

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

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

Pre-requisites
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

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"> Identify and share good practice in learning and teaching Recognise own strengths and weaknesses to facilitate personal and professional development Develop planning, organisational and study skills Communicate effectively in an appropriate format 			

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 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

Bibliography:

Essential reading

Avis, J, Fisher, R. and Thompson, R. (2015). *Teaching in Lifelong Learning. A Guide to Theory and Practice*. 2nd Edition. Maidenhead: Open University Press.

Curzon, L.B. and Tummons, J (2013). *Teaching in Further Education: An Outline of Principles and Practice*. 7th Edition. London: Bloomsbury.

Gravells, A. (2011). *Principles and Practice of Assessment in the Lifelong Learning Sector*. 2nd Edition. Exeter: Learning Matters

Scales, P. (2013). *Teaching in the Lifelong Learning Sector*. 2nd Edition. Maidenhead: Open University Press.

Other indicative reading

<http://www.excellencegateway.org.uk/>

<http://geoffpetty.com/>

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