



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	English 2		
<b>Module Code</b>	UTTGTN-15-2	<b>Level</b>	2
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5
<b>Faculty</b>	Arts, Creative Industries and Education	<b>Field</b>	Primary, Early Childhood and Education Studies
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	BA(Hons) Primary Education (ITE)		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	N/A		
<b>Excluded Combinations</b>	N/A		
<b>Co- requisites</b>	N/A		
<b>Module Entry requirements</b>	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 further engage with their own understandings and development needs and their appreciation of what this includes for them will be partly informed by their placement experiences as well as audits and taught sessions. They will be expected to take responsibility for progressing these as part of the ongoing professional development expected of teachers. Support will be provided within seminars, workshops and signposting to online tools and resources.</p>
Part 3: Assessment
<p>Students will be asked to analyse, with reference to theoretical perspectives and research, critical moments relating to English from their placement and include an annotated appendices. Some formative assessment will also be part of the support for this. It is the examples from practice which are individual and which will ensure this meets the requirements of controlled conditions.</p>

Identify final timetabled piece of assessment (component and element)	A				
% weighting between components A and B (Standard modules only)	<b>A:</b>		<b>B:</b>		
	100%				
<b>First Sit</b>					
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)				
1.Essay, to include specific reference to their teaching practice	100%				
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)				
N/A					
<b>Resit (further attendance at taught classes is not required)</b>					
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)				
1.Essay, to include specific reference to their teaching practice	100%				
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)				
N/A					
<b>Part 4: Learning Outcomes &amp; KIS Data</b>					
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and develop personal subject knowledge and understanding in English and know how to use these confidently as a teacher.</li> <li>2. Understand and apply knowledge of National Curriculum aims and content in English for the primary age phase.</li> <li>3. Critically evaluate theory and practice in the context of their developing ability as teachers to meet the needs of a range of learners in the teaching of English.</li> <li>4. Evaluate a range of learning technologies to support pupils' learning in English.</li> <li>5. Explain how English can be developed and applied across a broad and rich curriculum.</li> </ol>				
<b>Key Information Sets Information (KIS)</b>	<b>Key Information Set - Module data</b>				
	<i>Number of credits for this module</i>				
	15				
	<b>Hours to be allocated</b>	<b>Scheduled learning and teaching study hours</b>	<b>Independent study hours</b>	<b>Placement study hours</b>	<b>Allocated Hours</b>
	150	36	114	0	150
<b>Contact Hours</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam</p>				

<b>Total Assessment</b>	<p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			100%
Practical exam assessment percentage			0%	
			100%	
<b>Reading List</b>	<p><b>Indicative readings</b></p> <ul style="list-style-type: none"> <li>• Castles, A., Rastle, K., &amp; Nation, K. (2018) <i>Ending the reading wars: Reading acquisition from novice to expert</i>. Psychological Science in the Public Interest, 19 (1), 5-51.</li> <li>• Fisher, R., Myhill, D., Jones, S. and Larkin, S. (2010) <i>Using talk to support writing</i>. London: SAGE</li> <li>• Myhill, D., Jones, S., Watson, A. and Lines, H. (2016) <i>Essential Primary Grammar</i>. Maidenhead: Open University Press.</li> </ul>			

**FOR OFFICE USE ONLY**

<b>First Approval Date (and panel type)</b>	27 <sup>th</sup> March 2019			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1	<a href="#">Link to Workspace</a>