



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Graduate and Professional Learning in Early Years Education 2				
Module Code	UTTGRJ-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	UTTGRF-30-1		Co- requisites	UTTGRK-30-2	
Excluded Combinations	none		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	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"> <li>1. Identify and explore the principles underpinning the management of behaviour and ways of fostering self-management in young children, to ensure an effective and positive learning environment; (A &amp; B)</li> <li>2. Engage in professional debates about inclusion, social justice and diversity; able to critically discuss a range of perspectives; (A &amp; B)</li> <li>3. Know how to adapt provision for the needs of all children, including those with special educational needs and disabilities, those of high ability, and those with English as an additional language; (A &amp; B)</li> <li>4. Recognise how schools and early years settings work as part of a wider community; (A &amp; B)</li> <li>5. Understand the importance of preparing children to show tolerance and respect for the rights of others in a diverse society; (A &amp; B)</li> <li>6. Demonstrate detailed knowledge of the roles, responsibilities and professional duties of teachers and a range of other professionals and early years practitioners who support diverse learners, recognising how teachers work as</li> </ol>

	<p>part of a wider workforce; (A &amp; B)</p> <p>7. Synthesise debates about inclusive practice with relevant approaches to assessment, learning and teaching, and curriculum entitlement; (A &amp; B)</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <p>8. Graduate Development Programme agenda: employability.</p> <p>9. Working as part of a team.</p>
Syllabus Outline	<p>The module is subtitled: <i>Becoming an Inclusive Professional</i></p> <p>Key themes of Special Educational Needs and Disabilities, English as an Additional Language, Behaviour – managing more challenging behaviour.</p> <p>Team working.</p> <p>The role of teachers as part of the wider workforce.</p> <p>School/ early years settings based training: inclusion policy and practice; links with communities.</p> <p>Safeguarding – issues of neglect.</p> <p>Curriculum: PSHE, citizenship, RE.</p> <p>Transitions.</p> <p>Shared values: sustainability, wellbeing.</p>
Contact Hours/Scheduled Hours	<p>This 30 credit module uses the co-requisite developing professional practice module to co-deliver and embed aspects of the module learning outcomes.</p> <p>Equivalent of 36 hours lectures and 36 hours seminars.</p>
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>Students are encouraged to buy at least one text for this module; a list of recommended titles is provided in the module handbook and a copy of each is provided in the Library</p> <p>All students are 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. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Cockburn, A. and Handscomb, G. (2012) <i>Teaching children 3 to 11</i>. (3rd ed). London: Paul Chapman</p> <p>Gaspar, M. (2010) <i>Multi-agency working in the early years. Challenges and Opportunities</i>. London: Sage.</p> <p>Leung, C. and Creese, A. (2010) <i>English as an additional language. Approaches to</i></p>

*teaching linguistic minority students*. London: Sage.  
 Pollard, A. (2006) *Reflective teaching in the primary school*. London: Cassell.  
 Rogers, R and Macpherson, E. (2008) *Behaviour management with young children. Crucial first steps with children 3-7 years*. London: Sage.

### Part 3: Assessment

Assessment Strategy	<p>A critical evaluation on a learning activity undertaken with children, analysing the relationship between learning theory and their classroom practice.</p> <p>Learning will be assessed through a portfolio of professional evidence to support development as a teacher in the key priority areas, including:          evaluation of a planned activity for learners with English as an Additional Language;          collection of support materials, suitably justified and analysed for teaching in the priority areas (working with learners with Special Educational Needs / Disabilities, English as an Additional Language; Inclusion; Assessment; Behaviour).</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
<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>	
Evaluation of planned activity for learners with English as an Additional Language. (Equivalent to 1500 words.)	100%	
<b>Component B</b> <b>Description of each element</b>		
A personal rationale for inclusion, reflecting on placement experiences of inclusion in practice, with supporting evidence demonstrating engagement with the learning outcomes. (3500 words.)	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>	
Evaluation of planned activity for learners with English as an Additional Language. (Equivalent to 1500 words.)	100%	
<b>Component B</b> <b>Description of each element</b>		
A personal rationale for inclusion, reflecting on placement experiences of inclusion in practice, with supporting evidence demonstrating engagement with the learning outcomes. (3500 words.)	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.		