



MODULE SPECIFICATION

Part 1: Information			
Module Title	Maths and English		
Module Code	UTTGTW-15-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	
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 ensure their subject and curriculum knowledge is secure and that they understand a range of effective, evidence-based approaches to supporting all children. They will also need to engage with current policies and practice guidelines.</p>
Part 3: Assessment
<p>Students will be asked to critically reflect and demonstrate an evidence informed understanding of key concepts covered in maths and English. The portfolio will include:</p> <ul style="list-style-type: none"> • A collection of subject specific tasks. • An analysis of literature based on an observed practice.

Identify final timetabled piece of assessment (component and element)	A																											
% weighting between components A and B (Standard modules only)	A:	B:																										
	100%																											
First Sit																												
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																											
1. Portfolio	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. Portfolio	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. Demonstrate secure subject and curriculum knowledge and understanding in English and maths. 2. Demonstrate an evidence-informed, critical understanding of effective practices in teaching and learning in maths and English 3. Critically analyse different positions relating to the broader value and purposes of maths and English to children and society. 																											
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <tr> <th style="background-color: #cccccc;">Hours to be allocated</th> <th style="background-color: #cccccc;">Scheduled learning and teaching study hours</th> <th style="background-color: #cccccc;">Independent study hours</th> <th style="background-color: #cccccc;">Placement study hours</th> <th style="background-color: #cccccc;">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> </tbody> </table>			<u>Key Information Set - Module data</u>					<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
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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>																											

Total Assessment	<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 of the module:			
	Written exam assessment percentage			
	Coursework assessment percentage			
	Practical exam assessment percentage			
100%				
Reading List	<p>Indicative readings</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. • Cremin, T. (2015) <i>Teaching English Creatively</i>. 2nd ed. London: 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. • Myhill, D., Jones, S. Watson, A. and Lines, H. (2013) 'Playful explicitness with grammar: a pedagogy for writing'. <i>Literacy</i>, 47 (2), pp103-111 • Rickards, C. (2013). <i>Essential Primary Mathematics</i>. Maidenhead: Open University Press. • Rooke, J. (2013) <i>Transforming Writing Final Evaluation Report</i>. London: National Literacy Trust. • Witt, M. ed. (2014) <i>Primary Mathematics for Trainee Teachers</i>. London: Sage. 			

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