



Module Assessment Information Document

Module Code: EDU7405

**Module Title: Pedagogy: Theories and Practice of
Teaching and Learning**

Credits: 20

2025

Module Leader: Katrina Damigos

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Overview

Assessment Category	Type	Length/Scope	Weighting (%)	Submission deadline
In-Person Assessment	Presentation	15 minutes	100%	Saturday 8 th March 2025

Assessment 2

Assessment Title: Pedagogy

Assessment Task

15 Minute Presentation

A 15-minute presentation of a structured reflection of your developing understanding of **ONE** of the following themes, drawing on your own experiences as a learner and on the learning you have observed as part of the course:

- Planning for learning in your specialist subject area
- Approaches to teaching: signature pedagogies in your specialist subject area
- How learning happens, barriers to learning and the impact of pedagogical decisions
- Creativity: teaching creatively; learning to think in new ways and teaching for creativity
- Behaviour management: setting, achieving and maintaining expectations
- Assessing learning and measuring impact: adapting teaching to meet learning needs

Although focusing mainly on your selected theme, your presentation will also draw on the wider module content as well as your wider reading. Your reflection will be presented to an audience of tutors and peers using a powerpoint or presentation. You should be prepared to answer questions from tutors and peers following your presentation.

Include as appendices:

- a full reference list that, using the Harvard system, accurately records all published materials **cited** in all parts of the assignment, including books, journals and all web-based resources;

To be successful you will need to:

- Be clear about the theme you intend to explore; this need not be complex or obscure.
- Develop a thorough understanding about the selected theme through reading, research and discussion, and relate your thinking to this wider reading and research.
- Structure the key points that you need to communicate; it is likely that you will need to make decisions about what material to include and what to leave out.
- Ensure a critical approach which explores the ideas from a range of perspectives and considers your own learning and the impact on other learners.
- Reflect honestly.
- Demonstrate your ability to communicate effectively; an essential skill for all educators
- Carefully select the most appropriate format through which to present the essential elements of your selected theme (e.g. PowerPoint).

- Consider carefully which media are most appropriate for the needs of your audience; this might include text, images, graphics, diagrams and possibly sounds; lengthy text might be constricting.
- Consider the visual impact of your presentation as well as the content.
- Rehearse your presentation to ensure maximum impact; consider the use of vocal dynamics, eye contact and your personal notes; aim to speak your presentation rather than read it.
- Consider how citations might support and enhance your work; do not rely on citations to do the work for you.

Submission Details

- You will submit your Presentation document via email to pgcei@musicmasters.org.uk
- You will see in the Assignments section of the Virtual Learning Environment a document called 'Front Sheet – Pedagogy', which you will need to download and fill out with your name, student number and module code.
- You will need to attach the completed front sheet with your assignment in the email, sending a total of TWO documents only.
- Your assignment must be saved in the following format:
Yourname.Assignment 2
- Your front sheet must be saved in the following format:
Yourname.Frontsheet Assignment 2
- You must email these by **10 am** on the day of your presentation.

Assessment Support

- A dedicated support twilight session on each assignment will be run additionally online, recorded and uploaded to the Music Masters VLE for students to watch back at any time
- One to one support sessions with academic tutors on the course team (up to 30 mins per student) are available for you to book using the calendly links to tutors provide on the VLE for [Katrina Damigos](#) and Rachel Watson.

Marking Criteria: Postgraduate

Criterion	0 – 39% Fail	40 – 49% Fail	50 – 59% Pass	60 – 69% Strong Pass (merit)	70 – 79% Very Strong Pass (distinction)	80 – 100% Exceptionally Strong Pass (distinction)
1. Demonstrate a critical understanding of the selected theme and the wider module content	<i>Submission is incomplete</i>	You demonstrate a limited understanding of the selected theme and the wider module content	You demonstrate some understanding of the selected theme and the wider module content	You demonstrate a critical understanding of the selected theme and the wider module content	You demonstrate a sophisticated and critical understanding of the selected theme and the wider module content	You demonstrate a sophisticated and perceptive understanding of the selected theme and the wider module content
2. Apply your understanding to a critical analysis of your own experience as a learner	<i>Submission is incomplete</i>	You applied a limited understanding to the critical analysis of your own experience as a learner	You applied some understanding to the critical analysis of your own experience as a learner	You applied a critical understanding to the critical analysis of your own experience as a learner	You applied a sophisticated and critical understanding to the critical analysis of your own experience as a learner	You applied a sophisticated and perceptive understanding to the critical analysis of your own experience as a learner
3. Critically analyse the learning and teaching you have observed in the contexts of the course	<i>Submission is incomplete</i>	Your critical analysis of the learning and teaching you have observed in the contexts of the course was limited	Your critical analysis of the learning and teaching you have observed in the contexts of the course was appropriate	Your critical analysis of the learning and teaching you have observed in the contexts of the course was in-depth	Your critical analysis of the learning and teaching you have observed in the contexts of the course was sophisticated	Your critical analysis of the learning and teaching you have observed in the contexts of the course was sophisticated and perceptive
Demonstrate an ability to communicate to an audience.	<i>Submission is incomplete</i>	You demonstrated a limited ability to communicate to an audience	You demonstrated some ability to communicate to an audience	You demonstrated that you have a secure ability to communicate to an audience	You demonstrated that you have excellent skills that have aided your ability to communicate to an audience	You demonstrated that you have exceptional skills that have complimented your ability to communicate to an audience

This assessment addresses the following learning outcomes (LOs):

1. Demonstrate a critical understanding of a selected theme and the wider module content
2. Apply your understanding to a critical analysis of your own experience as a learner
3. Critically analyse the learning and teaching you have observed in the contexts of the course
4. Demonstrate an ability to communicate to an audience

Key Information

Conditions of Progression	A minimum of 50% is required to for students to pass the module.
Late or Non-Submission/ Attendance	Assessments must be submitted in the format specified in the assessment task, by the deadline and to the submission point published on Moodle. Failure to submit by the published deadline will result in penalties which are set out in Section 6 of the Academic Regulations, available at: late-submission-of-assessment-policy-version-10-approved-june-2022-133082470192470694.pdf (windows.net) Please be aware that the penalties are different for re-submissions and 'in-year retrievals'. For in-person assessments, you should arrive 15 minutes before your allocated time slot. Failure to present at your allocated time, will result in you being unable to sit the assessment and you will be recorded as a non-submission, resulting in a grade of 0.
Word Count	The word count for this module assessment is shown under the assessment overview. A +10% margin of tolerance is applied, beyond which nothing further will be marked. Marks cannot be awarded for any learning outcomes addressed outside the word count. The word count refers to everything in the main body of the text (including headings, tables, citations, quotes, lists etc.). Everything before (i.e. abstract, acknowledgements, contents, executive summaries etc.) and after the main text (i.e. references, appendices) is not included in the word count limit. For in-person assessments time limits will be applied.
Academic Integrity Guidance	Academic integrity is the attitude of approaching your academic work honestly, by completing your own original work, attributing, and acknowledging your sources when necessary. Understanding good academic practice in written and oral work is a key element of academic integrity. It is a positive aspect of joining an academic community, showing familiarity with, and acknowledging sources of evidence. The skills you require at higher education may differ from those learned elsewhere such as school or college.

	You will be required to follow specific academic conventions which include acknowledging the work of others through appropriate referencing and citation as explicitly as possible. If you include ideas or quotations which have not been appropriately acknowledged, this may be seen as plagiarism which is a form of academic misconduct. If you require support around referencing, please contact the Faculty's Academic Development Department or the University wide Centre for Academic Success. It is important to recognise that seeking out learning around academic integrity will help reduce the risk of misconduct in your work. Skills such as paraphrasing, referencing and citation are integral to acting with integrity and you can develop and advance these key academic skills through the Faculty's Academic Development Department.
Academic Misconduct	Academic misconduct is conduct which has or may have the effect of providing you with an unfair advantage by relying on dishonest means to gain advantage and which therefore compromises your academic integrity. The procedure sets out the process we will follow, and the penalties we may apply, in cases where we believe you may have compromised your academic integrity by committing academic misconduct. The Academic Misconduct Procedure and information about academic support is available at: https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Academic-Misconduct-Procedure
Extenuating Circumstances	For further details on the Extenuating Circumstances Procedure please see the iCity page below: https://icity.bcu.ac.uk/student-affairs/appeals-and-resolutions/extenuating-circumstances-procedure
Where to get help	The University has a designated student support service known as the Centre for Academic Success. Here you will find support for a range of academic skills. Likewise, you can arrange a consultation with a member of staff from the Academic Development Department based at City South Campus. You also should also review the wide range of support and help from the library.