



Module Specification

Building Learning in Primary Education

Version: 2025-26, v3.0, Approved

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Building Learning in Primary Education

Module code: UTTGYE-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to the core subjects, in the primary school, their place in the National Curriculum and relevant pedagogical approaches. Students will also work on and plan for the development of their own subject knowledge.

Features: Not applicable

Educational aims: Develop students understanding of the National Curriculum with particular reference to English, mathematics and science.

To introduce students to evidence-based pedagogies and practices in the core subjects.

Support students to identify, plan for and develop their own subject knowledge and understanding in the core subjects.

Outline syllabus: The module may cover the following topics:

Role and history of the National Curriculum.

National curriculum for English, Maths and Science – aims, structure and content.

Audit subject knowledge in English, Maths and Science.

Planning for and working on subject knowledge needs based on audits.

Core Content Framework and Teachers' Standards.

Pedagogical approaches, with reference to theory & research.

Key concepts, common misconceptions.

How children learn, think and communicate in science.

Practical work in science.

Ways in which skills and knowledge in English are applied for real purposes across the curriculum.

Different types of knowledge a teacher needs to teach maths.

Students' own experiences as learners and developing teachers.

Linking, comparing & contrasting English, mathematics & science.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and expert colleagues within school settings, and includes lectures, seminars, tutorials, practical classes, workshops and online engagement.

Students spend time in practice during this module; this element is woven into the module.

Independent learning includes essential and extended reading, preparation for practice, seminars, and assignment preparation and completion.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evidence knowledge of National Curriculum aims and content.

MO2 The students will be able to identify how theory intersects within the context of the classroom and facilitate success.

MO3 Demonstrate an evidence-based knowledge and understanding of curricula, subject, and pedagogical approaches in early reading and Primary English, Primary mathematics, and Primary science.

MO4 Identify and evidence plans for and progress on personal subject knowledge development needs.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 194 hours

Placement = 40 hours

Face-to-face learning = 66 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgye-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgye-30-1.html>

Part 4: Assessment

Assessment strategy: This module has one assessment, This portfolio assessment (5000 words) in this module enables the students to undertake tasks relating to subject knowledge and pedagogy in the three core subjects. This will include a self-audit of their knowledge and evidence of their planning and progress on development needs identified. Students will also need to report on their learning in practice as part of their submission. As with other Year 1 modules, the assessment is carefully scaffolded, including time in taught sessions.

Assessment tasks:

Portfolio (First Sit)

Description: Including focus on curricula knowledge & pedagogies, reflections on practice. Subject knowledge audit & study plans (5000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Including focus on curricula knowledge & pedagogies, reflections on practice. Subject knowledge audit & study plans (5000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2025-26