

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	EDS418
Module Title	Preparing to Teach in PcET
Level	4
Credit value	20
Faculty	Faculty of 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
Certificate in Education (Cert Ed)	Core

Breakdown of module hours

Learning and teaching hours	36 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	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

The module expects learners to be able to demonstrate a systematic understanding of key aspects of the underlying concepts and principles associated with planning for learning, teaching and assessment.

Students will be expected to deploy accurately established techniques of analysis and evaluation of a range of specific skills and knowledge needed to teach within own context. They will be provided with the opportunity for a shared learning experience.

Learners will be encouraged to critically reflect on own practice in order to sustain and argument and make appropriate judgements associated with learning, teaching and assessment.



Participants will be asked to select and critically 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 and deliver assessment strategies aligned to the microteaches' intended learning outcomes
3	Reflect on the microteach learning experience making reference to advanced scholarship.
4	Evaluate strategies used in the microteach to effectively support all learners.

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 plan and deliver a 30 minute microteach on a subject of their own choice to their peers.

Assessment 2: Following the delivery of the microteach, students will reflect on the feedback received from their tutor and peers. To support this reflection, students are required to use an appropriate model of reflection. This reflection will include an action plan for ongoing development targets.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-2	Practical	1500 words approx.	Pass/Refer	N/A
2	3-4	Coursework	1500 words approx	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

- 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

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

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.

Administrative Information

For office use only	
Initial approval date	3 rd Aug 2021
With effect from date	Sept 21
Date and details of revision	Mar 25: LOs wording update during the Education subject level review
Version number	2

