



Module Specification

Curriculum, Pedagogy and Practice

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Part 1: Information

Module title: Curriculum, Pedagogy and Practice

Module code: UTTH38-30-3

Level: Level 6

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 provides a comprehensive grounding in theories and practices of teaching and learning, alongside subject knowledge and understanding appropriate to the primary phase. Trainees develop evidence-based strategies for planning, teaching and assessing for effective learning, and begin to understand how to adapt these to meet the diverse needs of their learners. Trainees also explore professional responsibilities, and key underlying skills for teachers including

communication, observation, listening, building thoughtful relationships, and critical reflection.

Features: Not applicable

Educational aims: Develop trainees' critical, evidence-based understanding of theories and practices of learning and teaching, and to understand the importance of the use of research evidence to support professional development and practice.

Support trainees to understand and apply key concepts, curriculum and subject specific knowledge and pedagogical approaches in relevant phases and subject areas.

Support trainees in their understanding and practice a range of pedagogical approaches to planning, delivering, evaluating and reviewing teaching and learning.

Develop trainees' understanding of diverse needs, their ability to plan and use adaptive teaching strategies to support success in the phases and subjects relevant to their training, and the features of inclusive curricula and classroom culture.

Outline syllabus: Theories and practices of learning and teaching

Critique and use of research evidence

Key concepts, curriculum and subject knowledge relevant to the phases studied

Pedagogical approaches relevant to phases and subjects

Dialogic teaching

Strategies for effective planning, delivering, evaluating and reviewing teaching and learning

Adaptive teaching

Inclusive curriculum, including decolonising, inclusive practice and classroom culture

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. Independent learning

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

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

MO1 Understand and apply key concepts, curriculum and subject specific knowledge and pedagogical approaches in relevant phases and subject areas, including dialogic teaching.

MO2 Evidence a critical and applied understanding of diverse needs, adaptive teaching appropriate to phase and subject to support success, and key features of inclusive curricula and classroom culture.

MO3 Critically evaluate theories, research and practices of learning and teaching to support all learners to make good progress and to inform evidence-based classroom practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 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: 4000-word written assessment. Trainees focus on curriculum/phase specific subject knowledge and understanding of what it means to be an effective teacher.

Students will be given an opportunity to submit 500 words as formative assessment for feedback prior to submission.

Assessment tasks:**Written Assignment (First Sit)**

Description: Focus on phase-specific pedagogy (4000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Focus on phase-specific pedagogy (4000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary with Qualified Teacher Status {School-based} [Frenchay] ProfGCE 2024-25

Primary with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Primary Early Years with Qualified Teacher Status {School-based} [Frenchay]
ProfGCE 2024-25

Primary Early Years with Qualified Teacher Status {School-based} [Frenchay]
ProfGCE 2024-25

Primary with Qualified Teacher Status {School-based} [Frenchay] ProfGCE 2024-25

Primary Early Years with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Chemistry with Science with Qualified Teacher Status [Frenchay]
ProfGCE 2024-25

Secondary Art and Design with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Biology with Science with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Business with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Computer Science with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary English with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Geography with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary History with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Mathematics with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Modern Languages with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Physical Education with Qualified Teacher Status [Frenchay] ProfGCE 2024-25

Secondary Physics with Science with Qualified Teacher Status [Frenchay] ProfGCE 2024-25