

MODULE HANDBOOK

Module Code ECAD5004

**Module Title: Teaching Language
and Mathematics**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

FACULTY OF EDUCATION AND COMMUNITIES

2017-2018

1. Points of contact

If you need to discuss anything relating to the module contact:

rachel.wallis@uwtsd.ac.uk

linda.davies@uwtsd.ac.uk

2. Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and Participate in all sessions

Please read the University Regulations for Students.

3. Aims and Learning Outcomes

AIM(S)

- To provide opportunities which extend knowledge, skills and understanding for teaching and learning Language and Mathematics in the primary school curriculum.
- To provide a critical overview of the age related expectations and pedagogical approaches for Language and Mathematics learning.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. evidence secure knowledge of national age related expectations in language and mathematics
2. show a theoretical understanding of how children learn effective language and mathematical skills
3. show a developing ability of how to make pedagogical choices which ensure good learning and teaching
4. organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

4. Essential background reading/tasks

Pre and post session tasks (which can be used for personal literacy files or personal numeracy files) will be given as appropriate during the module sessions or via Moodle.

5. Module summary

The order of these sessions may change according to circumstances and there will be overlap in the themes covered.

This module builds on module ITLM4002 and is structured in a similar way. In this module there are two distinct strands:

- Language
- Mathematics

Whilst these can be thought of as distinct subjects we will emphasise the importance of integrating literacy and numeracy across the curriculum.

Language and Literacy Sessions

1	Oracy (1) Module Handbook Recap Year 1 learning. Audit	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2
2	Teaching Poetry Oracy (2)	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2
3	Reading for meaning (Guided Reading) Reading Comprehension (National Reading Tests)	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2, S3.3.3
4	Shared Writing: Spelling & Punctuation	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2, S3.3.3
PTE part 1		
5	Model for teaching writing: Fiction writing. e.g. Shared Writing & Talk for Writing	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2
6	Talk for Writing: Non-fiction writing	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2

7	Formative Assessment in Language.	S1.3, S1.7, S1.8, S2.1, S2.2, S3.1 S3.3.2
8	Understanding pupils as learners of Language	S1.3, S1.7, S1.8, S2.1, S2.2, S2.3, S2.6, S3.1 S3.2.1, S3.3.2 S3.3.4, S3.3.6 S3.3.12
9	Targeted Assignment Support	
Assignment Submission 22/2/17		

Mathematics and Numeracy Sessions

1	Effective Pedagogy: Targeting tricky areas (time; fractions, decimals, percentages; patterns, sequencing, algebra).	S2.1 S2.2 S2.5 S2.7 S3.1.3
2	Effective Pedagogy: Developing numerical reasoning	S2.1 S2.2 S2.7 S3.1.3 S3.2.1 S3.2.4 S3.3.4
3	Effective Pedagogy: Developing Geometry	S2.1 S2.2 S2.5 S2.7 S3.1.3
4	Effective Pedagogy: Supporting all learners: looking at strategies and principles for differentiation in mathematics	S2.1 S2.2 S2.7 S3.1.3 S3.2.1 S3.2.4 S3.3.4
PTE part 1		
5	Effective Pedagogy: Using observation and data to inform mathematics pedagogy	S2.1 S2.2 S2.7 S3.1.3 S3.2.1 S3.2.4 S3.3.4
6	Effective Pedagogy: Ensuring progress in mathematics	S2.1 S2.2

		S2.5 S2.7 S3.1.3
7	Effective Pedagogy: Mathematical misconceptions: looking at strategies and principles related to ensuring effective understanding by understanding potential misconceptions	S2.1 S2.2 S2.5 S2.7 S3.1.3
8	Effective Pedagogy: Developing flexible thinking in mathematics: looking at principles and strategies for developing flexibility and proficiency	S2.1 S2.2 S2.5 S2.7 S3.1.3
9	Targeted Assignment Support	
Assignment Submission 29/3/18		

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5004	Teaching Language and Mathematics	Course Work with 100% weighting. Submission date: 29 th March 2018

Title of Assignment: What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

Written Assignment: 3, 500 words with 1, 500 word equivalent for the appendices.

Assignment Guidance: During PTE you will be required to gather data using aspects of 'The Mosaic Approach'. This data, related to **one learner in one phase only**, should support the response to the question: 'What helps me learn language and mathematics?'

The data needs to include:

- Observation;
- Map-making;
- Photographs;
- Interview with either the learner or the teacher of the learner;
- Samples of work.

This data can be used for the analysis of the child's language and mathematics learning. The analysis should be supported with reference to reading.

Please see assessment guidance (appendices) for further information on the assessment of this module.

You may also find it useful to refer to the reference list for ITLM4001.

Essential

National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130415-Inf-guidance-en.pdf>

Curriculum planning guidance available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidanceen.pdf>

Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd ed.) National Children's Bureau

Graham, J. and Kelly, A. (2007, third edition) *Reading Under Control: Teaching Reading in the Primary School*

Graham, J. and Kelly, A. (2007, third edition) *Writing Under Control: Teaching Reading in the Primary School*

Hanson, A. (ed.) (2011) *Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School*, London: Sage

Lewis, M. and Ellis, S. (2006) *Phonics: Practice, Research and Policy* Paul Chapman Publishing

Nottingham, J. (2013) *Encouraging Learning* Oxon:

Pound, L. and Lee, T. (2010) *Teaching Mathematics Creatively*, Routledge: Oxon

Recommended

Askew, M. (2011) *Transforming Primary Mathematics* Routledge: Oxon

Corbett, P. (2007) *Speak out! Ages 9-11. Great Ideas for Speaking and Listening Activities*. London: A&C Black.

Cotton, T. (2013) *Understanding and Teaching Primary Mathematics*, Routledge: Oxon

Goodwin, P. (2010) *The Literate Classroom*, London: David Fulton.

Grigg R. (2010) *Becoming an Outstanding Primary School Teacher*, Harlow: Pearson.

Background

Carruthers, E. (2006) *Children's Mathematics Making Marks Making Meaning*. 2nd edn. London: Paul Chapman Publishing.

Connor, K. (2000) *Mini Maths 1*, Beam Education.

Cremin, T. (2009) *Teaching English Creatively (Primary Teaching Guides)*, Oxon: Routledge.

Dawes, L. (2011) *Creating a Speaking and Listening Classroom: Integrating Talk for Learning at Key Stage 2*, Oxon: Routledge.

English, R. (2006) *Maths and ICT in the Primary School (A Creative Approach)*, London: David Fulton Publishers.

Grugeon, E., Dawes, L., Smith, C. and Hubbard L. (2005) *Teaching Speaking and Listening in the Primary Classroom*. 3rd edn. London: David Fulton Publishers.

Hansen, A. (ed) (2005) *Children's Errors in Mathematics* www.learningmatters.co.uk.

Suggate et al. (2006) *Mathematical Knowledge for Primary Teachers*, London: David Fulton.

Journals

Child Education

Early Years Education

Infant Project

Primary Mathematics

TES

The Primary English Magazine

Websites

Learning Wales: <http://learningwales.gov.uk/resources/nlnf>

Literacy Trust - www.literacytrust.org.uk

National Centre for Excellence in Teaching Mathematics – www.ncetm.org.uk

Nrichmaths-<http://nrich.maths.org.uk/>

Assignment Guidance: ECAD5004

For any specific assignment queries, please contact:
Rachel Wallis, rachel.wallis@uwtsd.ac.uk

Title of Assignment: What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

Written Assignment: 3, 500 words - *this includes all text, tables etc. below the title and up to (but not including) the reference list*

1, 500 word equivalent for the appendices - *the actual words within your appendices will not be counted, but the work undertaken to gather the appendices is considered equivalent to 1, 500 words of writing.*

The Mosaic Approach

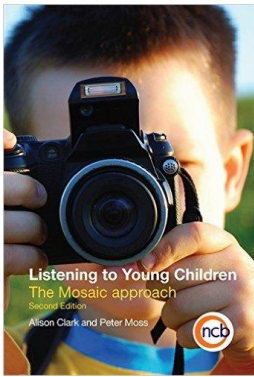
The 'mosaic approach' was developed by Clark and Moss as a way of seeking the perspectives of young children (see Clark and Moss, 2011 for further detail). The mosaic approach was designed for use with very young children, but can be adapted for use with older children.

The main idea behind the mosaic approach is that multiple sources are used **by the child** to gather perspectives; these can then be used in a collaborative way, with the child to establish the child's views.

In this assignment you will not be using all aspects of the mosaic approach, but you will be asked to use some aspects of this approach to help investigate the question 'What helps me learn language and mathematics?'

Reading related to the mosaic approach:

Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd ed.) National Children's Bureau



This book is available as an e-book in the library

Moss, P. (2006) *Listening to Young Children: Beyond Rights to Ethics in Let's Talk about Listening to Children* Learning and Teaching Scotland: available at:

http://www.educationscotland.gov.uk/Images/listeningtochildren_tcm4-324433.pdf

<http://www.pupilvoicewales.org.uk/nursery/get-involved/mosaic-approach/> (available in English and Welsh)

What to do in PTE

In PTE (in whichever phase you feel is most appropriate) you will be required to identify **one learner** in your PTE class. It is recommended that the learner is considered as an 'average' attainer within the class. You should consult with the class teacher and you should ask the class teacher to read and sign the accompanying letter (see p.19). You will need to ask the learner if he/she would mind helping you with some university work and you should explain that you would like to find out what helps him/her learn language and mathematics (you may need to word this in a way the child will understand).

It is absolutely essential that you follow ethical procedures when working with children. In particular **you must**:

1. Ask the child's consent to take part and ensure there is an 'opt out' e.g. Do you mind helping me over the next few weeks by answering some questions and doing some tasks which will help me with some college work I have? We can stop at any time and if you don't want to take part, that is absolutely fine.
2. Ensure that taking part in any aspects of this work is not detrimental to the child (e.g. he/she is not missing out on something he/she wants to do).
3. Ensure that you let the child lead and if he/she seems to lack interest or enthusiasm that you do not put pressure on him/her to take part.

Over the PTE placement you will be required to gather data in relation to this learner. This data should help you to understand the child's response to the question: What helps me learn language and mathematics?

The data needs to include:

- Observation;
- Map making;
- Photographs;

- Interview with either the learner or the teacher of the learner;
- Samples of work.

Observation

You should aim to observe the child learning in a variety of contexts in which he/she may be using language and mathematics. Observation notes can then be included as an appendix.

The observation might be when you are teaching or when you are not teaching, although any observations made when you are teaching would need to be noted after the lesson (e.g. in an observation notebook). Observations do not need to relate specifically to a mathematics or language lesson, but the observations you include within your appendix should relate to language or literacy and mathematics or numeracy. For example, within Foundation Phase you might want to include observation notes based on observing the child within the role play area of the classroom or within Key Stage 2 you might include observation notes related to a science lesson in which the child is using numeracy.

You do not need to include every observation you make; you only need to include observations which relate to the discussion.

Guidance on observing children can be found here:

<http://learning.gov.wales/docs/learningwales/publications/140828-observing-children-en.pdf> /

<http://learning.gov.wales/resources/browse-all/observing-children/?skip=1&lang=cy>

Please note that although the document refers to Foundation Phase, the guidance applies equally to observing children in Key Stage 2.

Map making

Map making is a term used within the mosaic approach but it does not mean creating a geographical map, it is more about identifying important places. For this assignment, the map making aspect is about being able to identify (with the child's help) important places that relate to their language and mathematics learning. For example, you could:

- Ask the child to take you to places in the school where they learn (or use) language or mathematics
- Ask the child to draw/point out areas of the classroom where they like to learn language/mathematics
- Observe the child in different areas, identifying where language/mathematics is being used

The examples above (and how they are applied) will depend on the age you will be working with and the setting you are in; use your professional judgement about how this aspect could be applied.

Photographs

Using photographs is an aspect of the mosaic approach which allows a child to tell you about important things. The photographs included in the appendix should be taken by the child and any photographs taken should be taken and used in line with the school's policy. In the context of this assignment, you could ask the learner to take photographs of things help them learn language and things that help them learn mathematics.

Interview with either the learner or the teacher of the learner

An informal interview with the learner would allow you to use the data gathered (e.g. from map making and photographs) in order to explore and understand the child's perspective. In doing this, you should try to ensure you do not give 'value judgements' on what the child shares but that you genuinely seek to establish the child's perspectives on what is being discussed. You could also use the opportunity to seek the child's opinions about language and mathematics. For example:

Are there things about reading/writing/oracy/mathematics you enjoy?

Do you think it is important to learn language/mathematics? Why?

What do you do if you need help in ...?

What parts of mathematics do you enjoy the most (e.g. shapes, number, measuring, handling data etc.)?

What parts of language do you enjoy the most (e.g. reading, writing, talking)?

It is essential that when you interview children, you are sensitive and act ethically at all times; ensure the child feels comfortable and is aware that taking part is optional.

Remember that you will be trying find the child's perspective and not testing the child; try to ask questions that are 'open' and that allow you to gain the child's perspective.

You could decide to try a 'creative' approach to finding the child's perspectives on language and mathematics. For example:

Draw yourself learning mathematics/language – in your drawing try to show me how you feel and what you may like or not like

Or:

Here are some pictures of people with different feelings. Which one of these pictures shows how you usually feel when you are:

Writing

Reading

Speaking

Listening

Working with numbers

Working with shapes

You may find it helpful to discuss the learner with the class teacher; this could be in place of an interview with the child or in addition to an interview with the child.

Samples of work

Through PTE you should collect samples of the learner's work for language and mathematics. You do not need to collect everything the child does in language and mathematics, but focus particularly on collecting samples of work which tell you something about the child's learning in language and mathematics.

On each sample of work, briefly note the context of the work (e.g. learning objective/whether the work was undertaken individually/grouped/paired and whether the child received help).

The samples of work collected will be considered further on your return to university after PTE.

Writing the assignment

Title: What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

3, 500 words.

The written assignment is an analysis of the data you will have collected on PTE.

Please ensure that within the assignment the child who will be the focus of your analysis is not able to be identified (use a pseudonym) and that the name of the school is not included. Any identifiable information within the appendices (e.g. name of child/school badge etc. should be covered or removed as appropriate). The only identifiable information included will be in the letter of confirmation.

Assignment Structure

Please note that the following guidance should be used to support (but not limit) your writing.

Introduction- approximately 300 words

In the introduction you should outline the purpose of the assignment and what you intend to discuss.

You should introduce the context of the assignment (without naming the school or the child).

Give brief factual information (e.g. a large/small primary school in South Wales). The pupil discussed is a ...year old girl in year

Outline briefly how data was collected – showing that you understand the need to act ethically.

Analysis of the learner – approximately 2, 000 words

In this section you should bring together your data to discuss the child as a learner of language (1, 000 words) and as a learner of mathematics (1, 000 words).

A strong analysis will identify key points, support those points with reference to evidence (i.e. data collected) and will also relate relevant points to appropriate reading.

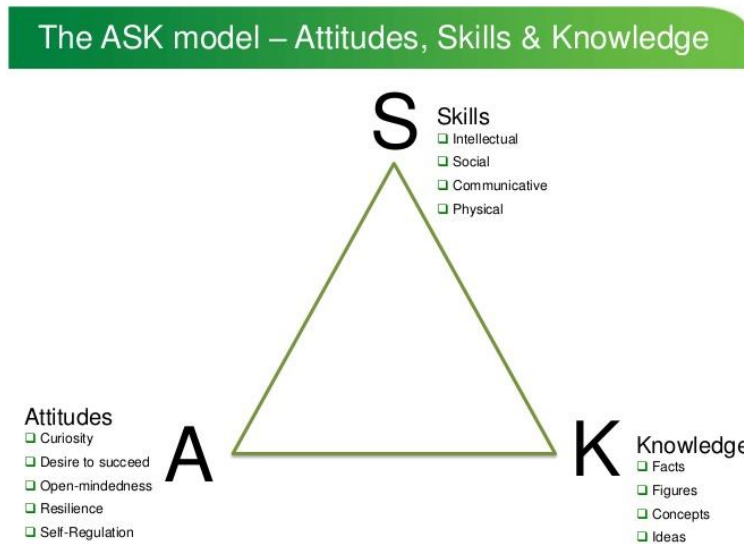
Within the analysis of the learner you should also evaluate the data you have collected.

You may find it useful to structure each section using models of learning. Using such a model could support analysis and could encourage you to avoid simply describing the data you have collected.

For example:

Nottingham (2013) discusses the A.S.K. model of learning:

Nottingham, J. (2013) *Encouraging Learning* Oxon: Routledge is available in the library



(picture taken from: <http://www.slideshare.net/jabulani4/develop-ask>)

For example:

Attitudes – you could analyse the attitude of the learner (in relation to language and mathematics) from evidence collected from observation/interview/map making/photographs. This might consider the learner's likes and dislikes/motivation and resilience.

Skills –you could analyse social skills/physical/thinking/intellectual 'wider' skills that could impact on language and mathematics learning using evidence from work samples and observations.

Knowledge (and understanding) – you could analyse the learner's knowledge in language and mathematics using evidence from work samples and observations.

Future Progress – approximately 1, 200 words

In this section you should outline, with support from reading, what **you would** do to ensure the child makes progress in language and mathematics. This section should be more than a list of future teaching areas but should relate to your findings and would show that you have considered your teaching in a reflective way. It might include aspects such as how you could support the learner in developing attitude, skills and knowledge that would support further development in language and mathematics.

General teaching strategies (such as modelling/scaffolding/questioning/differentiation) would be considered within this section.

Marking the assignment

This assignment will be marked using the level 5 assessment criteria (on the next page). The main four areas below will be considered in reaching an overall mark, and the *extent* to which you have done this will determine your mark.

Subject Knowledge and Understanding:

A strong assignment will show knowledge and understanding of key issues in relation to how children learn language and mathematics and how language and mathematics can be taught/learnt effectively. Appropriate texts will have been used (but not simply reported or described) to support points and analysis. Strong subject knowledge of teaching and learning language and mathematics in the particular areas that have been taught on PTE can be shown through engagement with reading in those specific areas.

Intellectual Skills:

A strong assignment will discuss findings in an analytical way by identifying key points and there will be support for this with reference to appropriate evidence (in the appendix) or reading. In a strong assignment there will be evaluation of evidence collected and reflection of what is being discussed (e.g. through considering alternative explanations/differing perspectives).

Pedagogic and Professional Applications:

A strong assignment will have a sound evidence base (within the appendices) on which to draw – as good engagement with the PTE task will ensure sound data. A strong assignment will show, through the discussion of ensuring future progress, good understanding of appropriate pedagogic skills. There will be reflection on what the data shows about your teaching and there will be evidence that you have followed ethical guidelines.

Key Transferable Skills:

A strong assignment will be well presented (in accordance with general programme assignment guideline) and will have accurate spelling, grammar and punctuation. There will be clear structure including within the appendix. Referencing guidelines (available

on Moodle) will have been followed both within the text of the assignment and in the reference list.

Level 5	Assessment Criteria Descriptors for BA Primary Education with QTS This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.					
	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	Satisfactory 3rd	Good 2:2	Very good 2:1	Excellent 1 st	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Outline knowledge of few key issues with evidence of understanding and application	Defined knowledge of some key issues and wider implications	Wider knowledge of most key issues, concepts and arguments	Clear understanding of the key issues under discussion with logical discussion	Excellent knowledge of key issues, concepts and arguments clearly discussed
(Reading)	Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Evidence of well-considered thinking from a wide reading base using a variety of sources	Clear evidence of independent thinking informed by an excellent range of reading from a variety of sources
	0-11	12-14	15-17	18-20	21-23	24-30
(Presentation of findings)	Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings are beginning to be presented in a developing framework with some analysis and reasonable conclusions	Findings are presented in a framework with some analysis and interpretation of data to form reasonable conclusions	Findings are presented in a framework with some analysis, interpretation and evaluation of data to form reasonable conclusions	Findings presented with some analysis and justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented
(Critical reflection)	Lack of evidence of evaluation and/or critical reflection	Evaluation and/or reflection are present but lacks depth	Good engagement with evaluation and reflection	Very good evidence of beginning to evaluate and critically reflect	Evidence of thoughtful critical engagement with evaluation and reflection	Effective and more in-depth critical engagement with evaluation and reflection
	0-11	12-14	15-17	18-20	21-23	24-30
Pedagogic and Professional applications (linking theory to practice)	Superficial or lack of understanding of pedagogic and professional context(s)	Relates principles and concepts to underlying theoretical frameworks and approaches with respect to the pedagogic and professional context(s)	Identifies principles/ concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses with respect to the pedagogic and professional context(s)	Evidence of the use of relevant research or developments to inform actions with respect to the pedagogic and professional context(s)	Clear evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Effective integration of theory and practice with respect to the pedagogic and professional context(s)
(professional reflection)	Little or no evidence of reflection	Reflection is evident	Evidence of good reflection	Beginning to critically reflect	Critical reflection is evident	Effective and in-depth logical and critical reflection is evident
(ethical conduct where appropriate)	Little or no awareness of ethical issues	Awareness of ethical issues	Awareness of ethical issues and able to discuss these in relation to personal beliefs and values	Ethical issues have been discussed showing an awareness of personal responsibility and professional codes of conduct	Ethical issues have been clearly discussed in the context of personal responsibility and professional codes of conduct	Ethical issues have been effectively addressed especially in the context of personal responsibility and professional codes of conduct
	0-3	4	5	6	7	8-10
Key/Transferable Skills (Presentation)	Weak presentation of written work	Satisfactory presentation of written work	Good presentation of written work	Very good presentation of written work	Effective presentation of written work	Outstanding presentation of written work
(Grammar, Spelling and Punctuation)	A number of basic errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Few errors in spelling, punctuation or grammar	Very few errors in written language	Minor errors in written language	No errors in written language
(Structure)	Weak structure with unclear writing style in parts	Satisfactory structure with a mostly coherent writing style	Good structure with a coherent writing style	Very good structure which supports the reader	Effective structure which supports the reader	Highly coherent and mature writing style which fully engages the reader
(Referencing techniques)	Little or no use of protocols and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system mainly used accurately, with some secondary sources	Harvard system used accurately including secondary sources	Harvard system used accurately, consistently and effectively with all sources



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RE: BA Ed (with QTS) Year 2 PTE, permission and confirmation that work has been undertaken in school for assignment ECAD5004.

Dear class/senior mentor,

For the university module ECAD5004: Teaching Language and Mathematics, trainees are required to identify one 'average' attaining learner within the class in which they are based and, over the PTE, explore what helps the pupil to learn language and mathematics. Such exploration could involve:

- observation;
- asking the learner to identify places/things that help him/her learn language and mathematics;
- discussing what helps the pupil learn language/mathematics and how they feel about those areas with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's language and mathematics learning.

Undertaking this work should support trainees in understanding how children learn language and mathematics and how they can develop their teaching to ensure effective learning in these areas. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical classroom practice. The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the exploration work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that exploration tasks have been undertaken by signing below.

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact:

rachel.wallis@uwtsd.ac.uk

Many thanks in advance,

ECAD5004 module team
Rachel Wallis
Sarah Elsey
Linda Davies
Nerys Defis