies
26	Thursday 30 <sup>th</sup> January	Devising and Drama Processes
27	Thursday 6 <sup>th</sup> February	Planning and Inclusion

**PGCE Secondary**

**Mathematics Workshops 2013-14**  
(subject to alteration)

<b>BCU Wk</b>	<b>Date</b>	<b>Module EDU6013 Sessions</b>
6	Friday 6 <sup>th</sup> September	Subject Introduction: Doing Maths or Practising the Finished Product?
7	Thursday 12 <sup>th</sup> September	What is Maths and what does effective maths teaching look like?
7	Friday 13 <sup>th</sup> September	Issues in the Teaching of Number 1 (including use of calculators) supported by the effective use of ICT throughout
8	Friday 20 <sup>th</sup> September	Issues in the Teaching of Number 2 (including use of calculators) supported by the effective use of ICT throughout
9	Friday 27 <sup>th</sup> September	Issues in the teaching and learning of Algebra 1 supported by the effective use of ICT throughout
10	Friday 4 <sup>th</sup> October	Introduction to the Teaching of Algebra 2 supported by the effective use of ICT throughout
11	Friday 11 <sup>th</sup> October	Issues in the Teaching and Learning of Geometry & Measures 1 supported by the effective use of ICT throughout
12	Friday 18 <sup>th</sup> October	Issues in the Teaching and Learning of Geometry & Measures 2 supported by the effective use of ICT throughout
13	Friday 25 <sup>th</sup> October	Issues in the Teaching and Learning of Statistics supported by the effective use of ICT throughout

<b>BCU Wk</b>	<b>Date</b>	<b>Module EDU6019 / EDU7081 Sessions</b>
24	Friday 10 <sup>th</sup> January	Issues in the Teaching and Learning of Statistics 2 supported by the effective use of ICT throughout
25	Friday 17 <sup>th</sup> January	Teaching and Learning at A Level 1
26	Friday 24 <sup>th</sup> January	Issues in the teaching and learning of algebra 3 supported by the effective use of ICT throughout
27	Friday 31 <sup>st</sup> January	Issues in the Teaching and Learning of Geometry & measures 3 supported by the effective use of ICT throughout

28	Friday 7 <sup>th</sup> February	The Teaching of Proof
29	Friday 14 <sup>th</sup> February	Teaching and Learning at A Level 2

[Return to Section D Contents](#)

## PGCE Secondary

### Music Workshops 2013-14 (Autumn Term) (Subject to alteration)

\*Please bring an instrument to these sessions.

Week	Date	Module EDU6013 Sessions	
6	Friday 6 <sup>th</sup> September  11am in A114	<b>Introduction:</b> <i>What makes a good music teacher?</i> <i>A personal journey from enculturation to interculturalism!</i>	
		<b>Essential Reading:</b> As this is the first session your essential reading will relate to your personal pre-course tasks in preparation for your tutorial. However, there is some recommended and background reading identified on the reading list that explores some key principles that underpin our music education course.	
7	Thursday 12 <sup>th</sup> September  9am in A114	<b>*Musicians as Learners:</b> <i>What is music education in a classroom?</i> <i>What is it like being a pupil again? Is performing enough?</i>	
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION London: RoutledgeFalmer: <b>Chapters 1 &amp; 2</b>	
7	Friday 13 <sup>th</sup> September  9am in A114	<b>*Instrumental Teaching:</b> <i>An Introduction.</i>	<b>Musical Openings:</b> <i>What do you need to consider when starting a musical journey with a new class of pupils? Where do we start? Exploring professional values.</i>
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION London: RoutledgeFalmer: <b>Chapters 8 &amp; 16</b>	
8	Friday 20 <sup>th</sup> September  9am in A114	<b>*Making Music Together: Modelling an Integration of Practice:</b> <i>What is musical learning? Is it different in the classroom from an instrumental lesson? Or is it the same? What is "active music making" (Ofsted, 2012)? TIL support.</i>	
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION London: RoutledgeFalmer: <b>Chapters 3 &amp; 7</b>	
9	Friday 27 <sup>th</sup> September  9am in A114	<b>Patterns &amp; Places: Exploring Musical Textures:</b> <i>Why teach World music?</i> <i>What is the point of teaching notation at Key Stage 3?</i> <i>Numeracy? How about a logical "entry point" (Gardner, 1991) to plan for musical learning?</i> <i>How can we ensure we are being inclusive?</i>	
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION London:	

		RoutledgeFalmer: <b>Chapters 4 &amp; 14</b>	
10	Friday 4 <sup>th</sup> October  9am in A114	<b>*Instrumental Teaching:</b> <i>Group Teaching.</i>	<b>*Music &amp; Meaning: Engaging Contexts for Making Music:</b> <i>How could you model composing at Key Stage 3? How about a narrative “entry point” (Gardner, 1991)? How do we explain in a musical classroom? What questions might we use to promote musical learning? RST support.</i>
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION London: RoutledgeFalmer: <b>Chapters 9 &amp; 12</b>	
11	Friday 11 <sup>th</sup> October  9am in A114	<b>Singing:</b> <i>How can we support singing in a classroom? Why should people sing? Ideas from a national expert!</i>	
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION. London: RoutledgeFalmer: <b>Chapter 17 &amp; 18</b>	
12	Friday 18 <sup>th</sup> October  9am in A114	<b>*Instrumental Teaching:</b> <i>Improvisation.</i>	<b>*Links &amp; Legends: Personalising Music Making:</b> <i>How can we motivate and engage our pupils at KS3? What are the differences between informal, non-formal and formal learning? What approaches should we use in a music classroom? Why?</i>
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION. London: RoutledgeFalmer: <b>Chapter 10 &amp; 13</b>	
13	Friday 25 <sup>th</sup> October  9am in A114	<b>*Choices and Changes: Music after Key Stage 3:</b> <i>Why do so few pupils take music after Key Stage 3? Is this an issue? What are the syllabus choices after KS3? How do we choose the right one?</i>	
		<b>Essential Reading</b> (please discuss using the Moodle Forum): Philpott, C. & Spruce, G. (eds.), (2007), <i>Learning to teach music in the secondary school</i> , SECOND EDITION. London: RoutledgeFalmer: <b>Chapter 5 &amp; 6</b>	

The workshop programme for Term 2 will follow

[Return to Section D Contents](#)

## PGCE Secondary

### Science Workshops 2013-2014 (subject to alteration)

Autumn Term

<b>BCU Wk</b>	<b>Date</b>	<b>Venue</b>	<b>Module EDU6013 (Rationale for Subject Teaching)</b>
6	Friday 6 <sup>th</sup> September am + pm	BCU 113b	What is Science? Scientific Worldviews - philosophy and history
7	Thursday 12 <sup>th</sup> September am + pm	BCU 113b	Why do practical work in science education?
7	Friday 13 <sup>th</sup> September am + pm	Broadway School	Teaching Forces
8	Monday 16 <sup>th</sup> September pm only	BCU 113b	Science pedagogy Teaching models scientific method and key scientists
8	Friday 20 <sup>th</sup> September am + pm	Broadway School	Teaching Particles
9	Monday 23 <sup>rd</sup> September pm only	BCU 113b	Effective lessons in science
9	Friday 27 <sup>th</sup> September am + pm	Broadway School	Teaching Energy
10	Monday 30 <sup>th</sup> September pm only	BCU 113b	Effective teaching and learning in science
10	Friday 4 <sup>th</sup> October am + pm	Broadway School	Teaching Geological processes
11	Monday 7 <sup>th</sup> October pm only	BCU 113b	Assessment in science part 1
11	Friday 11 <sup>th</sup> October am + pm	Broadway School	Teaching 'How science works' – scientific processes and enquiry
12	Monday 14 <sup>th</sup> October pm only	BCU 113b	Dealing with misconceptions in science
12	Friday 18 <sup>th</sup> October am + pm	Broadway School	Safety in science – risk assessments and the more dangerous practicals
13	Monday 21 <sup>st</sup> October pm only	BCU 113b	Differentiation techniques in science
13	Friday 25 <sup>th</sup>	Broadway school	Teaching Cells

	October am + pm		
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18	Friday 29 <sup>th</sup> November	BCU 113b	Teaching Practice Forum
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### Spring Term

BCU Wk	Date	Venue	Module EDU6222 / EDU7116 (Subject Pedagogy)	
24	Friday 10 <sup>th</sup> January am + pm	University of Birmingham	ASE Conference	
25	Friday 17 <sup>th</sup> January am + pm	Broadway School	Materials science IOM3	
26	Monday 20 <sup>th</sup> January am + pm	BCU 113b	Assessment in science part 2	
26	Friday 24 <sup>th</sup> January am + pm	Broadway School	Teaching Electricity and Magnetism	Teaching Chemical Reactions
27	Monday 27 <sup>th</sup> January am + pm	BCU 113b	Teaching Human Biology	
27	Friday 31 <sup>st</sup> January am + pm	Broadway School	Teaching Waves and Radiation	Teaching Materials
28	Monday 3 <sup>rd</sup> February am + pm	BCU 113b	Literacy in science	
28	Friday 7 <sup>th</sup> February am + pm	Broadway School	Teaching Mechanics	Teaching Organic chemistry
29	Friday 14 <sup>th</sup> February am + pm	Broadway School	Teaching Atomic Physics and Space	Teaching Stoichiometry and Environmental chemistry

34	Friday 21 <sup>st</sup> March am + pm	BCU 113b	Teaching Practice Forum
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41	Tuesday 6 <sup>th</sup> May am + pm	BCU 113b	Teaching Practice Forum
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[Return to Section D Contents](#)