






### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Curriculum Enhancement		
<b>Module Code</b>	UTTGTX-15-3	<b>Level</b>	3
<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>On this module students will elect one area from the Primary National Curriculum on which to focus (this will entail study in one or more subject areas of the curriculum, excluding exclusive focus on either English or maths). This will enable them to pursue a particular area of interest in greater depth to give them the opportunity to develop and enhance an aspect of their understanding and practice. Students will make detailed and meaningful links between the subjects in the theme they have chosen. Students will explore and debate the values and purposes of their themes to children and society.</p>			
Part 3: Assessment			
<p>Students will critically explore and justify the value of a chosen subject or group of subjects within the primary curriculum. This will include examples of creative educational possibilities in this area.</p>			
Identify final timetabled piece of assessment (component and element)		A	
		<b>A:</b>	<b>B:</b>

% weighting between components A and B (Standard modules only)		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.Presentation		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>																																						
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N/A																																						
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																																						
<b>Learning Outcomes</b>	<p>On successful completion of this module, for the curriculum theme selected, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate robust subject and curriculum knowledge. both subject specific and transferable</li> <li>2. Critically analyse and appraise a range of approaches to learning and teaching appropriate to their chosen theme and communicate how these might be realised in practice to enhance children's learning.</li> <li>3. Critically analyse and evaluate different positions relating to the broader value and purposes of their selected theme to children and society</li> </ol>																																					
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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<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:											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="width: 30%; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>				Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Practical exam assessment percentage	100%											
	100%											
<b>Reading List</b>	<p><b>Indicative reading</b></p> <ul style="list-style-type: none"> <li>• Barlow, A. and Whitehouse, S. (2019) <i>Mastering Primary Geography</i>. London: Bloomsbury.</li> <li>• Davies, D. &amp; McGregor, D. (2017) <i>Teaching Science Creatively</i>, London, Routledge</li> <li>• Doull, K. and Hales, A. (2019) <i>Mastering Primary History</i>. London: Bloomsbury</li> <li>• Whitehouse, S, Vickers-Hulse, K. and Carter, J. (2018) Curious teachers, create curious learners and great historians. <i>Education 3-13 International Journal of Primary, Elementary and Early Years Education</i>, 46 (6). pp. 648-660. ISSN 1475-7575 Available from: <a href="http://eprints.uwe.ac.uk/37298">http://eprints.uwe.ac.uk/37298</a></li> <li>• Dunne, M. &amp; Peacock, A. (2015) <i>Primary Science</i> London: Sage</li> <li>• Kelly, I. &amp; Stead, D. (2013) <i>Enhancing Primary Science; developing effective cross-curricular links</i></li> <li>• Ward H. &amp; Roden J. (ed) (2016) <i>Teaching Science in the Primary Classroom</i>. London, Sage</li> </ul>											

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<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>