

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Graduate and Professional Learning in Primary Education 1					
Module Code	UTTGQU-30-1		Level	1	Version	1.2
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE)					
UWE Credit Rating	30	ECTS 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	
	30/05/13
	20/05/14

Part 2: Learning and Teaching				
Learning	On successful completion of this module students will be able to:			
Outcomes	 Reflect on their own personal learning journey, understanding the importance of critical reflection for their work as an effective practitioner; (A & B) 			
	 Engage in professional debates about broad issues relating to the values, purposes and nature of education and curriculum; (A & B) 			
	 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) 			
	 Demonstrate understanding of a range of teaching, learning and behaviour strategies that provide opportunities for all learners to progress; (B) 			
	 Use their developing knowledge to understand and support the learning needs of children; (B) 			
	6. Understand the essential role of assessment in the planning and teaching cycle			

	and the importance of involving learners in this process. (B)				
	In addition the educational experience may explore, develop, and practise <u>but not</u> <u>formally discretely assess</u> the following:				
	 Understanding that students should work within a given code of scholarly behaviour, including attendance at places of module delivery; 				
	 Development of reading and writing for academic purposes, including referencing and library skills; 				
	 Develop students' capacity for collaborative and co-operative approaches to learning and teaching; 				
	10. Understanding of theoretical perspectives and influences on child development;				
	11. Understanding of relevant curriculum frameworks and national policies, including guidance on the safeguarding and promotion of the well-being of children.				
Syllabus Outline	The module is sub-titled: Becoming a Learner				
	 Introduction to teaching and to education: What are public perceptions of teachers? What do I bring to teaching? 				
	National and local curriculum expectations and requirements. Introduction to statutory and non-statutory guidance.				
	 Definitions of teaching and learning – critical reflective practice. 				
	 Learners and learning theory across the age phases for which students are training. 				
	 Requirements and guidance on safeguarding and promotion of wellbeing of children. 				
	• The nature and challenges of transitions and features of effective practice to support transition.				
	Teaching and learning strategies.				
	• Setting a positive learning ethos: teaching positive behaviours for learning.				
	• Creating opportunities for learning – teachers' planning, students' planning.				
	In addition, students will be introduced to the conventions of academic writing, referencing and library skills.				
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. 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.				
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement 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. Further detail on Key Information Sets and how the University is implementing its				

	requiremen	ts can be four	nd at				
	requirements can be found at <u>https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AI</u>						llte
	ms.aspx This also contains further guidance on how to complete the information						
	requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.						
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	Double click in the table and type over the number of hours – the table will total						
	automatically. Please ensure that it totals correctly. Key Information Set - Module data						
	Number of	credits for this	s module		30		
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Pollard, A. (2008) <i>Reflective Teaching.</i> 3 rd Edn. London: Continuu Woolfolk, A., Hughes, M. & Walkup, V. (2008) <i>Psychology in Educa</i> Pearson	
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Part 3: Assessment				
Assessment Strategy	An equally weighted presentation and essay will assess the learning outcomes of this module.			

Identify final assessment component and element	Component B		
% weighting between components A and B (S	itandard modules only)	A: 50	B: 50
First Sit			
Component A (controlled conditions) Description of each element		Element v (as % of co	
Presentation 2500 words equivalent 10-15 minutes		100	
Component B Description of each element		Element v (as % of co	
Essay 2500 words		10	00
Resit (further attendance at taught classes is no	t required)		
Component A (controlled conditions) Description of each element		Element v (as % of co	
Presentation 2500 words equivalent 10-15 minutes		10	00
Component B Description of each element		Element v (as % of co	
Presentation 2500 words equivalent 10-15 minutes		10	00
If a student is permitted an EXCEPTIONAL RETAI by the Module Description at the time that retake co		ent will be tha	it indicated