

Module specification

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Module Code	EDS422
Module Title	Introduction to Teaching and Training
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to Professional Certificate in Education and Training for QA and assessment purposes	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	21 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	26/07/2023

For office use only	
With effect from date	01/01/2024
Date and details of revision	
Version number	1

Module aims

The module aim is to provide participants with the necessary knowledge and skills to start their journey towards becoming effective teachers.

Through an exploration of the qualities and attributes of effective teachers, the course aims to highlight the importance of creating a positive and inclusive learning environment. Participants will develop an understanding of the barriers that learners may encounter and explore strategies to overcome them, enabling them to address diverse learning needs.

Furthermore, the course will emphasise the significance of planning teaching and learning activities, with a focus on aligning objectives, content, and assessment methods to enable meaningful learning to take place.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Analyse the role and characteristics of an effective educator and/ trainer.
2	Explore the barriers to learning typically associated with students within a post-compulsory education setting.
3	Produce a lesson plan which demonstrates effective strategies for inclusive teaching, learning and assessment.

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 One: Portfolio

- 1.1 Personal reflection 1: What does a good teacher look like?
- 1.2 Personal reflection 2: What is the role of an adult educator?
- 1.3 Micro-research report: Identifying and overcoming barriers to learning
- 1.4 Annotated lesson plan

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Portfolio	100

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures and seminars. 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 synchronous and asynchronous where students can access their learning at a time and place to suit themselves. The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the online classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Indicative Syllabus Outline

- Qualities and characteristics of effective teachers
- Strategies for creating a positive and inclusive learning environment
- Identifying and addressing barriers to learning
- Understanding diverse learning needs and adapting teaching methods accordingly
- Effective planning of teaching and learning activities
- Aligning objectives, content, and assessment methods for meaningful learning outcomes

Indicative Bibliography:

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

Essential Reads

Tummons, J. (2019). *PCET: Learning and teaching in the post compulsory sector*. PCET, 1-384.

Other indicative reading

Avis, J., Fisher, R., & Thompson, R. (2018). *Teaching in Lifelong Learning 3e A guide to theory and practice*. McGraw-Hill Education (UK).

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Enterprising
Creative
Ethical

Key Attitudes

Curiosity
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Emotional Intelligence
Communication