






MODULE SPECIFICATION

Part 1: Information			
Module Title	Maths 2		
Module Code	UTTGT9-15-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts, Creative Industries and Education	Field	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA(Hons) Primary Education (ITE)		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description			
<p>This module is part of the students' engagement with subject and curriculum knowledge, pedagogy and practice. Students will need to further engage with their own understandings and development needs and their appreciation of what this includes for them will be partly informed by their placement experiences as well as audits and taught sessions. They will be expected to take responsibility for progressing these as part of the ongoing professional development expected of teachers. Support will be provided within seminars, workshops and signposting to online tools and resources.</p>			
Part 3: Assessment			
<p>Students will be asked to explore ways of challenging all children mathematically in the primary classroom, with reference to explicit examples of their own practice, and to appropriate literature. It is the examples from practice which are individual and which will ensure this meets the requirements of controlled conditions.</p>			
Identify final timetabled piece of assessment (component and element)		A	
		A:	B:

% weighting between components A and B (Standard modules only)		100%																																				
First Sit																																						
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																																				
1.Essay (including specific examples from practice)		100%																																				
Component B Description of each element		Element weighting (as % of component)																																				
N/A																																						
Resit (further attendance at taught classes is not required)																																						
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																																				
1.Essay (including specific examples from practice)		100%																																				
Component B Description of each element		Element weighting (as % of component)																																				
N/A																																						
Part 4: Learning Outcomes & KIS Data																																						
Learning Outcomes	<p>On successful completion of this module students will be able to :</p> <ol style="list-style-type: none"> 1. Identify and develop personal subject knowledge and understanding in maths and be able to use these confidently as a teacher. 2. Appraise and apply knowledge of National Curricular aims and content in Maths. 3. Critically evaluate theory and practice and apply this learning in their explanation of teaching of maths to a range of learners. 4. Evaluate a range of learning technologies to support pupils' learning in maths. 5. Explain how maths can be developed and applied across a broad and rich curriculum. 																																					
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></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;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			Key Information Set - Module data										<i>Number of credits for this module</i>				15						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
Key Information Set - Module data																																						
<i>Number of credits for this module</i>				15																																		
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																																		
150	36	114	0	150																																		
																																						
Contact Hours	<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>																																					

Total Assessment	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			100%
	Practical exam assessment percentage			0%
			100%	
Reading List	<p>Indicative reading</p> <ul style="list-style-type: none"> • Boaler, J. (2010) <i>The Elephant in the Classroom: Helping Children to learn and Love Maths</i>. London: Souvenir Press. • Cotton, T. (2016) <i>Understanding and Teaching Primary Mathematics</i>. Abingdon: Routledge. • Hansen, A. (2014) <i>Children's Errors in Mathematics</i>. London: Sage • Haylock, D. (2019) <i>Mathematics Explained for Primary Teachers</i>. London: Sage. • Haylock, D. and Cockburn, A. (2008) <i>Understanding Mathematics for Young Children</i>. London: Sage. • Rickards, C. (2013). <i>Essential Primary Mathematics</i>. Maidenhead: Open University Press. • Witt, M. ed. (2014) <i>Primary Mathematics for Trainee Teachers</i>. London: Sage. 			

FOR OFFICE USE ONLY

First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace