



Module Specification

Teaching and Learning

Version: 2024-25, v1.0, 09 Jan 2024

Contents

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

Part 1: Information

Module title: Teaching and Learning

Module code: UTTGYV-30-1

Level: Level 4

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 includes some time in practice settings and enables students to develop their understanding of education theory and pedagogy, and link this to practice. They will explore the importance of place in teaching and learning, the centrality of relationships with learners and adults, and reflect on their values and beliefs as educators.

Features: Not applicable

Educational aims: Develop students' understanding of theories and practices of learning, teaching and curricula.

Support students to understand a range of pedagogical approaches and strategies for managing effective, inclusive classrooms.

Provide opportunities for students to consider the importance and features of positive relationships with learners and adults, and reflect on their values and beliefs and the impact of these on their professional roles.

Explore the importance of place to teaching, learning and learners.

Outline syllabus: Theories of learning and teaching

Lenses of observation in the classroom

Core Content Framework

Teachers' Standards

Features of effective teaching and learning

Features of effective, respectful relationships in the classroom

Classroom management

Use of evidence to inform practice

Elements relating to practice – statutory requirements of teachers, safeguarding, equality etc.

Professional attributes, expectations & behaviours

Teacher identity

Personal values & beliefs

Bristol context – importance of history & location

Learning in and through the local environment

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and expert colleagues within school settings, and includes lectures, seminars, tutorials, practical classes, workshops and online engagement.

Students spend time in practice during this module; this element is woven into the module.

Independent learning includes essential and extended reading, preparation for practice, seminars, and assignment preparation and completion.

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

MO1 Articulate key theories of learning, teaching and curricula, relating these to contemporary practices in education and practice experiences.

MO2 Evidence understanding of a range of pedagogical approaches to teaching, learning and assessment, and strategies for effective, inclusive classroom management.

MO3 Demonstrate an understanding of the importance and features of positive, respectful relationships with children and adults, and apply high standards of professional attributes, expectations and behaviours in school and university.

MO4 Reflect on personal values and beliefs and express the implications of these to themselves as emerging professionals.

MO5 Demonstrate an understanding of how the historical and locational context of the city and/or region does and should impact teaching, learners and learning.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 214 hours

Placement = 40 hours

Face-to-face learning = 66 hours

Total = 0

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

Part 4: Assessment

Assessment strategy: This module has one portfolio assessment of 5000 words. This assessment supports students to bring together their emerging theoretical understandings of teaching and learning with the practice in this module. The portfolio will involve at least 3 elements, including an evidence-based account of an aspect of their practice experience during this module, and a reflection on their experiences of and responses to relationships in the classroom. It will also include a reflective account of their learning about the use of place in teaching and learning.

Assessment tasks:

Portfolio (First Sit)

Description: To include report on practice and reflection (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Portfolio (Resit)

Description: To include report on practice and reflection (5000 words)

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:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2024-25