



Module Specification

Core Subject Knowledge for the EYTS

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Part 1: Information

Module title: Core Subject Knowledge for the EYTS

Module code: UTTGJL-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: This module will support you in recognising key subject knowledge and pedagogical concepts behind the core curriculum subjects.

An understanding of current political and education imperatives will be studied.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled teaching and learning -This will include whole cohort lectures, seminars, skills workshops and online engagement and activities.

Independent learning – There is an expectation that students engage in at least 2 hours of independent study for every hour of taught provision. This will include reading, directed tasks, working on personal skills and knowledge, preparation for and completion of assignments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Convey information and ideas through presenting and in discussions

MO2 Have a good subject knowledge of the National Curriculum KS 1 and the EYFS

MO3 Have a strong understanding of the English (with particular reference to Systematic Synthetic Phonics) and Numeracy curriculum

MO4 Recognise and engage with appropriate planning for children across the range of age ranges

MO5 Recognise the context of child development alongside curricular expectations

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgjl-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgjl-15-3.html>

Part 4: Assessment

Assessment strategy: Assessment and feedback are an integral part of learning and teaching and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities.

There will be formative feedback provided throughout the module, which will include self and peer assessment.

The presentation and portfolio of tasks will be designed to provide a balance of demonstration of students' skills and their understandings. The portfolio of tasks will address each of the learning intentions identified to them.

Individual Presentation

Teach a 6 minute section of a lesson in either Numeracy or Phonics. An additional 2 minutes per student for tutor questions. This will give students the opportunity to demonstrate their subject knowledge and link it to their pedagogical skills within the prescribed age range and linked to the Teaching standards.

Essay

This will give students the opportunity to demonstrate their subject knowledge in a core subject area, and evidence their skills in planning. This will include a practical understanding of the curriculum as it applies to the unique child, and an understanding of differentiation. It will also demonstrate the student's ability to reflect and build on observations and assessment to develop children's outcomes. Students will be able to use this to gather bundles of evidence against the Teaching Standards. Word count: 1500 will provide an equivalency of 500 words per lesson plan/ evaluation.

Assessment components:**Presentation (First Sit)**

Description: Individual Presentation

A 6 minute section of a lesson in either Numeracy or Phonics.

An additional 2 minutes per student for tutor questions.

Assessment criteria: AL3, CL3, GL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (First Sit)

Description: Three Lesson plans for a Numeracy or Phonics lessons that demonstrates continuity with reference to the EYFS or National Curriculum and the Teachers Standards (Early Years), (this should cover the other subject area that was covered in the presentation.) (1500 words approximately.)

Assessment criteria AL3, CL3, GL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5

Presentation (Resit)

Description: Individual Presentation

A 6 minute section of a lesson in either Numeracy or Phonics.

An additional 2 minutes per student for tutor questions.

Assessment criteria: AL3, CL3, GL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (Resit)

Description: Three Lesson plans for a Numeracy or Phonics lessons that demonstrates continuity with reference to the EYFS or National Curriculum and the Teachers Standards (Early Years), (this should cover the other subject area that was covered in the presentation.) (1500 words approximately.)

Assessment criteria AL3, CL3, GL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood {EYTS} [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Early Childhood [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Early Childhood [Sep][FT][Villa][3yrs] BA (Hons) 2021-22

Early Childhood {Foundation}[Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21