**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data | | | | | |
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| Module Title | Graduate and Professional Learning in Primary Education 1 | | | | |
| Module Code | UTTGQU–30-1 | Level | 1 | Version | 1 |
| Owning Faculty | ACE | Field | Primary, Early Childhood and Education Studies | | |
| Contributes towards | BA (Hons) Primary Education (ITE) | | | | |
| UWE Credit Rating | 30 | ETCS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | None | Co- requisites | UTTGQV-30-1 | | |
| Excluded Combinations | None | Module Entry requirements | None | | |
| Valid From | September 2012 | Valid to | September 2018 | | |

| **CAP Approval Date** | 04/05/12 |
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| Part 2: Learning and Teaching |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Reflect on their own personal learning journey, understanding the importance of critical reflection for their work as an effective practitioner; (A & B)<br><br>2. Engage in professional debates about broad issues relating to the values, purposes and nature of education and curriculum; (A & B)<br><br>3. Understand some of the emotional, developmental and learning needs of children across the age phases for which they are training, including ways in which children may be supported in transition; (A & B)<br><br>4. Understand some theoretical perspectives and influences on child development; (A & B)<br><br>5. Demonstrate understanding of a range of teaching, learning and behaviour strategies that provide opportunities for all learners to progress; (B)<br><br>6. Demonstrate understanding of relevant curriculum frameworks and national policies, including guidance on the safeguarding and promotion of the well-being of children; (A & B)<br><br>7. Use their developing knowledge to understand and support the learning needs of children; (B) |
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| | 8. Understand the essential role of assessment in the planning and teaching cycle and the importance of involving learners in this process. (B)<br><br>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:<br><br>9. Understanding that students should work within a given code of scholarly behaviour, including attendance at places of module delivery;<br><br>10. Development of reading and writing for academic purposes, including referencing and library skills;<br><br>11. Develop students' capacity for collaborative and co-operative approaches to learning and teaching. |
| Syllabus Outline | The module is sub-titled: Becoming a Learner<br><br>• Introduction to teaching and to education: What are public perceptions of teachers? What do I bring to teaching?<br><br>• National and local curriculum expectations and requirements. Introduction to statutory and non-statutory guidance.<br><br>• Definitions of teaching and learning – critical reflective practice.<br><br>• Learners and learning theory across the age phases for which students are training.<br><br>• Requirements and guidance on safeguarding and promotion of wellbeing of children.<br><br>• The nature and challenges of transitions and features of effective practice to support transition.<br><br>• Teaching and learning strategies.<br><br>• Setting a positive learning ethos: teaching positive behaviours for learning.<br><br>• Creating opportunities for learning – teachers' planning, students' planning.<br><br>In addition, students will be introduced to the conventions of academic writing, referencing and library skills. |
| Contact Hours/Scheduled Hours | This 30 credit module uses the co-requisite Beginning Professional Practice module to co-deliver and embed aspects of the module learning outcomes.<br><br>Module runs through the academic year. |
| Teaching and Learning Methods | Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.<br>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. |
| Reading Strategy | All students will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively. |

| | All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students will be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. |
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| | If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases. |
| | Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, accessing electronic journal articles, evaluating information and referencing. Sign up workshops are also offered by the Library. |
| Indicative Reading List | Alexander, R. (2009) *Children, their World, their Education: Final Report and Recommendations of the Cambridge Primary Review* London:Routledge <br><br> Bruce, T. (2006) *Early childhood. A guide for students.* London: Sage <br> Cottrell, S. (2008) *The Study Skills Handbook* 3$^{rd}$ Edn. Basingstoke: Palgrave Macmillan. <br> Eke, R., Butcher, H., and Lee, M (2009) Whose Childhood is it? London: Continuum <br> Moyles, J. (2007) *Beginning Teaching. Beginning Learning in Primary Education.* 3$^{rd}$ ed. Maidenhead: Open University Press <br> Pollard, A. (2008) *Reflective Teaching.* 3$^{rd}$ Edn. London: Continuum <br> Woolfolk, A., Hughes, M. & Walkup, V. (2008) *Psychology in Education.* Harlow: Pearson |

| Part 3:  Assessment |
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| Assessment Strategy | Assessment of the module is through various short, formative assessment tasks which will form part of the module delivery. This will enable students to build their academic and scholarly skills and to respond to the formative feedback they receive during the module. |
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| | In addition a portfolio of evidence is required to be compiled from negotiated tasks, appropriately designed to address all learning outcomes. The portfolio tasks require work in schools/settings. |

| Identify final assessment component and element | Component B | |
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| **% weighting between components A and B** (Standard modules only) | **A:** 25 | **B:** 75 |

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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
| Presentation reflecting on one key theme in education. Equivalent of 1500 words. | 100% |
| **Component B** **Description of each element** | **Element weighting** (as % of component) |
| Portfolio of evidence meeting the learning outcomes. Equivalent of 3500 words. | 100% |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
| Presentation reflecting on one key theme in education. Equivalent of 1500 words. | 100% |
| **Component B** **Description of each element** | **Element weighting** (as % of component) |
| Portfolio of evidence meeting the module outcomes. Equivalent of 3500 words. | 100% |

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.