Module Specification

Learners and Teachers A

Version: 2023-24, v2.0, 19 Apr 2023

Contents

Part 1: Information

Module title: Learners and Teachers A

Module code: UTLGXH-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

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 is the first Learners and Teachers module. Learners are introduced to theories and practices of teaching and learning and professional skills and responsibilities. They begin to explore underlying themes for teachers and learners including context, values, wellbeing and relationships.

Features: Not applicable

Educational aims: Begin to develop trainees' critical, 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 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 an exploration and articulation of their own values, experiences and the impact this can have.

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

Provide opportunities for trainees to begin 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 Begin to demonstrate a critical, evidence-based understanding of a range of theories and practices of learning and teaching to support all learners to make good progress

MO2 Evidence 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 an 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 Begin to evidence exploration, analysis and articulation of wider issues and debates in education.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: A critical analysis, with reference to literature, of strategies used and observed in schools. They should draw on this to propose ways forward for their practice.

Assessment components:

Written Assignment (First Sit)
Description: Written Assignment - a critical analysis of strategies used and observed in schools.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Written Assignment (Resit)
Description: Written Assignment - a critical analysis of strategies used and observed in schools.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Post Graduate Certificate in Education Primary Initial Teacher Education {School-based} [Frenchay] PGCE 2023-24

Post Graduate Certificate in Education Primary Early Years Initial Teacher Education {School-based} [Frenchay PGCE 2023-24

Post Graduate Certificate in Education Primary Early Years Initial Teacher Education {School-based} [Frenchay PGCE 2023-24

Post Graduate Certificate in Education Secondary Initial Teacher Education {School-based}[Frenchay] Not Running PGCE 2023-24

Post Graduate Certificate in Education Secondary Initial Teacher Education {School-based}[Frenchay] Not Running PGCE 2023-24