University of the West of England
BRISTOL

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	1.2
Owning Faculty	ACE		Field	Primary, Early Years and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Education (ITE)					
UWE Credit Rating	30	ECTS 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		

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. 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; 2. Engage in professional debates about inclusion, social justice and diversity; able to critically discuss a range of perspectives; 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; 4. Recognise how schools and early years settings work as part of a wider community; 5. Understand the importance of preparing children to show tolerance and respect for the rights of others in a diverse society; 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 part of a wider workforce; 7. Synthesise debates about inclusive practice with relevant approaches to assessment, learning and teaching, and curriculum entitlement;

	In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:
	8. Graduate Development Programme agenda: employability.
	9. Working as part of a team.
Syllabus Outline	The module is subtitled: *Becoming an Inclusive Professional*
	Key themes of Special Educational Needs and Disabilities, English as an Additional Language, Behaviour – managing more challenging behaviour.
	Team working.
	The role of teachers as part of the wider workforce.
	School/ early years settings based training: inclusion policy and practice; links with communities.
	Safeguarding – issues of neglect.
	Curriculum: PSHE, citizenship, RE.
	Transitions.
	Shared values: sustainability, wellbeing.
Contact Hours/Scheduled Hours	This 30 credit module uses the co-requisite developing professional practice module to co-deliver and embed aspects of the module learning outcomes.
	Equivalent of 36 hours lectures and 36 hours seminars.
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	228	0	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:

Double click in the table and type over the percentages – the table will total automatically.
Please ensure that it amounts to 100%

Total assessment of the module:			
Practical exam assessment percentage		100%	
		100%	

Reading Strategy	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 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. 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.
Indicative Reading List	Cockburn, A. and Handsconb, G. (2012) *Teaching children 3 to 11.* (3rd ed).London: Paul Chapman Gasper, M. (2010) *Multi-agency working in the early years. Challenges and Opportunities.* London: Sage. Leung, C. and Creese, A. (2010) *English as an additional language. Approaches to 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	Synthesis of Module Teaching and Learning outcomes inform of presentation

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation 5000 word equivalent 20 minutes	100%
Component B **Description of each element**	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation 5000 word equivalent 20 minutes	100%
Component B **Description of each element**	
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.	