University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Embedding Specialist Knowledge for Teaching in Primary Education					
Module Code	UTTGR5–30–2		Level	2	Version	1
Owning Faculty	ACE		Field	Primary, Early Years 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	UTTGR3-30-2		
Excluded Combinations	none		Module Entry requirements	none		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a developing subject and pedagogical knowledge for primary specialist teaching; (A & B) 2. Evaluate and create appropriate resources for teaching and learning within specific areas of the curriculum; (A) 3. Analyse one specialist set of leadership roles and responsibilities that teachers undertake; (A & B) 4. Select and justify an area or areas of specific interest for future pedagogical research, identifying some relevant research literature. (B)

Syllabus Outline	Syllabus strands available:
	
	Primary: for 2012 Art and design; Language and literacies; People, places and change; Science and technology.
	
	From 2013:
	
	    – English, Literacies and Language
	
	    – Maths, Science and Technology

	– Arts and Humanities
	– Special Educational Needs, Disabilities and Inclusion
	Common themes:
	Enhancement of relevant knowledge within specialist study with application to teaching;
	Innovative pedagogical approaches within specialist subject areas;
	Exploration and evaluation of resources;
	Introduction to small scale enquiry methods through analysis of leadership roles within professional settings;
	Literature review of pedagogy in relation to specialist area of interest.
Contact Hours/Scheduled Hours	Equivalent of 36 lectures 36 hours of seminars.
	Field work and/or immersion experience in school.
	Workshops, directed tasks, independent study.
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.
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	Bell, J (2010) *Doing Your Research Project: A Guide for First time Researchers.* Maidenhead: Open University 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) *Cross Curricular Approaches to Teaching and Learning.* London: Sage

Wegerif, R. & Dawes, L. (2004) *Thinking and Learning with ICT: Raising achievement in primary classrooms.* London: Routledge/Falmer

Part 3: Assessment

Assessment Strategy	The assessment of this module will allow students to work individually to present evidence of their developing knowledge and understanding of the foundation subject curriculum and will include the design and creation of appropriate resources for teaching for the subject/age phase.
	The assignment allows students to explore literature and policies relating to the curriculum and their specialist subject practice.

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Identify final assessment component and element	Component B	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50**	**50**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
A presentation demonstrating subject knowledge of a range of foundation subjects within the Key Stage 1 and 2 curriculum (excluding the subject specialism). (Equivalent to 2500 words.)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
A written assignment demonstrating understanding of curriculum policy in relation to your specialist practice. (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)
A presentation demonstrating subject knowledge of a range of foundation subjects within the Key Stage 1 and 2 curriculum (excluding the subject specialism). (Equivalent to 2500 words.)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
A written assignment demonstrating understanding of curriculum policy in relation to your specialist practice. (2500 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.