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	04/05/12
	30/05/13
	20/05/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Reflect on their own personal learning journey, understanding the importance of critical reflection for their work as an effective practitioner; (A & B) 2. Engage in professional debates about broad issues relating to the values, purposes and nature of education and curriculum; (A & B) 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) 4. Demonstrate understanding of a range of teaching, learning and behaviour strategies that provide opportunities for all learners to progress; (B) 5. 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 formally discretely assess</u> the following:
	7. Understanding that students should work within a given code of scholarly behaviour, including attendance at places of module delivery;
	8. Development of reading and writing for academic purposes, including referencing and library skills;
	9. 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

requirements can be found at
https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.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.

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 module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

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. 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 throughout the module. 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 Bruce, T. (2006) *Early childhood. A guide for students.* London: Sage Cottrell, S. (2008) *The Study Skills Handbook* 3rd Edn. Basingstoke: Palgrave Macmillan. Eke, R., Butcher, H., and Lee, M (2009) Whose Childhood is it? London: Continuum Moyles, J. (2007) *Beginning Teaching. Beginning Learning in Primary Education.* 3rd ed. Maidenhead: Open University Press

	Pollard, A. (2008) *Reflective Teaching.* 3rd Edn. London: Continuum Woolfolk, A., Hughes, M. & Walkup, V. (2008) *Psychology in Education.* Harlow: Pearson

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 (Standard modules only)	**A:** **50**	**B:** **50**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation 2500 words equivalent 10-15 minutes	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
Essay 2500 words	100
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation 2500 words equivalent 10-15 minutes	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
Presentation 2500 words equivalent 10-15 minutes	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.	