

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	EDS618
Module Title	Learning, Teaching, Assessment and Feedback
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC
Pre-requisite module	None

Programmes in which module to be offered

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

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

The module aims to combine theory and practice to help students to develop their critical understanding of learning and teaching in their own context and subject discipline.

It will ensure students acquire a critical awareness of contemporary research and literature that underpins learning, teaching, assessment and feedback.

The module will provide opportunities for students to analyse theories, principles and practices of effective teaching, learning and assessment in their own context.

The module will enable students to develop a systematic understanding of formal and informal assessments and effective feedback to maximise their learning opportunities through effective planning and delivery of teaching.

Module Learning Outcomes

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

1	Critically analyse theoretical concepts that promote effective learning and teaching within own practice and subject discipline.
2	Critically evaluate methods of assessment which meet the needs of individual learners.
3	Critically review approaches to feedback that effectively engage, motivate and support learners.
4	Examine approaches and strategies for teaching to ensure an inclusive learning environment.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

Students will produce an individual recorded presentation (approximately 10-15 minutes in length) that critically explores and evaluates their practice across the following areas:

Learning and Teaching

Formal and Informal Assessment

Approaches to Feedback

Inclusive Learning

The presentation will be structured to clearly address each area while demonstrating how these domains interrelate to support effective student learning.

Students are expected to integrate theory and practice throughout, drawing on relevant literature, professional standards, and examples from their own teaching or training contexts.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-4	Presentation	20 minutes	Pass/Refer	N/A

Derogations

N/A

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.

Welsh Elements

Tutorial support, assessment marking and feedback available through the medium of Welsh for all students.

Indicative Syllabus Outline

- The Learning Process
- Theories, models and approaches to assessment
- Learning Theories
- Constructive Feedback
- Group work, collaboration
- The contribution technology to support and enhance learning (TPACK)
- Inclusive practice, differentiation and UDL to meet the individual needs of learners
- Engagement and motivation in lifelong learning
- Strategies to support learning and teaching

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Aubrey, K. and Riley, A. (2022), *Understanding and using educational theories*. 3rd Edition. London: SAGE.

Other indicative reading:

Aubrey, K. and Riley, A. (2023), *Education theories for a changing world*. London: SAGE.

Bonner, S.M. and Chen, P.P. (2019), *Systematic Classroom Assessment: An approach for learning and self-regulation*. Oxon: Routledge.

Administrative Information

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Initial approval date	Aug 2021
With effect from date	Sept 2021
Date and details of revision	Mar 2025: Learning outcomes and assessment update during the Education Subject Level Review June 2026: AM2 modification to update assessment strategy.
Version number	3