

MODULE DESCRIPTOR

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| **Module code** *(available from Student Administration)* | XBCICE6005 |
| **Module title** | Planning and Assessing Learning in the PCET Context |
| **Module level** | 6 |
| **Credit value** *(10, 20, etc. as appropriate)* | 15 |
| **Maximum student number** | 24 |
| **Prerequisites** (module code plus title *(italics)) (if there are no prerequisites state ‘None’)* | None |
| **Semester(s) / term(s) offered** | Full-time students: Semester 1 only  Part-time students: Year-long (Semesters 1 and 2) |
| **Delivery venue(s)** | Barnsley College |
| **First delivery** (this version) *(academic year only)* | 2023/24 |
| **All programmes on which this module is approved for delivery** | Professional Graduate Certificate in Education (Post-compulsory Education) |
| **School to which the module belongs** | Institute of Childhood and Education |
| **Parent Department** | School of Teacher Education |

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| **Learning outcomes** | |
| **Number** | On successful completion of the module, students will be able to: |
| 1 | Produce and deliver a micro-teach lesson from a subject specialism that is appropriate for the PCET context. **(PS 9)** |
| 2 | Critically analyse teaching and assessment methods being utilised within PCET practice. **(PS 18 9, 1)** |
| 3 | Reflect upon teaching practices in relation to the three core pillars of the Professional Standards 2022 **(PS 1, 12)** |

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| **Indicative Module content** |
| The module proceeds with an overview of the PCET sector, its diverse student population and programmes of study, including its increasing role within inclusive provision for pupils within years 10-11.  This is followed by an introduction to the Professional Standards which inform practice and conduct. The module then leads the trainee into the fundamental principles for planning and delivering inclusive learning, how this may be recorded and how it should inform future learning. It includes initial responses to some core questions:  *What is learning?, are there optimum conditions for effective learning?*  *What is ‘good’ teaching? , and what are the roles and responsibilities of the teacher within the PCET context?*  *What are the key barriers to effective learning and what is the teacher’s role in overcoming them?*  *How do we select appropriate assessment of learning and how do we know this is robust?*  *How might the physical environment influence the quality for learning?*  *What is meant by reflective practice and how might this be operationalised?* |

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| **Learning and teaching methods**  A summary statement of learning and teaching methods used and the time allocated to each. | | |
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| Learning and teaching method  eg. lecture, seminar, tutorial, workshop  Each must be easily classifiable into one of the three categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad | Total student hours  ie. the number of hours expected to be undertaken by each individual student, eg. actual placement hours | Intended group size  Required for timetabling planning purposes |
| Seminar/workshops | 75 | 24 |
| Tutorial | 2 | 1-6 |
| Guided independent study *(Balancing figure)* | 73 | 1 |
| Total hours *(10 per credit point)* | 150 |  |

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| **Learning resources**  An indicative list of essential learning resources, including journals and websites, with essential reading identified as such. |
| **Essential Reading** Barton, G. (2014). *Teach Now! The Essentials of Teaching: what you need to know to be a great teacher.* Routledge  Hattie, J and Yates, G. (2013). *Visible Learning and the Science of How We Learn.* Routledge.    Kirschner, P.A and Hendrick, C. (2020). *How Learning Works: seminal works in educational psychology and what they mean in practice.* Routledge.  Petty, G. (2018) *How to Teach Even Better: An Evidence- Based Approach (Oxford Teaching Guides),* Oxford.  Pollard, A. (2002) Readings for Reflective Teaching Evidence-informed Professional Practice London: Continuum.  Pollard, A. (2011) Reflective Teaching London: Continuum.  Tummons, J. (Ed.). (2019). *PCET: Learning and teaching in the post compulsory sector*. Learning Matters.  **Further Reading** Brown, P.C., Roediger, H.L., McDaniel, M.A. (2014). *Make It Stick: The Science of Successful Learning.* Harvard University Press*.*  De Bruyckere, P. (2015) *Urban Myths about Learning and Education.* Academic Press.  Marshall, J. (Ed.). (2017). *Contemporary debates in education studies.* Routledge.  Selwyn, N. (2016). *Education and technology: Key issues and debates*. Bloomsbury Publishing.  **Journals**  *The Journal of Educational Research*  *Journal of Teacher Education*  *Educational Research Review*  *Journal of Special Education*  **Websites**  <https://geoffpetty.com/>  <https://www.et-foundation.co.uk/>  <https://www.tes.com/teaching-resource/simple-lesson-plan-11910755> |

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| **Assessment**  Any choices of assessment components available to students must be clearly indicated, with the alternatives detailed in separate rows. | | | | |
| Component form  (eg, Essay *or* Online test)  *Each must be entered in a separate row and be easily classifiable into one of the three categories of Written exams, Coursework and Practical exams* | Magnitude  (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing  (Which semester and approximate timing within it, eg. mid- / end) | Learning Outcomes assessed  (eg. 1, 2) |
| Microteach Session | 20-minute session (including session plan) | Pass/Fail | Semester 1 (mid) | 1 |
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| Teaching Review | 1,500 words | Pass/Fail | End of Semester 1 (FT)  End of Semester 2 (PT) | 2, 3 |
| **FOR YEAR-LONG MODULES** – please indicate in the following boxes, the assessment(s), if the module is only studied for one semester. | | | | |
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| Are there any specific components that must be passed to pass the module overall? | | Yes | | |
| Details of, and rationale for, components that must be passed (if applicable) | | All components of assessment must be passed to the pass the module. | | |
| Further details relating to assessment  (eg. the make-up of any portfolio, non-standard marking criteria, ‘qualifying marks’ and marking schemes, how ethical approval is obtained for any research element of the module and how any research proposal or feasibility study contributes to the assessment and grading of the module) | | | | |
| **Assessment 1: Microteach Session**  Using the Professional Standards as a guide, plan and deliver a microteach session of 20 minutes. This will also include a session plan.  **Assessment 2: Teaching Review**  Review and critically analyse two teachers’ teaching and assessment practices (one trainee teacher and one experienced subject specialist) and collate your insights from this experience. Using these insights, reflect upon how the teaching practices relate to the three core pillars of the Professional Standards (2022).  Each assessment task is assessed on a pass/fail basis. All assessments must be passed for the module to receive a Pass grade. The emphasis within the assessment is a sharp focus on reflective practice which will be echoed in the teaching practice modules (Reflective Teaching Practice 1 & 2). | | | | |

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| **Other relevant matters**  eg. details of where the module will be available to students on other programmes not detailed in the Learning Outcomes section above | |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a semester/ term-long module? | No |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a year-long module? | No |
| If the answer is ‘yes’ to either of these questions indicate here if the form/timing of assessment will need to be adjusted and how. | N/A |