University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introducing Knowledge for Teaching in Primary Education 1					
Module Code	UTTGQW-30-1		Level	1	Version	1.3
Owning Faculty	ACE		Field		Primary, Early Childhood and Education Studies	
Contributes towards	BA (Hons) Primary Education (ITE)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	none		Co- requisites	UTTGQV-30-1		
Excluded Combinations	none		Module Entry requirements	None		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12 30/05/13 20/05/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate early development of their subject knowledge in the Early Years Foundation Stage (EYFS) and Core Curriculum (CC): English, mathematics and science across the primary age phases; (A & B) 2. Demonstrate that they have begun the acquisition of subject knowledge in the teaching of early reading: in particular Systematic Synthetic Phonics (SSP), communication and language development; and early mathematics; (A & B) 3. Evidence that they have begun to explore a range of pedagogical approaches to learning which are appropriate to the individual needs of children; (B) 4. Examine and explore environments for learning within the age phase/s of training; (B)
Syllabus Outline	This module focuses on Subject Knowledge for Teaching the CORE Curriculum: Current National educational policy and curriculum and Teaching Agency priorities; Core subject and subject pedagogical knowledge;

	National Curriculum / EYFS Curriculum specifications and assessment requirements; Ofsted frameworks for inspection, statistical data and placement school improvement planning.
Contact Hours/Scheduled Hours	Equivalent of 36 lectures and 36 hours of seminars. Subject Knowledge development workshops.
Teaching and Learning Methods	Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact. Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	204	24	300	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

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:
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively. All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students will be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases. *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, accessing journal articles electronically, evaluating information and referencing. Sign up workshops are also offered by the Library.*
Indicative Reading List	Bald, J. (2007) *Using Phonics to Teach Reading and Spelling.* London: Sage Barmby, P., Bilsborough, L., Harries, T & Harries, S. (2009) *Primary Mathematics Teaching for Understanding* Maidenhead: OUP Browne, A. (2009) *Developing Language and Literacy 3-8.* London: Sage Brunton, P. & Thornton, L. (2011) *Science in the early years: building firm foundations from birth to 5.* London: Sage Cotton, T. (2010) *Understanding and Teaching Primary Mathematics* London: Longman Cremin, T. (2009) *Teaching English Creatively.* Oxon: Routledge Dunne, M. & Peacock, A. (2012) *Primary Science: A guide to teaching practice.* London: Sage Eaude, T. (2011) T*hinking Through Pedagogy for Primary and Early Years.* Exeter: Learning Matters Goodwin, P. (2011) *The Literate Classroom* (3rd ed) Oxon: Routledge Hall K., Goswami, U., Harrison, C., Soler, J (2010) *Interdisciplinary Perspectives on Learning to Read: Culture, cognition and pedagogy* Oxon: Routledge Harlen, W. (2006). *Teaching, learning and assessing science 5-12.* London: Sage Harnett, P (2008) Understanding *primary education*: developing professional attributes, knowledge and skills London: Routledge Haylock, D. (2010) *Mathematics Explained for PrimaryTeachers* (4th ed) London: Sage Mac Naughton, Williams, G (2009) *Teaching Young Children: Choices in Theory and Practice.* Maidenhead: Open University Pound, L. & Lee, T. (2011) *Teaching Mathematics Creatively* Abingdon: Routledge Ryan, J. & Williams, J. (2007) *Children's Mathematics 4-15: Learning From Errors and Misconceptions.* Maidenhead: McGraw-Hill Thompson, I. (ed.) (2010) *Issues in Teaching Numeracy in Primary Schools* (2nd ed) Maidenhead: OUP

Part 3: Assessment	
Assessment Strategy	The module focuses on the CORE Curriculum and includes informal and formal assessment of a range of school-based and University-based activities that include planning and teaching the Core Curriculum.
	Trainees will audit their subject knowledge and engage in continuous reflection on their developing personal and professional knowledge, understanding and skills in the Core Curriculum.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**0**	**100**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Presentation 1250 words equivalent 8-10 minutes	Pass/Fail
Component B **Description of each element**	
3750 word essay	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Presentation 1250 words equivalent 8-10 minutes	Pass/Fail
Component B **Description of each element**	
3750 word essay	100
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	