



Module Specification

Learners, Learning and Teaching

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Part 1: Information

Module title: Learners, Learning and Teaching

Module code: UTTGPQ-30-1

Level: Level 4

For implementation from: 2021-22

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: Frenchay Campus

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: 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.

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Students 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: Teaching and learning methods

Teaching and learning methods: See Learning Outcomes

Module Learning outcomes:

MO1 Reflect on personal journeys as learners and have strategies for managing a successful transition to Higher Education

MO2 Describe key milestones in child development and communicate the relevance of these to learning and teaching.

MO3 Articulate key theories of learning and teaching, relate these to contemporary practices in Primary Education.

MO4 Define ways in which broad and specific contexts of children's lives influence children's wellbeing, behaviours and learning.

MO5 Summarise the political context of education and describe implications for classroom practice, pupils, teachers, parents and carers.

MO6 Evaluate personal values and beliefs and express the implications of these to themselves as emerging professionals.

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/) via the following link <https://uwe.rl.talis.com/>

Part 4: Assessment

Assessment strategy: 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

Assessment components:

Written Assignment - Component A (First Sit)

Description: Portfolio

Weighting: 50 %

Final assessment: Yes

Group work: No

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

Presentation - Component B (First Sit)

Description: Presentation

Weighting: 50 %

Final assessment: No

Group work: No

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

Written Assignment - Component A (Resit)

Description: Portfolio

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Presentation - Component B (Resit)

Description:

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study: