






MODULE SPECIFICATION

Part 1: Information			
Module Title	English 1		
Module Code	UTTGN-15-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts, Creative Industries and Education	Field	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA(Hons) Primary Education (ITE)		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description			
<p>This module is part of the students' engagement with subject and curriculum knowledge, pedagogy and practice. Students will need to engage with their own understandings and development needs and take responsibility for progressing these in response to gaps identified in audits. Support will be provided within seminars, workshops and signposting to online tools and resources.</p>			
Part 3: Assessment			
<p>Students will be asked to identify and reflect on an aspect of English pedagogy explored within the module with reference to theoretical perspectives, research and practice, explored with reference to specific example/s from their teaching practice</p>			
Identify final timetabled piece of assessment (component and element)		A	
% weighting between components A and B (Standard modules only)		A:	B:
		100%	
First Sit			

Component A (controlled conditions)		Element weighting (as % of component)																															
Description of each element																																	
1. Essay, to include specific reference to their teaching practice		100																															
Component B		Element weighting (as % of component)																															
Description of each element																																	
N/A																																	
Resit (further attendance at taught classes is not required)																																	
Component A (controlled conditions)		Element weighting (as % of component)																															
Description of each element																																	
1. Essay, to include specific reference to their teaching practice		100																															
Component B		Element weighting (as % of component)																															
Description of each element																																	
N/A																																	
Part 4: Learning Outcomes & KIS Data																																	
Learning Outcomes	On successful completion of this module students will be able to :																																
	<ol style="list-style-type: none"> 1. Identify and define strategies to develop personal subject knowledge and understanding in English. 2. Demonstrate knowledge of National Curricular aims and content for English. 3. Identify, evaluate and reflect on appropriate pedagogies in English with reference to theoretical perspectives and research. 4. Communicate ways in which skills and knowledge in English are applied for real purposes across the curriculum. 																																
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><u>Key Information Set - Module data</u></th> </tr> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </thead> <tbody> <tr> <td colspan="3"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">15</td> <td></td> </tr> <tr> <th style="background-color: #cccccc;">Hours to be allocated</th> <th style="background-color: #cccccc;">Scheduled learning and teaching study hours</th> <th style="background-color: #cccccc;">Independent study hours</th> <th style="background-color: #cccccc;">Placement study hours</th> <th style="background-color: #cccccc;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			<u>Key Information Set - Module data</u>										<i>Number of credits for this module</i>			15		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
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150	36	114	0	150																													
																																	
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																

Total Assessment	Total assessment of the module:							
	Written exam assessment percentage				0%			
	Coursework assessment percentage				100%			
	Practical exam assessment percentage				0%			
					100%			
Reading List	<ul style="list-style-type: none"> • Bearne, E. and Reedy, D. (2018) Teaching Primary English: Subject Knowledge and Classroom Practice. London: Routledge. • Perkins, M. (2015) Becoming a Teacher of Reading. London: SAGE. • Tennent, W., Reedy, D., Hobsbaum, A. and Gamble, N. (2016) Guiding readers – layers of meaning: A handbook for teaching reading comprehension to 7–11-year-olds. London: UCL IOE Press. 							

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First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace