

## **Post-compulsory Education and Training (PcET)**

### **Certificate in Education (PcET) Professional Graduate Certificate in Education (PcET) Postgraduate Certificate in Education (PcET)**

Full & part time

#### Implementation dates:

**Level 4** September 16

**Level 6** September 16

**Level 5** September 16

**Level 7** September 16

The following University Award Regulations apply to this programme

- ☐ Generic award Regulations
- ☐ Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme)
- ☐ Regulations for Integrated Masters Degrees
- ☐ Regulations for Masters of Research
- ✓ Regulations for Professional Graduate Certificate in Education (PcET)
- ✓ Regulations for Professional Graduate Certificate in Education (PcET)
- ✓ Regulations for Certificate in Education (PcET)
- ☐ Regulations for Graduate Diploma Graduate Certificate
- ☐ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- ☐ Regulations for International Foundation Diploma and Foundation Diploma in English for University Study
- ☐ Regulations for BTEC Higher National Qualifications
- ☐ Regulations for: Glyndŵr University Certificate of Attendance Glyndŵr University Certificate of Continuing Education Glyndŵr University Professional Certificate

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Validation event 13<sup>th</sup> July 2016

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## PART ONE PROGRAMME PROPOSAL CHECKLIST

This checklist is to be submitted with a full programme specification and module specifications

1	Has the proposal been granted initial approval to proceed to validation by the School Board?	YES	When?	30/03/2015
2	Have the programme's intended learning outcomes (at both programme and module level) been checked against the National Level Descriptors in Part A of the <a href="#">QAA's Quality Code</a> and <a href="#">CQFW</a> ?	YES		
3	When and how is this demonstrated?			
	This is demonstrated in the modules aims and through the module learning outcomes.			
4	If appropriate, is the programme aligned with the relevant QAA subject benchmark statements? <a href="#">Please provide detail in Part Two, Q8.</a>	YES		
5	When and how is this demonstrated?			
6	For programmes proposed for delivery wholly or partly on-line, has the team given consideration to the specific approval criteria and guidance provided for "Additional Criteria: Distance learning or e-learning" to be found in the Validation chapter of the AQH. Guidance can be provided by appropriately experienced academic colleagues; please contact the Academic Quality and Standards Unit for identification of appropriate colleagues			
7	If appropriate, has the programme been developed in line with PSRB requirements?	N/A		
8	When and how is this demonstrated?			
9	Indicate how employers and other stakeholders have informed the development of the proposal			
	Coleg Cambria (Franchise Partner) has been involved in the design and development of the new programme.			
10	Does the programme comply fully with the <a href="#">University's Academic Regulations</a> ?			
11	If no, please confirm that a derogation proposal form is attached to this document			
12	If required, specify derogations (and the rationale) for which approval has been sought or is being sought SQC			
	N/A			
13	For proposals for Bachelor degree programmes, please confirm how the programme will address borderline classifications, as discussed in the <a href="#">Academic Regulations 2015/16</a> .			

Award Regulations, Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees, regulation 14.3.

N/A

- 14 For proposals for Taught Masters provision, please identify any modules (other than Research Methods) which are NOT eligible for trailing into Part Two as discussed in the Academic Regulations 2015/16, Award Regulations, Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme), regulation 37

N/A

- 15 Does the programme comply fully with the University Modular Curriculum Framework? YES

- 16 If not, specify exceptions required from the curriculum framework and the rationale for this

NA

- 17 Where the module title, credit value or method of assessment of an existing module is to be changed as a result of this validation, please list the module code, title and proposed change. If this module is shared across programmes, please indicate that programme leader, student and external support has been received and evidenced.

Module Code	Module Title	Proposed change	Module shared across programmes?	Evidence of support?
NA				

## PART TWO PROGRAMME SPECIFICATION

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Teaching institution</b>	Glyndŵr University
3	<b>Award title</b>	
4	<b>Final awards available</b>	Certificate in Education (PcET) Professional Graduate certificate in Education (PcET) Postgraduate Certificate in Education (PcET)
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	N/A. Although the qualification is recognised by the Education Workforce Council (EWC) in Wales and the Society for Education and Training (SET) in England, both bodies do not endorse the programme.
	<b>Please list any PSRBs associated with the proposal</b>	N/A
	<b>Accreditation available</b>	N/A
	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b>	N/A
6	<b>JACS3 code</b>	X150
7	<b>UCAS code</b>	N/A
8	<b>Relevant QAA subject benchmark statement/s</b>	The QAA benchmark statements (2015) provide academic staff and institutions with a point of reference in the design and development of degree programmes, the Certificate in Education, the Professional Graduate Certificate of Education and the Postgraduate certificate of Education currently lie outside of the subject coverage of the benchmarks. In the interests of academic rigour and consistency, the QAA benchmark statements for a closely related subject to teacher education (Education Studies) have been used to ensure coherence and consistency across the programme aims. Education studies evolved from its origins in teacher education to a subject in its own right, holding similar values to teacher education, and the QAA benchmark statements mirror the ethos and values of the programme learning outcomes of the proposed Certificate in Education, Professional Graduate certificate in Education and the Postgraduate certificate in Education.
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	The Education Workforce Council (Wales) and the Education and Training Foundation (England)
10	<b>Mode of study</b>	Full & part time Certificate in Education (PcET) will be delivered part-time only.
11	<b>Language of study</b>	English

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## 12 Criteria for admission to the programme

### Standard entry criteria

*UK entry qualifications*

*International entry qualifications*

*Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the UK entry qualification.*

### Programme specific requirements

For the Certificate in Education (PcET): Applicants must hold at least a level 3 qualification in their subject discipline.

For the Professional Graduate Certificate in Education: Applicants must hold a degree.

For the Postgraduate Certificate in Education: Applicants must hold a degree with a classification of First or 2:1.

Applicants for all three programmes are required to have an up to date DBS in place before they start the programme.

Students are expected to have placements confirmed before the programme starts. Information sessions are held through the summer and a Placement Handbook is provided to assist students in finding appropriate teaching placements.

### Non-standard entry criteria

(e.g. industry experience)

English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

## 13 Recognition of Prior (Experiential) Learning

Guidance - Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below

### Programme specific requirements

None

## 14 Aims of the programme

The aim of the programme is to provide a quality learning experience that will enable students to gain a teaching qualification for the post-compulsory education and training sector relevant to the requirements in both England and Wales.

The addition of a Postgraduate Certificate in Education (PcET) is in line with other Universities across the UK offering a PGCE with 50% of the modules delivered at level 7 and is intended to increase the breadth and depth of knowledge and understanding of learning, teaching and assessment, in order to support and enhance student learning. This also reflects the launch of the Masters in Educational Practice (MEP) in Wales in 2012, where Newly Qualified Teachers (NQTs) in the School sector are now given an opportunity to undertake a Master's programme following completion of their PGCE. The aim of Master's level modules is to equip new teachers to enter a professional world of teaching with high level abilities in communication skills and collaborative practice. Typically, holders of Master's level qualifications will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- Continue to advance their knowledge and understanding and to develop new skills to a high level  
(QAA, 2014)

Given that the EWC now registers both compulsory and post-compulsory teachers in Wales, it is prudent that the teacher education in the post-compulsory sector offers qualifications in line with that of the compulsory (schools) sector.

### **Professional Standards/Recognition**

Since Wrexham Glyndŵr University is close to the English border, it is possible that students may find their placement in an English or Welsh educational setting and the team is very conscious of the fact that the student groups are likely to comprise students from both England and Wales, and will ensure that sufficient emphasis is given to both sets of standards while students are on the programme. If students want to work in a Welsh Institution once they have completed and achieved their award they will need to register with the Education Workforce Council (EWC) and if they want to work in an English Institution they will need to register with the Society for Education and Training (SET). The requirements for registration are different and this is outlined in the following sections.

#### **The Education Workforce Council (Wales)**

The EWC regulates education practitioners in Wales in the interests of learners and the general public. They enhance the status of the workforce by promoting high standards of professional conduct and competence and by ensuring these standards are maintained. The standards in Wales are known as the ***Code of Professional Conduct and Practice for Registrants with the Education Workforce Council*** and the ***EWC Registration Rules*** can be found using the link below.

[EWC Code of Professional Conduct](#)

[EWC Registration Rules](#)

It is important that Post-compulsory teacher training students intending to teach in further education institutions in Wales for the first time register with the Council commencing their first year of teaching (including supply work). The registration fee currently is **£45**, payable annually on or before the 1<sup>st</sup> April each year. It is also important for registrants to keep their information up-to-date. If registrants move institution or change their home address etc. they must inform the EWC within a month of the change.

### **The Society for Education and Training (England)**

The Education and Training Foundation (SET) released a set of aspirational standards for teacher in post-compulsory education and training in May 2014. The Professional Standards provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Almost 1,000 sector professionals were involved in the development of the standards to ensure they accurately reflected practitioners' needs.

The 2014 Professional Standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and
- provide a national reference point that organisations can use to support the development of their staff.

#### **Professional Standards for Teachers and Trainers in Education and Training - England**

Membership of the SET enhances an individual's status as a teacher or trainer and provides recognition that an individual is committed to continuous professional development and effective practice. Registering with the SET (England) is more complex than the registering with the EWC (Wales). There are several membership grades that are designed to reflect the diverse nature of the sector. The key criteria for the appropriate grade of membership are the level of professional qualifications gained, together with the extent of teaching or training experience. The grade is automatically selected by the system when the individual registers with the SET and inputs their qualifications and experience.

Membership Grades that relate to the students on the programme include:

#### ***Member (MSET)***

Experienced practitioners within further education (FE) and skills, who hold a minimum of:

- level 5 diploma (Diploma in Teaching in Lifelong Learning Sector, DTLLS) or equivalent, such as a PGCE, Cert. Ed, General Professional Recognition, or
- level 5 DET [Diploma in Education and Training] or
- level 4 stage 3 FE Teacher Qualification.



Members are eligible to work towards QTLS status, according to their qualifications and teaching role. Further details on gaining QTLS can be found by clicking on the link below.

### QTLS (Qualified Teacher Learning and Skills)

#### **Associate (ASET)**

Experienced practitioners within FE and skills, who hold a minimum of:

- level 3/4 certificate (Certificate in Teaching in Lifelong Learning Sector, CTLLS) or equivalent, or
- level 4 stage 1 or 2 FE teaching qualification for full time teachers or
- assessor awards.

#### **SET Affiliate**

This category of membership is open to those new to the profession or who may be working towards a teaching qualification including:

- Level 3/4 award (Preparing to Teach in the Lifelong Learning Sector, PTLLS)
- City and Guilds Certificate or Diploma in Delivering Learning

as well as:

- trainee teachers and others working towards post-16 education and training qualifications
- those in learning support roles.

#### **Cost of Annual Subscription to the SET.**

Subscription rates and payment options for the Society for Education and Training (SET) are listed below. SET's membership year runs from **1 April to 31 March**.

SET also offers members joining after 1 October each year a discounted rate for the remainder of the membership year. Please note that the discounted rates shown cannot be used in conjunction with the concessionary rates also offered by SET (see separate section below).

<b>Member Grade</b>	<b>Subscription Rate</b>	<b>Discounted Rate</b>
Member	£63.00	£42.21
Associate	£63.00	£42.21
Affiliate	£63.00	£42.21

If an individual is undertaking a Full-time or part-time initial teacher training programme there is a current concessionary rate of **£18.50**.

#### **Cost of Gaining QTLS**

The cost of undertaking professional formation leading to QTLS is currently **£485**, which can be paid in two instalments of £100 (non-refundable) and £385.

The professional formation process requires individuals to complete an online workbook in REfLECT+. The time taken to complete this process and achieve QTLS status will be determined by your individual circumstances. For example, level of experience or work commitments. Therefore, SET has taken a flexible approach to professional formation with a number of application windows open each year. More details can be found using the link below.

[Professional Formation \(QTLS\)](#)

## 15 Distinctive features of the programme

The Certificate in Education and the Professional Graduate Certificate in Education have been offered at Wrexham Glyndŵr University and previously NEWI for over thirty years and during its lifetime, has sought to anticipate and reflect the changing requirements of the post-compulsory sector. The recent Education (Wales) Act 2014 and the establishment of the Education Workforce Council (EWC) have seen the General Teaching Council for Wales (GTCW) reconfigured and renamed to become the Education Workforce Council (EWC). The EWC came into being on 1st April 2015. The formation of the EWC in Wales brings together the registration of teachers in both the compulsory (schools) and post-compulsory sectors.

The new Code of Professional Conduct and Practice (Wales) and the Professional Standards for Teachers and Trainers (England) have influenced the design of the proposed Certificate in Education (PcET), the Professional Graduate Certificate in Education (PcET) along with the addition of a Postgraduate Certificate in Education (PcET) to be offered at the University, reflecting the changing requirements and professional enhancement of the teaching workforce in England and Wales. Furthermore students who successfully completed the programme will be eligible to apply for membership of both the EWC in Wales and the SET in England.

The new programme framework outlines an attractive and innovative approach to teacher education that meets the current need for accredited teaching and training qualifications in the diverse post-compulsory sector in England and Wales and the three exit awards proposed reflect this.

The **Certificate in Education (PcET)** is aimed at vocational lecturers who do not hold a degree but hold level three or above qualifications in their vocational discipline.

The **Professional Graduate Certificate (PcET)** is aimed at students who hold a degree and all the modules are studied at level 6.

The **Postgraduate Certificate in Education (PcET)** is aimed at those that hold a First Class or a 2:1 in their degree subject and can therefore study 60 credits at level 7. The offer of three distinct routes is in line with similar programmes offered at other Universities and reflects the move towards Master's study for NQTs in the compulsory (school) sector. Similar routes are offered at:

- Cardiff University
- University of Wolverhampton
- Nottingham Trent University
- Sheffield Hallam University

- University of Greenwich
- Plymouth University

Distinctive features of the programme include:

- A programme of study relevant to the requirements for teachers in the post-compulsory sector in both England and Wales
- An 'Education Innovation Conference' at the end of the programme where students can display their academic posters relating to their innovative practice. This is both an assessment for the *Enhancing Learning through Creative and Innovative Practice* module and an opportunity for students to present and share their work at an educational conference
- The programme includes the use of the VLE (Moodle) which enables student to access lesson notes and resources and additional reading and research to support their studies
- A teaching team that are all engaged in research that informs their practice and enhances the student experience

## 16 Programme structure narrative

The proposed programme will have three distinct routes that accommodate the diversity in learners and sector requirements, and will consist of the following routes:

**Certificate in Education (PcET)** (60 credits at level 4 and 60 credits at level 5)

**Professional Graduate Certificate in Education (PcET)** (120 credits at level 6)

**Postgraduate Certificate in Education (PcET)** (60 credits at level 6 and 60 credits at level 7)

All routes are generic in curricula content and provide teacher education and training for a range of subjects within the sector.

In order not to disadvantage students entering the Professional Graduate of Education (PcET) programme with a 2:2, who may wish to undertake 60 credits at level 7, a progress meeting will be held with the student's personal tutor on completion of the first three modules (60 credits at level 6). This will be at the start of Semester two for the full-time students and at the end of year 1 for the part-time students.

Students will have the opportunity to discuss their progress at this meeting following completion of the first three modules at level 6 and providing they can demonstrate the ability to write at Master's level, through the rubrics and feedback from the level 6 modules, i.e. the rubrics should be recording a good pass with some areas that are in the excellent pass column. For part time Professional Graduate of Education (PcET) students, the marks for all three Level Six modules will be submitted to the end of year Assessment Board, and if students achieve a Good or Excellent Pass in all three modules will be permitted to transfer to the Postgraduate Certificate of Education (PcET) and to study the remaining three Level Seven modules in their second year.

For full time Professional Graduate of Education (PcET) students, it will not be feasible for marks of all three of the Level Six modules to be submitted to the Jan/Feb Assessment Board as there will be insufficient time to mark the final assessment,

although two of the three modules will be marked and submitted to that Assessment Board. However, since the delivery of both level 6 and 7 is the same but the assessment is differentiated, then students will start the module together and a decision will be made before final hand in of the module. That way the decision will be based on the two modules presented at the Jan/Feb Assessment Board and the marking of the third module. The same stipulation around achieving a Good or Excellent Pass is also in place for full time students.

Once the meeting with the personal tutors has taken place and the module results considered, a brief report will be sent to the programme leader (cc'd to the student) who will approve the transfer providing the evidence is appropriate and feedback to the student (cc'd to the personal tutor) within one week of the initial meeting.

Each case will be discussed with the student, their personal tutor and the programme leader on an individual basis. If the transfer is approved the programme leader will contact SDS to transfer the student on SITS.

Students who initially enrol for the Professional Graduate Certificate in Education (PcET) and subsequently transfer to the Postgraduate Certificate in Education (PcET) in semester 2 following a meeting with their personal tutor and the programme leader (outlined above) will be advised that should their work not meet level 7 in Semester 2 (full-time students) or year 2 (part-time students) it will be referred and they will have an opportunity to resubmit at level 7.

### **Full Time Route**

The delivery model for the full time (1 year) route comprising of the Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) will be two days 'taught delivery' throughout the academic year, which will include a range of teaching and learning methodologies highlighted within the module specifications. In addition to the two days, students will be at their work-based placement initially shadowing experienced teachers until they are sufficiently confident and competent to engage in teaching unaided. Students will need evidence that they have completed 100 hours of independent teaching across the duration of the one year programme (Sept – Jun). Students will complete 120 credits at level 6 for the Professional Graduate Certificate in Education (PcET) and 60 credits at level 6 and 60 credits at level 7 for the Postgraduate Certificate in Education (PcET).

Semester one programme modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience. The aim of semester two modules is to extend teaching practices through creative and innovative practice. The Contemporary Issues in PcET module (optional) enables the development of individual, specific areas of interest that student would like to develop and the ALN and Inclusive Practice module (optional) enables students to focus on supporting additional learning needs as this is becoming more of a requirement in post-compulsory education and training as a result of the widening participation agenda. A key underpinning component to both semesters is the reflective practice modules which are designed to support the students to reflect critically on their practice through observations of their practice while in placement

### **Part-time Route**

The delivery model for the part-time option, comprising of all three routes, is over two years. Students attend one day per week for two years and will complete three 20 credit modules in year 1 and three 20 credit modules in year 2.

The year one modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience. The aim of the year two modules is to extend teaching practices through creative and innovative practice. The Contemporary Issues in PcET module (optional) enables the development of individual, specific areas of interest that student would like to develop and the ALN and Inclusive Practice module (optional) enables students to focus on supporting additional learning needs as this is becoming more of a requirement in post-compulsory education and training as a result of the widening participation agenda. A key underpinning component to both years is the reflective practice modules which are designed to support the students to reflect critically on their practice through observations of their practice while in placement

A requirement of both the full-time and the part-time programmes is that the student engages with an experienced teacher or mentor who is able to support them in the signature pedagogies of teaching their own specialism. In addition all students will have a personal tutor and will be required to attend at least two personal tutorials (Jan and April) in order to review academic progress and professional progress in placement (teaching).

## 17 Programme structure diagram

<b>Certificate in Education (PcET)</b>						
	Module Title	Module Code	New/Existing	Credit Value	Core/Opt	Module Leader
Year 1 (Part-time)	The Reflective Practitioner (L4)	EDS412	New	20	Core	Sam Emmett
	Preparing to Teach in Post-compulsory Education and Training (L4)	EDS410	New	20	Core	Jo Williams
	Connecting Theories of Learning, Teaching and Assessment (L4)	EDS411	New	20	Core	Sam Emmett
Year 2 (Part-time)	Enhancing Learning through Creative and Innovative Practice (L5)	EDS506	New	20	Core	Sam Emmett
	The Reflective Professional (L5)	EDS507	New	20	Core	Kelly Smith
	Contemporary Issues in PcET (L5)	EDS509	New	20	Opt	Sam Emmett
	ALN and Inclusive Practice (L5)	EDS508	New	20	Opt	Jo Williams

<b>Professional Graduate Certificate in Education (PcET)</b>						
	Module Title	Module Code	New/Existing	Credit Value	Core/Opt	Module Leader
Full-time Sem 1	The Reflective Practitioner (L6)	EDS611	New	20	Core	Sam Emmett
	Preparing to Teach in Post-compulsory Education and Training (L6)	EDS609	New	20	Core	Jo Williams
	Connecting Theories of Learning, Teaching and Assessment (L6)	EDS610	New	20	Core	Sam Emmett
Full-time Sem 2	Enhancing Learning through Creative and Innovative Practice (L6)	EDS612	New	20	Core	Sam Emmett
	The Reflective Professional (L6)	EDS613	New	20	Core	Kelly Smith
	Contemporary Issues in PcET (L6)	EDS615	New	20	Opt	Sam Emmett
	ALN and Inclusive Practice (L6)	EDS614	New	20	Opt	Jo Williams

		<b>Postgraduate Certificate in Education (PcET)</b>					
		Module Title	Module Code	New/Existing	Credit Value	Core/Opt	Module Leader
Full-time Sem 1	Year 1 (Part-time)	The Reflective Practitioner (L6)	EDS611	New	20	Core	Sam Emmett
		Preparing to Teach in Post-compulsory Education and Training (L6)	EDS609	New	20	Core	Jo Williams
		Connecting Theories of Learning, Teaching and Assessment (L6)	EDS610	New	20	Core	Kelly Smith
Full-time Sem 2	Year 2 (Part-time)	Enhancing Learning through Creative and Innovative Practice (L7)	EDS738	New	20	Core	Sue Horder
		The Reflective Professional (L7)	EDS739	New	20	Core	Sue Horder
		Contemporary Issues in PcET (L7)	EDS741	New	20	Opt	Sue Horder
		ALN and Inclusive Practice (L7)	EDS740	New	20	Opt	Sue Horder

<b>Full-time delivery schedule 2016/17 Semester 1</b>			
Academic weeks	Module	Tutor	Assessment
Week 10 –16 26/09/16 – 07/11/16 (Mondays and Fridays)	Preparing to Teach in Post-compulsory Education and Training (L6)	Jo Williams	Hand in week 20
Week 17 – 21 14/11/16 – 21/12/16 (Mondays and Fridays)	The Reflective Practitioner (L6)	Sam Emmett	Hand in week 27
Week 24– 28 02/01/17 – 30/01/17 (Mondays and Fridays)	Connecting Theories of Learning, Teaching and Assessment (L6)	Kelly Smith	Hand in week 33

<b>Full-time delivery schedule 2016/17 Semester 2</b>			
Academic weeks	Module	Tutor	Assessment
Week 29–33 06/02/16 – 06/03/17 (Mondays and Fridays all day)	Contemporary Issues in PcET (L6 & L7) OR ALN and Inclusive Practice (L6 & L7)	Sue Horder	Hand in week 37
Week 34 – 40 13/03/17 – 24/04/17 (Mondays and Fridays all day)	The Reflective Professional (L6 & L7)	Sue Horder	Hand in week 44



Week 41– 45 01/05/17 – 29/05/17 (Mondays and Fridays all day)	Enhancing Learning through Creative and Innovative Practice (L6 & L7)	Sue Horder	Hand In week 47
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<b>Part-time delivery schedule 2016/17</b> <b>Year 1</b>			
Academic weeks	Module	Tutor	Assessment
Week 10 –21 26/09/16 – 21/12/16 (Thursday)	Preparing to Teach in Post-compulsory Education and Training (L6)	Jo Williams	Hand in week 25
Week 24 - 33 02/01/17 – 06/03/17 (Thursday)	The Reflective Practitioner (L6)	Sam Emmett	Hand in week 45
Week 34 - 45 13/03/17 – 29/05/17 (Thursday)	Connecting Theories of Learning, Teaching and Assessment (L6)	Kelly Smith	Hand in week 47

<b>Part-time delivery schedule 2017/18</b> <b>Year 2</b>			
Academic weeks	Module	Tutor	Assessment
Week 10 –21 (2017) (Thursday)	Contemporary Issues in PcET (L6 & L7) OR ALN and Inclusive Practice (L6 & L7)	Sue Horder	Hand in Week 25

Week 24 - 33 (2018) (Thursday)	The Reflective Professional (L6 & L7)	Sue Horder	Hand in week 45
Week 34 - 45 (2018) 02/01/17 – 29/05/17 (Thursday)	Enhancing Learning through Creative and Innovative Practice (L6 & L7)	Sue Horder	Hand in week 47

## 18 Intended learning outcomes of the programme

Knowledge and understanding					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
A1	Evidence knowledge of basic models and theories of education, underpinned by appropriate sources of references	Evidence knowledge and understanding of educational models and theories underpinned by current literature	Evidence a conceptual understanding of educational models and theories underpinned by current literature and research	Evidence a conceptual understanding of educational models and theories underpinned by current literature and research	Evidence a comprehensive understanding of educational models and theories underpinned by advanced scholarship
A2	Maintain and update knowledge of your subject and/or vocational area	Develop and update knowledge of your subject and/or vocational area	Enhance and update knowledge of your subject and/or vocational area	Enhance and update knowledge of your subject and/or vocational area	Advance and update knowledge of your subject and/or vocational area
A3	Review practice with others and assess its impact on learning	Analyse practice with others and assess its impact on learning	Critically analyse practice with others and assess its impact on learning	Critically analyse practice with others and assess its impact on learning	Critically evaluate practice with others and assess its impact on learning
A4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically evaluate appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

Intellectual skills					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
B1	Reflect on what works best in your teaching and learning to meet the diverse needs of learners	Reflect critically, on what works best in your teaching and learning to meet the diverse needs of learners	Evaluate on what works best in your teaching and learning to meet the diverse needs of learners	Evaluate on what works best in your teaching and learning to meet the diverse needs of learners	Evaluate critically, on what works best in your teaching and learning to meet the diverse needs of learners

<b>Intellectual skills</b>					
	<b>Certificate in Education (PcET)</b>		<b>Professional Graduate Certificate in Education (PcET)</b>	<b>Postgraduate Certificate in Education (PcET)</b>	
	Level 4	Level 5	Level 6	Level 6	Level 7
B2	Demonstrate knowledge of the underlying concepts and principles associated with learning, teaching and assessment.	Demonstrate knowledge and critical understanding of the well-established principles associated with learning, teaching and assessment	Demonstrate a systematic understanding of key aspects of learning, teaching and assessment	Demonstrate a systematic understanding of key aspects of learning, teaching and assessment	Demonstrate a systematic understanding of knowledge, and a critical awareness of new insights associated with learning, teaching and assessment
B3	Communicate the results of study/work accurately and reliably, and with structured and coherent arguments	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
B4	Review practice in line with professional standards for teachers in PcET	Reflect on practice in line with professional standards for teachers in PcET	Critically reflect on practice in line with professional standards for teachers in PcET	Critically reflect on practice in line with professional standards for teachers in PcET	Critically evaluate practice in line with professional standards for teachers in PcET

<b>Subject skills</b>					
	<b>Certificate in Education (PcET)</b>		<b>Professional Graduate Certificate in Education (PcET)</b>	<b>Postgraduate Certificate in Education (PcET)</b>	
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6</b>	<b>Level 7</b>
<b>C1</b>	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and review theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and analyse theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and analyse theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and evaluate theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
<b>C2</b>	Be creative and innovative in selecting and adapting strategies to help learners to learn and review their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and reflect on their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically analyse their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically analyse their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically evaluate their effectiveness
<b>C3</b>	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Apply and review appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Apply and analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Apply and analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Apply and evaluate appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
<b>C4</b>	Review the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Reflect on the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Analyse the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Analyse the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Evaluate the mathematics and English needs of learners and work creatively to overcome individual barriers to learning

<b>Practical, professional and employability skills</b>					
	<b>Certificate in Education (PcET)</b>		<b>Professional Graduate Certificate in Education (PcET)</b>	<b>Postgraduate Certificate in Education (PcET)</b>	
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6</b>	<b>Level 7</b>
<b>D1</b>	Maintain an up-to-date knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and review knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and analyse knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and analyse knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain evaluate knowledge of relevant guidelines and educational developments in their particular role, and learning in general
<b>D2</b>	Review and challenge your practice, values and beliefs	Reflect and challenge your practice, values and belief	Analyse and challenge your practice, values and belief	Analyse and challenge your practice, values and belief	Evaluate and challenge your practice, values and belief
<b>D3</b>	Contribute to organisational development and quality improvement through collaboration with others	Contribute to organisational development and quality improvement through reflective collaboration with others	Contribute to organisational development and quality improvement through critically reflective collaboration with others	Contribute to organisational development and quality improvement through critically reflective collaboration with others	Contribute to organisational development and quality improvement through critical evaluation and collaboration with others
<b>D4</b>	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion

## 19 Curriculum matrix

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	Preparing to Teach in Post-compulsory Education and Training (L4)	Core	■	■	□	■	■	■	■	□	■	□	□	□	□	■	□	■
	Connecting Theories of Learning, teaching and Assessment (L4)	Core	■	■	□	□	■	■	■	□	■	□	■	■	■	■	□	■
	The Reflective Practitioner (L4)	Core	■	□	■	■	■	□	□	■	■	□	■	□	□	■	■	□
Level 5	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
	Enhancing Learning through Creative and Innovative Practice (L5)	Core	■	□	■	□	■	□	■	□	■	■	■	□	■	□	■	□
	The Reflective Professional (L5)	Core	■	■	■	■	■	□	□	■	■	■	■	□	■	□	■	□
	ALN and Inclusive Practice (L5)	Option	□	□	□	□	■	□	■	■	□	□	□	■	□	■	□	■
	Contemporary Issues in PcET (L5)	Option	□	■	□	□	□	□	■	□	□	□	□	■	■	□	■	■
Level 6	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
	Preparing to Teach in Post-compulsory Education and Training (L6)	Core	■	■	□	■	■	■	■	□	■	□	□	□	□	■	□	■
	Connecting Theories of Learning, teaching and Assessment (L6)	Core	■	■	□	□	■	■	■	□	■	□	■	■	■	■	□	■
	The Reflective Practitioner (L6)	Core	■	□	■	■	■	□	□	■	■	□	■	□	□	■	■	□
Level	Enhancing Learning through Creative and Innovative Practice (L6)	Core	■	□	■	□	■	□	■	□	■	■	■	□	■	□	■	□

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	The Reflective Professional (L6)	Core	■	■	■	■	■	□	□	■	■	■	■	□	■	□	■	□
	ALN and Inclusive Practice (L6)	Option	□	□	□	□	■	□	■	■	□	□	□	■	□	■	□	■
	Contemporary Issues in PcET (L6)	Option	□	■	□	□	□	□	■	□	□	□	□	■	■	□	■	■
Level 7	Enhancing Learning through Creative and Innovative Practice (L7)	Core	■	□	■	□	■	■	■	□	■	■	■	□	■	□	■	□
	The Reflective Professional (L7)	Core	■	■	■	■	■	■	□	■	■	■	■	□	■	□	■	□
	ALN and Inclusive Practice (L7)	Option	□	□	□	□	■	□	■	■	□	□	□	■	□	■	□	■
	Contemporary Issues in PcET (L7)	Option	□	■	□	□	□	□	■	□	□	□	□	■	■	□	■	■



## 20 Learning and teaching strategy

The overall aim of the learning and teaching strategy is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

Whilst a range of teaching strategies are adopted on the programme, including seminars, workshops, group work, direct study, VLE forums and many others, a key feature of the programme is the discussion of these methods and approaches in relation to supporting student learning effectively. The range of methods (pedagogies) adopted on the programme is designed to model best practice in teaching, learning and assessment within a post-compulsory context. As a result participants have the opportunity to experience a range of methods and approaches that support learning as a student and then have the opportunity to evaluate the potential to incorporate and develop similar (if appropriate) methods in their own teaching practice. This supports the notion of theory in action and gives the programme a unique feel and flavour in terms of facilitating development of professional practice for new teachers in the sector.

The predominant approach follows a social constructivist framework which is derived from cognitive constructivism. This approach emphasises the collaborative nature of learning and sees knowledge as actively constructed by the learners in response to interactions with the subject and content being taught.

In addition students have to complete 100 hours of teaching practice across the duration of the programme and observations of their teaching practice are carried out by experienced teachers/mentors in the placement organisation and by tutors on the programme as outlined in the work based/placement learning statement in the next section. This enables students to put into practice the theories and models that support effective learning in the classroom. Furthermore the opportunity for constructive and developmental practice as a result of the observations supports their continuing professional development towards meeting the programme and module learning outcomes.

The programme team aim to model good practice through the use of a variety of approaches to learning, teaching and assessment that involves lectures, seminars, active learning, simulation, workshops. Collaborative groups, self-directed study and wider reading. Students have a personal tutor and regular tutorials support individual students and support individual needs.

The use of the Moodle VLE is a particular strength of this programme with PowerPoint presentations, lesson plans, video clips and additional reading and links to further areas that can support learning. Module handbooks detail and outline the module and include a week by week Scheme of Learning (SoL) and assessment hand-in dates. Assignment briefs are included to scaffold learning.

## 21 Work based/placement learning statement

A compulsory element of the programmes is the work based element or teaching practice which is assessed through The Reflective Practitioner and The Reflective

Professional modules respectively, which include assessments of students teaching through observation of their practice in the classroom.

Students are expected to complete 100 hours of teaching practice in an appropriate post-compulsory education and training setting and formal observations of teaching practice are carried out to support students' critical reflection of the development of their practice.

Students are responsible for securing their own placements, but guidance is given at an early stage in the recruitment process. Students are expected to have placements confirmed before the programme starts at the end of September. Information sessions are held through the summer at Glyndŵr University and a Placement Handbook is provided to assist students in finding appropriate teaching placements. Once teaching placements are secured and been approved by the PGCE programme team, the Placement Learning Unit (PLU) within Education will co-ordinate the placements in terms of recording all details and ensuring that appropriate handbooks are provided to the setting and mentors. The PLU is very experienced in this as the Unit had managed all of the QTS placements in the past, and managed all placements on current provision within Education and Childhood Studies programmes.

Mentors will be offered appropriate training in order to support the students during their teaching placement and it is anticipated that mentors will be experienced teachers in the post-compulsory sector and hold a PGCE/Cert Ed (PcET) themselves, so that they can in turn support the students' understanding and reflective evaluation of their practice against the appropriate professional standards. A mentor handbook is available to support mentors and CPD and training is also offered. The current programme leader has a research background in mentoring in post-compulsory education and training.

The suitability of mentors has always been a subjective issue and the support given to student teachers in their placements can be varied. This is noted in feedback from students. However, expectations of what is expected of mentors from a student perspective can also vary and the programme team aim to ensure that students have a clear understanding of the role of the mentor and their own responsibilities [student teacher] as part of the mentoring relationship. This is also covered in the Mentor Handbook. The PLU will have a role in monitoring the placement and therefore problems should be identified at an early stage with the programme team intervening where necessary. It is also anticipated that placements will be discussed in the progress tutorials held with students which again could enable the programme team to intervene if appropriate. The team also intends to instigate post-placement evaluations with both student and mentor for the purpose of evaluating the quality of the experience from both perspectives [student and mentor]. Furthermore this will enable the programme team to work on securing the quality of future teaching placements.

In terms of ensuring mentors are suitable, this is a challenge since the University is currently unable to offer payments to placement settings, however support and training is available to mentors. The team is confident that these strengthened mechanisms will address previously experienced issues.

**Full-time** students are required to find their own teaching placement and the programme team will work with them to try and find an appropriate placement. The conditional offer of a place on the full-time programme includes the requirement of a suitable teaching placement. The programme team have links with FE colleges in North

Wales, Cheshire and Shropshire as well as other adult training providers. If students are unable to find a suitable teaching placement they will be unable to start the programme and may have to defer their place until the following year.

Full-time students will be observed six times over the course of the programme:

3 tutor observations (Glyndŵr tutor)

One before Christmas Vacation

One before Spring Break

One before the end of the programme

3 mentor observations (placement mentor)

One before Christmas Vacation

One before Spring Break

One before the end of the programme

**Part-time** students are already working in the sector in most cases and therefore already have their teaching practice. However if they are not currently working in a post-compulsory education and training setting, the team will work with them to try and find an appropriate placement. The conditional offer of a place on the part-time programme includes the requirement of a suitable placement. If students are unable to find a suitable teaching placement they will be unable to start the programme and may have to defer their place until the following year.

Part-time students will be observed four times each year:

2 tutor observations (Glyndŵr tutor)

One before Christmas Vacation

One before the end of the programme

2 mentor observations (placement mentor)

One before Christmas Vacation

One before the end of the programme

Previously the full-time students had eight observations of their teaching practice (4 x tutor observations and 4 x mentor observations). This has always been a struggle for the students to schedule with tutors and mentors over 6-7 months of the programme (students are likely to have their first observation from November onwards and therefore it is suggested that six observations, as outlined earlier, over the duration of the programme (100 hours of teaching) is more realistic

The part-time students are expected to complete 100 hours over two years of study so are likely to complete 50 hours each year. It is more realistic to observe them four times (2 x tutor and 2 x mentor observations) over the period of each year.

The observations and subsequent evaluations of feedback from the tutor/mentor observations are assessed through the following modules:

The Reflective Practitioner (L4 and L6)

The Reflective Professional (L5, L6 and L7)

Mentors are allocated by the placement organisation. This is always challenging since we do not pay placements for taking student teachers and as a result we cannot insist that mentors attend any training. Advice and guidance is offered through a Placement

Handbook. If a mentor is unable to observe a student this can be done by another experienced teacher in the placement organisation. It is anticipated that an-online mentor training module could be developed for delivery through the Moodle VLE, although there are issues with access for mentors outside of Glyndŵr University that needs to be addressed. The work placements team within the education department will monitor and ensure that teaching placements are in an appropriate setting. Students are also required to have an up to date DBS in place before they start their placement.

## 22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

## 23 Assessment strategy

Work for each module will be summatively assessed against given criteria in the module specification and will be graded pass / refer (in the case of below standard work). The criteria and their attendant grade descriptions for the summative (final) module assessment will be shared with students. This information will be included, in a rubric assessment format within the module handbook available on the Moodle VLE. All assignments will be uploaded electronically via the Moodle VLE and feedback will also be uploaded to Moodle.

Students will also be given the opportunity to have one draft of their work reviewed by the teaching staff before final submission. Students will be given a final hand-in date for the draft which is required to be submitted electronically via Moodle where a Turnitin drop-box specifically for students to submit a draft of their work will clearly be marked as a **'draft submission'**. This will only allow one upload. The draft will be reviewed by the module tutor and feedback given on how the work might be improved. A mark will not be given at this stage. Students will only have an opportunity for one draft (for each module) to be reviewed. Depending on the number of students e.g. if a large cohort (over 30) then it may only be the first two or three pages of the draft that is reviewed. This will be made clear to the students at induction, once the number in each cohort is known. If a student misses the date for a 'draft submission' then they will only be able to upload a 'final submission' to Moodle. As all assignments have to be uploaded electronically for this programme, both the 'draft submission' and the 'final submission' hand-in dates can be specified in Moodle and the submission point (drop box) will close after the final hand-in date and time. The Summative (final) module assignment section for upload on Moodle will be clearly identified as **'final submission'** and no further opportunities are available to students prior to grading. An individual student's provisional mark and feedback will be uploaded on to the Moodle VLE within three weeks of the formal 'final submission' date.

The criteria for each assessment will be derived directly from the learning outcomes for each module. The assessments will be aligned with the programme outcomes and with the authentic work requirements of a teacher within post-compulsory and education and training. The assessments will be supported by directed study tasks given to the students, during the module delivery.

The weighting of assessment is on the practical and evaluative nature of teaching, together with initial assessment and continued ipsitive referencing demonstrating personal and professional development. All of the assessments are integral to the development of the teacher as a professional and progressive in the sense that when

accumulated the candidate is able to identify, evaluate and relate the journey taken to meeting the professional standards for teachers in post-compulsory education and training.

Assessment of the professional standards is evidenced through formal teaching observations found in the two reflective practice modules:

The Reflective Practitioner (L4 and L6)

The Reflective Professional (L5, L6 and L7)

Differentiation between the three routes; Certificate in Education (PcET), Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) is defined by the learning outcomes outlined in each module specification.

Students who initially enrol for the Professional Graduate Certificate in Education (PcET) but subsequently transfer to the Postgraduate Certificate in Education in semester 2 following a meeting with their personal tutor and the programme leader (outlined in section 16 programme Structure Narrative) will be advised that should their work not meet level 7 in Semester 2 (full-time students) or year 2 (part-time students) it will be referred and they will have an opportunity to resubmit (at level 7).

<b>Full-time Cohort</b>			
<b>Module title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
Preparing to Teach in Post-compulsory Education and Training (L6)	75% Simulation 25% Reflective Practice	3000 words 1000 words	Week 20 Semester 1
Connecting Theories of learning, Teaching and Assessment (L6)	100% Essay	4000 words	Week 33 Semester 1
The Reflective Practitioner (L6)	40% Learning log/journal 60% Reflective Practice	1600 words 2400 words	Week 27 Semester 2
Enhancing Learning through Creative and Innovative Practice (L6) and (L7)	25% Literature review 75% Academic poster presentation	1000 words 3000 words	Week 47 Semester 2
The Reflective Professional (L6) and (L7)	50% Essay 50% Reflective Practice	2000 words 2000 words	Week 44 Semester 2
ALN and Inclusive Learning (L6) and (L7) <b>(optional)</b>	100% Report	4000 words	Week 37 Semester 2
Contemporary Issues in PcET (L6) and (L7) <b>(optional)</b>	100% Report	4000 words	Week 37 Semester 2
<b>Part-time Cohort Year 1</b>			
<b>Module title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
Preparing to Teach in Post-compulsory Education and Training (L4) and (L6)	75% Simulation 25% Reflective Practice	3000 words 1000 words	Week 26 Semester 1

Connecting Theories of learning, Teaching and Assessment (L4) and (L6)	100% Essay	4000 words	Week 40 Semester 2
The Reflective Practitioner (L4) and (L6)	40% Learning log/journal 60% Reflective Practice	1600 words 2400 words	Week 45 Semester 2
<b>Part-time Cohort Year 2</b>			
Enhancing Learning through Creative and Innovative Practice (L5), (L6) and (L7)	25% Literature review 75% Academic poster presentation	1000 words 3000 words	Week 47 Semester 2
The Reflective Professional (L5), (L6) and (L7)	50% Essay 50% Reflective Practice	2000 words 2000 words	Week 45 Semester 2
ALN and Inclusive Learning (L5), (L6) and (L7) <b>(optional)</b>	100% Report	4000 words	Week 25 Semester 1
Contemporary Issues in PcET (L5), (L6) and (L7) <b>(optional)</b>	100% Report	4000 words	Week 25 Semester 1

## 24 Assessment regulations

### Derogations

In line with the academic regulations for these programmes, all elements of the module must be passed in order to achieve a pass in the module

### Non-credit bearing assessment

Students have to complete 100 hours of teaching practice over the duration of the programme. In addition, as a result of being a professional programme, students are required to attend at least 80% of the taught sessions. Attendance will be monitored through the use of electronic registers, in-line with University policy. The programme team also intend to use the register function on the Moodle VLE as this indicates to the student their level of attendance when they log on to Moodle.

If a student is not attending their course of study on a regular basis i.e. they miss three lectures in a row, or fall below the 80% attendance requirement, they will be contacted by a member of staff who will discuss their non-attendance with them. If a member of staff is unable to contact the student then a formal letter will be sent out from the Student Programmes Centre (SPC). If the student does not contact the University then the student may be withdrawn from the programme.

### Borderline classifications (for undergraduate programmes only)

N/A

### Restrictions for trailing modules (for taught masters programmes only)

N/A

## 25 Programme Management

### Programme leader

Sue Horder

### Programme team

Sam Emmett



Jo Williams  
Kelly Smith

### Quality management

The programme complies with the policies and procedures laid down for the validation and quality assurance of programmes by Wrexham Glyndŵr University. In addition the programme team is cognisant of the UK Quality Code for Higher Education. They are also conversant with the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, which have also been considered during programme design.

After each module has been marked a number of assessments will be second marked and moderated by other members of the Programme Team prior to feedback being given to the students (via Moodle). The Franchise Partner will also follow the same procedure internally and feedback to the programme leader to ensure the same process is being followed. In addition two cross-moderation events will be held between Glyndŵr University and Coleg Cambria in February and May to ensure consistency in second marking and moderation is maintained across the partnership. Assessments that are considered to be borderline or outstanding are second marked and moderated at the two cross-moderation events. The Assessment and Award board meets in July and September each year to consider the assessment results and gain feedback from External Examiners on the progress and development of the programme.

Both full and part-time students have the opportunity to contribute to the evaluation of their programme through electronic student evaluation of module (SEM) questionnaires on Moodle and also through representation at staff student consultative meetings (SSCC) which are held one each semester and chaired by an academic independent of the PGCE/Cert Ed. Student representatives are from both the part-time and the full-time cohorts. Feedback from students via the SEMS and the SSCC are considered by the programme team at monthly team meetings (which include Coleg Cambria) and responses and actions are fed back (in writing) through the student representatives in a timely manner. Tutors are also expected to evaluate a module once delivery has been completed and these evaluations are also discussed at the monthly team meetings, in order to improve the overall quality of the programme including curricula content, delivery, assessment and feedback.

The use of formal and informal student feedback is incorporated into the Annual Monitoring Report (AMR) processes and is addressed through the University's internal review processes. Student representatives from all cohorts of the programme are invited to share their perceptions regularly throughout the programme.

Regular meetings with our partner; Coleg Cambria serve to address the action points within the AMR and identify further Cert Ed/ PGCE developments.

### Research and scholarship activity

*Guidance - For bachelor degrees, please also include the details confirming how borderline classifications will be managed (refer question 13 on proposal checklist).*

*The programme management section should be no longer than two sides of A4.*

The programme team at Glyndŵr University are engaged in scholarship and research activity that underpins the development of curricula. Sue Horder is currently engaged in a Professional Doctorate Programme in Education and has a track record of

presenting research at Education Conferences and has also published in peer reviewed Journals.

Kelly Smith, Jo Williams and Sam Emmett are all currently undertaking a Master's in Education.

## 26 Learning support

### Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Guild

The programme entails a variety of teaching and learning approaches as befits good practice, which the programme team seeks to emulate in training teachers. The aim is to develop reflective practitioners who are constantly challenging themselves to think about the processes involved in effective learning and teaching. To enable students to achieve this, a range of support mechanisms are offered to students.

All students have an entitlement of at least one tutorial with a personal tutor for each semester. In addition, following observed teaching, the tutors will meet with students to review progress and to establish targets for enhancement of practice. Actions Plans are a feature of the provision, which encourages reflection and dialogue in reviewing and planning future activity.

The induction process provided at Glyndŵr University involves an initial assessment of need which is reviewed at regular intervals throughout the programme. All students are able to use the library and support facilities available at the University. Induction to the library and other information services i.e. the Moodle VLE are made available to students at the start of the programme.

Mentoring is a key component within the teacher education programme and tutors are identified at the outset with students encouraged to work with their mentors to support their development. Opportunities for CPD and training are offered to mentors along with a mentor handbook.

The Moodle VLE is intended to enhance communication between students and tutors, which is particularly important for all students when undertaking teaching placements. Personal tutorials can be booked through the Moodle VLE.

Additional support is offered to participants with additional needs arising from disability and/or special learning difficulties. Where appropriate, specialist support is made



available by staff within the Student Support Service. Access to study skills provision is provided and the programme team along with specialists drawn from the library and information centres offer appropriate support when required.

### **School support for students**

Students have regular meeting with module tutors and personal tutors throughout the programme as outlined above.

### **Programme specific support for students**

Programme specific resources include access to a wide range of educational journals and eBooks (Athens) and hard copy textbooks in the library.

## **27 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.

### **PART THREE MODULE SPECIFICATION PROFORMA**

The following proforma is for reference only. Please use the individual module specification templates to be found by clicking here <https://glynfo.Glyndŵr.ac.uk/course/view.php?id=132>  
>Forms & Guides > Module specification proforma

## **Certificate in Education (PcET) Module Specifications**

<b>Module Title:</b>	Preparing to Teach in Post-compulsory Education and Training (L4)	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS410	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X150
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Jo Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

### Module Aims

To demonstrate knowledge of the underlying concepts and principles associated with planning for learning, teaching and assessment  
To employ and analyse a range of specific skills and knowledge needed to teach within own context  
To provide the opportunity for a shared learning experience  
To encourage reflection on own practice and develop lines of argument and make sound judgements in accordance with basic theories and concepts associated with learning, teaching and assessment  
To enable participants to select and review appropriate teaching, learning and assessment strategies

### Intended Learning Outcomes

1. Plan and deliver a 30 minute teaching session that meets the needs of individuals and small groups
2. Plan and use appropriate assessment strategies
3. Develop appropriate resources to support teaching and learning
4. Reflect on the practical skills required for managing the learning, teaching and assessment process
5. Analyse appropriate learning, teaching and assessment strategies in relation to subject specific teaching practices, through the observation of an experienced teacher in own subject discipline

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Plan and deliver a 30 minute teaching session that meets the needs of individuals and small groups	KS1	KS4
		KS5	KS6
		KS9	KS10
2	Plan and use appropriate assessment strategies	KS4	KS5
		KS6	KS10

3	Design appropriate resources to support teaching and learning	KS1	KS3
		KS4	
4	Reflect on the skills required for managing the learning, teaching and assessment process	KS1	KS3
		KS4	KS5
		KS6	
5	Analyse appropriate learning, teaching and assessment strategies in relation to subject specific teaching practices, through the observation of an experienced teacher in own subject discipline	KS1	KS2
		KS3	KS6
		KS8	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Identify and share good practice in learning and teaching</li><li>• Recognise own strengths and weaknesses to facilitate personal and professional development</li><li>• Develop planning, organisational and study skills</li><li>• Communicate effectively in an appropriate format</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** students will plan and deliver a 30 minute microteach on a subject of their own choice to their peers. Following the microteach students will reflect on the feedback from their tutor and peers and evaluate what they have learned from the experience about effectively supporting student learning.

**Assessment Two:** Students will observe their mentor or experienced tutor in their subject discipline and reflect on what they have learned as a result of the observation. Students will evaluate how this has supported their professional development.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Simulation	75%		3000
2	5	Reflective Practice	25%		1000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching.

#### **Syllabus outline:**

- Lesson planning
- Writing learning outcomes
- Selection and preparation of resources to support learning
- Learning and teaching strategies
- Experiential learning
- Managing groups
- Differentiation and inclusivity
- Assessment of learning
- Reflective practice

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Avis, J, Fisher, R. and Thompson, R. (2015). <i>Teaching in Lifelong Learning. A Guide to Theory and Practice</i>. 2<sup>nd</sup> Edition. Maidenhead: Open University Press.</p> <p>Curzon, L.B. and Tummons, J (2013). <i>Teaching in Further Education: An Outline of Principles and Practice</i>. 7<sup>th</sup> Edition. London: Bloomsbury.</p> <p>Gravells, A. (2011). <i>Principles and Practice of Assessment in the Lifelong Learning Sector</i>. 2<sup>nd</sup> Edition. Exeter: Learning Matters</p> <p>Scales, P. (2013). <i>Teaching in the Lifelong Learning Sector</i>. 2<sup>nd</sup> Edition. Maidenhead: Open University Press.</p>
<b>Other indicative reading</b>
<p><a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a></p> <p><a href="http://geoffpetty.com/">http://geoffpetty.com/</a></p> <p>Journal of Further and Higher Education</p> <p>Research in Post-compulsory Education</p>



<b>Module Title:</b>	Connecting Theories of Learning, Teaching and Assessment (L4)	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS411	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	130 hrs
Placement	10 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

Module Aims
<p>Explain key aspects of learning, teaching and assessment through engagement with key research and literature within own context and subject discipline.</p> <p>Make connections between appropriate theory to practice through academic enquiry in own discipline.</p> <p>Review, consolidate, extend and apply knowledge through the development of the curriculum</p>

Intended Learning Outcomes			
<ol style="list-style-type: none"> <li>1. Apply relevant theoretical concepts to programme design that promotes effective student learning</li> <li>2. Reflect on the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to include appropriate elements of the core curriculum and employability skills</li> <li>3. Evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies</li> <li>4. Evaluate learning theories to inform the creation of resource materials to support student learning</li> </ol>			
<p>Key skills for employability</p> <p>KS1      Written, oral and media communication skills</p> <p>KS2      Leadership, team working and networking skills</p> <p>KS3      Opportunity, creativity and problem solving skills</p> <p>KS4      Information technology skills and digital literacy</p> <p>KS5      Information management skills</p> <p>KS6      Research skills</p> <p>KS7      Intercultural and sustainability skills</p> <p>KS8      Career management skills</p> <p>KS9      Learning to learn (managing personal and professional development, self-management)</p> <p>KS10     Numeracy</p>			
At the end of this module, students will be able to			Key Skills
1	Apply relevant theoretical concepts to programme design that promotes effective student learning	KS1	KS5
		KS6	KS9
2	Reflect on the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to include appropriate elements of the core curriculum and employability skills	KS1	KS5
		KS6	KS8
		KS9	

3	Evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies	KS1	KS4
		KS3	
4	Evaluate learning theories to inform the creation of resource materials to support student learning	KS1	KS3
		KS6	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Writing skills</li><li>• Sharing ideas</li><li>• Evaluation and reflection</li><li>• Improving own practice</li><li>• Interpretation and analysis of information</li><li>• Evidence-based practice</li><li>• Curriculum design and development</li><li>• Organisation skills</li><li>• Communication skills</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** In an essay, students will review an existing Scheme of Learning (SoL)/Scheme of Work (SoW) or syllabus related to their subject discipline. Alternatively students can create a SoL/SoW for a series of lessons. Students will then analyse the design and development of two lessons associated with the SoL in relation to the planning of the approaches and methods that support learning and assessment and the creation of appropriate resources for learning. Students will be expected to make clear links between educational theory and models and support their analysis with appropriate sources of references.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Essay	100		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

This module is delivered through taught classroom sessions and directed study tasks. This will involve working alone, in groups, with peers, tutors and colleagues.

Sessions will comprise of the presentation of information, reading, practical activities and discussion. Work-based learning and self-directed tasks form a large part of this module and are used to inform the assessment and materials used in the classroom. In addition students will receive further support through access to the virtual learning environments.

#### **Syllabus outline:**

- Designing effective Schemes of Learning (SoL)/Schemes of Work (SoW)
- Planning lessons that constructively align to the SoL/SoW
- Threshold concepts and troublesome knowledge
- Pedagogical Content Knowledge (PCK)
- Schools of Learning – Humanist, Cognitivist, Constructivist, Behaviourist etc.
- Use of technology to support learning
- Personal learning Styles Pedagogy
- How learners learn
- Pedagogy v andragogy
- Theories, models and approaches to assessment
- Constructive feedback
- Effective management of the learning environment

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Boyle, B. and Charles, M. (2014), <i>Formative Assessment for Teaching and Learning</i>. London: Sage.</p> <p>Campbell, A. and Norton, L. (2007), <i>Learning, Teaching and Assessment in Higher Education</i>. Exeter: Learning Matters Ltd.</p> <p>Rushton, I. and Martin, S. (2012), <i>Reflective Practice for Teachers in Lifelong Learning</i>. Maidenhead: Open University Press.</p> <p>Reece, I. and Walker, S. (2007), <i>Teaching, training and learning; a practical guide</i>. 5th edition. Tyne and Wear: Business Education Publishers Limited.</p> <p>Salmon, G. (2006), <i>e-tivities: the key to active online learning</i>. Oxon: Routledge Falmer.</p> <p>Tummons, J. (2005), <i>Assessing Learning in Further Education</i>. Exeter: Learning Matters.</p>
<b>Other indicative reading</b>
<p>Kelly, A.V. (2009). <i>The Curriculum: Theory and Practice</i>. 6<sup>th</sup> Edition. London: Sage Publications Limited.</p> <p><a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a></p> <p><a href="http://geoffpetty.com/">http://geoffpetty.com/</a></p> <p>Journal of Further and Higher Education</p> <p>Research in Post-compulsory Education</p>

<b>Module Title:</b>	The Reflective Practitioner (L4)	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS412	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	100 hrs
Placement	40 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

<b>Module Aims</b>
To demonstrate a knowledge of the underlying concepts, models and principles associated with reflective practice
To identify and set goals and targets for developing practice designed to support an effective learning environment
To reflect on own professional practice in line with appropriate professional standards for teachers in the post-compulsory sector

<b>Intended Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Engage in reflection on educational practice through an on-line reflective journal/blog to support student learning</li> <li>2. Reflect on observations of own teaching practice using recognised model(s) of reflection</li> <li>3. Write and review key development targets designed to enhance own professional practice</li> </ol>

Key skills for employability	
KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Engage in reflection on educational practice through an on-line reflective journal/blog to support student learning	KS1	KS3
		KS8	KS9
2	Reflect on observations of own teaching practice using recognised model(s) of reflection	KS1	KS2
		KS8	KS9
3	Write and review key development targets designed to enhance own professional practice	KS1	KS9

Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Goal and target setting</li> <li>• Reflective writing skills</li> <li>• IT skills</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			



**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will use an on-line blog/journal to reflect on aspects of their teaching practice.

**Assessment Two:** Students will reflect on formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Learning logs/journals	40%		1600
2	2 & 3	Reflective Practice	60%		2400

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and reflective practice. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice.

#### **Syllabus outline:**

- Models of reflection
- Use of online blogs/journals to support reflective practice
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of participants, tutors and mentors
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Bassot, B. (2016). <i>The reflective Practice Guide. An interdisciplinary approach to critical reflection</i>. Abingdon: Routledge.</p> <p>Bolton, G. (2014) <i>Reflective Practice: Writing and professional Development</i>. 4<sup>th</sup> Edition. London: Sage Publications Limited.</p> <p>Rushton, I. and Suter, (2012). <i>Reflective Practice for teaching in Lifelong Learning</i>. Maidenhead: open University Press.</p>
<b>Other indicative reading</b>
<p>Roffey-Barentsen, J. (2009). <i>Reflective Practice in the Lifelong Learning Sector</i>. Exeter: Learning Matters.</p> <p>Rhodes, C., Stokes, M. and Hampton, G. (2004). <i>A Practical Guide to Mentoring, Coaching and Peer-networking</i>. London: RoutledgeFalmer.</p> <p>Learning Wales: Reflective Practice (2016)  <a href="http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en">http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en</a></p>

<b>Module Title:</b>	Enhancing Learning through Creative and Innovative Practice (L5)	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS506	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 or 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

### Module Aims

To demonstrate a knowledge and critical understanding of the well-established principles associated with shared scholarship in education through the promotion of creativity and innovation in educational practice  
To effectively communicate research and findings through an educational conference  
To differentiate between teaching creatively and teaching for creativity

### Intended Learning Outcomes

1. Analyse relevant research and literature related to creativity and innovation in learning and teaching and/or assessment
2. Develop and apply an innovative approach to learning, teaching and/or assessment
3. Evaluate feedback from student participation of the innovative approach
4. Produce an academic poster that demonstrates synthesis between innovation and professional practice

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Analyse relevant research and literature related to creativity and innovation in learning and teaching and/or assessment	KS1	KS5
		KS3	KS8
		KS4	KS9
2	Develop and apply an innovative approach to learning, teaching and assessment	KS1	
		KS3	
3	Evaluate feedback from student participation of the innovative approach	KS2	
		KS7	

		KS8	
4	Produce an academic poster that demonstrates synthesis between innovation and professional practice	KS1	KS6
		KS3	KS9
		KS4	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Written and spoken communication</li><li>• Analytical Skills</li><li>• Creativity</li><li>• Research skills</li><li>• Self Confidence</li><li>• Information technology</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will undertake a literature review of scholarly articles, books and other sources relevant to creativity and innovation in learning and teaching and/or assessment.

**Assessment Two:** This part of the assessment is comprised of an academic poster and viva which will be presented at an educational conference.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Literature Review	25%		1000
2	2 - 4	Poster Presentation	75%		3000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

### Learning and Teaching Strategies

The module will be delivered using lecture; group Work; seminars; tutorials; presentations; individual guided study and site visits. The Moodle virtual learning environment, and supported self-study based on additional reading and research associated with creativity and innovation in learning and teaching.

### Syllabus outline:

- Introduction to innovation
- Divergent thinking
- Divergent thinking in microcosm
- Exploring creativity and innovation
- Effective research skills
- Reviewing literature
- Talking about it (The spoken side of poster presentations)
- Putting it all together (Academic Poster design)
- Innovation workshops
- IT workshops
- Preparing for a conference
- Educational conference

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gregorson, M.B., Kaufmann, J.C., and Snyder, H. (Eds.) (2013) <i>Teaching Creatively and Teaching Creativity</i>.</p> <p>Lau, S. Hui, A.N.N. and Hg, G.Y.C. (Eds.) (2004) <i>Creativity</i>.</p> <p>Journal of Experiential Learning</p>
<b>Other indicative reading</b>
<p>Quinn, C. N. (2014) <i>Revolutionize Learning and Development</i>. Pfeiffer.</p> <p>Beard, C. (2010) <i>The Experiential Learning Toolkit</i>. Kogan Page Ltd.</p> <p>Journal of Further and Higher Education</p>

<b>Module Title:</b>	The Reflective Professional (L5)	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS507	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Kelly Smith
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Scheduled learning and teaching hours	60 hrs
Guided independent study	90 hrs
Placement	50 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐



**Module Aims**

To demonstrate a knowledge and critical understanding of the well-established principles associated with the professional conduct and practice for those teaching in post-compulsory education and training

To consider policies, procedures and guidelines in respect of role within post-compulsory education and training

To reflect on own professional practice in line with appropriate professional standards for teachers in post-compulsory education and training

**Intended Learning Outcomes**

1. Reflect and analyse own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards
2. Review appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice
3. Analyse critically, feedback from observations of own teaching practice
4. Write and review key development targets designed to enhance own professional practice

**Key skills for employability**

- |      |                                                                                     |
|------|-------------------------------------------------------------------------------------|
| KS1  | Written, oral and media communication skills                                        |
| KS2  | Leadership, team working and networking skills                                      |
| KS3  | Opportunity, creativity and problem solving skills                                  |
| KS4  | Information technology skills and digital literacy                                  |
| KS5  | Information management skills                                                       |
| KS6  | Research skills                                                                     |
| KS7  | Intercultural and sustainability skills                                             |
| KS8  | Career management skills                                                            |
| KS9  | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy                                                                            |

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

**Key Skills**

1	Reflect and analyse own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards	KS1	KS5
		KS8	KS9
2	Review appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice	KS1	KS5
		KS6	KS8

**MODULE SPECIFICATION PROFORMA**

		KS9	
3	Analyse critically, feedback from observations of own teaching practice	KS1	KS9
4	Write and review key development targets designed to enhance own professional practice	KS2	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Personal development</li><li>• Personal motivation and organisation skills</li><li>• Research and analytical skills</li><li>• Communication skills</li></ul>			

**Derogations**

All elements of the module must be passed in order to achieve a pass in the module

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** This essay will focus on two perspectives in respect of professionalism. The first is from a personal perspective where students will review and analyse, their development in relation to their professional personal and interpersonal skills with particular reference to own beliefs, behaviours and professional standards. The second perspective requires students to review appropriate policies, procedures and guidelines relating to own context and analyse how this impacts their professional practice.

**Assessment Two:** Students will reflect on feedback from formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Essay	50%		2000
2	3 & 4	Reflective Practice	50%		2000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

**Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching, reflective practice, policies and procedures and guidelines linked to professional standards. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice and the development of their practice in line with appropriate professional standards.

**Syllabus outline:**

- Professional standards for teachers in post-compulsory education and training (England and Wales)
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of teachers in PcET
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality
- Policies, procedures and guidelines associated with being a professional in PcET

**Bibliography:**

**Essential reading**

Bassot, B. (2016). *The reflective Practice Guide. An interdisciplinary approach to critical reflection*. Abingdon: Routledge.

Bolton, G. (2014) *Reflective Practice: Writing and professional Development*. 4<sup>th</sup> Edition. London: Sage Publications Limited.

Rushton, I. and Suter, (2012). *Reflective Practice for teaching in Lifelong Learning*. Maidenhead: open University Press.

Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (Wales)

[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod\\_resource/content/1/EWC\\_Code\\_of\\_Professional\\_Conduct\\_\\_Practice\\_E%20Wales.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod_resource/content/1/EWC_Code_of_Professional_Conduct__Practice_E%20Wales.pdf)

Professional Standards for Teachers and Trainers in Education and Training – England  
[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod\\_resource/content/1/4991-Prof-standards-A4\\_4-2.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod_resource/content/1/4991-Prof-standards-A4_4-2.pdf)

**Other indicative reading**

Roffey-Barentsen, J. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Rhodes, C., Stokes, M. and Hampton, G. (2004). *A Practical Guide to Mentoring, Coaching and Peer-networking*. London: RoutledgeFalmer.

Learning Wales: Reflective Practice (2016)

<http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en>

Journal of Teacher Education

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	ALN and Inclusive Practice (L5)	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS508	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X360
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Jo Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To develop a knowledge of the underlying concepts and principles associated with the skills required to support young people and vulnerable adults with additional learning needs (ALN) in a range of educational settings

To explore key legislation, regulations and codes of practice relating to supporting support young people and vulnerable adults

To develop report writing skills

### Intended Learning Outcomes

1. Identify and discuss, the associated characteristics and key features of a range of diagnosed impairments
2. Review the impact of impairment on the individual and their learning
3. Reflect critically, on the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs
4. Analyse key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults
5. Identify strategies to meets the needs of learners with additional educational needs

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Identify and discuss, the associated characteristics and key features of a range of diagnosed impairments.	KS1	KS4
		KS6	KS8
		KS9	
2	Review the impact of impairment on the individual and their learning	KS5	KS6
		KS9	

3	Reflect critically, on the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs.	KS1	KS7
		KS8	KS9
4	Analyse key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults	KS4	KS5
		KS6	
5	Identify strategies to meets the needs of learners with additional educational needs	KS1	KS3
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Critical reflection on theories and approaches that support students with ALN</li> <li>• Professional development</li> <li>• Report writing skills</li> <li>• Working with others</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that meets the intended learning outcomes in full to demonstrate conceptual understanding of ALN and inclusive learning. Students will effectively communicate information, arguments and analysis in a report format that draws on a critical analysis of relevant literature and research.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and creating an inclusive learning environment that supports learners with additional learning needs (ALN).

#### **Syllabus outline:**

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions)
- Medical, social and cultural models of disability
- Key legislation, policy and guidance (e.g. Equality Act 2010)
- The role of the teacher in the setting
- Working in partnership to support learners with ALN
- Personal values, beliefs and assumptions and the impact on practice
- Planning to meet ALN through an inclusive approach
- Creating an inclusive environment in the classroom



<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gravells, A. and Simpson, S. (2009). <i>Equality and Diversity in the Lifelong Learning Sector</i>. Exeter: Learning Matters.</p> <p>Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010). <i>Equality, Participation and Inclusion</i>. 2<sup>nd</sup> Edition: London Routledge.</p> <p>Special Educational Needs (SEN)/ Additional Learning Needs (ALN) in Wales (2015)</p> <p><a href="http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf">http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf</a></p> <p>Spooner, W. (2011). <i>The SEN Handbook</i>. 2<sup>nd</sup> Edition. London: Routledge.</p>
<b>Other indicative reading</b>
<p>Cheminais, R. (2010). <i>Special educational needs for newly qualified teachers and teaching assistants</i>. 2<sup>nd</sup> Edition. London: Routledge.</p> <p>Farrell, M. (2009). <i>The Special Educational Needs Handbook</i>. 4<sup>th</sup> Edition. London: Routledge</p> <p>Reid, G. (2013). <i>Dyslexia and Inclusion</i>. London: Routledge.</p> <p>Rodriguez-Falcon, E., Evans, M., Allam, C., Barrett, J. and Forrest, D. (2009). <i>The Inclusive Learning and Teaching Handbook</i>. <a href="https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf">https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf</a></p>

<b>Module Title:</b>	Contemporary Issues in Post-compulsory Education and Training (L5)	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS509	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To develop an area of professional interest derived from contemporary issues in post-compulsory education and training  
 To develop autonomy in investigating and reflecting upon an issue of professional interest  
 To demonstrate knowledge and critical understanding of the well-established principles associated with exploring contemporary issues in post-compulsory education and training  
 To develop effective report writing skills

### Intended Learning Outcomes

1. Identify and analyse a contemporary issue(s) in post-compulsory education and training
2. Analyse information and literature and propose solutions to problems arising from the analysis in relation to the contemporary issue(s)
3. Disseminate findings through a report that synthesises the contemporary issue(s) to own context.

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Identify and analyse a contemporary issue(s) in post-compulsory education and training	KS1	KS4
		KS7	
		KS8	
2	Analyse information and literature and propose solutions to problems arising from the analysis in relation to the contemporary issue(s)	KS2	KS4
		KS3	KS6
3		KS2	KS4

	Disseminate findings through a report that synthesises the contemporary issue(s) to own context.	KS6	KS5
		KS9	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Report writing skills</li><li>• Research skills</li><li>• Information technology</li><li>• Written Communication</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that identifies and analyses information and literature and propose solutions to problems arising from the analysis, a contemporary issue in post-compulsory education. The issue explored should relate to and support the development of professional practice.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 3	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### Learning and Teaching Strategies:

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with contemporary issues in post-compulsory education and training. Personal tutorials will also enable students to discuss, individually their chosen contemporary issue and resulting report.

#### Syllabus outline:

- Flipping the E's.(Flipped, Blended and E-Learning)
- Money, Money, Money.
- Policy and practice
- Reframing the frameworks
- Widening participation
- Research

**Bibliography:**

**Essential reading**

Duckworth, V. and Tummons, J. (2010). *Contemporary Issues in Lifelong Learning*. Maidenhead: Open University Press.

Adult Literacy and Numeracy (2014)

<http://www.publications.parliament.uk/pa/cm201415/cmselect/cmbis/557/557.pdf>

Research in Post-compulsory Education

Journal of Further and Higher Education

**Other indicative reading**

Fairbairn, G.J. and Winch, C. (2011). *Reading, Writing and Reasoning, A guide for students*. 3<sup>rd</sup> Edition. Maidenhead: Open University Press

Gibson, S. and Haynes J. (2009). *Perspectives on Participation and Inclusion*. London: Continuum International Publishing Group

**Professional Graduate Certificate in Education (PcET) Modules**

<b>Module Title:</b>	Preparing to Teach in Post-compulsory Education and Training (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS609	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	EDS601
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X150
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Jo Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate certificate in Education (PcET)	✓	<input type="checkbox"/>
Postgraduate Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐



### Module Aims

To demonstrate a systematic understanding of key aspects of the underlying concepts and principles associated with planning for learning, teaching and assessment.

To deploy accurately established techniques of analysis and evaluation of a range of specific skills and knowledge needed to teach within own context.

To provide the opportunity for a shared learning experience.

To encourage critical reflection on own practice in order to sustain and argument and make appropriate judgements associated with learning, teaching and assessment.

### Intended Learning Outcomes

1. Plan and deliver a 30 minute teaching session that meets the needs of individuals and small groups
2. Develop and use appropriate assessment strategies
3. Create and evaluate appropriate resources to support teaching and learning
4. Critically evaluate the necessary practical skills for managing the learning, teaching and assessment process
5. Critically evaluate the effectiveness of learning teaching and assessment strategies in relation to subject specific teaching practices, through the observation of an experienced teacher in own subject discipline

#### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Plan and deliver a 30 minute teaching session that meets the needs of individuals and small groups	KS1	KS4
		KS5	KS6
		KS9	KS10

2	Develop and use appropriate assessment strategies	KS4	KS5
		KS6	KS10
3	Create and evaluate appropriate resources to support teaching and learning	KS1	KS3
		KS4	
4	Critically evaluate the necessary practical skills for managing the learning, teaching and assessment process	KS1	KS3
		KS4	KS5
		KS6	
5	Critically evaluate the effectiveness of learning teaching and assessment strategies in relation to subject specific teaching practices, through the observation of an experienced teacher in own subject discipline	KS1	KS2
		KS3	KS6
		KS8	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>Identify and share good practice in learning and teaching</li><li>Recognise own strengths and weaknesses to facilitate personal and professional development</li><li>Develop planning, organisational and study skills</li><li>Communicate effectively in an appropriate format</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** students will plan and deliver a 30 minute microteach on a subject of their own choice to their peers. Following the microteach students will reflect on the feedback from their tutor and peers and evaluate what they have learned from the experience about effectively supporting student learning.

**Assessment Two:** Students will observe their mentor or experienced tutor in their subject discipline and reflect on what they have learned as a result of the observation. Students will evaluate how this has supported their professional development.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Simulation	75%		3000
2	5	Reflective Practice	25%		1000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

### **Learning and Teaching Strategies:**

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching.

### **Syllabus outline:**

- Lesson planning
- Writing learning outcomes
- Selection and preparation of resources to support learning
- Learning and teaching strategies
- Experiential learning
- Managing groups
- Differentiation and inclusivity
- Assessment of learning
- Reflective practice

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Avis, J, Fisher, R. and Thompson, R. (2015). <i>Teaching in Lifelong Learning. A Guide to Theory and Practice</i>. 2<sup>nd</sup> Edition. Maidenhead: Open University Press.</p> <p>Curzon, L.B. and Tummons, J (2013). <i>Teaching in Further Education: An Outline of Principles and Practice</i>. 7<sup>th</sup> Edition. London: Bloomsbury.</p> <p>Gravells, A. (2011). <i>Principles and Practice of Assessment in the Lifelong Learning Sector</i>. 2<sup>nd</sup> Edition. Exeter: Learning Matters</p> <p>Scales, P. (2013). <i>Teaching in the Lifelong Learning Sector</i>. 2<sup>nd</sup> Edition. Maidenhead: Open University Press.</p>
<b>Other indicative reading</b>
<p><a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a></p> <p><a href="http://geoffpetty.com/">http://geoffpetty.com/</a></p> <p>Journal of Further and Higher Education</p> <p>Research in Post-compulsory Education</p>

<b>Module Title:</b>	Connecting Theories of Learning, Teaching and Assessment (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS610	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	130 hrs
Placement	10 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	✓	<input type="checkbox"/>
Postgraduate Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

### Module Aims

Demonstrate a systematic understanding of key aspects of learning, teaching and assessment through engagement with key research and literature within own context and subject discipline

Demonstrate the ability to integrate appropriate theory to practice through academic enquiry in own discipline

Review, consolidate, extend and apply knowledge through the development of the curriculum and the effective planning of lessons to support learning

### Intended Learning Outcomes

1. Critically appraise relevant theoretical concepts to programme design that promotes effective student learning
2. Reflect the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to include appropriate elements of the core curriculum and employability skills
3. Critically evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies
4. Critically evaluate learning theories to inform the creation of resource materials to support student learning

#### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Critically appraise relevant theoretical concepts to programme design that promotes effective student learning	KS3	KS5
		KS9	
2	Reflect the requirements of awarding bodies in the planning and preparation of learning experiences (lessons) to include	KS3	KS6
		KS10	

	appropriate elements of the core curriculum and employability skills		
3	Critically evaluate and apply a range of methods and theoretical approaches for individual and group learning including assessment strategies	KS1	KS3
		KS9	
4	Critically evaluate learning theories to inform the creation of resource materials to support student learning	KS3	KS4
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Writing skills</li><li>• Sharing ideas</li><li>• Evaluation and reflection</li><li>• Improving own practice</li><li>• Interpretation and analysis of information</li><li>• Evidence-based practice</li><li>• Curriculum design and development</li><li>• Organisation skills</li><li>• Communication skills</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** In an essay, students will evaluate critically an existing Scheme of Learning (SoL)/Scheme of Work (SoW) or syllabus related to their subject discipline. Alternatively students can create a SoL/SoW for a series of lessons. Students will then analyse critically, the design and development of two lessons associated with the SoL in relation to the planning of the approaches and methods that support learning and assessment and the creation of appropriate resources for learning. Students will be expected to make clear links between educational theory and models and support their analysis with evidence of wider reading.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Essay	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching.

#### **Syllabus outline:**

- Designing effective Schemes of Learning (SoL)/Schemes of Work (SoW)
- Planning lessons that constructively align to the SoL/SoW
- Threshold concepts and troublesome knowledge
- Pedagogical Content Knowledge (PCK)
- Schools of Learning – Humanist, Cognitivist, Constructivist, Behaviourist etc.
- Use of technology to support learning
- Personal learning Styles Pedagogy
- How learners learn
- Pedagogy v andragogy
- Theories, models and approaches to assessment
- Constructive feedback
- Effective management of the learning environment



<b>Bibliography:</b>
<b>Essential reading</b>
<p>Boyle, B. and Charles, M. (2014), <i>Formative Assessment for Teaching and Learning</i>. London: Sage.</p> <p>Campbell, A. and Norton, L. (2007), <i>Learning, Teaching and Assessment in Higher Education</i>. Exeter: Learning Matters Ltd.</p> <p>Rushton, I. and Martin, S. (2012), <i>Reflective Practice for Teachers in Lifelong Learning</i>. Maidenhead: Open University Press.</p> <p>Reece, I. and Walker, S. (2007), <i>Teaching, training and learning; a practical guide</i>. 5th ed. Tyne and Wear: Business Education Publishers Limited.</p> <p>Salmon, G. (2006), <i>e-tivities: the key to active online learning</i>. Oxon: Routledge Falmer.</p> <p>Tummons, J. (2005), <i>Assessing Learning in Further Education</i>. Exeter: Learning Matters.</p>
<b>Other indicative reading</b>
<p>Kelly, A.V. (2009). <i>The Curriculum: Theory and Practice</i>. 6<sup>th</sup> Edition. London: Sage Publications Limited.</p> <p><a href="http://www.excellencegateway.org.uk/">http://www.excellencegateway.org.uk/</a></p> <p><a href="http://geoffpetty.com/">http://geoffpetty.com/</a></p> <p>Journal of Further and Higher Education</p> <p>Research in Post-compulsory Education</p>

<b>Module Title:</b>	The Reflective Practitioner (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS611	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	100 hrs
Placement	40 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	✓	<input type="checkbox"/>
Postgraduate Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

Module Aims
To demonstrate a systematic understanding of key aspects of the underlying concepts, models and principles associated with reflective practice
To identify and set goals and targets for developing practice designed to support an effective learning environment
To reflect critically on own professional practice in line with appropriate professional standards for teachers in the post-compulsory sector

### Intended Learning Outcomes

1. Engage in critical reflection on educational practice through an on-line reflective journal/blog to support student learning
2. Evaluate critically observations of own teaching practice using recognised model(s) of reflection
3. Write and review key development targets designed to enhance own professional practice

#### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Engage in critical reflection on educational practice through an on-line reflective journal/blog to support student learning	KS1	KS3
		KS8	KS9
2	Critically evaluate observations of own teaching practice using recognised model(s) of reflection	KS1	KS2
		KS8	KS9
3	Write and review key development targets designed to enhance own professional practice	KS1	KS9

Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Goal and target setting</li> <li>• Reflective writing skills</li> <li>• IT skills</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will use an on-line blog/journal to reflect critically on aspects of their teaching practice.

**Assessment Two:** Students will evaluate critically, formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Learning logs/journals	40%		1600
2	2 & 3	Reflective Practice	60%		2400

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and reflective practice. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice.

#### **Syllabus outline:**

- Models of reflection
- Use of online blogs/journals to support reflective practice
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of participants, tutors and mentors
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Bassot, B. (2016). <i>The reflective Practice Guide. An interdisciplinary approach to critical reflection</i>. Abingdon: Routledge.</p> <p>Bolton, G. (2014) <i>Reflective Practice: Writing and professional Development</i>. 4<sup>th</sup> Edition. London: Sage Publications Limited.</p> <p>Rushton, I. and Suter, (2012). <i>Reflective Practice for teaching in Lifelong Learning</i>. Maidenhead: open University Press.</p>
<b>Other indicative reading</b>
<p>Roffey-Barentsen, J. (2009). <i>Reflective Practice in the Lifelong Learning Sector</i>. Exeter: Learning Matters.</p> <p>Rhodes, C., Stokes, M. and Hampton, G. (2004). <i>A Practical Guide to Mentoring, Coaching and Peer-networking</i>. London: RoutledgeFalmer.</p> <p>Learning Wales: Reflective Practice (2016)  <a href="http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en">http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en</a></p>

<b>Module Title:</b>	Enhancing Learning through Creative and Innovative Practice (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS612	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 or 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

### Module Aims

To demonstrate a systematic understanding of key aspects associated with shared scholarship in education through the promotion of creativity and innovation in educational practice  
To describe and comment on research and findings through an educational conference  
To differentiate between teaching creatively and teaching for creativity

### Intended Learning Outcomes

1. Critically analyse relevant research and literature related to creativity and innovation in learning and teaching and/or assessment
2. Create and apply an innovative approach to learning, teaching and/or assessment
3. Critically evaluate feedback from student participation of the innovative approach
4. Produce an academic poster that demonstrates synthesis between innovation and professional practice

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse relevant research and literature related to creativity and innovation in learning and teaching and/or assessment	KS1	KS5
		KS3	KS8
		KS4	KS9
2	Create and apply an innovative approach to learning, teaching and/or assessment	KS1	
		KS3	
3		KS2	



	Critically evaluate feedback from student participation of the innovative approach	KS7	
		KS8	
4	Produce an academic poster that demonstrates synthesis between innovation and professional practice	KS1	KS6
		KS3	KS9
		KS4	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Written and spoken communication</li> <li>• Analytical Skills</li> <li>• Creativity</li> <li>• Research skills</li> <li>• Self Confidence</li> <li>• Information technology</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will undertake a critical review of literature to include scholarly articles, books and other sources relevant to creativity and innovation in learning and teaching and/or assessment.

**Assessment Two:** This part of the assessment is comprised of an academic poster and viva which will be presented at an educational conference.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Literature Review	25%		1000
2	2 -4	Poster Presentation	75%		3000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using lecture; group Work; seminars; tutorials; presentations; individual guided study and site visits. The Moodle virtual learning environment, and supported self-study based on additional reading and research associated with creativity and innovation in learning and teaching.

#### **Syllabus outline:**

- Introduction to innovation
- Divergent thinking
- Divergent thinking in microcosm
- Exploring creativity and innovation
- Effective research skills
- Reviewing literature
- Talking about it (The spoken side of poster presentations)
- Putting it all together (Academic Poster design)
- Innovation workshops
- IT workshops
- Preparing for a conference
- Educational conference

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gregorson, M.B., Kaufmann, J.C., and Snyder, H. (Eds.) (2013) <i>Teaching Creatively and Teaching Creativity</i>.</p> <p>Lau, S. Hui, A.N.N. and Hg, G.Y.C. (Eds.) (2004) <i>Creativity</i>.</p> <p>Journal of Experiential Learning</p>
<b>Other indicative reading</b>
<p>Quinn, C. N. (2014) <i>Revolutionize Learning and Development</i>. Pfeiffer.</p> <p>Beard, C. (2010) <i>The Experiential Learning Toolkit</i>. Kogan Page Ltd.</p> <p>Journal of Further and Higher Education</p>

<b>Module Title:</b>	The Reflective Professional (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS613	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Kelly Smith
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Scheduled learning and teaching hours	60 hrs
Guided independent study	90 hrs
Placement	50 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ✓ No ☐

**Module Aims**

To demonstrate a systematic understanding of key aspects of the underlying concepts, and principles associated with the professional conduct and practice for those teaching in post-compulsory education and training

To investigate policies, procedures and guidelines in respect of role within post-compulsory education and training

To reflect critically on own professional practice in line with appropriate professional standards for teachers in post-compulsory education and training

**Intended Learning Outcomes**

1. Analyse critically, own professional, personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards
2. Reflect critically, on appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice
3. Evaluate critically, feedback from observations of own teaching practice
4. Write and review key development targets designed to enhance own professional practice

**Key skills for employability**

- |      |                                                                                     |
|------|-------------------------------------------------------------------------------------|
| KS1  | Written, oral and media communication skills                                        |
| KS2  | Leadership, team working and networking skills                                      |
| KS3  | Opportunity, creativity and problem solving skills                                  |
| KS4  | Information technology skills and digital literacy                                  |
| KS5  | Information management skills                                                       |
| KS6  | Research skills                                                                     |
| KS7  | Intercultural and sustainability skills                                             |
| KS8  | Career management skills                                                            |
| KS9  | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy                                                                            |

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

**Key Skills**

1	Analyse critically own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards	KS1	KS5
		KS8	KS9
2	Reflect critically on appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice	KS1	KS5
		KS6	KS8

**MODULE SPECIFICATION PROFORMA**

		KS9	
3	Evaluate critically observations of own teaching practice	KS1	KS9
4	Write and review key development targets designed to enhance own professional practice	KS2	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Personal development in relation to continuing professional development</li><li>• Personal motivation and organisation skills</li><li>• Research and analytical skills</li><li>• Communication skills</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** This essay will focus on two perspectives in respect of professionalism. The first is from a personal perspective where students will evaluate critically, their development in relation to their professional personal and interpersonal skills with particular reference to own beliefs, behaviours and professional standards. The second perspective requires students to investigate appropriate policies, procedures and guidelines relating to own context and analyse how this impacts their professional practice.

**Assessment Two:** Students will reflect on feedback from formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Essay	50%		2000
2	3 & 4	Reflective Practice	50%		2000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching, reflective practice, policies and procedures and guidelines linked to professional standards. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice and the development of their practice in line with appropriate professional standards.

### **Syllabus outline:**

- Professional standards for teachers in post-compulsory education and training (England and Wales)
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of teachers in PcET
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality
- Policies, procedures and guidelines associated with being a professional in PcET

**Bibliography:**

**Essential reading**

Bassot, B. (2016). *The reflective Practice Guide. An interdisciplinary approach to critical reflection*. Abingdon: Routledge.

Bolton, G. (2014) *Reflective Practice: Writing and professional Development*. 4<sup>th</sup> Edition. London: Sage Publications Limited.

Rushton, I. and Suter, (2012). *Reflective Practice for teaching in Lifelong Learning*. Maidenhead: open University Press.

Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (Wales)

[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod\\_resource/content/1/EWC\\_Code\\_of\\_Professional\\_Conduct\\_\\_Practice\\_E%20Wales.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod_resource/content/1/EWC_Code_of_Professional_Conduct__Practice_E%20Wales.pdf)

Professional Standards for Teachers and Trainers in Education and Training – England  
[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod\\_resource/content/1/4991-Prof-standards-A4\\_4-2.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod_resource/content/1/4991-Prof-standards-A4_4-2.pdf)

**Other indicative reading**

Roffey-Barentsen, J. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Rhodes, C., Stokes, M. and Hampton, G. (2004). *A Practical Guide to Mentoring, Coaching and Peer-networking*. London: RoutledgeFalmer.

Learning Wales: Reflective Practice (2016)

<http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en>

Journal of Teacher Education



**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	ALN and Inclusive Practice (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS614	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X360
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Jo Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To develop a systematic understanding of key aspects of the skills required to support young people and vulnerable adults with additional learning needs (ALN) in a range of educational settings

To explore key legislation, regulations and codes of practice relating to supporting support young people and vulnerable adults

To develop report writing skills

### Intended Learning Outcomes

1. Identify and discuss critically, the associated characteristics and key features of a range of diagnosed impairments
2. Analyse the impact of impairment on the individual and their learning
3. Analyse critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs
4. Evaluate key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults
5. Identify and analyse strategies to meets the needs of learners with additional educational needs

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Identify and discuss critically, the associated characteristics and key features of a range of diagnosed impairments.	KS1	KS4
		KS6	KS8
		KS9	
2	Analyse the impact of impairment on the individual and their learning	KS5	KS6
		KS9	

3	Analyse critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs.	KS1	KS7
		KS8	KS9
4	Evaluate key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults	KS4	KS5
		KS6	
5	Identify and analyse strategies to meet the needs of learners with additional educational needs	KS1	KS3
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Critical reflection on theories and approaches that support students with ALN</li> <li>• Professional development</li> <li>• Report writing skills</li> <li>• Working with others</li> </ul>			

### **Derogations**

All elements of the module must be passed in order to achieve a pass in the module

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that meets the intended learning outcomes in full to demonstrate conceptual understanding of ALN and inclusive learning. Students will devise and sustain arguments, and/or to solve problems and describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and creating an inclusive learning environment that supports learners with additional learning needs (ALN).

#### **Syllabus outline:**

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions)
- Medical, social and cultural models of disability
- Key legislation, policy and guidance (e.g. Equality Act 2010)
- The role of the teacher in the setting
- Working in partnership to support learners with ALN
- Personal values, beliefs and assumptions and the impact on practice
- Planning to meet ALN through an inclusive approach
- Creating an inclusive environment in the classroom

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gravells, A. and Simpson, S. (2009). <i>Equality and Diversity in the Lifelong Learning Sector</i>. Exeter: Learning Matters.</p> <p>Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010). <i>Equality, Participation and Inclusion</i>. 2<sup>nd</sup> Edition: London Routledge.</p> <p>Special Educational Needs (SEN)/ Additional Learning Needs (ALN) in Wales (2015)</p> <p><a href="http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf">http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf</a></p> <p>Spooner, W. (2011). <i>The SEN Handbook</i>. 2<sup>nd</sup> Edition. London: Routledge.</p>
<b>Other indicative reading</b>
<p>Cheminais, R. (2010). <i>Special educational needs for newly qualified teachers and teaching assistants</i>. 2<sup>nd</sup> Edition. London: Routledge.</p> <p>Farrell, M. (2009). <i>The Special Educational Needs Handbook</i>. 4<sup>th</sup> Edition. London: Routledge</p> <p>Reid, G. (2013). <i>Dyslexia and Inclusion</i>. London: Routledge.</p> <p>Rodriguez-Falcon, E., Evans, M., Allam, C., Barrett, J. and Forrest, D. (2009). <i>The Inclusive Learning and Teaching Handbook</i>. <a href="https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf">https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf</a></p>

<b>Module Title:</b>	Contemporary Issues in Post-compulsory Education and Training (L6)	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS615	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Professional Graduate Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To develop an area of professional interest derived from contemporary issues in post-compulsory education and training  
To develop autonomy in investigating and reflecting upon an issue of professional interest  
To demonstrate a systematic understanding of key aspects associated with exploring contemporary issues in post-compulsory education and training  
To develop effective report writing skills

### Intended Learning Outcomes

1. Identify and critically analyse a contemporary issue(s) in post-compulsory education and training
2. Evaluate critically, arguments, assumptions and abstract concepts in relation to the contemporary issue(s)
3. Disseminate findings through a report that synthesises the contemporary issue(s) to own context.

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify and critically analyse a contemporary issue(s) in post-compulsory education and training	KS1	KS4
		KS7	
		KS8	
2	Evaluate critically, arguments, assumptions and abstract concepts in relation to the contemporary issue(s)	KS2	KS4
		KS3	KS6
3		KS2	KS4

	Disseminate findings through a report that synthesises the contemporary issue(s) to own context.	KS6	KS5
		KS9	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Report writing skills</li><li>• Research skills</li><li>• Information technology</li><li>• Written Communication</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			



**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that evaluates critically, arguments, assumptions and abstract concepts in relation to the contemporary issue(s) The issue explored should relate to and support the development of professional practice.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 3	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with contemporary issues in post-compulsory education and training. Personal tutorials will also enable students to discuss, individually their chosen contemporary issue and resulting report.

#### **Syllabus outline:**

- Flipping the E's.(Flipped, Blended and E-Learning)
- Money, Money, Money.
- Policy and practice
- Reframing the frameworks
- Widening participation
- Research

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Duckworth, V. and Tummons, J. (2010). <i>Contemporary Issues in Lifelong Learning</i>. Maidenhead: Open University Press.</p> <p>Adult Literacy and Numeracy (2014)  <a href="http://www.publications.parliament.uk/pa/cm201415/cmselect/cmbis/557/557.pdf">http://www.publications.parliament.uk/pa/cm201415/cmselect/cmbis/557/557.pdf</a></p> <p>Research in Post-compulsory Education</p> <p>Journal of Further and Higher Education</p>
<b>Other indicative reading</b>
<p>Fairbairn, G.J. and Winch, C. (2011). <i>Reading, Writing and Reasoning, A guide for students</i>. 3<sup>rd</sup> Edition. Maidenhead: Open University Press</p> <p>Gibson, S. and Haynes J. (2009). <i>Perspectives on Participation and Inclusion</i>. London: Continuum International Publishing Group</p>

### **Postgraduate Certificate in Education (PcET) Modules**

Students will complete first three modules (20 credits each) at level 6. These are the same modules in the Professional Graduate Certificate in Education:

Preparing to Teach in Post-compulsory Education and training (L6)

Connecting Theories of Learning, teaching and Assessment (L6)

The Reflective Practitioner (L6)

Followed by three modules (20 credits each) at level 7

<b>Module Title:</b>	Enhancing Learning through Creative and Innovative Practice (L7)	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS738	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 or 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Postgraduate Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights associated with shared scholarship in education through the promotion of creativity and innovation in educational practice  
To communicate conclusion of research and findings clearly, through an educational conference  
To differentiate between teaching creatively and teaching for creativity

### Intended Learning Outcomes

1. Critically analyse and conceptualise relevant research and literature related to creativity and innovation in learning and teaching and/or assessment
2. Conceptualise, apply and justify an innovative approach to learning, teaching and/or assessment
3. Critically analyse and evaluate feedback from student participation of the innovative approach
4. Produce an academic poster that demonstrates synthesis between innovation, educational theory and professional practice

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse and conceptualise relevant research and literature related to creativity and innovation in learning and teaching and/or assessment	KS1	KS5
		KS3	KS8
		KS4	KS9
2	Conceptualise, apply and justify an innovative approach to learning, teaching and assessment	KS1	
		KS3	
3		KS2	

	Critically analyse and evaluate feedback from student participation of the innovative approach	KS7	
		KS8	
4	Produce an academic poster that demonstrates synthesis between innovation and professional practice	KS1	KS6
		KS3	KS9
		KS4	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Written and spoken communication</li><li>• Analytical Skills</li><li>• Creativity</li><li>• Research skills</li><li>• Self Confidence</li><li>• Information technology</li></ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will undertake a critical review of literature and conceptualise to their own innovative idea. Literature will include scholarly articles, books and other sources relevant to creativity and innovation in learning and teaching and/or assessment.

**Assessment Two:** This part of the assessment is comprised of an academic poster and viva which will be presented at an educational conference.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Literature Review	25%		1000
2	2 -4	Poster Presentation	75%		3000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using lecture; group Work; seminars; tutorials; presentations; individual guided study and site visits. The Moodle virtual learning environment, and supported self-study based on additional reading and research associated with creativity and innovation in learning and teaching.

#### **Syllabus outline:**

- Introduction to innovation
- Divergent thinking
- Divergent thinking in microcosm
- Exploring creativity and innovation
- Effective research skills
- Reviewing literature
- Talking about it (The spoken side of poster presentations)
- Putting it all together (Academic Poster design)
- Innovation workshops
- IT workshops
- Preparing for a conference
- Educational conference

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gregorson, M.B., Kaufmann, J.C., and Snyder, H. (Eds.) (2013) <i>Teaching Creatively and Teaching Creativity</i>.</p> <p>Lau, S. Hui, A.N.N. and Hg, G.Y.C. (Eds.) (2004) <i>Creativity</i>.</p> <p>Journal of Experiential Learning</p>
<b>Other indicative reading</b>
<p>Quinn, C. N. (2014) <i>Revolutionize Learning and Development</i>. Pfeiffer.</p> <p>Beard, C. (2010) <i>The Experiential Learning Toolkit</i>. Kogan Page Ltd.</p> <p>Journal of Further and Higher Education</p>



<b>Module Title:</b>	The Reflective Professional (L7)	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS739	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X220
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<b>Trimester(s) in which to be offered:</b>	1, 2 and 3	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	60 hrs
Guided independent study	90 hrs
Placement	50 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Postgraduate Certificate in Education (PcET)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

**Module Aims**

To demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, associated with the professional conduct and practice for those teaching in post-compulsory education and training

To evidence a comprehensive understanding through advanced scholarship of appropriate policies, procedures and guidelines in respect of role within post-compulsory education and training

To demonstrate a conceptual understanding of appropriate professional standards for teachers in post-compulsory education and training and reflect critically on own professional practice in line with the standards

**Intended Learning Outcomes**

1. Conceptualise own professional, personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards
2. Evaluate critically, appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice
3. Evaluate and conceptualise feedback from observations of own teaching practice
4. Write and review key development targets designed to enhance own professional practice

**Key skills for employability**

- |      |                                                                                     |
|------|-------------------------------------------------------------------------------------|
| KS1  | Written, oral and media communication skills                                        |
| KS2  | Leadership, team working and networking skills                                      |
| KS3  | Opportunity, creativity and problem solving skills                                  |
| KS4  | Information technology skills and digital literacy                                  |
| KS5  | Information management skills                                                       |
| KS6  | Research skills                                                                     |
| KS7  | Intercultural and sustainability skills                                             |
| KS8  | Career management skills                                                            |
| KS9  | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy                                                                            |

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

**Key Skills**

1	Conceptualise own professional personal and interpersonal skills within your role with particular reference to own beliefs, behaviours and professional standards	KS1	KS5
		KS8	KS9
2	Evaluate critically, appropriate policies, procedures and guidelines relating to own context and the impact on own professional practice	KS1	KS5
		KS6	KS8

**MODULE SPECIFICATION PROFORMA**

		KS9	
3	Evaluate and conceptualise feedback from observations of own teaching practice	KS1	KS9
4	Write and review key development targets designed to enhance own professional practice	KS2	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"><li>• Independent learning ability required for continuing professional development</li><li>• motivation and organisation skills</li><li>• Research and analytical skills</li><li>• Communication skills</li></ul>			

**Derogations**

All elements of the module must be passed in order to achieve a pass in the module

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** This essay will focus on two perspectives in respect of professionalism. The first is from a personal perspective where students will conceptualise their development in relation to their professional personal and interpersonal skills with particular reference to own beliefs, behaviours and professional standards. The second perspective requires students to reflect critically on appropriate policies, procedures and guidelines relating to own context and analyse how this impacts their professional practice.

**Assessment Two:** Students will evaluate and conceptualise feedback from formal observations of their teaching practice using the appropriate observation documentation. This will include development targets and reviews of development targets.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Essay	50%		2000
2	3 & 4	Reflective Practice	50%		2000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

**Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching, reflective practice, policies and procedures and guidelines linked to professional standards. Personal tutorials will also enable students to discuss, individually their progress in terms of their classroom practice and the development of their practice in line with appropriate professional standards.

**Syllabus outline:**

- Professional standards for teachers in post-compulsory education and training (England and Wales)
- Auditing own learning needs in relation to initial professional development
- Roles and Responsibilities of teachers in PcET
- Study skills
- Identifying the characteristics of effective learning and teaching
- Developing skills of evaluation, reflection and critical thinking through enquiry based methodologies
- Principles and processes underpinning peer observation and the reflective process
- Collaborative learning and its relationship to the enhancement of quality
- Policies, procedures and guidelines associated with being a professional in PcET

**Bibliography:**

**Essential reading**

Bassot, B. (2016). *The reflective Practice Guide. An interdisciplinary approach to critical reflection*. Abingdon: Routledge.

Bolton, G. (2014) *Reflective Practice: Writing and professional Development*. 4<sup>th</sup> Edition. London: Sage Publications Limited.

Rushton, I. and Suter, (2012). *Reflective Practice for teaching in Lifelong Learning*. Maidenhead: open University Press.

Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (Wales)

[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod\\_resource/content/1/EWC\\_Code\\_of\\_Professional\\_Conduct\\_\\_Practice\\_E%20Wales.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468354/mod_resource/content/1/EWC_Code_of_Professional_Conduct__Practice_E%20Wales.pdf)

Professional Standards for Teachers and Trainers in Education and Training – England  
[https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod\\_resource/content/1/4991-Prof-standards-A4\\_4-2.pdf](https://moodle.Glyndŵr.ac.uk/pluginfile.php/468353/mod_resource/content/1/4991-Prof-standards-A4_4-2.pdf)

**Other indicative reading**

Roffey-Barentsen, J. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Rhodes, C., Stokes, M. and Hampton, G. (2004). *A Practical Guide to Mentoring, Coaching and Peer-networking*. London: RoutledgeFalmer.

Learning Wales: Reflective Practice (2016)

<http://learning.gov.wales/resources/improvementareas/professional-learning/reflectivepractice/?lang=en>

Journal of Teacher Education

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	ALN and Inclusive Practice (L7)	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS740	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X360
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Postgraduate Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

### Module Aims

To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights of key aspects of the skills required to support young people and vulnerable adults with additional learning needs (ALN) in a range of educational settings

To evaluate critically, key legislation, regulations and codes of practice relating to supporting support young people and vulnerable adults

To develop report writing skills

### Intended Learning Outcomes

1. Identify and analyse critically, the associated characteristics and key features of a range of diagnosed impairments
2. Evaluate the impact of impairment on the individual and their learning
3. Evaluate critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs
4. Evaluate critically key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults
5. Identify and evaluate strategies to meets the needs of learners with additional educational needs

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

1	Identify and analyse critically, the associated characteristics and key features of a range of diagnosed impairments.	KS1	KS4
		KS6	KS8
		KS9	
2	Evaluate the impact of impairment on the individual and their learning	KS5	KS6
		KS9	

3	Evaluate critically, the influence of own values, beliefs and assumptions in the context of supporting learners with additional educational needs.	KS1	KS7
		KS8	KS9
4	Evaluate critically, key legislation, regulations and codes of practice relating to supporting young people and vulnerable adults	KS4	KS5
		KS6	
5	Identify and evaluate strategies to meets the needs of learners with additional educational needs	KS1	KS3
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Critical reflection on theories and approaches that support students with ALN</li> <li>• Professional development</li> <li>• Report writing skills</li> <li>• Working with others</li> </ul>			

### **Derogations**

All elements of the module must be passed in order to achieve a pass in the module



**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that meets the intended learning outcomes in full to demonstrate conceptual understanding of ALN and inclusive learning. Students will to evaluate critically, current research and advanced scholarship in relation to ALN and inclusive learning. Through the report format students will demonstrate systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in ALN and inclusive learning.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with learning and teaching and creating an inclusive learning environment that supports learners with additional learning needs (ALN).

#### **Syllabus outline:**

- Key characteristics of a range of impairments including physical, sensory, learning and communication, behavioural and medical conditions)
- Medical, social and cultural models of disability
- Key legislation, policy and guidance (e.g. Equality Act 2010)
- The role of the teacher in the setting
- Working in partnership to support learners with ALN
- Personal values, beliefs and assumptions and the impact on practice
- Planning to meet ALN through an inclusive approach
- Creating an inclusive environment in the classroom

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Gravells, A. and Simpson, S. (2009). <i>Equality and Diversity in the Lifelong Learning Sector</i>. Exeter: Learning Matters.</p> <p>Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010). <i>Equality, Participation and Inclusion</i>. 2<sup>nd</sup> Edition: London Routledge.</p> <p>Special Educational Needs (SEN)/ Additional Learning Needs (ALN) in Wales (2015)</p> <p><a href="http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf">http://www.assembly.wales/research%20documents/15-025-sen/15-025.pdf</a></p> <p>Spooner, W. (2011). <i>The SEN Handbook</i>. 2<sup>nd</sup> Edition. London: Routledge.</p>
<b>Other indicative reading</b>
<p>Cheminais, R. (2010). <i>Special educational needs for newly qualified teachers and teaching assistants</i>. 2<sup>nd</sup> Edition. London: Routledge.</p> <p>Farrell, M. (2009). <i>The Special Educational Needs Handbook</i>. 4<sup>th</sup> Edition. London: Routledge</p> <p>Reid, G. (2013). <i>Dyslexia and Inclusion</i>. London: Routledge.</p> <p>Rodriguez-Falcon, E., Evans, M., Allam, C., Barrett, J. and Forrest, D. (2009). <i>The Inclusive Learning and Teaching Handbook</i>. <a href="https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf">https://www.shef.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf</a></p>

<b>Module Title:</b>	Contemporary Issues in Post-compulsory Education and Training (L7)	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS741	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GAPE	<b>JACS3 code:</b>	X350
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<b>Trimester(s) in which to be offered:</b>	1 & 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Postgraduate Certificate in Education (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval September 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes ☒ No ☐

## Module Aims

To develop an area of professional interest derived from contemporary issues in post-compulsory education and training  
 To develop autonomy in investigating and reflecting upon an issue of professional interest  
 To demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights associated with exploring contemporary issues in post-compulsory education and training  
 To develop effective report writing skills

## Intended Learning Outcomes

1. Identify and conceptualise a contemporary issue(s) in post-compulsory education and training
2. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in relation to the contemporary issue(s)
3. Disseminate findings through a report that synthesises the contemporary issue(s) to own context.

### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify and conceptualise a contemporary issue(s) in post-compulsory education and training	KS1	KS4
		KS7	
		KS8	
2	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in relation to the contemporary issue(s)	KS2	KS4
		KS3	KS6
3	Disseminate findings through a report that synthesises the contemporary issue(s) to own context.	KS2	KS4
		KS6	KS5

		KS9	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Report writing skills</li> <li>• Research skills</li> <li>• Information technology</li> <li>• Written Communication</li> </ul>			
<b>Derogations</b>			
All elements of the module must be passed in order to achieve a pass in the module			

**Assessment:** Please give details of indicative assessment tasks below.

**Assessment One:** Students will write a report that demonstrates originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in relation to the contemporary issue(s) The issue explored should relate to and support the development of professional practice.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 3	Report	100%		4000

**N.B. Work for each module will be summatively assessed against each criteria in the module specification and will be graded pass/refer (in the case of below standard work).**

#### **Learning and Teaching Strategies:**

The module will be delivered using tutor directed sessions, workshops, simulation, video clips, the Moodle virtual learning environment, seminars and supported self-study based on additional reading and research associated with contemporary issues in post-compulsory education and training. Personal tutorials will also enable students to discuss, individually their chosen contemporary issue and resulting report.

#### **Syllabus outline:**

- Flipping the E's.(Flipped, Blended and E-Learning)
- Money, Money, Money.
- Policy and practice
- Reframing the frameworks
- Widening participation
- Research

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Duckworth, V. and Tummons, J. (2010). <i>Contemporary Issues in Lifelong Learning</i>. Maidenhead: Open University Press.</p> <p>Adult Literacy and Numeracy (2014)  <a href="http://www.publications.parliament.uk/pa/cm201415/cmselect/cmbis/557/557.pdf">http://www.publications.parliament.uk/pa/cm201415/cmselect/cmbis/557/557.pdf</a></p> <p>Research in Post-compulsory Education</p> <p>Journal of Further and Higher Education</p>
<b>Other indicative reading</b>
<p>Fairbairn, G.J. and Winch, C. (2011). <i>Reading, Writing and Reasoning, A guide for students</i>. 3<sup>rd</sup> Edition. Maidenhead: Open University Press</p> <p>Gibson, S. and Haynes J. (2009). <i>Perspectives on Participation and Inclusion</i>. London: Continuum International Publishing Group</p>

#### PART FOUR STAFF CVs

CVs of all staff who will be teaching on the programme, using the standard Glyndŵr University format for CVs have been provided separately.

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