MODULE SPECIFICATION

Part 1: Information			
Module Title	Learners, Learning and Teaching		
Module Code	UTTGPQ-30-1	**Level**	4
For implementation from	September 2019		
UWE Credit Rating	30	**ECTS Credit Rating**	15
Faculty	Arts, Creative Industries and Education	**Field**	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA(Hons) Primary Education (ITE)		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
On this module students will explore their own educational journeys, using this as a stimulus to examine the nature and experiences of learning for themselves and their peers, and to consider and plan for their effective transition to being learners in Higher Education. They will study and discuss key elements of child development and of the specific and broad contexts of children's lives which will influence them as learners, and inform their behaviours in the classroom. It will also cover theories of learning and teaching. Students will explore their values and experiences as new teachers, and their role in supporting pupils both academically and pastorally. Particularly strong links will be made between this module and the Professional Practice module.

Part 3: Assessment
Students will be given a portfolio brief which covers key elements of the module. This will include a reflection on students' own experiences as learners and on their emerging understandings and experiences as teachers. The format of the tasks will be varied and will include: • an essay to support students' academic writing development • reflection on how the module has impacted their values and beliefs • reading reviews • a multimedia item

Identify final timetabled piece of assessment (component and element)	A	

	A:	B:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio	100

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to : 1. Reflect on personal journeys as learners and have strategies for managing a successful transition to Higher Education. 2. Describe key milestones in child development and communicate the relevance of these to learning and teaching. 3. Articulate key theories of learning and teaching, relate these to contemporary practices in Primary Education. 4. Define ways in which broad and specific contexts of children's lives influence children's wellbeing, behaviours and learning. 5. Summarise the political context of education and describe implications for classroom practice, pupils, teachers, parents and carers. **6.** Evaluate personal values and beliefs and express the implications of these to themselves as emerging professionals.
Key Information Sets Information (KIS)	

Key Information Set - Module data

Number of credits for this module		30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✓

Contact Hours

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			100%
Practical exam assessment percentage			0%
			100%

Reading List	Electronic reading list can be found here

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First Approval Date (and panel type)	27th March 2019			
Revision ASQC Approval Date		**Version**	1	Link to Workspace