

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Knowledge for Teaching in Early Years Education				
Module Code	UTTGR1-30-2	Level	2	Version	1.2
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Education (ITE)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTTGRK-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 detailed subject and pedagogical knowledge for Early Years Foundation Stage (EYFS) and primary/early years core subject teaching; (A & B) 2. Evidence developing subject knowledge in the teaching of early reading, in particular Systematic Synthetic Phonics (SSP), communication and language development; (A) 3. Evaluate classroom environment management in relation to teaching in identified curriculum areas. (B) 4. Develop reading and writing for academic purposes to include critical analysis, reflection and synthesis of alternative view points.
Syllabus Outline	<p>Current national educational policy, curriculum and priority areas. EYFS and Core Curriculum subject and pedagogical knowledge. National Curriculum / EYFS Curriculum specifications and assessment requirements.</p>

	EYFS and Core Curriculum events to support the development of subject knowledge, planning and teaching skills.																									
Contact Hours/Scheduled Hours	Equivalent of 36 hours of lectures + 36 hours seminars, through semester 1 and start of semester 2. Events, including workshops and seminars.																									
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	<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"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 1px 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> </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> </tr> </tbody> </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>	Key Information Set - Module data					<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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Reading Strategy	<p><i>Students are encouraged to buy at least one text for this module; a list of recommended titles is provided in the module handbook and a copy of each is provided in the Library.</i></p> <p><i>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</i></p> <p><i>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</i></p>																														
Indicative Reading List	<p>Bald, J. (2007) <i>Using Phonics to Teach Reading and Spelling</i>. London: Sage</p> <p>Brunton, P. & Thornton, L. (2011). <i>Science in the early years: building firm foundations from birth to 5</i>. London: Sage</p> <p>Craft, A. (2002) <i>Creativity and early years education : a lifewide foundation</i> London:Continuum</p> <p>Cremin, T. (2009) <i>Teaching English Creatively</i>. Oxon: Routledge</p> <p>Dunne, M. & Peacock, A. (2012). <i>Primary Science: A guide to teaching practice</i>. London: Sage</p> <p>Hall, K., Goswami, U., Harrison, C., Soler, J. (2010) <i>Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy</i>. Oxon: Routledge</p> <p>Harlen, W. (2006). <i>Teaching, learning and assessing science 5-12</i>. London: Sage</p> <p>Pound, L. & Lee, T. (2011) <i>Teaching Mathematics Creatively</i>. Abingdon: Routledge</p>																														

Part 3: Assessment	
Assessment Strategy	To demonstrate via a presentation the link between theory and practice based on a practical experience; and a critical analysis of theory and practice assessed by an essay.

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

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Presentation 2500 word 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 word equivalent 10-15 minutes	100
Component B Description of each element	Element weighting (as % of component)
Essay 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.	