



## **Module Specification**

### **Learning and Teaching**

Version: 2025-26, v2.0, Approved

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Learning and Teaching

**Module code:** UTLH44-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**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:** 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 explores ideas, theories, approaches and practices in education. It also explores curriculum and the impact of the contexts of learning.

**Features:** Not applicable

**Educational aims:** Support students to engage critically with literature relating to a variety of contemporary, best practice pedagogical approaches used internationally, and their contexts, recognising their potential implications for learning and teaching.

Develop students' understanding of learner development, their ability to critically assess individual learners' needs and learning opportunities, and how to use this to plan and teach creatively and inclusively to support high expectations and progress for all pupils.

Provide opportunities for students to develop a reflective approach to enable them to understand different philosophies of education and the impact of teachers' values, beliefs and experiences on their practice.

Develop students' understanding of curriculum as a frame for education and as a cultural construct.

Support students to understand the importance and potential impact of the policy, cultural and social contexts of learners' lives.

**Outline syllabus:** Philosophies of education and practice implications.

Personal values, beliefs and experiences and practice implications.

Theories and current research on learning and teaching.

What is curriculum?

Contexts of learners' lives and impact.

Adaptation for students with SEND.

Assessing learner attainment and needs.

Planning appropriate teaching and learning activities.

Evaluating effectiveness.

## Part 3: Teaching and learning methods

**Teaching and learning methods:** Teaching and learning methods will include a mix of activities including recorded content, webinars, tutorials, readings, tasks and activities alongside independent study and tutor support.

There is an expectation that students 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** Articulate a critical engagement with policy and literature relating to a variety of contemporary best practice pedagogical approaches and frameworks, recognising their implications for practice.

**MO2** Evaluate personal values, beliefs and experiences and consider the implications of these in their roles as educators.

**MO3** Evidence a critical understanding of the ways in which the policy, cultural and social contexts of education and of students' lives can influence their learning, behaviours and well-being.

**MO4** Demonstrate an understanding of learner development and how teachers can plan and assess effective teaching which promotes high expectations and progress for all learners.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgxf-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgxf-30-m.html>

## Part 4: Assessment

**Assessment strategy:** Task 1: 25% Reflections of observation – annotated 20 mins of Students in the classroom. Reflections linked to theory on a chosen theme such as behaviour management or assessment (Primary Source Exercise - 12 mins).

Task 2: 75% 3000 word essay (Written assignment) on personal educational philosophy and related pedagogy in the classroom.

Students will be able to share their ideas through tasks, tutorials and discussion groups to develop a confidence in the requirements of the assessment.

Specific recorded materials are given to students so that they are clear about assessment expectations.

**Assessment tasks:**

**Primary Source Exercise (First Sit)**

Description: Reflections on teaching activity (12 mins).

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Written Assignment (First Sit)**

Description: Written assignment on personal educational philosophy and related pedagogy in the classroom (3000 words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Primary Source Exercise (Resit)**

Description: Reflection of a teaching activity (12 mins).

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Written Assignment (Resit)**

Description: Written assignment on personal educational philosophy and related pedagogy in the classroom (3000 words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

International Professional Graduate Certificate in Education [Distance] iProfGCE  
2025-26