






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Enhancing Subject Knowledge				
Module Code	UTLGJ3-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	SECONDARY EDUCATION AND LIFELONG LEARNING		
Contributes towards	FDA EDUCATIONAL SUPPORT				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations	NA		Module Entry requirements		
Valid From	SEPTEMBER 2013		Valid to	September 2019	

CAP Approval Date	30/5/13
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will have:</p> <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. Investigated thoroughly the provision of their chosen subject area within their workplace context (Comp B) 5. Developed the capacity to identify misconceptions and misunderstandings within their chosen subject area (Comp B) 6. Developed skills in research and enquiry within the workplace setting (Comp B) 7. The ability to organise and present ideas and information coherently (Comp A) 8. The ability to communicate effectively, including the capacity to communicate the processes and outcomes to their learning 9. The ability to use ICT in study and other appropriate situations(not formally assessed) 10. The ability to work effectively as an independent and self-motivated learner

	(not formally assessed)																														
Syllabus Outline	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. Relevant approaches to research and enquiry will be introduced within their educational settings.																														
Contact Hours	<p>Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context. This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time The total of time expected for each 30 credit module is 72 hours. For this module it is calculated as follows:</p> <table border="1" data-bbox="354 795 1286 1131"> <thead> <tr> <th>Work related learning Activities</th> <th>Hours in face to face contact with tutor</th> <th>E-Learning opportunities</th> </tr> </thead> <tbody> <tr> <td>20 hours evidenced work in context</td> <td>45 hours with tutor in lectures, seminars and tutorials</td> <td>7 hours engaged in virtual learning conferences, engagement</td> </tr> </tbody> </table>	Work related learning Activities	Hours in face to face contact with tutor	E-Learning opportunities	20 hours evidenced work in context	45 hours with tutor in lectures, seminars and tutorials	7 hours engaged in virtual learning conferences, engagement																								
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Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year abroad. This will be in an educational work based learning context</p>																														
Key Information Sets Information	<table border="1" data-bbox="435 1599 1345 1986"> <thead> <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> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	128	100	300																			
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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

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:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
			100%

Reading Strategy

Essential reading: Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will relate to the actual subject they are seeking to study. Where texts are available as e-books, these will be available on the library website.

Further reading: Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues. Many resources can be accessed online. A current list of texts is given in the module guide and revised annually.

Access and skills: Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative Reading List

These are a few examples of texts related to developing literacy skills :

Adams, A. M. (2010) 'Cognitive Constructs and the Early Learning Goals in Writing', *Journals of Research in Reading*. 33 (1): 94-110.

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.

Field, K. Holden, P. & Lawlor, H. (2000) *Effective Subject Leadership*. London: Routledge.

Kathotia, V. (2009) 'Number Sense', *Mathematics Teaching*. (216): 12-15.

Macdonald, P. (2010) 'Paired Reading: A Structured Approach to Raising Attainment in Literacy', *Support for Learning*. 25 (1): 15-23.

Mackey, T. (2010) *Collaborative Information Literacy Assessments: Strategies for 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*.

	<p>London: Paul Chapman Publishing Ltd.</p> <p>Dean, J. (2001) Organising Learning in the Primary Classroom. London: Routledge</p> <p>Journals Education 3-13 Teachers and Teaching- Theory and Practice</p>
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Part 3: Assessment	
Assessment Strategy	<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>The presentation will give an opportunity to demonstrate your competence in using ICT 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

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 Description of each element	Element weighting	
<p>A presentation using ICT on the intended planned activity for 8 minutes</p> <p>Assessment Criteria: AL2, BL2, CL2</p>	100%	
<p>Component B</p> <p>An evaluation of the planned work with learners, to include a discussion of challenges for learners, and the experiences of learners, and a reflection on the teaching process (3500 words).</p> <p>Assessment criteria: AL2 BL2 GL2</p>	100%	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
<p>A presentation using ICT on the intended planned activity for 8 minutes</p> <p>Assessment Criteria: AL2, BL2, CL2</p>	<p>100%</p>
<p>Component B</p> <p>An evaluation of the planned work with learners, to include a discussion of challenges for learners, and the experiences of learners, and a reflection on the teaching process (3500 words).</p> <p>Assessment criteria: AL2 BL2 GL2</p>	<p>100%</p>
<p>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.</p>	