



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Graduate and Professional Learning in Early Years 3				
Module Code	UTTGRN-30-3	Level	3	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	UTTGRK-30-2		Co- requisites	UTTGRP-30-3	
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. Engage with current and relevant policies and initiatives in the context of primary and early years education; (B) 2. Understand the roles and responsibilities of teachers within current legal and statutory professional frameworks; (B) 3. Show a comprehensive knowledge of the role of the teacher as a member of a team, as a manager and as a leader, knowing how to deploy support staff effectively to support children's learning; (B) 4. Analyse the principles of effective communication with children, parents and carers with regard to children's achievements and wellbeing; (B) 5. Critically analyse a range of approaches to formative, summative and diagnostic assessment including statutory assessment requirements to secure children's progress; (A & B) 6. Evaluate the use of relevant data in monitoring the progress of learners and in raising levels of attainment; (A & B) 7. Analyse the features of effective provision for those they teach, knowing the range of common factors that may inhibit children's ability to learn and how to differentiate according to need. (B)

	<p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <p>8. Prepare for preferred futures;</p> <p>9. Preparation for final teaching practice (assessed in co-requisite module).</p>
Syllabus Outline	<p>The module is subtitled: <i>Becoming a Teacher</i>:</p> <p>Current and forthcoming policy and initiatives;</p> <p>Formative and summative assessment, AfL;</p> <p>Differentiated provision;</p> <p>Working with parents and carers;</p> <p>Statutory responsibilities of teachers;</p> <p>Deployment of Teaching Assistants/Nursery Nurses and other practitioners;</p> <p>Teachers as leaders – career development – NQT preparation;</p> <p>Audit of skills and opportunities for professional development in identified areas of priority or weakness; target setting for developing professional practice.</p>
Contact Hours/Scheduled Hours	<p>This 30 credit module uses the co-requisite Extending Professional Practice module to co-deliver and embed aspects of the module learning outcomes.</p> <p>Equivalent of 36 hours lectures + 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>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>Black, P., Harrison, C., Lee, C., Marshall, B & Wiliam, D. (2003) <i>Assessment for learning: putting it into practice</i>. Maidenhead: Open University Press</p> <p>Blatchford, P. Russell, A. & Webster, R. (2011) <i>Reassessing the impact of Teaching Assistants. How research challenges practice and policy</i>. London. Routledge.</p> <p>Clarke, S. (2005) <i>Formative Assessment in Action: weaving the elements together</i> London: Hodder Education</p> <p>Jacklin, A., Griffiths, V. & Robinson, C. (2006) <i>Beginning primary teaching:</i></p>

	<p><i>moving beyond survival</i>. Maidenhead: Open University Press</p> <p>Knowles, G. (2009) <i>Ensuring Every Child Matters: A Critical Approach</i>. London: Sage Publications Ltd</p> <p>Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin J. & Warwick P. (2008) <i>Reflective Teaching</i>. (3rd ed.) London: Continuum</p> <p>Sayeed, Z. & Guerin, E. (2000) <i>Early years play: a happy medium for assessment and intervention</i>. London: Routledge</p> <p>Whalley, M. (2007) <i>Involving parents in their children's learning</i>. (2nd ed.) London: Sage Publications Ltd</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module is assessed through a portfolio of written tasks, which allows engagement with professional debates and rehearsal of a variety of genres including report, reflection, and analytical discussion. Within the portfolio, a case study allows students to engage with real-life scenarios as trainee teachers.</p> <p>Presentation takes place after school-based training, bringing examples of assessment practices to enable students to learn from each other.</p>

Identify final assessment component and element	Comp A	
% 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 <i>(as % of component)</i>	
Presentation, five minutes per student, related to specific module themes.	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
Portfolio of written tasks 3-4000 words, including reflective learning log.	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Presentation, five minutes per student, related to specific module themes	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
Portfolio of written tasks 3-4000 words, including reflective learning log.	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.		