



Module Specification

Education in Practice

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Part 1: Information

Module title: Education in Practice

Module code: UTTNBT-30-2

Level: Level 5

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

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: This module will provide students with the opportunity for a practice based-learning experience, through which they can both apply theory to practice and explore the knowledge, skills and attributes relevant for professional educational practice. Students will be introduced to models of reflective practice, which they will use to reflect on their own practice-based learning experiences, and to inform their professional development.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: The aims of this module are to:

Offer students the opportunity to engage in a practice-based learning experience of their choice and in doing so apply their learning from the wider BA Education programme to a practice based setting.

Allow students their knowledge and skills as reflective practitioners.

Support students in considering and planning for their professional futures.

Outline syllabus: This module will require the student to organise, engage with and reflect appropriately upon practice-based learning opportunities relating to education. The practice-based learning can vary in length according to the needs of the student and the arrangement/s arrived at with the organisation/s but it should be a total of at least 100 hours, which may include practice-based and practice-related activities. The specific learning gained by students will vary across practice settings, however, it is expected that all students will reflect on a number of common practice-based learning experiences. These areas of learning may include, but not be limited to:

- Pedagogical approaches
- Diverse learner experiences
- The application of relevant discipline areas, such as psychology, sociology and social policy
- Curriculum in practice
- Professional development

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will be supported through a taught input which takes the form of lectures, seminars and tutorials. These sessions will support students in exploring theories of learning and teaching and contemporary pedagogical practices with reference to a practice-based context, in developing their reflective practice and in considering their professional futures.

Tutor support will be available for students whilst on their work placement through individual tutorials and group seminars.

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

MO1 Critically discuss theories of learning and teaching and contemporary pedagogical practices with reference to a practice-based context.

MO2 Apply models of reflective practice in exploring and analysing their own practice-based learning experience

MO3 Review their knowledge, skills values and preferences in relation to an area of educational practice.

MO4 Identify appropriate further professional knowledge and skills development to support professional futures.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 195 hours

Placement = 75 hours

Face-to-face learning = 30 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/uttnbt-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttnbt-30-2.html>

Part 4: Assessment

Assessment strategy: 1. What is the assessment task?

A summative portfolio of tasks (5000 words or equivalent).

2. Why is this assessment being used?

The portfolio, which includes a range of assessed elements which allow the students to demonstrate that they can:

Engage critically with theories of learning and teaching and contemporary pedagogical practices

Reflect appropriately upon practice-based learning opportunities.

Explore their own professional futures.

The brief for the portfolio could include, for example, a written report based on the student's practice-based learning experiences, a reflective log based on the student's experiences in a practice-based setting, a CV, an audit of professional skills and proposed plans for professional development.

3. How will students be supported to meet the assessment requirements?

Formative assessment opportunities will be provided throughout the module. Work related learning activities across the module will enable students to create outputs in a supportive and collaborative environment. These outputs will contribute to their portfolio.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the

stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:**Portfolio (First Sit)**

Description: A portfolio of assessment tasks

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A portfolio of assessment tasks

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Frenchay] BA (Hons) 2024-25

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education {Foundation} [Frenchay] BA (Hons) 2023-24