

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

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Module Title	Extending Knowledge for Teaching in Early Years Education				
Module Code	UTTGRQ-30-3	Level	3	Version	1.2
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Initial Teacher Education				
UWE Credit Rating	30	ECTS 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	04/05/2012 30/05/13 20/05/14
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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/early years teaching; (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; (A) 3. demonstrate a systematic understanding of national requirements in relation to curriculum orders across the age phases of training; (A) 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 core curriculum areas/areas of learning (EYFS); (A & B) 7. know how to adapt teaching to support children's diverse needs and interests
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	at different stages of development within core curriculum areas/areas of learning (EYFS). (A & B)																									
Syllabus Outline	<p>Core and other priority curriculum areas in the context of the Early Years, including English, mathematics, Science.</p> <p>Auditing of other subject knowledge; focus events based upon national and local priority themes.</p> <p>National and local curriculum: principles of curriculum design.</p>																									
Contact Hours/Scheduled Hours	<p>Whole cohort lectures: 12 hours</p> <p>Core subject seminars in English, mathematics and science: 48 hours</p> <p>Supervised placement-based learning: 12 hours</p> <p>Total: 72 hours scheduled contact.</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> <p>Placement learning: This includes time spent in block practice placement and other school/settings, engaging in activities including observing experienced practitioners, working with groups of children, preparing for teaching, teaching practice (assessed in the Professional Practice module).</p>																									
Key Information Sets Information	<p>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.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>72</td><td>156</td><td>300</td></tr></table>	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	72	156	300
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Reading Strategy	<p>It is essential that students read one of the many texts on research methods 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 their chosen research topic for themselves. 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</p>																									

	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.
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>Cooper, L. (2010) <i>Knowledge and Understanding of the World</i> London: Continuum</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>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	Controlled essay

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
5000 word essay	100%	
Component B Description of each element	Element weighting (as % of component)	

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

<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>	