



Module Specification

Inclusive Teaching and Learning

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Part 1: Information

Module title: Inclusive Teaching and Learning

Module code: UTTGTU-30-2

Level: Level 5

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: 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: See Learning Outcomes

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: See Learning Outcomes

Module 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. 3

MO3 Critically evaluate approaches to planning, differentiation, assessment, and the use of technologies and reflect on how these can support the learning of all pupils.

MO4 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.

MO5 Evaluate the relationship between theory, education policy and practice, with particular reference to policy agendas of 'Inclusion' and 'Standards'.

MO6 Critically reflect on the impact of teacher values on professional practice with reference to a range of voices, including evidence from research.

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

Part 4: Assessment

Assessment strategy: 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.

The use of presentations in this and other modules is aimed at supporting students to become skilled public speakers.

Assessment components:

Presentation - Component A (First Sit)

Description: Presentation

Weighting: 75 %

Final assessment: Yes

Group work: No

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

Written Assignment - Component B (First Sit)

Description: Essay

Weighting: 25 %

Final assessment: No

Group work: No

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

Presentation - Component A (Resit)

Description: Presentation

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Written Assignment - Component B (Resit)

Description: Essay

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education (ITE) [Sep][FT][Frenchay][3yrs] BA (Hons) 2020-21

Primary Education (ITE) [Jan][FT][Villa][3yrs] BA (Hons) 2020-21