



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Extending Knowledge for Teaching in Primary Education				
Module Code	UTTGR8-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	None	
Excluded Combinations			Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12
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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"> 1. Demonstrate a comprehensive subject and pedagogical knowledge for primary teaching in the Core Curriculum; (A & B) 2. Demonstrate sustained competence in subject knowledge and in the teaching of early reading, in particular Systematic Synthetic Phonics (SSP), communication and language; and early mathematics; (B) 3. Demonstrate a systematic understanding of national requirements in relation to curriculum orders across the age phases of training; (A & B) 4. Evaluate and justify approaches to curriculum design across the age phases of training; (A & B) 5. Know and be able to evaluate distinctive teaching approaches to engage and support all learners in the Core Curriculum areas, including the use of ICT and digital technologies; (B) 6. Critically discuss and analyse principles underpinning children's learning within the Core Curriculum areas; (A & B) 7. Know how to adapt teaching to support children's diverse needs and interests at different stages of development within the Core Curriculum areas. (A & B)
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Syllabus Outline	<p>Core Curriculum areas: English, mathematics, Science.</p> <p>Auditing of knowledge in other subject areas; focus events based upon priority themes.</p> <p>National and local curriculum – principles of curriculum design.</p>
Contact Hours/Scheduled Hours	Equivalent of 72 hours contact.
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>
Reading Strategy	<p>Essential texts will be signalled clearly in module documentation and made available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Students are expected to identify all other reading relevant to the module. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>
Indicative Reading List	<p>Bald, J. (2007) <i>Using Phonics to Teach Reading and Spelling</i>. London: Sage</p> <p>Barmby, P., Bilsborough, L., Harries, T. & Higgins, S. (2009) <i>Primary Mathematics: Teaching for Understanding</i>. Maidenhead: OUP</p> <p>Browne, A. (2009) <i>Developing Language and Literacy 3 – 8</i>. London: Sage</p> <p>Brunton, P. & Thornton, L. (2011). <i>Science in the early years: building firm foundations from birth to 5</i>. London: Sage</p> <p>Cotton, T. (2010) <i>Understanding and Teaching Primary Mathematics</i>. Longman</p> <p>Cremin, T. (2009) <i>Teaching English Creatively</i>. Oxon: Routledge</p> <p>Dunne, M. & Peacock, A. (2012). <i>Primary Science: A guide to teaching practice</i>. London: Sage</p> <p>Goodwin, P. (2011) <i>The Literate Classroom</i>. 3rd Ed. Oxon: Routledge</p> <p>Hall, K., Goswami, U., Harrison, C., Soler, J. (2010) <i>Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy</i>. Oxon: Routledge</p> <p>Haylock, D., (2010) <i>Mathematics Explained for Primary Teachers</i> (4th ed). London: Sage.</p> <p>Pound, L. & Lee, T. (2011) <i>Teaching Mathematics Creatively</i>. Abingdon: Routledge</p> <p>Ryan, J. & Williams, J. (2007) <i>Children's Mathematics 4-15: Learning From Errors and Misconceptions</i>. Maidenhead: McGraw-Hill</p> <p>Thompson, I. (Ed.) (2010) <i>Issues in Teaching Numeracy in Primary Schools</i> (2nd Edn.) Maidenhead: OUP</p>

Part 3: Assessment

Assessment Strategy	<p>The module is assessed through a portfolio of reflective tasks to be negotiated, permitting students to demonstrate their successful engagement with module learning outcomes. A combination of discrete written elements and oral presentations. Tasks will include auditing and tracking of subject and pedagogical knowledge and understanding, with specific assessment of core subjects; associated target setting and evidencing learning.</p> <p>Where possible, a choice of alternative modes of assessments may be offered, allowing reasonable adjustments for disabled students.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Plan for a unit of work to be undertaken in the placement setting. Reflection on and evaluation of the unit of work in developing children's learning in ONE Core Curriculum area. (Equivalent of 1500 words.)	100%	
Component B Description of each element	Element weighting (as % of component)	
Portfolio of directed tasks which demonstrate enhanced engagement, knowledge and understanding of the Core Curriculum. (Equivalent to 3500 words.)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Plan for a unit of work to be undertaken in the placement setting. Reflection on and evaluation of the unit of work in developing children's learning in ONE Core Curriculum area. (Equivalent of 1500 words.)	100%	
Component B Description of each element	Element weighting (as % of component)	
Portfolio of directed tasks which demonstrate enhanced engagement, knowledge and understanding of the Core Curriculum. (Equivalent to 3500 words.)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		