



Module Specification

The Voice of the Learner

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Part 1: Information

Module title: The Voice of the Learner

Module code: UTTGSY-30-1

Level: Level 4

For implementation from: 2022-23

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: City of Bristol College, Frenchay Campus, University Centre Weston

Field: Primary, Early Childhood and Education Studies

Module type: Standard

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: Participants will explore range of issues including the following:

Relevant policies and practices related to the UN Convention on the Rights of the Child (1989) UN Convention of Human Rights and the achievement agenda.

Various modes of assessment including self assessment.

Children's, young people and vulnerable adults participation in educational settings.

The significance of learner centred approaches to curriculum organisation.

Developing inclusive practices in educational settings.

Introduction to participatory research methods and consideration of ethical issues when engaging children, young people and vulnerable adults in enquiry.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Virtual learning for one hour each week. Scheduled sessions may vary slightly depending on the module choices you make.

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

Work based learning: students are expected to be in the workplace throughout this module thus able to draw on work based experiences to complete their assessments. This is a minimum of 15 hours each week and focus for this module will require on average 2 hours per week.

Contact time for modules on the Foundation Degrees reflects the acknowledgement

of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context . This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time The total of time expected for each 30 credit module is 72 hours.

For this module it is calculated as follows

Work related learning Activities: 29 hours evidenced work in context

Hours in face to face contact with tutor: 33 hours with tutor in lectures, seminars and tutorials

E-Learning opportunities: 10 hours engaged in virtual learning conferences, engagement.

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

MO1 Reflect on the significance of legislation and policy guidance in relation to the rights of the child / young person in educational settings

MO2 Draw on learners' self assessments to understand the nature of their participation in the learning process

MO3 Use data drawn from learners to reconceptualise the organisation and delivery of the curriculum

MO4 Communicate effectively with all learners

MO5 Plan and execute a small scale enquiry in a systematic manner making effective use of guidance given

MO6 Take responsibility for own learning beginning to accommodate new principles and understandings

MO7 Communicate effectively in a manner appropriate to the area of study and report on procedures in a clear manner

MO8 Identify key elements of problems, suggesting appropriate methods for their solution

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 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/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.

There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

Assessment Criteria

A: Conceptual Domain (Core)

The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

B: Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

D: Research Domain The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.

G: Action Domain The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

Assessment components:

Presentation - Component A (First Sit)

Description: A presentation (8 minutes) about the proposed actions and enquiry processes to explore the voice of the learner in educational contexts.

Assessment Criteria: AL1, BL1, DL1, EL1

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Reflective Piece - Component B (First Sit)

Description: A reflective account of the intervention and the enquiry process, drawing on directed tasks and summarising the educational outcomes

(3,750 words) FINAL.

Assessment Criteria: AL1, BL1, DL1, EL1, GL1

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Presentation - Component A (Resit)

Description: A presentation (8 minutes) about the proposed actions and enquiry processes to explore the voice of the learner in educational contexts. Assessment

Criteria: AL1, BL1, DL1, EL1

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

Reflective Piece - Component B (Resit)

Description: A reflective account of the intervention and the enquiry process, drawing on directed tasks and summarising the educational outcomes (3,750 words) FINAL.

Assessment Criteria: AL1, BL1, DL1, EL1, GL1

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Inclusive Practice [Sep][FT][UCW][2yrs] FdA 2022-23

Inclusive Practice [UCW] FdA 2022-23

Educational Support [Sep][FT][Frenchay][2yrs] FdA 2022-23

Educational Support [Frenchay] FdA 2022-23

Educational Support [Sep][FT][COBC][2yrs] FdA 2022-23

Educational Support [COBC] FdA 2022-23

