



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Introducing Knowledge for Teaching in Primary Education 2				
Module Code	UTTGOX-30-1	Level	1	Version	1.2
Owning Faculty	ACE	Field	Primary, Early Years 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	UTTGOV-30-1	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/12 30/05/13 20/05/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Show evidence of beginning/continuing development of their subject knowledge in the Foundation subjects across the early years/primary age phases; (A &amp; B)</li> <li>2. Understand a range of planning approaches to teaching and learning in the Foundation subjects which are appropriate to the age phases for which they are training; (A &amp; B)</li> <li>3. Demonstrate a developing subject and pedagogical knowledge required for the teaching of Foundation subjects in the National Curriculum; (A &amp; B)</li> <li>4. Examine and explore environments for learning within the age phases of training; (A &amp; B)</li> <li>5. Understand that teaching and learning approaches develop from children's interests and prior experiences. (A &amp; B)</li> </ol> <p>In addition students will learn but not be formally discretely assessed on:</p> <ol style="list-style-type: none"> <li>6. Developing an understanding of how to assess children's level of attainment in specified areas and suggest targets for their future learning in the Foundation subjects.</li> </ol>

Syllabus Outline	<p>This module focuses on the FOUNDATION subjects/curriculum:</p> <p>Development of working knowledge of the Early Years Foundation Stage (EYFS) / Key Stages 1 and 2 Foundation Subjects Programmes of Study;</p> <p>Current national educational policy and curriculum and Teaching Agency priorities;</p> <p>Foundation Subject pedagogical knowledge;</p> <p>National Curriculum specifications and assessment requirements;</p> <p>Ofsted frameworks for inspection, statistical data and placement school improvement planning.</p>																									
Contact Hours/Scheduled Hours	36 lectures; 36 hours of seminars.																									
Teaching and Learning Methods	<p>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.</p> <p>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.</p>																									
Key Information Sets Information	<p>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.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a> This also contains further guidance on how to complete the information requested below.</p> <p>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.</p> <p>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</p> <table border="1" data-bbox="403 1406 1299 1809"> <thead> <tr> <th colspan="5">Key Information Set - Module data</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="border: 2px solid black; text-align: center;">30</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;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Reading Strategy	<p>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</p>																									

	<p>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.</p> <p>All <b>essential reading</b> 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.</p> <p>If <b>further reading</b> 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.</p> <p><i>Formal opportunities for students to develop their library and information skills are provided within the induction period and the GPL module. 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.</i></p>
Indicative Reading List	<p>Cooper, H. &amp; Rowley, C. (2006) <i>Geography 3-11: A guide for teachers</i>. Great Britain: David Fulton Publishers</p> <p>Cooper, H. (ed) (2012) <i>Teaching History Creatively</i>. London: Routledge</p> <p>Davies, D. &amp; Howe, A. (2003) <i>Teaching Science and Design and Technology in the Early Years</i> London: David Fulton</p> <p>Eaude, T. (2008) <i>Children's spiritual, Moral, social and cultural development</i>. Exeter: Learning Matters</p> <p>Geographical Association 9 (2010) <i>Primary Geography Handbook</i>. Sheffield: The Geography Association.</p> <p>Jones, P. &amp; Robson, C. (2008) <i>Teaching Music in Primary Schools</i>. Exeter: Learning Matters.</p> <p>Newton, D. (2005) <i>Teaching Design and Technology 3 -11</i>. London: Paul Chapman Publishing</p> <p>Pickup, I., Price, L., Shaughnessy, J., Spence, J. and Trace, M. (2008) <i>Learning to Teach Primary Physical Education: achieving QTS</i>. London: Learning Matters.</p> <p>Rowley, C. &amp; Cooper, H. (2009) <i>Cross Curricular approaches to Teaching and Learning</i>. London: Sage</p> <p>Wegerif, R. &amp; Dawes, L. (2004) <i>Thinking and Learning with ICT: Raising achievement in primary classrooms</i>. London: Routledge/Falmer</p>

### Part 3: Assessment

Assessment Strategy	<p>The module assessment focuses on informal and formal assessment of learning outcomes associated with the Foundation Curriculum, including a range of school-based and University-based activities that include planning and teaching in the Foundation subjects.</p> <p>Trainees will audit their subject knowledge as a continuous reflection of their developing knowledge, understanding and skills in the Foundation subjects.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25</b>	<b>75</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Presentation 8-10 minutes (1250 word equivalent)	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
3000 word essay	100

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Presentation 8-10 minutes (1250 word equivalent)	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
3000 word essay	100
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	