



Module Specification

Inclusive Teaching and Learning

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Inclusive Teaching and Learning

Module code: UTTGTU-30-2

Level: Level 5

For implementation from: 2024-25

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 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.

Features: Not applicable

Educational aims: To develop a multi-faceted understanding of inclusion in Primary Education, taking account of theory, context and policy.

Outline syllabus: 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.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will use independent tasks, collaborative tasks, live lectures, recorded content and seminar discussion and debate to develop learning. Some tasks will be completed during placement to enable students to make direct links between theory and practice.

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

MO1 Analyse a range of learner characteristics which may influence self-concept, learning and attainment, and communicate how teachers might respond to this diversity.

MO2 Critically engage with key theories of learning and teaching in the context of inclusive practice and inclusive settings.

MO3 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.

MO4 Evaluate the relationship between theory, education policy and practice, with particular reference to policy agendas of 'Inclusion' and 'Standards'.

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/modules/uttgtu-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uttgtu-30-2.html>

Part 4: Assessment

Assessment strategy: This module has two assessment tasks; a portfolio and a presentation.

The portfolio will be equivalent to 2500 words and will include reflective tasks that they complete each week during their teaching placement.

The presentation will be 10 minutes long and will build on their portfolio. 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. Students will also provide a critical reflection on their own teacher values and how they have been influenced by the module and their case study.

In Teacher Education, formative assessment is embedded throughout our contact with students. For this module, the seminar leaders are also their APTs, so they meet with them regularly throughout the year to collaboratively reflect on progress and unpick feedback they have had from other modules. Their portfolio submission will be unpicked with them to support them to prepare for their reflective presentation at the end of the year.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of a series of tasks and reflections completed during 7 week placement that precedes this deadline. (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (First Sit)

Description: Presentation that enables them to demonstrate their reflections on their portfolio, their practice and their ongoing development as an inclusive teacher.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

Portfolio (Resit)

Description: Portfolio of a series of tasks and reflections completed during 7 week placement that precedes this deadline. (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Presentation that enables them to demonstrate their reflections on their portfolio, their practice and their ongoing development as an inclusive teacher.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education (ITE) [Frenchay] BA (Hons) 2023-24

Primary Education (ITE) [Villa] BA (Hons) 2023-24

Studies in Education [Frenchay] BA (Hons) 2023-24