



## **Module Specification**

### **Learners and Teachers**

Version: 2023-24, v4.0, 31 Jul 2023

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## Part 1: Information

**Module title:** Learners and Teachers

**Module code:** UTLGVW-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**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

**Field:** Secondary Education and Lifelong Learning

**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 covers theories and practices of teaching and learning and professional skills and responsibilities. It also explores underlying themes for teachers and learners including context, values, wellbeing and relationships.

**Features:** Not applicable

**Educational aims:** Develop trainees' considered, evidence-based understanding of a range of theories and practices of learning and teaching to support all learners to

make good progress.

Facilitate trainees to evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have.

Support trainees to understand the importance of, and how to build, respectful, positive relationships with children and adults, underpinned by a critical exploration and articulation of their own values, experiences and the impact this can have.

Enable trainees to critically examine a range of professional skills, understandings and behaviours and their implications to their practice.

Provide opportunities for trainees to engage with exploration, analysis and articulation of wider issues and debates in education.

**Outline syllabus:** Statutory responsibilities including Safeguarding

Teacher identities and values

Children's rights

Child/adolescent development

Context of learner's lives

Theories and practices of learning and teaching

Digital approaches to education

Pastoral role including health and wellbeing

PSHE

Behaviour management

Classroom organisation and environment;

Special Educational Needs and Disabilities

English as an Additional Language

Black and Minority Ethnicity and Inclusion

Working with fellow professionals and stakeholders

Evaluating schools

Use of statistical data and planning for school improvement

Sustainability education & Global Goals

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** You will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement and significant independent study. We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate. There is an expectation that trainees will link their academic studies to their professional development and practice throughout.

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

**MO1** Demonstrate a considered, evidence-based understanding of a range of theories and practices of learning and teaching to support all learners to make good progress.

**MO2** Evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have.

**MO3** Demonstrate an understanding of the importance of, and how to build, respectful, positive relationships with children and adults, underpinned by exploration and articulation of their own values, experiences and the impact this can have

**MO4** Evidence and examine a range of professional skills, understandings and behaviours and their implications to their practice.

**MO5** Evidence exploration, analysis and articulation of wider issues and debates in education.

**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](http://readinglists.uwe.ac.uk) via the following link

## Part 4: Assessment

**Assessment strategy:** In Assessment 2 trainees select from a choice of themes. Through a considered engagement with theory and practice, trainees are encouraged to develop an evidence-informed approach to their selected topic recognising how their own values and beliefs have influenced this.

A reflexive approach is promoted by the opportunity in Assessment 1 to reflect on Assessment 2 with reference to their own practice, experiences and reading. Plagiarism is addressed by the expectation that Trainees will refer to their own practice and values.

### Assessment tasks:

#### Written Assignment (First Sit)

Description: Written Assignment 001: A critical analysis of teaching strategies from a selection of themes (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO5

#### Written Assignment (First Sit)

Description: Written Assignment 002: A critical reflection of adaptive teaching strategies (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

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

#### Written Assignment (Resit)

Description: Written Assignment 001: A critical analysis of teaching strategies from a selection of themes (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO5

**Written Assignment (Resit)**

Description: Written Assignment 002: A critical reflection of adaptive teaching strategies (2500 words)

Weighting: 50 %

Final assessment: No

Group work: No

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

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Primary Initial Teacher Education [Frenchay] ProfGCE 2023-24

Primary Initial Teacher Education [Cabot] Not Running ProfGCE 2023-24

Secondary Initial Teacher Education [Cabot] Not Running ProfGCE 2023-24

Secondary Initial Teacher Education [Frenchay] ProfGCE 2023-24

Primary Early Years Initial Teacher Education [Frenchay] ProfGCE 2023-24

Primary Early Years Initial Teacher Education [Cabot] Not Running ProfGCE 2023-24

Mathematics with Qualified Teacher Status [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Mathematics with Qualified Teacher Status {Foundation} [Sep][FT][Frenchay][3yrs] - Not Running BSc (Hons) 2020-21

Mathematics with Qualified Teacher Status (QTS) {Foundation} [Sep][FT][Frenchay][4yrs] - Not Running BSc (Hons) 2020-21