






MODULE SPECIFICATION

Part 1: Information			
Module Title	Inclusive Teaching and Learning		
Module Code	UTTGTU-30-2	Level	2
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			
<p>This module is part of the students' professional development strand and will build on previous work on theories of learning and teaching, what impacts children's behaviours and learning, and policy contexts. The overarching theme of this module is inclusivity with the aim that students will gain a deeper understanding of different perspectives and debates relating to this, reflect on their own values and beliefs, and examine how these impact their responses and strategies for primary teaching.</p>			
Part 3: Assessment			
<p>Students will be asked to critically consider aspects of inclusion explored in the module and identify how their understanding has developed through engagement with the set readings and module tasks.</p> <p>The use of presentations in this and other modules is aimed at supporting students to become skilled public speakers.</p>			
Identify final timetabled piece of assessment (component and element)		A	
% weighting between components A and B (Standard modules only)		A:	B:
		100%	

First Sit																																						
Component A (controlled conditions) Description of each element			Element weighting																																			
1.Presentation			100																																			
Component B Description of each element			Element weighting																																			
N/A																																						
Resit (further attendance at taught classes is not required)																																						
Component A (controlled conditions) Description of each element			Element weighting																																			
1. Presentation			100																																			
Component B Description of each element			Element weighting																																			
N/A																																						
Part 4: Learning Outcomes & KIS Data																																						
Learning Outcomes	<p>On successful completion of this module students will be able to :</p> <ol style="list-style-type: none"> Analyse a range of learner characteristics which may influence self-concept, learning and attainment, and communicate how teachers might respond to this diversity. Critically engage with key theories of learning and teaching in the context of inclusive practice and inclusive settings. Critically evaluate approaches to planning, differentiation, assessment, and the use of technologies and reflect on how these can support the learning of all pupils. Critically engage with contemporary debates on issues relating to equality, inclusion, opportunities and pupil outcomes and articulate how these relate to children's wellbeing, behaviours and learning. Evaluate the relationship between theory, education policy and practice, with particular reference to policy agendas of 'Inclusion' and 'Standards'. Critically reflect on the impact of teacher values on professional practice with reference to a range of voices, including evidence from research. 																																					
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>			Key Information Set - Module data										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
Key Information Set - Module data																																						
<i>Number of credits for this module</i>				30																																		
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																																		
300	72	228	0	300																																		
																																						

<p>Contact Hours</p>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>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)</p>																				
<p>Total Assessment</p>	<table border="1" data-bbox="644 495 1337 730"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		0%																			
Practical exam assessment percentage		100%																			
		100%																			
<p>Reading List</p>	<p>Indicative reading</p> <ul style="list-style-type: none"> • Conteh, J. (2012) <i>Teaching EAL learners in primary schools</i>. London: Sage. • Glazzard, Jonathan (2015) <i>Inclusive education: Theoretical Perspectives</i>. In: Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools. Achieving QTS Series. London: Sage. • Roffey, S. (2011). <i>Changing behaviour in schools. Promoting positive relationships and wellbeing</i>. London: Sage. 																				

FOR OFFICE USE ONLY

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