



MODULE SPECIFICATION

Part 1: Information			
Module Title	Enhancing Subject Knowledge		
Module Code	UTLGJ3-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Secondary Education And Lifelong Learning
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The precise content of the module will be negotiated with the students as it will relate to the specific subject areas they require further knowledge within. The schemes of work for the relevant subject areas will be introduced and evaluated.</p> <p>Relevant approaches to research and enquiry will be introduced within their educational settings.</p>
Part 3: Assessment: Strategy and Details
<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Written Assignment will consist of:</p> <ul style="list-style-type: none"> • An evaluation of chosen curriculum area, schemes of work, lesson plans and other resources in chosen area and key stage • Discussion over misconceptions and misunderstandings within their chosen subject area • Report on co-ordinated planning and delivery of an activity with their subject co-ordinator within their

chosen area and key stage.

A: Conceptual Domain (Core) The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

C: Contextual Domain The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.

G: Action Domain The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

Identify final timetabled piece of assessment (component and element)	COMP B	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. An 8 minute presentation Assessment Criteria: AL2, BL2, CL2	25%	
Component B Description of each element	Element weighting	
1. Written assignment (35000 words) Assessment criteria: AL2 BL2 GL2	75%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. An 8 minute presentation	25%	
Component B Description of each element	Element weighting	
1. Written assignment (35000 words)	75%	
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.		
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	On successful completion of this module students will be able to:	
	<ol style="list-style-type: none"> 1. Developed their knowledge in their chosen subject area identified from an appropriate curriculum (Comp A) 2. Explored and evaluated a range of schemes of work for their chosen subject area (Comp B) 3. Developed the capacity to assist clients in learning within their chosen subject area (Comp A/B) 4. Investigate the provision of their chosen subject area within their workplace context (Comp B) 5. identify a range of misconceptions and misunderstandings within their chosen subject area (Comp B) 6. Developed skills in research and enquiry within the workplace setting (Comp B) 	

	<p>Transferable skills: In addition the educational experience may explore, develop, and practise but not formally assessed.</p> <ul style="list-style-type: none"> • The ability to communicate effectively, including the capacity to communicate the processes and outcomes of their learning • The ability to use Information and Communications Technology (ICT) in study and other appropriate situations • The ability to work effectively as an independent and self-motivated learner 																																			
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="523 510 1423 869"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="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;">128</td> <td style="text-align: center;">100</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 or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="644 1178 1307 1413"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	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	128	100	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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<p>Reading List</p>	<p>These are a few examples of texts related to developing literacy skills :</p> <p>Adams, A. M. (2010) 'Cognitive Constructs and the Early Learning Goals in Writing', Journals of Research in Reading. 33 (1): 94-110.</p> <p>Gibson, H., and Patrick, H. (2008) 'Putting Words in Their Mouth: The Role of Teaching Assistants and the Spectre of Pedagogy', Journal of Early Childhood Literacy. 8 (1): 25-41.</p> <p>Field, K. Holden, P. & Lawlor, H. (2000) Effective Subject Leadership. London: Routledge.</p> <p>Kathotia, V. (2009) 'Number Sense', Mathematics Teaching. (216): 12-15.</p> <p>McDonald, P. (2010) 'Paired Reading: A Structured Approach to Raising Attainment in Literacy', Support for Learning. 25 (1): 15-23.</p> <p>Mackey, T. (2010) Collaborative Information Literacy Assessments: Strategies for</p>																																			

Evaluating Teaching and Learning. Facet

Brighouse, T. & Woods, D. (1999) How to improve your school. London: Routledge.

Bush, T. & Coleman, M. (2000) Leadership and Strategic Management in Education. London: Paul Chapman Publishing Ltd.

Dean, J. (2001) Organising Learning in the Primary Classroom. London: Routledge

Journals

Education 3-13

Teachers and Teaching- Theory and Practice

Further information and guidance on reading lists and digitisation are available at <https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists>

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First CAP Approval Date	30 th May 2013			
Revision CAP Approval Date <i>Update this row each time a change goes to ASQC</i>	1 st March 2019 (SUVP)	Version	2	Link to profile CAR ID 4816