






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	1.2
Owning Faculty	ACE	Field	Primary, Early Years 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	UTTGR3-30-2	
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
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Part 2: Learning and Teaching	
Learning Outcomes	<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 3. Select and justify an area or areas of specific interest for future pedagogical research, identifying some relevant research literature. (B)
Syllabus Outline	<p>Syllabus strands available:</p> <p>Primary: for 2014 Art and design; Language and literacies; Humanities; SEN; Math; Science; Steiner Education.</p> <p>Common themes:</p> <p>Enhancement of relevant knowledge within specialist study with application to teaching;</p> <p>Innovative pedagogical approaches within specialist subject areas;</p>

	<p>Exploration and evaluation of resources;</p> <p>Literature review of pedagogy in relation to specialist area of interest.</p> <p>Exploration of planning for foundation subjects over a common theme.</p>																														
Contact Hours/Scheduled Hours	<p>Equivalent of 36 lectures 36 hours of seminars.</p> <p>Field work and/or immersion experience in school.</p> <p>Workshops, directed tasks, independent study.</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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td colspan="3"><i>Number of credits for this module</i></td> <td></td> <td style="border: 2px solid black; text-align: center;">30</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Hours to be allocated</td> <td style="background-color: #cccccc;">Scheduled learning and teaching study hours</td> <td style="background-color: #cccccc;">Independent study hours</td> <td style="background-color: #cccccc;">Placement study hours</td> <td style="background-color: #cccccc;">Allocated Hours</td> <td></td> </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> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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> <p>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:</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							
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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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Indicative Reading List	<p>Cooper, H. & Rowley, C. (2006) <i>Geography 3-11: A Guide for Teachers</i>. Great Britain: David Fulton Publishers</p> <p>Cooper, H. (ed) (2012) <i>Teaching History Creatively</i>. London: Routledge</p> <p>Davies, D. & Howe A. (2003) <i>Teaching Science and Design and Technology in the Early Years</i>. Exeter: Learning Matters</p> <p>Eaude, T. (2011) <i>Thinking Through Pedagogy for Primary and Early Years</i>. Exeter: Learning Matters</p> <p>Eaude, T. (2008) <i>Children's spiritual, moral social and cultural development</i>. Exeter: Learning Matters</p> <p>Frederickson, N & Cline, T. (2009) <i>Special educational needs, inclusion and diversity Milton Keynes: OUP</i></p> <p>Geographical Association (2010) <i>Primary Geography Handbook</i>. Sheffield: The Geographical Association</p> <p>Jones, P. & Robson, C. (2008) <i>Teaching Music in Primary Schools</i>. Exeter: Learning Matters</p> <p>Newton, D. (2005) <i>Teaching Design and Technology 3 -11</i> London: Paul Chapman</p> <p>Pickup, I., Price, L., Shaughnessy, J., Spence, J. & Trace, M. (2008) <i>Learning to Teach Primary Physical Education: achieving QTS</i>. London: Learning Matters</p> <p>Rowley, C. & Cooper, H. (2009) <i>Cross Curricular Approaches to Teaching and Learning</i>. London: Sage</p> <p>Wegerif, R. & Dawes, L. (2004) <i>Thinking and Learning with ICT: Raising achievement</i></p>
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	<i>in primary classrooms</i> . London: Routledge/Falmer
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Part 3: Assessment	
Assessment Strategy	The assessment of this module will allow students to focus on theories and practice of leadership 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 <i>(as % of component)</i>
Presentation 10 minutes (1250 word equivalent)	100%
Component B Description of each element	Element weighting <i>(as % of component)</i>
3750 word essay	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>
Presentation 10 minutes (1250 word equivalent)	100%
Component B Description of each element	Element weighting <i>(as % of component)</i>
3750 word essay	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.	