Module specification

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Module code	EDS418
Module title	Preparing to Teach in Post Compulsory Education and Training
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Certificate in Education (PcET)	Core module

Breakdown of module hours

Scheduled learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	36 hrs
Placement / work-based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3rd 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 knowledge and understanding of key aspects of the underlying concepts and principles associated with planning for learning, teaching and assessment.

Learners will employ and analyse a range of specific skills and knowledge needed to teach within own context and provide the opportunity for a shared learning experience.

The module encourages reflection on own practice and develop lines of argument and make sound judgements in accordance with basic theories and concepts associated with learning, teaching and assessment.

In addition, the module will enable participants to select and 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.
2	Develop appropriate assessment strategies aligned to the microteach intended learning outcomes
3	Reflect on the microteach learning experience incorporating theory and practice
4	Identify strategies used in the microteach to 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 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