



## **Module Specification**

### Teaching for Learning

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## Part 1: Information

**Module title:** Teaching for Learning

**Module code:** UTLG8G-30-M

**Level:** Level 7

**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:** Secondary Education and Lifelong Learning

**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:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** The syllabus will have a focus on improving the educational outcomes for learners in educational settings. The core of the syllabus will focus on

understanding teaching and learning and some content will be negotiated to reflect key priorities in educational settings. These may include:

Ways of thinking about learning and teaching

Evaluating the effectiveness and of educational organisations and how this might be improved

Learning cultures

Assessment for learning

Gender and achievement

Learning theories

Inclusive practices

Learners with additional needs

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

**Teaching and learning methods:** Scheduled learning. May include a mixture of lecture, seminar, presentation and group discussion with guided study tasks and structured discussion activity, drawing upon set reading and participants' experience, needs and contexts.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

Forms of contact and support provided could include:

Lectures and seminars

Individual tutor support

Student study guidelines

On-line access to digitised readings and other resources

Library access and on-line journals

Access to writing at M Level support

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

**MO1** Articulate a range of ways of understanding learning and be able to articulate how that understanding has influenced their practice

**MO2** Critically analyse, a number of research based perspectives on enhancing learner success

**MO3** Develop personal theory in relation to teaching practices and articulate that theory with regard to ideas, perspectives and theories encountered during the module

**MO4** Demonstrate a clear knowledge and understanding of the issues raised in the module and to be able to critically discuss and analyse those ideas, showing an ability to transform them in the process of developing an argument

**MO5** Take independent and self-critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development

**MO6** Engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently including the capacity to communicate processes and outcomes of their learning

**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](https://uwe.rl.talis.com/modules/utlg8g-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlg8g-30-m.html>

## **Part 4: Assessment**

**Assessment strategy:** Assessment task 1 - presentation, Assessment criteria A and B

In order to demonstrate Masters' Level in reflecting on practice, students will need to make sure the presentation includes:

Reference to underpinning theory, educational policy or perspectives on education.

An analytical commentary on the relevance to professional development.

A reference list using the UWE Harvard system.

Assessment task 2 - written assignment, Assessment criteria A, B and G.

In order to demonstrate Masters' Level in reflecting on practice, students will need to make sure that the written assignment includes:

Reference to academic literature, both recent and seminal texts, to show links from theory to practice.

Critical reflection on how the research themes of the literature used are relevant.

Critical reflection on practice in relation to theoretical and other contexts / frameworks / references.

Assessment criteria:

A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

**Assessment components:**

**Presentation (First Sit)**

Description: Presentation relating to relevant literature focusing on the student's chosen area (8 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6

**Written Assignment (First Sit)**

Description: Critical reflection on an aspect of teaching for learning relevant to the student's own practice (3750 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Presentation (Resit)**

Description: Presentation relating to relevant literature focusing on the student's chosen area (8 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6

**Written Assignment (Resit)**

Description: Critical reflection on an aspect of teaching for learning relevant to the student's own practice (3750 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study: