



MODULE SPECIFICATION

Part 1: Information			
Module Title	Learners and Learning		
Module Code	UTTGP-30-0	Level	0
For implementation from	Sept 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	PECES
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module will introduce students to learning theories and provide opportunities for students to reflect on their learning journeys and develop awareness of the knowledge, skills and dispositions to be effective learners. The learning in this module is intended to support students in becoming and develop strategies needed to be successful learners in higher education as well as gain insights into the learning of others.</p> <p>Teaching and learning methods</p> <p>Scheduled learning: This will include whole cohort lectures, seminars, module tutorials, directed tasks, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning – There is an expectation that students engage in at least 2 hours of independent study for every hour of taught provision. This will include reading, directed tasks, working on personal skills and knowledge, preparation for and completion of assignments.</p> <p>Syllabus outline</p> <ul style="list-style-type: none"> • Learning theories • Learner dispositions • Contextual factors which impact learning • Features of effective teaching and learning

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- Self as learner, learner identity
- Collaborative learning

Part 3: Assessment

Assessment and feedback are an integral part of learning and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities.

The Portfolio will consist of a range of tasks relating to learning, including reflections on the student's own learning journey and trajectory as well as demonstrating an understanding of the theory and practice of learning. This will be submitted in advance of the assessed progression meeting.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual assessed in-class progression meeting	10%
2. Desk-based presentation of portfolio responses with tutor questions.(15 minutes)	90%
Component B Description of each element	Element weighting (as % of component)
1. Portfolio of tasks (3,750 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual assessed in-class progression meeting	10%
2. Desk-based presentation of portfolio responses with tutor questions.(15 minutes)	90%
Component B Description of each element	Element weighting (as % of component)
1. Portfolio of tasks (3,750 words)	100%




If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.

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Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to:
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	<div>1. Identify key learning theories. (A&B)</div> <div>2. Demonstrate understanding of contextual factors that can impact on learners and learning; (A&B)</div> <div>3. Articulate key features of effective teaching and learning. (A&B)</div> <div>4. Use their developing knowledge to reflect on their own learning journey and be able to identify appropriate strategies for their development as learners in an HE context (A&B).</div>																																										
Key Information Sets Information (KIS)	<table><tr><th colspan="5">Key Information Set - Module data</th><th></th></tr><tr><td colspan="5"></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td><td></td></tr><tr><td colspan="5"></td><td></td></tr></table>	Key Information Set - Module data												Number of credits for this module				30								Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300							
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Contact Hours	<div>The table below indicates as a percentage the total assessment of the module which constitutes a;</div> <div>Written Exam: Unseen or open book written exam</div> <div>Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</div> <div>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</div>																																										
Total Assessment	<table><tr><td colspan="2">Total assessment of the module:</td><td></td></tr><tr><td colspan="2"></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td>75%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td>25%</td></tr><tr><td colspan="2"></td><td>100%</td></tr></table>	Total assessment of the module:						Written exam assessment percentage		0%	Coursework assessment percentage		75%	Practical exam assessment percentage		25%			100%																								
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Reading List	<div>Essential and recommended additional reading will be provided for each run of the module. Wherever possible, online texts will be used.</div> <div><div><div></div><div>Gray, C. & MacBlain, S. 2015, <i>Learning theories in childhood</i>, Second edn, SAGE, London</div></div><div><div></div><div>Aubrey,K. & Riley,A.(2016) <i>Understanding and Using Educational Theories</i>, Sage: London</div></div><div><div></div><div>Robinson,K. & Aronica,L. (2016) <i>Creative Schools: Revolutionizing Education from the Ground Up</i>, Penguin</div></div><div><div></div><div>Smith,P.K., Cowie,H. & Blades, M. (2015) <i>Understanding Children’s Development (6th Ed)</i>, John Wiley & Sons Ltd: Chichester</div></div><div><div></div><div>Moylett, H. 2014, <i>Characteristics of effective early learning: helping young children become learners for life</i>, Open University Press, Maidenhead, Berkshire, England.</div></div><div><div></div><div>Swann, M. 2012, <i>Creating learning without limits</i>, McGraw-Hill/Open University Press, Maidenhead.</div></div><div><div></div><div>Selwyn,N.(2011), <i>Education and Technology: Key Issues and Debates</i>, Continuum: London</div></div><div><div></div><div>Beetham, H. & Sharpe, R. 2013, <i>Rethinking pedagogy for a digital age: designing for 21st century learning</i>, Second edn, Routledge, Abingdon.</div></div></div>																																										

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First CAP Approval Date	21 March 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	RIA 12056