



## **Module Specification**

### **Core and Foundation Studies (Early Years)**

Version: 2023-24, v2.0, 07 Feb 2023

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## Part 1: Information

**Module title:** Core and Foundation Studies (Early Years)

**Module code:** UTLGWH-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**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:**

**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:** This module focuses on developing trainees evidence-based knowledge, understanding and skills in teaching and learning in English and mathematics and in the foundation subjects in Primary Education and across the Early Years curriculum.

**Features:** Not applicable

**Educational aims:** Develop trainees' critical, evidence-based understanding of the application of a range of theories and effective practices in learning and teaching to Primary English, maths and the foundation subjects and across the Early Years curriculum.

Support trainees to understand and apply key concepts, curriculum and pedagogical approaches in teaching Primary English, maths, and the foundation subjects, and across the Early Years curriculum, and to be able to plan for learners' needs and successes.

Develop trainees' knowledge and understanding of the policies relating to Primary English, Maths and foundation subjects curricula, and across the Early Years curricula and teaching in England.

**Outline syllabus:** English National Curriculum for all subjects

Early Years curriculum for all areas

Key subject knowledge for teaching all the Primary National Curriculum subjects and the Early Years curriculum areas

Identifying and addressing trainees' own barriers to learning in English and maths.

How to teach maths and English in Early Years and primary settings

Identifying and addressing misconceptions in children's learning across the National Curriculum subjects and the Early Years curriculum

Extending learning to challenge more able pupils

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** You will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement and significant independent study. We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate. There is an expectation that trainees will link their academic studies to their professional development and practice throughout.

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

**MO1** Demonstrate a critical, evidence-based understanding of the application of a range of theories and effective practices in learning and teaching to Primary English, maths and the foundation subjects and across the Early Years curriculum .

**MO2** Understand and apply key concepts, curriculum and pedagogical approaches in teaching Primary English, maths and the foundation subjects, and across the Early Years curriculum, and be able to plan for learners' needs and successes.

**MO3** Demonstrate knowledge and understanding of the policies relating to Primary English, Maths and the foundation subjects curricula, and the Early Years curriculum and teaching in England.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

## **Part 4: Assessment**

**Assessment strategy:** A portfolio provides students with the opportunity to explore English, maths and some of the foundation subjects in some detail. The assignment should include reference to their own teaching experience as well as literature and policy.

Plagiarism is addressed in that trainees are commenting on their own experience in school alongside the supporting research and policy.

**Assessment components:**

**Portfolio** (First Sit)

Description: Portfolio

Focusing on teaching and learning in English, maths and the foundation subjects and across the Early Years curriculum.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: Portfolio

Focusing on teaching and learning in English, maths and the foundation subjects and across the Early Years curriculum.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Primary Early Years Initial Teacher Education [Cabot] Not Running ProfGCE 2023-

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