






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Embedding Knowledge for Teaching Foundation Subjects				
Module Code	UTTGR5-30-2	Level	2	Version	2.1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE) (UK and Villa College routes)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	UTTGR3-30-2	
Excluded Combinations	none		Module Entry requirements	None	
Valid From	September 2016		Valid to	September 2018	

CAP Approval Date	04/05/12 30/05/13 20/05/14 July 2016
--------------------------	---

Part 2: Learning and Teaching	
Learning Outcomes	<p>For the Villa route: Foundation subjects refers to those subjects other than maths, English and science.</p> <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a developing subject and pedagogical knowledge for primary specialist teaching; (A & B) 2. Demonstrate an understanding of the role of foundation subjects in Children's learning (B) 3. Select and justify an area or areas of specific interest for future pedagogical research, identifying some relevant research literature. (A) 4. Understand a range of pedagogical approaches to teaching and learning in the foundation subjects (B) 5. Plan for a range of teaching and learning activities involving foundation subjects. (B)
Syllabus Outline	<p>Primary specialisms are planned depending on student needs and government priorities. (Frenchay route only)</p> <ul style="list-style-type: none"> • Enhancement of relevant subject and pedagogical knowledge within specialist

	<p>study with application to teaching;</p> <ul style="list-style-type: none"> • Innovative pedagogical approaches within subject areas; • Developing specific subject and pedagogical knowledge and understanding in foundation subjects • Exploration of planning for foundation subjects. 																		
Contact Hours/Scheduled Hours	<p>Equivalent of 72 hours of seminars, lectures, directed tasks and independent study.</p> <p>Field work and/or immersion experience in school.</p> <p>Workshops, directed tasks, independent study.</p> <p>Contact hours and patterns of delivery for Villa route may vary.</p>																		
Teaching and Learning Methods	<p>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.</p> <p>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.</p>																		
Key Information Sets Information	<p>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.</p> <p>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.</p> <p>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.</p> <p>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</p> <table border="1"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300	
<i>Number of credits for this module</i>					30														
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours															
300	72	228	0	300															

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Double click in the table and type over the percentages – the table will total automatically.

Please ensure that it amounts to 100%

Total assessment of the module:			
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
			100%

Reading Strategy

All trainees 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. Trainees 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. trainees may 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 in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.

Indicative Reading List

Cooper, H. & Rowley, C. (2006) *Geography 3-11: A Guide for Teachers*. Great Britain: David Fulton Publishers

Cooper, H. (ed) (2012) *Teaching History Creatively*. London: Routledge

Davies, D. & Howe A. (2003) *Teaching Science and Design and Technology in the Early Years*. Exeter: Learning Matters

Eaude, T. (2011) *Thinking Through Pedagogy for Primary and Early Years*. Exeter: Learning Matters

Eaude, T. (2008) *Children's spiritual, moral social and cultural development*. Exeter: Learning Matters

Frederickson, N & Cline, T. (2009) *Special educational needs, inclusion and diversity* Milton Keynes: OUP

Geographical Association (2010) *Primary Geography Handbook*. Sheffield: The Geographical Association

Jones, P. & Robson, C. (2008) *Teaching Music in Primary Schools*. Exeter: Learning Matters

Newton, D. (2005) *Teaching Design and Technology 3 -11* London: Paul Chapman

Pickup, I., Price, L., Shaughnessy, J., Spence, J. & Trace, M. (2008) *Learning to Teach Primary Physical Education: achieving QTS*. London: Learning Matters

	Rowley, C. & Cooper, H. (2009) <i>Cross Curricular Approaches to Teaching and Learning</i> . London: Sage Wegerif, R. & Dawes, L. (2004) <i>Thinking and Learning with ICT: Raising achievement in primary classrooms</i> . London: Routledge/Falmer
--	---

Part 3: Assessment	
Assessment Strategy	The assessment of this module will allow students to focus on theories and practice in foundation subject teaching within educational settings and specialist knowledge needed for leadership of specific areas.

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Presentation 6 minutes + 2 minutes for questions	100	
Component B Description of each element	Element weighting (as % of component)	
Essay 3250 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 6 minutes + 2 minutes for questions	100
Component B Description of each element	Element weighting (as % of component)
Essay 3250 words	100
If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	