

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	EDY405
Module Title	Learning and Teaching in Primary Education
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23

For office use only	
With effect from date	1/9/24
Date and details of revision	
Version number	1

Module aims

This module aims to introduce students to key aspects of working within the primary education sector. This will include knowledge of key educational theories and an exploration of primary curriculum. The student will also explore the holistic needs of the child and the importance of working with others, including other professionals and family. Finally the module will consider what it means to be a reflective practitioner and asks students to reflect on the content of the module in relation to future career choices.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify key educational theories associated with children's learning and relate them to contemporary practice in education.
2	Explore the content and construction of a primary curriculum.
3	Explain and discuss the role of the teacher in educating the whole child and working in partnership with others.
4	Demonstrate an understanding of reflective practice.

Assessment

Indicative Assessment Tasks:

Coursework:

1. Written task – Identify 2 or more educational theories and demonstrate their relation to current practice in education. (1000 words)
2. Poster – Design a poster outlining 'A day in the life of a teacher'. Demonstrating an understanding of curriculum, the holistic needs of the child and working in partnership with others. (1 side A3)
3. Audio Reflection – Record a reflection outlining the learning from this module and how this relates to future career choices (Audio recording or Vlog). (5 minutes).

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100%

Derogations

Derogations for progression apply to part-time students only, please refer to the programme specification.

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Indicative Syllabus Outline

During this module students will explore:

- Key educational theories and their relationship to practice
- What is meant by 'curriculum' and how it is used in education
- The role of Government and curriculum content – legislation & guidance
- How teachers work with curriculum in everyday practice
- The holistic needs of the child in primary education
- Working in partnership with others to support the child.
- Reflective practice and how to be a reflective practitioner
- Welsh Context: Policy and Legislation

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Ogier, S. (2022), *A broad and balanced curriculum in primary schools: Educating the whole child*. 2nd Ed. London: Learning Matters

Welsh Government (2023) Curriculum for Wales. Available from <https://hwb.gov.wales/curriculum-for-wales> [Accessed 16/05/23]

Other indicative reading

Bower, V. (2020), *Debates in primary education*. Abingdon: Routledge

Gray, C. and MacBlain, S. (2015), *Learning Theories in Childhood*. London: Sage

MacBlain, S., Dunn, J. and Luke, I. (2017), *Contemporary Childhood*. Abingdon: Routledge

Tarrant, P. (2013), *Reflective Practice and Professional Development*. London: Sage

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Creative

Key Attitudes

Confidence

Practical Skillsets

Digital Fluency

Organisation

Emotional Intelligence

Communication