

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Embedding Specialist Knowledge for Teaching in Early Years Education				
Module Code	UTTGRM–30–2		Level	2	Version1
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	none		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
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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 developing subject and pedagogical knowledge for early years specialist teaching; (A & B) 2. Evaluate and create appropriate resources for teaching and learning within specific areas of the early years curriculum; (A) 3. Analyse one specialist set of leadership roles and responsibilities that early years specialist teachers undertake; (A & B) 4. Select and justify an area or areas of specific interest for future pedagogical research, identifying some relevant research literature. (B)
Syllabus Outline	<p>Early Years specialist knowledge.</p> <p>Enhancement of relevant knowledge within specialist study with application to teaching.</p> <p>Innovative pedagogical approaches within specialist subject areas.</p> <p>Exploration and evaluation of resources.</p> <p>Introduction to small scale enquiry methods through analysis of leadership roles within</p>

	<p>professional settings.</p> <p>Literature review of pedagogy in relation to specialist area of interest.</p>
Contact Hours/Scheduled Hours	<p>Equivalent of 36 lectures 36 hours of seminars.</p> <p>Field work and/or immersion experience in school.</p> <p>Workshops, directed tasks, independent study.</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>All trainees 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. Trainees 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 essential reading will be indicated clearly, along with the method for accessing it, e.g. trainees may 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 further reading is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Bell, J (2010) <i>Doing Your Research Project: A Guide for First time Researchers</i>. Maidenhead:Open Univesity</p> <p>Cottle, M, and Alexander, E. (2011) Quality in early years settings: government, research and practitioners' perspectives <i>British Educational Research Journal</i> 08/2011 pp 1-10</p> <p>Fisher, R. (2008) <i>Teaching Thinking : Philosophical Enquiry in the Classroom</i> London: Continuum</p>

Part 3: Assessment	
Assessment Strategy	<p>Component A assessment of this module will allow students to work collaboratively and individually to create displays demonstrating their understanding and subject knowledge of three foundation stage areas from the Key Stage 1 curriculum or the Specific Areas: Understanding the World and Expressive Arts and Design from the EYFS. This will include the creation of appropriate resources for their early years specialism. Displays may include enhanced use of digital technologies and will allow their peers to benefit from their ideas.</p> <p>Component B allows students to explore literature related to their specialism and consider relevant areas for future research. A choice of written assignments to be offered to include either an annotated bibliography or a literature review.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Display of work, with student viva.	100%	
Component B Description of each element	Element weighting (as % of component)	
Written assignment, equivalent of 2500 words, addressing the relevant learning outcomes of the module.	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Display of work, with student viva.	100%	
Component B Description of each element	Element weighting (as % of component)	
Written assignment, equivalent of 2500 words, addressing the relevant learning outcomes of the module.	100%	
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.		