



## **Module Specification**

### **Teaching and Learning**

Version: 2025-26, v3.0, Approved

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## Part 1: Information

**Module title:** Teaching and Learning

**Module code:** UTTGYV-30-1

**Level:** Level 4

**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:** 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:** The module may cover the following topics:

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, demonstrating knowledge of how these relate to contemporary practices in education and practical experiences.

**MO2** Demonstrate understanding of a range of pedagogical approaches to teaching, learning, and assessment, within the context of effective and inclusive classroom management strategies.

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

**MO4** Reflect on personal values and beliefs, expressing the implications of these to themselves as emerging professionals, while demonstrating skill in understanding how the historical and locational context of the city and/or region impacts teaching, learners, and learning.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 194 hours

Placement = 40 hours

Face-to-face learning = 66 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgyv-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgyv-30-1.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: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

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

Weighting: 0 %

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:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2025-26