

## Module specification

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Module Code	EDS417
Module Title	Learning, Teaching, Assessment and Feedback
Level	4
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
Certificate in Education (CertEd)	Core Module

### Breakdown of module hours

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
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

### Module aims

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

It will ensure students acquire an 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	Analyse theoretical concepts that promote effective learning and teaching within own practice and subject discipline.
2	Evaluate methods of assessment which meet the needs of individual learners
3	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

The assignment will follow a patchwork assessment approach, where the assignment is completed across four individual elements (patches) to help show understanding of the whole topic when brought together.

Using this patchwork assessment, students will critically reflect and evaluate their approaches to the following areas of practice:

- Learning and Teaching
- Formal and Informal assessment
- Approaches to Feedback
- Inclusive Learning

In each area of practice, students will provide narratives with evidence to show their understanding of how learning, teaching, assessment, and feedback impact student learning. They will analyse the connection between theory and practice, evaluate key concepts of effective teaching and assessment, and discuss how these support student learning.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-4	Portfolio	4000	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

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*. 3<sup>rd</sup> 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

<b>For office use only</b>	
Initial approval date	3 <sup>rd</sup> Aug 2021
With effect from date	Sept 21
Date and details of revision	Mar 25: Learning outcomes wording update in the Education Subject level review
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