



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**YR ATHROFA: CENTRE FOR EDUCATION
(PROFESSIONAL LEARNING AND
LEADERSHIP)**

**POST COMPULSORY EDUCATION AND
TRAINING (PCET) PROGRAMMES**

LEVELS 5 & 6

**INSTITUTE OF EDUCATION AND
HUMANITIES**

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Level 5 & 6 within the PCET programmes in the academic year 2025-2026.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

ECPT5001	The Teaching Toolkit 1
ECPT5002	Additional Learning Needs & Inclusive Practice
ECPT5003	Managing Behaviour and Supporting Learner Engagement
ECPT5004	Digital Innovation and Professional Practice
ECPT6007	The Teaching Toolkit 2
ECPT6008	Professional Development and the PCET Practitioner
ECPT6009	Action Research Project

Module Code	ECPT5001
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Title	The Teaching Toolkit 1
Date	30/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of key principles and methods of teaching and learning

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Design, plan and deliver a 30 minute teaching session to include relevant learning objectives, appropriate teaching and assessment strategies
- Analyse and evaluate own teaching practice as well as observations of other experienced teachers to develop targets for own professional development

INDICATIVE CONTENT

- Introduction to the PCET sector
- Lesson planning
- Writing aims and objectives
- Teaching, learning and assessment strategies
- Professional role and responsibilities
- Learning styles and theory
- Introduction to schemes of work
- Reflective practice
- Professional standards
- Bilingualism within education

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Practical teaching assessment	30 minutes	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT5001	
Module Title	The Teaching Toolkit 1	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education</i> . London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Gravells, A. (2011) <i>Principles and Practice of Assessment in the Lifelong Learning Sector. 2nd Edition</i> . Exeter: Learning Matters.	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒

Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition.</i> Abingdon: Routledge	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition.</i> London: Routledge.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education.</i> London: Sage.	☐

Module Code	ECPT5002
Title	Additional Learning Needs & Inclusive Practice
Date	30/03/2020
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an understanding of the principles of inclusive practice within the PCET classroom

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and outline key features and associated characteristics of a range of diagnosed impairments
- Identify and examine strategies to meet the needs of learners with additional learning needs within the PCET learning setting

INDICATIVE CONTENT

- Additional learning needs, policy and statutory guidelines
- Differentiation and accommodating needs within the PCET classroom
- Teaching strategies and design of learning for ALN
- Compensatory measures and the role of student support services
- Person centered practice
- Mental well-being
- Additional Learning Needs and Education Tribunal (Wales) Act and its implications for PCET practitioners and settings

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Report	2000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT5002	
Module Title	Additional Learning Needs & Inclusive Practice	
Classification	Reading List entry	Electronic*
Essential	Barden, N & Caleb, R. (2019) <i>Student Mental Health and Wellbeing in Higher Education: A practical guide</i> . London: Sage	☒
Essential	Gravells, A. (2012) <i>Equality and Diversity in the Lifelong Learning Sector</i> . 2 nd Edition. Exeter: Learning Matters.	☒
Essential	https://gov.wales/additional-learning-needs-special-educational-needs	☒
Further	Frederickson, N. & Cline T, (2015) <i>Special educational needs, inclusion and diversity</i> . Maidenhead: Open University Press	☒
Further	Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs, Disability and Inclusion: 3rd Edition</i> . London: Sage.	☒
Further	Knowles, G. (2017) <i>Supporting Inclusive Practice and Ensuring Opportunity is Equal for All</i> . Abingdon: David Fulton Publishers	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide: 5th Edition</i> . Oxford. OUP.	☒
Further	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Reid, G. (2016) <i>Dyslexia: A Practitioner's Handbook: 5th Edition</i> . Chichester: John Wiley & Sons.	☒
Further	Rix, J. et al (2010) <i>Equality, Participation and Inclusion: 2nd Edition</i> . London: Routledge	☒

Module Code	ECPT5003
Title	Managing Behaviour and Supporting Learner Engagement
Date	30/03/2020
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an awareness of the underlying principles of effective behaviour management to support and promote learner engagement within a range of educational settings.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Articulate a sound awareness of a range of behaviour management models suitable for use with young people and adults
- Reflect on own skills and identify appropriate targets for future professional development

INDICATIVE CONTENT

- Positive behaviour management models
- Coaching and mentoring for behaviour management
- Pivotal culture and practice
- Professional roles and responsibilities
- Safeguarding
- Intervention and support

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	2000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT5003	
Module Title	Managing Behaviour and Supporting Learner Engagement	
Classification	Reading List entry	Electronic*
Essential	Cox et al (2018) <i>The Complete Handbook of Coaching: 3rd Edition</i> . London: Sage	☒
Essential	Lebor, M. (2018) <i>Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated</i> . London: Palgrave Macmillan.	☒
Essential	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒
Further	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Further	Kline, N. (2002) <i>Time to Think: Listening to Ignite the Human Mind</i> . London: Ward Lock	☐
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition</i> . Abingdon: Routledge	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide. 5th Edition</i> . Oxford. OUP.	☒
Further	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☒
Further	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐

Module Code	ECPT5004
Title	Digital Innovation and Professional Practice
Date	30/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide learners with knowledge of a range of strategies relating to creative teaching practice and utilising technology within the classroom to support and enhance learning

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Explore the role of creativity and digital innovation in enhancing teaching and learning within the post compulsory classroom
- Design and evaluate appropriate teaching tools which demonstrates a critical awareness of the synthesis between innovation and professional practice

INDICATIVE CONTENT

- Creativity and the curriculum
- Digital learning spaces
- Global technologies
- The changing learner
- Mobile technology
- Designing digital environments
- Online communities
- The role of the teacher in the digital age
- Legal and ethical issues for teaching and learning in the internet age

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	4 elements (4000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT5004	
Module Title	Digital Innovation and Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Beetham, H. (2019) <i>Rethinking Pedagogy for a Digital Age</i> . London: Routledge.	☒
Essential	Daniela, L. (2020) <i>Pedagogies of Digital Learning in Higher Education</i> . London: Routledge.	☒
Essential	Enomoto, K. (2018) <i>Innovative Teaching and Learning Practices in Higher Education</i> . Faringdon: Libri Publishing	☒
Further	Quinn, C.N. (2014) <i>Revolutionize Learning and Development</i> . San Francisco: Wiley.	☐
Further	Johnston, B. (2019) <i>Conceptualising the Digital University: The Intersection of Policy, Pedagogy and Practice</i> . London: Palgrave Macmillan.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☐
Further	Michalko, M. (2006) <i>Thinkertoys: A Handbook of Creative Thinking Techniques: 2nd Edition</i> . New York: Ten Speed Press.	☐
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐
Further	Selwyn, N. (2016) <i>Education and Technology: 2nd Edition</i> . London: Bloomsbury	☒
Further	Williamson, B. (2017) <i>Big Data in Education: The digital future of learning, policy and practice</i> . London: Sage	☒

Module Code	ECPT6007
Title	The Teaching Toolkit 2
Date	30/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop learner awareness and understanding of a range of issues pertinent to professional practice within the post compulsory sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate competence in designing effective curricula for identified groups of learners to incorporate appropriate employability and skills development
- Critically evaluate theoretical concepts pertinent to programme design that promotes effective student learning

INDICATIVE CONTENT

- Inspection systems and quality assurance processes
- Curriculum developments and embedding skills
- Employability and entrepreneurship
- The skills agenda
- Principles of curriculum design
- Contemporary issues within the content of PCET
- Marking and feedback
- Assessment design and implementation
- Bilingualism in education

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Project	4000 words	80%

Assessment Component 2

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Written assignment	2000 words	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6007	
Module Title	The Teaching Toolkit 2	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development. 5th Edition</i> . Abingdon: Routledge.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education</i> . London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Gardner, J. (2011) <i>Assessment and Learning</i> . London: Sage	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Kelly, A.V. (2009) <i>The Curriculum: Theory and Practice: Sixth Edition</i> . London: Sage.	☐
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☒

Module Code	ECPT6008
Title	Professional Development and the PCET Practitioner
Date	30/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a systemic understanding of a range of aspects of underlying principles pertinent to professional conduct and practice within the post compulsory education sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically analyse own beliefs, values and skills and evaluate them in the context of best practice within the PCET sector
- Critically evaluate feedback in relation to own teaching practice and develop key targets to enhance own professional development

INDICATIVE CONTENT

- Reflective practice
- Continuing professional development
- Employability and careers within PCET
- The teacher and the law
- Developing your professional profile
- Engaging with professional standards
- Leading and managing within education

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	12
Independent learning	76	38
Placement learning	100	50
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	4 elements 3500 words	60%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment: Blog	5 entries minimum (2500 words)	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6008	
Module Title	Professional Development and the PCET Practitioner	
Classification	Reading List entry	Electronic*
Essential	Bassot, B. (2016) <i>The Reflective Practice Guide: An Introduction to Critical Reflection</i> . Abingdon: Routledge	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development</i> . 5 th Edition. Abingdon: Routledge.	☒
Essential	Rushton, I. and Suter, M. (2012) <i>Reflective Practice for Teaching in Lifelong Learning</i> . Maidenhead: Open University Press.	☒
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education</i> . London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Friedman, A. (2011) <i>Continuing Professional Development: Lifelong Learning of Millions</i> . London: Routledge.	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Parsloe, E. & Leedham, M. (2016) <i>Coaching and Mentoring: Practical Techniques for Developing Learning & Performance 3rd Edition</i> . London: Kogan Page.	☒

Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐
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Module Code	ECPT6009
Title	Action Research Project
Date	30/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to engage in a systematic enquiry of an identified topic pertinent to the post compulsory sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Research and critically investigate a relevant topic of personal and professional interest
- Critically consider the role of reflection within the research process through presenting their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

INDICATIVE CONTENT

- Action research
- Reflection and research
- Research techniques and tools
- Ethics and the research process
- Evidence led practice
- Teacher voice

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Research project	4000 words	80%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Poster presentation	Equivalent to 2000 words	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	80%
Practical	20%
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6009	
Module Title	Action Research Project	
Classification	Reading List entry	Electronic*
Essential	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6th ed). Milton Keynes: Open University Press.	☐
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7th ed). London: Routledge.	☐
Essential	McNiff, J. (2017) <i>Action Research: All You Need to Know</i> . London: Sage.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education</i> . London: Bloomsbury Academic	☒
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed). London: Sage Publications Ltd.	☐
Further	Denscombe, M. (2014). <i>The good research guide: for small-scale social research projects</i> (5th ed). Maidenhead: McGraw-Hill/Open University Press.	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Kemmis, S., McTaggart, R., Nixon, R. (2016) <i>The Action Research Planner: Doing Critical Participatory Action Research</i> . London: Springer.	☒
Further	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative</i>	☒

	<i>Approaches</i> (3rd ed). London: Sage Publications Ltd.	
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Professional Graduate Certificate in Education for Post Compulsory Education and Training (PCET)

ECPT6003	The Teaching Toolkit 1
ECPT6004	Additional Learning Needs & Inclusive Practice
ECPT6005	Managing Behaviour and Supporting Learner Engagement
ECPT6006	Digital Innovation and Professional Practice
ECPT6007	The Teaching Toolkit 2
ECPT6008	Professional Development and the PCET Practitioner
ECPT6009	Action Research Project

Module Code	ECPT6003
Title	The Teaching Toolkit 1
Date	30/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of key principles and methods of teaching and learning

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Design, plan and deliver a 30 minute teaching session to include relevant learning objectives, appropriate teaching and assessment strategies
- Critically reflect on own teaching practice as well as observations of other experienced teachers to develop targets for own professional development

INDICATIVE CONTENT

- Introduction to the PCET sector
- Lesson planning
- Writing aims and objectives
- Teaching, learning and assessment strategies
- Professional role and responsibilities
- Learning styles and theory
- Introduction to schemes of work
- Reflective practice
- Professional standards
- Bilingualism within education

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
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Practical assessment	teaching	30 minutes	50%
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Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6003	
Module Title	The Teaching Toolkit 1	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition.</i> Maidenhead: Open University Press.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition.</i> London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition.</i> Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education.</i> London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative.</i> London: Routledge.	☒
Further	Gravells, A. (2011) <i>Principles and Practice of Assessment in the Lifelong Learning Sector. 2nd Edition.</i> Exeter: Learning Matters.	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition.</i> London: Bloomsbury Academic.	☒
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition.</i> Abingdon: Routledge	☒

Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐

Module Code	ECPT6004
Title	Additional Learning Needs & Inclusive Practice
Date	30/03/2020
Level	6
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an understanding of the principles of inclusive practice within the PCET classroom

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and critically discuss key features and associated characteristics of a range of diagnosed impairments
- Identify and evaluate strategies to meet the needs of learners with additional learning needs within the PCET learning setting

INDICATIVE CONTENT

- Additional learning needs, policy and statutory guidelines
- Differentiation and accommodating needs within the PCET classroom
- Teaching strategies and design of learning for ALN
- Compensatory measures and the role of student support services
- Person centred practice
- Mental well-being
- Additional Learning Needs and Education Tribunal (Wales) Act and its implications for PCET practitioners and settings

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Report	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6004	
Module Title	Additional Learning Needs & Inclusive Practice	
Classification	Reading List entry	Electronic*
Essential	Barden, N & Caleb, R. (2019) <i>Student Mental Health and Wellbeing in Higher Education: A practical guide</i> . London: Sage	☒
Essential	Gravells, A. (2012) <i>Equality and Diversity in the Lifelong Learning Sector</i> . 2 nd Edition. Exeter: Learning Matters.	☒
Essential	https://gov.wales/additional-learning-needs-special-educational-needs	☒
Further	Frederickson, N. & Cline T, (2015) <i>Special educational needs, inclusion and diversity</i> . Maidenhead: Open University Press	☒
Further	Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs, Disability and Inclusion</i> : 3 rd Edition. London: Sage.	☒
Further	Knowles, G. (2017) <i>Supporting Inclusive Practice and Ensuring Opportunity is Equal for All</i> . Abingdon: David Fulton Publishers	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide</i> : 5 th Edition. Oxford. OUP.	☒
Further	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide</i> . 5 th edition. Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Reid, G. (2016) <i>Dyslexia: A Practitioner's Handbook</i> : 5 th Edition. Chichester: John Wiley & Sons.	☒
Further	Rix, J. et al (2010) <i>Equality, Participation and Inclusion</i> : 2 nd Edition. London: Routledge	☒

Module Code	ECPT6005
Title	Managing Behaviour and Supporting Learner Engagement
Date	30/03/2020
Level	6
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an awareness of the underlying principles of effective behaviour management to support and promote learner engagement within a range of educational settings.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Articulate a systematic understanding of a range of behaviour management models suitable for use with young people and adults
- Reflect on own skills and identify appropriate targets for future professional development

INDICATIVE CONTENT

- Positive behaviour management models
- Coaching and mentoring for behaviour management
- Pivotal culture and practice
- Professional roles and responsibilities
- Safeguarding
- Intervention and support

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6005	
Module Title	Managing Behaviour and Supporting Learner Engagement	
Classification	Reading List entry	Electronic*
Essential	Cox et al (2018) <i>The Complete Handbook of Coaching: 3rd Edition</i> . London: Sage	☒
Essential	Lebor, M. (2018) <i>Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated</i> . London: Palgrave Macmillan.	☒
Essential	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒
Further	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Further	Kline, N. (2002) <i>Time to Think: Listening to Ignite the Human Mind</i> . London: Ward Lock	☐
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition</i> . Abingdon: Routledge	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide: 5th Edition</i> . Oxford. OUP.	☒
Further	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☒
Further	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐

Module Code	ECPT6006
Title	Digital Innovation and Professional Practice
Date	30/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide learners with knowledge of a range of strategies relating to creative teaching practice and utilising technology within the classroom to support and enhance learning

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the role of creativity and digital innovation in enhancing teaching and learning within the post compulsory classroom
- Design and evaluate appropriate teaching tools which demonstrates a critical awareness of the synthesis between innovation and professional practice

INDICATIVE CONTENT

- Creativity and the curriculum
- Digital learning spaces
- Global technologies
- The changing learner
- Mobile technology
- Designing digital environments
- Online communities
- The role of the teacher in the digital age
- Legal and ethical issues for teaching and learning in the internet age

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
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Portfolio	4 elements (5000 words)	100%
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Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module has been developed in alignment with descriptor 1 the UK Professional Standards Framework (2011) for practitioners within the higher education sector wishing to attain Fellow status of Advance HE.

INDICATIVE READING LIST

Module Code	ECPT6006	
Module Title	Digital Innovation and Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Beetham, H. (2019) <i>Rethinking Pedagogy for a Digital Age</i> . London: Routledge.	☒
Essential	Daniela, L. (2020) <i>Pedagogies of Digital Learning in Higher Education</i> . London: Routledge.	☒
Essential	Enomoto, K. (2018) <i>Innovative Teaching and Learning Practices in Higher Education</i> . Faringdon: Libri Publishing	☒
Further	Quinn, C.N. (2014) <i>Revolutionize Learning and Development</i> . San Francisco: Wiley.	☐
Further	Johnston, B. (2019) <i>Conceptualising the Digital University: The Intersection of Policy, Pedagogy and Practice</i> . London: Palgrave Macmillan.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☐
Further	Michalko, M. (2006) <i>Thinkertoys: A Handbook of Creative Thinking Techniques: 2nd Edition</i> . New York: Ten Speed Press.	☐
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐
Further	Selwyn, N. (2016) <i>Education and Technology: 2nd Edition</i> . London: Bloomsbury	☒
Further	Williamson, B. (2017) <i>Big Data in Education: The digital future of learning, policy and practice</i> . London: Sage	☒

**Professional Certificate in Education - Post Compulsory Education and Training
(In-service)**

ECPT5005	Principles of Teaching, Learning and Assessment in PCET
ECPT5006	Subject Specialism: Developing Professional Practice
ECPT6012	Supporting and Developing Learners within Post Compulsory Education
ECPT6013	Subject Specialism: Professional Development and Innovative Practice

Module Code	ECPT5005
Title	Principles of Teaching, Learning and Assessment in PCET
Date	30/03/2020
Level	5
Credits	30
Pre-Requisites	None

AIM(S)

- To develop an understanding of key principles and methods of teaching, learning and assessment within the post compulsory sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Proficiently plan and deliver a teaching episode for a designated group of learners, to include suitable aims and outcomes as well as teaching and assessment strategies.
- Reflect on own teaching practice as well as observations of other experienced teachers to develop targets for own professional development
- Utilise a range of assessment strategies and techniques, demonstrate a sound understanding of differentiation and assessment of and for learning.

INDICATIVE CONTENT

- Lesson planning
- Writing aims and objectives
- Schemes of work
- Teaching, learning and assessment strategies
- Andragogy and the adult learner
- Introduction to inclusive practice
- Experiential learning
- Learning theories
- Learning styles
- Developing practical skills for teaching
- Designing effective learning environments

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	240	80
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Practical teaching assessment	45 minutes	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	3000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT5005	
Module Title	Principles of Teaching, Learning and Assessment in PCET	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition.</i> Maidenhead: Open University Press.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition.</i> London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition.</i> Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education.</i> London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative.</i> London: Routledge.	☒
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition.</i> Abingdon: Routledge	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition.</i> London: Bloomsbury Academic.	☒

Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide, 5th Edition</i> . Oxford. OUP.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐

Module Code	ECPT5006
Title	Subject Specialism: Developing Professional Practice
Date	30/03/2020
Level	5
Credits	30
Pre-Requisites	None

AIM(S)

- To provide an understanding of key principles and methods of teaching and skills development within a specialist professional role

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Reflect on own role within a professional context and outline further developmental needs through the production of an appropriate action plan
- Apply and examine models of learning pertinent to a designated professional educational context
- Compile a portfolio of evidence to evidence teaching and assessment responsibilities within an identified PCET context

INDICATIVE CONTENT

- Models of learning
- Reflective practice
- Professional standards and role responsibilities
- Differentiation and working with learners
- Discrimination and prejudice awareness
- Effective communication strategies
- Legislation and professional responsibilities
- Working with others in professional teaching roles

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	190	63
Placement learning	50	17
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
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Portfolio	5 elements, 6000 words	100%
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Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT5006	
Module Title	Subject Specialism: Developing Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development. 5th Edition</i> . Abingdon: Routledge.	☒
Essential	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Gravells, A. (2011) <i>Principles and Practice of Assessment in the Lifelong Learning Sector. 2nd Edition</i> . Exeter: Learning Matters.	☐
Further	Knowles, G & Lander, V. (2011) <i>Diversity, Equality and Achievement in Education</i> , London: Sage.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒
Further	Tummons, J. (2018) <i>Professionalism in Post Compulsory Education and Training: Empirical and Theoretical Perspectives</i> . London: Routledge.	☐
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i>	☒

Module Code	ECPT6012
Title	Supporting and Developing Learners within Post Compulsory Education
Date	30/03/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To develop an awareness of best practice in supporting and developing learner skills within post compulsory education and training settings

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical awareness of how to support learners in a range of capacities within a post compulsory setting
- Critically reflect on own teaching practice as well as that of other experienced teachers in relation to behaviour management and inclusivity within the classroom
- Explain and outline the role of key legislation, policy as well as appropriate professional guidelines in relation to learner support and inclusive practice.

INDICATIVE CONTENT

- Development of role responsibility
- Leadership and management development
- Continuing professional development
- Reflective practice
- Planning for future skills and career progression
- Skills development

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	240	80
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
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Written report	2500 words	40%
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Assessment Component 2

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Blog	5 entries minimum, 5000 words	60%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT6012	
Module Title	Supporting and Developing Learners within Post Compulsory Education	
Classification	Reading List entry	Electronic*
Essential	Bassot, B. (2016) <i>The Reflective Practice Guide: An Introduction to Critical Reflection</i> . Abingdon: Routledge	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development</i> . 5 th Edition. Abingdon: Routledge.	☒
Essential	Rushton, I. and Suter, M. (2012) <i>Reflective Practice for Teaching in Lifelong Learning</i> . Maidenhead: Open University Press.	☒
Further	Barden, N & Caleb, R. (2019) <i>Student Mental Health and Wellbeing in Higher Education: A practical guide</i> . London: Sage	☒
Further	Cox et al (2018) <i>The Complete Handbook of Coaching: 3rd Edition</i> . London: Sage	☒
Further	Gravells, A. (2012) <i>Equality and Diversity in the Lifelong Learning Sector</i> . 2 nd Edition. Exeter: Learning Matters.	☒
Further	https://gov.wales/additional-learning-needs-special-educational-needs	☒
Further	Frederickson, N. & Cline T, (2015) <i>Special educational needs, inclusion and diversity</i> . Maidenhead: Open University Press	☒
Further	Lebor, M. (2018) <i>Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated</i> . London: Palgrave Macmillan.	☒
Further	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒

Module Code	ECPT6013
Title	Subject Specialism: Professional Development and Innovative Practice
Date	30/03/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To facilitate students in understanding their own position within a professional PCET context and to systematically plan for their continued professional development

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically reflect on own role within a professional context and outline further developmental needs through the production of an appropriate action plan
- Demonstrate proficiency in applying principles of innovative practice to own teaching
- Compile a portfolio of evidence to evidence teaching and assessment responsibilities within an identified PCET context

INDICATIVE CONTENT

- Development of role responsibility
- Leadership and management development
- Continuing professional development
- Reflective practice
- Planning for future skills and career progression
- Personal skills development
- Innovation in education
- Digital learning
- National, regional and organisational policies

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	190	63
Placement learning	50	17
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	5 elements minimum, 7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT6013	
Module Title	Subject Specialism: Professional Development and Innovative Practice	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development. 5th Edition</i> . Abingdon: Routledge.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition</i> . London: Routledge	☐
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition</i> . Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Daniela, L. (2020) <i>Pedagogies of Digital Learning in Higher Education</i> . London: Routledge.	☒
Further	Enomoto, K. (2018) <i>Innovative Teaching and Learning Practices in Higher Education</i> . Faringdon: Libri Publishing	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☐
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition</i> . Abingdon: Routledge	☐
Further	Loo, S. (2018) <i>Professional Development of Teacher Educators in Further Education</i> . London: Routledge	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐

Professional Graduate Certificate in Education - Post Compulsory Education and Training (In-service)

ECPT6010	Principles of Teaching, Learning and Assessment in PCET
ECPT6011	Subject Specialism: Developing Professional Practice
ECPT6012	Supporting and Developing Learners within Post Compulsory Education
ECPT6013	Subject Specialism: Professional Development and Innovative Practice

Module Code	ECPT6010
Title	Principles of Teaching, Learning and Assessment in PCET
Date	30/03/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To develop an understanding of key principles and methods of teaching, learning and assessment within the post compulsory sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Proficiently plan and deliver a teaching episode for a designated group of learners, to include suitable aims and outcomes as well as teaching and assessment strategies.
- Critically reflect on own teaching practice as well as observations of other experienced teachers to develop targets for own professional development
- Utilise a range of assessment strategies and techniques, demonstrating a critical understanding of differentiation and assessment of and for learning.

INDICATIVE CONTENT

- Lesson planning
- Writing aims and objectives
- Schemes of work
- Teaching, learning and assessment strategies
- Andragogy and the adult learner
- Introduction to inclusive practice
- Experiential learning
- Learning theories
- Learning styles
- Developing practical skills for teaching
- Designing effective learning environments

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	240	80
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Practical teaching assessment	45 minutes	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written assignment	3750 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT6010	
Module Title	Principles of Teaching, Learning and Assessment in PCET	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition.</i> Maidenhead: Open University Press.	☒
Essential	Race, P. (2019) <i>The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching: 5th Edition.</i> London: Routledge	☒
Essential	Reece, L. and Walker, S. (2007) <i>Teaching, Training and Learning: A Practical Guide. 5th edition.</i> Tyne and Wear: Business Education Publishers Ltd.	☐
Further	Ashwin, P. et al (2020) <i>Reflective Teaching in Higher Education.</i> London: Bloomsbury Academic	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative.</i> London: Routledge.	☒
Further	Knowles, M. (2015) <i>The Adult Learner: The definitive classic in adult education and human resource development. 8th Edition.</i> Abingdon: Routledge	☒
Further	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition.</i> London: Bloomsbury Academic.	☒

Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Petty, G. (2014) <i>Teaching Today: A Practical Guide: 5th Edition</i> . Oxford. OUP.	☒
Further	Race, P. and Pickford, R. (2007) <i>Making Teaching Work: teaching smarter in post-compulsory education</i> . London: Sage.	☐

Module Code	ECPT6011
Title	Subject Specialism: Developing Professional Practice
Date	30/03/2020
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To provide an understanding of key principles and methods of teaching and skills development within a specialist professional role

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically reflect on own role within a professional context and outline further developmental needs through the production of an appropriate action plan
- Apply and evaluate models of learning pertinent to a designated professional educational context
- Compile a portfolio of evidence to evidence teaching and assessment responsibilities within an identified PCET context

INDICATIVE CONTENT

- Models of learning
- Reflective practice
- Professional standards and role responsibilities
- Differentiation and working with learners
- Discrimination and prejudice awareness
- Effective communication strategies
- Legislation and professional responsibilities
- Working with others in professional teaching roles

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	190	63
Placement learning	50	17
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Portfolio	5 elements, 7500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPT6011	
Module Title	Subject Specialism: Developing Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Avis, J., Fisher, R. and Thompson, R. (2015) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice. 2nd Edition</i> . Maidenhead: Open University Press.	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development. 5th Edition</i> . Abingdon: Routledge.	☒
Essential	Gregson, M and Hillier, Y (2020) <i>Reflective Teaching in Further, Adult and Vocational Education: 5th Edition</i> . London: Bloomsbury Academic.	☒
Further	Duckworth, V. (2014) <i>How To Be A Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative</i> . London: Routledge.	☒
Further	Gravells, A. (2011) <i>Principles and Practice of Assessment in the Lifelong Learning Sector. 2nd Edition</i> . Exeter: Learning Matters.	☐
Further	Knowles, G & Lander, V. (2011) <i>Diversity, Equality and Achievement in Education</i> , London: Sage.	☒
Further	Marshall, S. (2020) <i>A Handbook for Teaching and Learning in Higher Education: Fifth Edition</i> . London: Routledge.	☒
Further	Robinson, D. (2019) <i>Classroom Behaviour Management in Further, Adult and Vocational Education</i> . London: Bloomsbury Academic.	☒
Further	Tummons, J. (2018) <i>Professionalism in Post Compulsory Education and Training: Empirical and Theoretical Perspectives</i> . London: Routledge.	☐
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i>	☒