



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

MODULE HANDBOOK

MODULE CODE ECAD6050

Module Title **Core studies: The learner: who am I teaching?**

Post Graduate Certificate in Education with Qualified Teacher Status (PGCE)

Level 6

Number of credits 20 Credits

Yr Athrofa

2026-2027

Revalidated October 2023 for first intake September 2024

1. Point of contact

Module Lead: Laura Emanuel laura.emanuel@uwtsd.ac.uk Ian Jones ian.jones@uwtsd.ac.uk

2. Our Expectations

We hope you enjoy the module and programme. We are here to help.

You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all sessions

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.

Being an ethical researcher

- Reflect on whether your own expectation for these learners might be a barrier to their progress. This needs to take place in a collaborative reflection setting, e.g. questioning opportunity resources.

Being a skilled researcher

- Collation of all available evidence sources to the benefit of individual learners
- Bringing together learning to date to plan for one child's learning / justifying pedagogical decisions.
- Using observation to evaluate the efficacy of planned pedagogy.

Being a sceptical researcher

- Critically evaluate research and key theories and research that underpin the holistic development of children and young people; evaluate and share the application of theory and research to personal practice, including meeting the needs of particular groups of learners; critically evaluate beliefs and assumption about groups of learners, providing support for your decisions.

Being part of an Inquiring Profession

- Contributing to a community of inquiring practitioners; knowing whether, when and how to share outcomes of classroom inquiry; pro-actively contributing to a range of audiences actively engaging with the inquiry and findings of others.

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Bridging activity (intellectual and experiential knowledge exchange)	

3. Aims and Learning Outcomes

AIM(S)

- To equip student-teachers with the skills of critical analysis and evaluation to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.
- To engage student-teachers in the transformative model of practice which initiates change in an educational setting based on evidence from critical reflection and evaluation.

LEARNING OUTCOMES

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

- evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice;
- present personal stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions and beliefs that lead to prejudice and stereotyping;
- critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

INDICATIVE CONTENT

- A critical evaluation of key theories and research that underpin the holistic development of children and young people in relation to ensuring pupil progress.
 - Exploration of evidence-based theory and research to underpin pedagogical knowledge and understanding.
 - The module will provide a deep understanding of how contractual, pastoral, and legal responsibilities including Additional Learning Needs, safeguarding and child protection, children's well-being, rights and voices, interact in a range of situations. The module will equip the student-teacher with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development and identify pedagogies which mitigate negative effects.
 - Developing appropriate noticing and reflection skills that will enable student-teachers to continue learning from their own and others' experiences throughout their careers.
 - A critical evaluation of strategies and approaches to best support equality and diversity including challenging beliefs and assumptions about the norm.
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4. Assessment information

STUDY TIME ALLOCATION

There are 20 scheduled learning hours for this module.

ASSESSMENT

Assessment Component 1

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	3 min 30secs	50%

Assessment Component 2

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Essay	1350 words	50%

ASSESSMENT SUMMARY

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

5. Module Content

The module content will be delivered on a rotational basis.

Session Number	Day	Date	Content
1 + 2	Monday	14/09/2026	Introduction to the module
3	5 Rotations	15 – 18 09/2026	ALN
4			Child Development
5			Learning Theories
6			Interventions Fair
7			SEL + Wellbeing
8			Transitions
9	In addition	15-18/09/2026	Critical observations and Reflective Practice Immersive Content
10	Friday	18/09/2026	Assessment Guidance: Essay + Video

6. Assessment Tasks and Guidance

Please see the Assessment Specification for this module that can be found in Moodle under “Assessment Information”.

INDICATIVE READING LIST

Please use Leganto for the most up-to-date list.

Module Code	ECAD6050	
Module Title	<i>Core studies: The learner: who am I teaching?</i>	
Classification	Reading List entry	Electronic*
Essential	Rose, J. (2016) <i>Health and well-being in early childhood</i> . First edition. Louise Gilbert & Val Richards (eds.). Los Angeles:, SAGE.	Y
Essential	Lindsay. Peer & Gavin Reid (eds.) (2012) <i>Special educational needs: a guide for inclusive practice</i> . Los Angeles, Calif.; London:, SAGE.	Y
Essential	Tripp, D. (2012) <i>Critical incidents in teaching [electronic resource]: developing professional judgement</i> . Classic ed. New York;; Abingdon, Oxon,; Routledge.	Y
Essential	Shearer, C., Goss, H.R., Edwards, L.C., Keegan, R.J., <i>et al.</i> (2018) How Is Physical Literacy Defined? A Contemporary Update. <i>Journal of teaching in physical education</i> . [Online] 37 (3), 237–245. Available from: doi:10.1123/jtpe.2018-0136.	Y
Essential	Gray, C. (2012) <i>Learning theories in childhood</i> . Sean. MacBlain (ed.). Los Angeles, [Calif.];; London:, SAGE.	Y
Essential	Zwozdiak-Myers, P. (2012) <i>The teacher's reflective practice handbook: becoming an extended professional through capturing evidence-informed practice</i> . London:, Routledge.	
Essential	Howard, C. (2017) <i>Children's mental health & emotional well-being in primary schools</i> . Maddie Burton, Denisse Levermore, & Rachel Barrell (eds.). London:, Learning Matters an imprint of SAGE Publications Ltd.	Y
Essential	Donaldson, G. (n.d.) <i>Successful Futures</i> . [Online]. Available from: https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf .	Y

Essential	Anon (n.d.) <i>Curriculum for Wales</i> . [Online]. Available from: https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf .	
Essential	Anon (n.d.) <i>Special Educational Needs Code of Practice for Wales</i> . [Online]. Available from: https://gov.wales/sites/default/files/publications/2018-03/special-educational-needs-code-of-practice-for-wales.pdf .	Y