

Module specification

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Module code	EDS619
Module title	Preparing to Teach in Post Compulsory Education and Training (L6)
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Professional Graduate Certificate in Education (PcET)	Core module
Postgraduate Certificate in Education (PcET)	Core Module

Breakdown of module hours

Scheduled learning and teaching hours	24hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24hrs
Placement / work-based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3 rd August 2021
With effect from date	Sept 21
Date and details of revision	
Version number	1

Module aims

The module expects learners to be able to demonstrate a systematic understanding of key aspects of the underlying concepts and principles associated with planning for learning, teaching and assessment.

Students will be expected to deploy accurately established techniques of analysis and evaluation of a range of specific skills and knowledge needed to teach within own context. They will be provided with the opportunity for a shared learning experience.

Learners will be encouraged to critically reflect on own practice in order to sustain and argument and make appropriate judgements associated with learning, teaching and assessment.

Participants will be asked to select and critically review appropriate teaching, learning and assessment strategies

Module Learning Outcomes - at the end of this module, students will be able to:

1	Plan and deliver a 30-minute teaching session that meets the needs of individuals and small groups to include key aspects of pedagogy
2	Develop and manage appropriate assessment strategies aligned to the microteaches' intended learning outcomes
3	Critically reflect on the microteach learning experience incorporating theory and practice and advanced scholarship
4	Critically evaluate strategies used in the microteach to effectively support inclusive learning.

Assessment

Indicative Assessment Tasks:

Assessment One: Students will plan and deliver a 30 minute microteach on a subject of their own choice to their peers. (1500 words approximately)

Assessment Two: Following delivery of the microteach to a group of peers, students will reflect on the feedback from their tutor and peers and critically reflect what has been learned from the experience in relation to effectively supporting inclusive learning. This reflection will include an action plan for ongoing development targets. (1500 words approximately)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-2	Practical	pass/refer
2	3-4	Reflective Practice	pass/refer

Derogations

As per the academic regulations for this programme all elements must be passed in order to gain an overall pass in the module.

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Syllabus Outline

- Lesson planning
- Writing effective learning outcomes (LOs)
- Identification and preparation of resources to support learning and teaching
- Learning and teaching strategies
- Experiential Learning
- Managing groups and individuals in the learning environment
- Additional Learning Needs (ALN) and Inclusive Practice
- Assessment; Formative and Summative
- Reflective Practice

Indicative Bibliography:

Essential Reads

Tummons, J. (ed) (2020), *PCET: Learning and Teaching in the Post Compulsory Sector*. London: Sage Publications.

Other indicative reading

Petty, G. (2014), *Teaching Today: A Practical Guide*. 5th ed. Oxford: Oxford University Press.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising

Key Attitudes

Commitment
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication