

Module specification

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Module Code	EDS425
Module Title	Teaching Excellence: Observation, Reflection and Developing Practice
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Certificate in Education (PcET)	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	6 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	100 hrs
Guided independent study hours	64 hrs
Module duration (Total hours)	200 hrs

Module aims

This module requires student teachers to complete 80 hours of teaching practice within the post-compulsory education and training sector. Through self-reflection and feedback, they will develop a deeper understanding of key pedagogical concepts, effective teaching models, and principles of best practice.

Learners will evaluate their professional practice, aligning their development with relevant professional standards for teachers in the post-compulsory education and training sector.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Provide evidence of completing 80 hours of teaching placement
2	Design and deliver structured teaching sessions that include clear objectives, appropriate teaching strategies, and measurable outcomes in relation to relevant professional standards
3	Create rationales which justify teaching approaches and pedagogical decisions.
4	Reflect on formal teaching observations through evaluation, including areas for improvement and actionable professional development goals.

Assessment

Indicative Assessment Tasks:

Assessment 1: Students will be assessed through the submission of their online teaching portfolio, which will include the following components:

1. Teaching Hours Log: A log of completed teaching hours (80 hours over two years) demonstrating engagement with practical teaching in the post-compulsory and training sector.
2. Lesson Plans: Submitted lesson plans for a series of observed teaching sessions
3. Session Rationales: Written rationales accompanying each lesson plan, explaining pedagogical choices made and their alignment with learner needs, subject requirements and relevant professional standards
4. Session Evaluations: Post-observed session evaluations reflecting on the effectiveness of the student teaching session, informed by tutor/mentor feedback, and personal reflection with identified strengths and areas for improvement
5. Professional Targets: Specific, actionable targets for future professional development

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3 and 4	Portfolio	4,000	Pass/refer	N/A

Derogations

None

Learning and Teaching Strategies

The module is taught through a combination of lectures, workshops and practical experiences. 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 online materials and resources, such as PepplePad, 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.

Work-based learning and observation of teaching practice will support students understanding of theory and practice in context.

Welsh Elements

The module assessment can be submitted through the medium of Welsh.

Indicative Syllabus Outline

- Models of reflection
- Auditing own learning needs in relation to initial professional development goals
- Roles and responsibilities for teachers and mentors
- Developing skills of evaluation, reflection and critical thinking
- Principles and processes underpinning observation and the reflective process
- Professional standards
- Key concepts of pedagogy and effective teaching
- Model and principles associated with effective teaching and learning

Indicative Bibliography:

Essential Reading

Tummons, J. (2019), *PCET: Learning and Teaching in the Post-Compulsory Sector*. London: Sage.

Indicative reading

Thompson, S. and Thompson, N. (2023), *The Critically Reflective Practitioner*. London: Bloomsbury.

Hwb (2025) <https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>

Education and Training Foundation (EFT) (2025) <https://www.et-foundation.co.uk/professional-standards/teachers/>

AdvanceHE (2025) <https://www.advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>

Journals

Journal of Further and Higher Education

Journal of Adult and Continuing Education

Administrative Information

For office use only	
Initial approval date	Mar 2025
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