

Module specification

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Module Code	EDS624
Module Title	Evidence-based Teaching Approaches
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
Professional Certificate in Education (PcET)	Core

Breakdown of module hours

Learning and teaching hours	12 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	12 hrs
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Module aims

The module will explore the ways in which the use of evidence can inform professional practice. Through critically reviewing relevant literature, students will question current thinking and practices within their own context and subject discipline to enhance and improve learning and teaching. This module prepares students to develop the skills, knowledge and understanding for teaching their subject in the post-compulsory sector to support the ongoing development of their curriculum. This will be demonstrated in the production of an action plan to inform their ongoing professional development and practice.

Module Learning Outcomes

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

1	Provide a rationale to justify an area to research associated with learning and teaching in the post-compulsory sector.
2	Critically review relevant literature within the chosen area of post-compulsory education and training.
3	Create an action plan that implements literature review findings within own practice.

Assessment

Indicative Assessment Tasks:

Assessment one:

Critically review and evaluate key literature to analyse an important issue/area own practice (2500 words approximately)

Assessment two:

Develop a professional presentation that analyses the findings from the literature review and outlines an action plan for implementing these insights within your own practice. Include a critical reflection on key findings and their potential impact on student learning. (10 minutes)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 and 2	Written Assignment	2500	Pass/Refer	N/A
2	3	Presentation	10 minutes	Pass/Refer	N/A

Derogations

None

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

Assignments and module handbooks can be provided in Welsh upon request. Work can also be submitted in Welsh upon request.

Indicative Syllabus Outline

- Examine different forms of empirical evidence
- Explore changes in professional behaviours and practices.
- Critical appraise how different forms of evidence can impact upon professional knowledge and practices
- Why do we research? Reviewing research findings
- How findings from research inform professional practice
- Identify change in professional practice.

Indicative Bibliography:

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

Essential Reads

Gorard, S. (ed.) (2020), *Getting evidence into education: Evaluating the routes to policy and practice*. London: Routledge.

Other indicative reading

Jones, M. and Harris, A. (eds.) (2020), *Leading and Transforming Education Systems: Evidence, Insights, Critique and Reflections*. Singapore: Springer.

Administrative Information

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