



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

MODULE DIRECTORY

PGCE SECONDARY LEVELS 6 & 7

ACADEMIC DISCIPLINE: INITIAL TEACHER EDUCATION

YR ATHROFA

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Levels 6 and 7 within the PGCE Secondary programme in the academic year 2018-2019.

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 School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty 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

MODULE CODE:	ECSP6001
TITLE:	Principles of Teaching, Learning, and Pedagogy in the Secondary Sector
DATED:	03/08/2017
LEVEL:	6
CREDITS:	40
JACS CODE:	X130

AIM(S)

- To thoroughly equip students to begin to effectively address the current statutory requirements in Wales for the award of QTS.
- To fully enable students to make robust connections between being a reflective practitioner and an effective teacher.
- To provide opportunities for students to successfully apply the current statutory requirements in Wales for the award of QTS within subject specific specialisms.

LEARNING OUTCOMES

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

- Demonstrate a progressive, thorough knowledge and critical understanding of their specialist subjects within the secondary curriculum through reading, reflection and research enquiry that will enable them to be proficient teachers.
- Begin to plan, teach and manage classes effectively ensuring appropriate learner behaviour and strong learning outcomes.
- Demonstrate a sound comprehension of whole school issues and their relationship and application within a subject specific curriculum.
- Purposefully and effectively monitor and assess a range of learners' work in relation to how learning objectives inform planning.
- Critically reflect on and justify methodological strategies and demonstrate sound judgement in order to support pedagogic decisions.

INDICATIVE CONTENT

- Investigate subject-specific knowledge and pedagogies used to enhance learning in the specialist secondary classroom including concepts and theories of learning and child development.
- Provide a clear overview of secondary curriculum development and its context e.g. the National Curriculum in Wales, Subject specific GCSE, AS and A level specifications, 14-19 Learning pathways, including the KS4, KS5 curriculum review.
- Introduce the concept of transitions at all key stages with particular reference to personal, pastoral and academic contexts within chosen subjects.

- Clarify the use of skills and learning across the curriculum, the Skills Framework, the National Literacy & Numeracy Frameworks and their relationship to subject specific curriculum.
- Introduce the concept of behaviour management and classroom management to create a safe learning and teaching environment and to enhance learning outcomes.
- Develop the use of long-term, midterm and short term planning to enable the use of a variety of learning and teaching strategies, organise content and a variety of experiences for learners.
- Understand the need to plan for progression and continuity in a subject specific curriculum, including the use of different recording techniques.
- Acknowledge the importance of resource production to enable the use of different teaching and learning strategies matched to diverse learner needs.
- Introduce Assessment for Learning: incorporating reflection on effective assessment for learning strategies for supporting and improving learning.
- Introduce Assessment of Learning: judging progress and identifying levels of attainment in subjects at Key Stages 3 and 4 and post-16, and the formative uses of summative assessments.
- Introduce differentiation strategies to provide access and challenge in learning, using different learning approaches and reflection of ideas on learning styles, including for learners with Additional Needs, English as an Additional Language and the More Able and Talented.
- Develop Professional values and practice and issues involved in becoming a secondary teacher including child welfare, safeguarding, and Learner Voice.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in one-hour weekly whole cohort lectures and consolidated through one and a half –hour weekly cross-curricular sessions (of around 20 students) followed by subject based teaching and practical tasks in specific curricular groups.

Topics will be introduced over a five week period during September and December and between January and March supported by various individual, small-group and whole-group activities. There will also be supportive, directed activities as appropriate.

This is a full time course and total learning time will be distributed according to the needs of each curriculum subject. Subsequently, learning time will be a minimum of 400 hours for this module.

Work across the curriculum will vary but generally will consist of some or all of the following:

- Formal tutor presentations and presentations by external speakers, e.g. mentors, ex-students, subject association and exam board representatives.
- Interactive teaching.
- Collaborative group work by students including peer activities and assessment.
- Role-play, discussion and debate.
- Student presentations.
- External visits to galleries, museums, etc.
- Resource production and evaluation.
- ICT and VLE.
- Literature analysis.
- Directed tasks.
- Student delivery of a micro-teaching episode.
- Peer assessment of a micro-teaching episode.

- Sharing and building on resources.
- Individual reflection and evaluation of personal micro-teaching episode.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	200	50%
Placement learning	160	40%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 – 50%

Presentation of individual micro-teaching episode (Equivalent to 5000 words)

Assessment Component 2 – 50%

Critical reflection and evaluation of micro-teaching presentation (3500 words)

Supporting materials include:

Lesson plan, Resources and Short evaluation (Equivalent to 1500 words)

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will be exposed to the documentations relating to Education for Sustainable Development and Global Citizenship and apply this understanding in their teaching episodes.	

READING LIST

Module Code	ECSP6001	
Module Title	Principles of Teaching, Learning, and Pedagogy in the Secondary Sector	
Classification	Reading List entry	Electronic*
Essential	Allison, S. & Tharby, A. (2015) <i>Making Every Lesson Count. Six principles to support great teaching and learning</i> . Carmarthen: Crown House Publishing Ltd	☐
Essential	Didau, D. (2016) <i>What Every Teacher Needs to Know About Psychology</i> . John Catt	☐
Essential	Didau, D. (2016) <i>What if everything you knew about education was wrong?</i> Crown House	☐
Essential	<i>Digital Competence Framework</i> (updates and guidance,	☒

	2016) http://learning.gov.wales/resources/browse-all/digital-competence-framework/?lang=en	
Essential	Dillon, J. and Maguire, M. (2011) Eds <i>Becoming a Teacher: Issues in Secondary Teaching</i> 4th Edition. Maidenhead: OU Press	☐
Essential	Land, R. (ed) (2016) <i>Threshold Concepts in Practice</i> . Sense	☐
Essential	Lemov, D. (2015) <i>Teach Like a Champion 2.0</i> . Wiley	☐
Essential	<i>National Literacy and Numeracy Framework</i> (2013) http://learning.gov.wales/docs/learningwales/publications/130415-Inf-guidance-en.pdf	☒
Essential	Petty, G. (2009) <i>Evidence-Based Teaching: A Practical Approach</i> (2 nd ed). Nelson-Thornes	☐
Essential	Pollard, A. (2008) <i>Reflective Teaching</i> , 3 rd Edition. London: Continuum	☐
Essential	Quigley, A. (2016) <i>The Confident Teacher: Developing successful habits of mind, body and pedagogy</i> . London: Routledge	☐
Essential	<i>Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales</i> Welsh Government February 2015 http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Essential	Welsh Assembly Government (2012) <i>National Literacy Programme</i> . Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2012) <i>National Numeracy Programme</i> . Cardiff: Welsh Assembly Government	☒
Essential	William, D. (2011) <i>Embedded Formative Assessment</i> . Indiana: Solution Tree Press	☐
Further	Bates, B (2016). <i>Learning Theories Simplified</i> . London: Sage Publications	☐
Further	Biesta, G. (2014) <i>The Beautiful Risk of Education</i> . London: Routledge	☐
Further	Boyle, B. and Charles, M. (2014). <i>Formative Assessment for Teaching and Learning</i> . London: Sage Publications Ltd	☐
Further	Brown, P., Roediger, H. and McDaniel, M. (2014) <i>Make It Stick: The Science of Successful Learning</i> . Harvard: Harvard University Press	☐
Further	Capel, S., Leask, M. and Turner, T. (2009) Eds <i>Learning To Teach in the Secondary School: A Companion to School Experience</i> , 5 th Edition. London: Routledge	☐
Further	Christodoulou, D. (2017) <i>Making Good Progress?: The future of Assessment for Learning</i> . Oxford: Oxford University Press	☐
Further	Crehan, L. (2016) <i>Cleverlands</i> . Unbound	☐
Further	Fautley, M. and Savage, J. (2010) <i>Secondary Education: Reflective Reader</i> . Exeter: Learning Matters	☐
Further	Hattie, J. (2012) <i>Visible Learning for Teachers: Maximising Impact on Learning</i> . London: Routledge	☐
Further	Hirsch, E. D. (2016) <i>Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories</i> . Harvard:	☐

	Harvard Education Press	
Further	Hramiak, A. and Hudson, T. (2011) Eds <i>Understanding Learning and Teaching in Secondary Schools</i> . Harlow: Pearson	☐
Further	Lemov, D. (2016) <i>Teach Like a Champion Field Guide</i> . Wiley	☐
Further	Lemov, D., Woolway, E. & Yezzi, K. (2012) <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i> . Jossey Bass	☐
Further	Meyer, J., Land, R. & Baillie, C. (2010) <i>Threshold Concepts and Transformational. Sense</i>	☐
Further	Mitchell, N. and Pearson, J. (2012) Eds <i>Inquiring in the Classroom: Asking the Questions that Matter about Teaching and Learning</i> . London: Continuum	☐
Further	Muijs, D. and Reynolds, D. (2011) Eds <i>Effective Teaching: Evidence and Practice</i> , 3 rd Edition. London: Sage	☐
Further	Nuthall, G. (2007) <i>The Hidden Lives of Learners</i> . Nczer Press	☐
Further	Robinson, M. (2013) <i>Trivium</i> . Crownhouse	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Progress</i> . Crownhouse	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Feedback</i> . Crownhouse	☐
Further	Willingham, D. (2010) <i>Why Don't Students Like School?</i> Wiley	☐
Further	Willingham, D. (2012) <i>When Can you Trust the Experts?</i> Wiley	☐
Further	Journal - Educational Review	☒
Further	The Welsh Journal of Education	☒
Further	Estyn – www.estyn.gov.uk	☒

MODULE CODE: ECSP6002
TITLE: Professional Teaching Experience with QTS
DATED: 03/08/2017

LEVEL: 6
CREDITS: 20

JACS CODE: X130

AIM(S)

- To enable students to successfully meet the current statutory requirements in Wales for the award of QTS in their specialist subjects through a staged and supported professional teaching experience.
- To promote the continuing professional development of intending secondary teachers within a context of critical, reflective enquiry.
- To provide wider opportunities, where appropriate, for students to gain teaching experiences within the broader secondary phase.

LEARNING OUTCOMES

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

- Demonstrate their achievement of QTS standards across the secondary age range in their specialist subjects.
- Research, plan, prepare and implement appropriate effective learning experiences in the mid and short term, with effective application of the Skills Framework and National Literacy and Numeracy Frameworks, ensuring secure learner behaviour and learning.
- Demonstrate their understanding and implementation of a wide range of issues pertaining to the education of young people, including the pastoral role of teachers, Y Cwricwlwm Cymreig (YCC), Education for Sustainable Development and Global Citizenship (ESDGC) and the spiritual and moral welfare of learners.
- Demonstrate appropriate independence and professional responsibility in relation to school/college policies and practices, teachers' legal liabilities and build good working relationships with colleagues.
- Critically reflect upon their teaching development, achievement and wellbeing in a systematic manner to inform further professional needs and development and organise their professional development and learning through a range of sources and present these processes appropriately.

INDICATIVE CONTENT

There is ongoing pastoral support of students throughout this module.

Term 1 University-Based

Preparation for PTE1 including:

- Professional Codes of Practice for teachers at Centre, national and institutional levels. Implications for student-teachers.
- Introduction to QTS Standards and implications.
- Learner wellbeing, safeguarding principles and pastoral education concerns.

- Subject knowledge and confidence audits within subjects.

PTE-Based

- Induction to PTE1. Socio-cultural characteristics and practices of educational institutions.
- Establishing professional expectations for QTS.
- How learning is organised and managed.
- Introduction to appropriate policies, procedures and practices.
- Staged, purposive observations of teaching.
- Primary/Secondary transition arrangements.
- Pastoral systems and the role of the tutor.
- Creating the right conditions for learning - behaviour management.
- Working with other educational professionals.
- Staged introduction to subject teaching and assessment.
- Uses of ICT in subject teaching and assessment.
- Supported programme of formative and summative assessment of teaching progress.
- Review and report of student-teacher progress.

Term 2 University-Based

Preparation for PTE2 including:

- Review of progress on PTE1 and Action Planning for the future.
- Review of subject knowledge and confidence.
- Applying for posts and the selection process. Teaching recruitment fair.
- Principles and implications of assessment for learning and assessment of learning.
- Inclusion, equality and diversity in education. Implications for SEN, AN and EAL learners.
- Implementation of YCC and ESDGC.
- Working with parents and guardians. Assessment and other reporting systems.
- Challenging aspects of PSE; wellbeing, drugs education and sex and relationships education.

PTE-Based

- Induction to PTE2. Establishing professional expectations for QTS.
- Working with the student teacher's Action Plan.
- Introduction to the teaching applications and selection process.
- Staged, purposive observations of teaching.
- Staged introduction to subject teaching and assessment.
- More intensive and extensive work in certain areas e.g. promoting higher order thinking and learning, assessing and recording learners' work and progress.
- Enhanced uses of ICT in subject teaching and assessment.
- Teaching with greater independence and autonomy.
- Supported programme of formative and summative assessment of teaching progress.
- Review of student-teacher progress and interim report of attainment.

Term 3 University-Based

Preparation for PTE 2 including:

- GTCW Registration and the Career Entry Process. Opportunities for continuing professional development.
- Data analysis and improvement. Using data to improve teaching and learning.
- Learning Pathways 14-19, the Welsh Baccalaureate and curriculum change.
- Preparation for optional 'Enhancement Experience' for appropriate students.

PTE-Based

- Working with the student teacher's Action Plan.
- Further subject teaching and assessment.
- More intensive and extensive work in certain areas e.g. developing sequences of interactive learning and teaching, investigation and creation of differentiated learning resources.
- Research and evaluation of enhanced subject teaching, learning and curriculum.
- Enhanced uses of ICT in subject teaching and assessment.
- Teaching and assessing with independence and autonomy.
- Supported programme of formative and summative assessment of teaching progress.
- Review of student-teacher progress and summative report of attainment.

LEARNING AND TEACHING STRATEGY

Students undertake at least two extended periods of supported Professional Teaching Experience in two partner schools and/or colleges amounting to 24 weeks in total; supported, monitored and assessed by University curriculum leaders/tutors and PTE Senior Mentors and Mentors. University-based preparation for this Module is carried out in specialist curriculum classes where the common support, monitoring and assessment systems are placed securely within the particular needs of each secondary subject.

Teaching and learning strategies in schools / colleges will include the following:

- Weekly tutorials and progress review meetings with Mentors.
- Weekly sessions and presentations by Senior Mentors.
- Coaching by Senior/Mentors and Curriculum Leaders/tutors.
- Informal lesson observations by Mentors with written feedback and targets recorded in Lesson Comments Books.
- Four formal lesson observations by Mentors, one by Senior Mentors and one by Curriculum Leaders/Tutors (more if students need additional support) with written feedback on a Lesson Observation Form and a follow-up meeting to generate a professional dialogue and provide verbal feedback.
- Reflective observation and discourse.
- Focused observation of skilled professional practitioners through pupil trails and targeted observation of specific classroom practices, e.g. behaviour management, questioning, etc.
- Classroom based research and evaluation.
- Paired, collaborative and individual teaching.
- Moderated discussion groups.

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	80	40%
Placement learning	100	50%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Professional Development Portfolio (equivalent to 5000 words)

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will, as part of the role in school, be expected to use the frameworks for ESDGC to inform their work.	

READING LIST

Module Code	ECSP6002	
Module Title	Professional Teaching Experience with QTS	
Classification	Reading List entry	Electronic*
Essential	Denby, N. (2012) Ed <i>Training to Teach: A guide for Students</i> , 2 nd Edition, London: Sage	☐
Essential	Ellis, V. (2012) Eds <i>Learning and Teaching in Secondary Schools: Achieving QTS</i> , 4 th Edition, Exeter: Learning Matters	☐
Essential	Welsh Assembly Government (2012) <i>National Literacy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2012) <i>National Numeracy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2008) <i>Skills Framework</i> , Cardiff: Welsh Assembly Government	☒
Further	Beadle, P. (2010) <i>How to Teach</i> , Carmarthen: Crown House Publishing	☐
Further	Capel, S., Leask, M. and Turner, T. (2009) Eds <i>Learning To Teach in the Secondary School: A Companion to School Experience</i> , 5 th Edition, London: Routledge	☐
Further	Capel, S., Leask, M. and Turner, T. (2010) Eds <i>Readings for Learning to Teach in the Secondary School: A Companion to M Level Study</i> , London: Routledge	☐
Further	Cohen, L., Manion, L., Morrison, K. and Wyse, D. (2010) <i>A Guide to Teaching Practice</i> , 5 th Edition, London: Routledge	☐
Further	Kyriacou, C. (2007) <i>Essential Teaching Skills</i> , 3 rd Edition, London: Simon and Schuster	☐
Further	Mitchell, N. and Pearson, J. (2012) Eds <i>Inquiring in the Classroom: Asking the Questions that Matter about Teaching and Learning</i> , London: Continuum	☐
Further	Muijs, D. and Reynolds, D. (2011) Eds <i>Effective Teaching: Evidence and Practice</i> , 3 rd Edition, London: Sage	☐

Further	Petty, G. (2009) <i>Teaching Today: A Practical Guide</i> , 4 th Edition, London: Nelson Thornes	☐
Further	Tanner, H. and Jones, S. (2006) <i>Assessment: A Practical Guide for Secondary Teachers</i> , London: Continuum	☐

MODULE CODE: ECSP7001
TITLE: Investigating Contemporary Issues in Secondary Education
DATED: 03/08/2017
LEVEL: 7
CREDITS: 20
JACS CODE: X130

AIM(S)

- To develop an in depth awareness of contemporary issues in the 11-18 curriculum in Wales.
- To enable students to demonstrate a thorough understanding of strategic mechanisms employed by schools/colleges to improve standards of learning and teaching based on current national priorities.

LEARNING OUTCOMES

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

- Critically evaluate current priorities identified by the Welsh Government and the Estyn inspectorate along with their arrangements to secure change.
- Demonstrate an advanced critical ability to reflect upon, discuss and critique the impact of contemporary priorities and initiatives on whole school organisation and development processes.
- Critically examine processes adopted by schools to identify areas for development along with the role of Estyn in supporting change and strategic planning processes to secure improvements in learning and teaching.
- Demonstrate a systemic, creative and comprehensive knowledge and understanding of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning.
- Critically review research evidence showing sound judgement of complex data to support pedagogic decisions.

INDICATIVE CONTENT

In order to remain relevant and topical, students will have the opportunity to explore contemporary educational debates in Wales and the wider world which are of professional interest to themselves. Students will engage with issues highlighted in educational media, such as the Times Educational Supplement, the Western Mail, the Guardian, etc. However, the following will provide the necessary framework for their investigations:

- Building on systematic development of knowledge and understanding of current debates which shape the school / college curriculum in Wales to gain a thorough perspective of whole school issues.
- An understanding of how the prevalence of current issues and research impacts on school improvement planning.
- An overview of the structure and process of strategic planning to support change and develop new initiatives.

- The relationship of strategic planning to the inspection process with a focus on understanding the links between self – evaluation, development planning and school/college improvement.
- A range of perspectives on monitoring, evaluation and accountability of provision and performance to enable students to critically evaluate school-based strategies.
- Learning about the work of governors in the process of school improvement and accountability.
- A review of school improvement mechanisms to implement a key initiative in a school situation in the light of research evidence and current national standards, legislation and guidelines on strategic planning, evaluation and accountability. In order to remain relevant and topical, subject matter will be updated on an annual basis but could include the following: literacy, numeracy, the use of incidental Welsh, Y Cwricwlwm Cymreig, ALN, ESDGC, problem based learning, the reliability of external assessments, school councils and pupils voice, the role of governors, 14-19 curriculum, performance related pay, out of school learning etc.
- A focus on research methodologies and design, data evaluation and critical reflection.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in one-hour weekly whole cohort lectures and consolidated through one and a half –hour weekly cross-curricular sessions (of around 20 students) followed by subject based teaching and practical tasks in specific curricular groups.

Topics will be further developed in curriculum sessions over a five week period during January and February supported by various individual, small-group and whole-group activities. There will also be supportive directed activities as appropriate. The total learning time will be drawn from both the generic elements of the module and the subject focused work of each curriculum subject. Subsequently, learning time will be a minimum 200 hours for this module.

Work across the curriculum will vary but generally will consist of some or all of the following:

- Formal tutor presentations.
- Presentations by external speakers, e.g. mentors, ex-students, subject association and exam board representatives.
- Collaborative group work, including peer activities and peer assessment.
- Role-play, discussion and debate.
- A variety of student presentations, such as role play, developing a rap song to relay information, TV interview, radio interviews, etc.
- External visits to museums, galleries.
- Resource production, evaluation and sharing.
- ICT and VLE.
- Literature analysis.
- Directed tasks - reading, research and preparation for sessions.
- Individual reflection and reflective recording.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	150	75%
Placement learning	30	15%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Assignment (5000 words)

Prepare a paper for school governors which explores critically a school initiative or system that is identified in the school/college action plan. Include a well-referenced, evidence-based action plan of next steps on the area of focus.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will focus on cross-school aspects of education including ESDGC.	

READING LIST

Module Code	ECSP7001	
Module Title	Investigating Contemporary Issues in Secondary Education	
Classification	Reading List entry	Electronic*
Essential	Bush, T. (2000) <i>Leadership and Strategic Management in Education</i> . University of Leicester: Paul Chapman Publishing Ltd	☐
Essential	Busher, H. (2006) <i>Understanding Educational Leadership: People, Power and Culture</i> . Maidenhead: Open University Press	☐
Essential	Coe, R., Aloisi, C., Higgins, S. and Major, L. E. (2014) <i>What Makes Great Teaching?</i> London: Sutton Trust	☐
Essential	Dillon, J. and Maguire, M. (2011) Eds <i>Becoming a Teacher: Issues in Secondary Teaching</i> 4th Edition, Maidenhead: OU Press	☐
Essential	Estyn (2016) <i>Guidance for the inspection of secondary schools</i> . Cardiff: Estyn	☒
Essential	Fullan, M. (2004) <i>The New Meaning of Educational Change</i> . Jossey-Bass	☐
Essential	Harris, A. (2009) 'Creative Leadership: Developing future leaders', <i>Management in Education</i> , BELMAS, Vol 23 (1):9-15	☐
Essential	Hopkins, D. (2009) 'The Changing Landscape of School Improvement', <i>School Leadership Today</i> , 1(4):28-31	☐
Essential	MacBeath, J. and Dempster, N. (Eds) (2008) <i>Connecting Leadership and Learning</i> . London: Routledge	☐
Essential	MacGilchrist, B. (2004) <i>The Intelligent School</i> .	☐

	London: Sage Publications	
Essential	Pollard, A. (2008) <i>Reflective Teaching</i> , 3 rd Edition, London: Continuum	☐
Essential	Rudduck, J. (2003) <i>Consulting Pupils and teaching and learning, ESRC/TRP Project</i> . Cambridge: University of Cambridge	☐
Essential	<i>School Effectiveness Framework</i> (2008) Department for Children, Education, Lifelong Learning and Skills. Cardiff: Welsh Assembly Government	☒
Essential	William, D. (2016) <i>Leadership for Teacher Learning</i> . London: Learning Sciences International	☐
Further	Capel, S., Leask, M. and Turner, T. (2009) Eds <i>Learning To Teach in the Secondary School: A Companion to School Experience</i> , 5 th Edition, London: Routledge	☐
Further	Capel, S., Leask, M. and Turner, T. (2010) Eds <i>Readings for Learning to Teach in the Secondary School: A Companion to M Level Study</i> , London: Routledge	☐
Further	Cohen, L., Manion, L. and Morrison, K. (2007) <i>Research Methods in Education</i> , 6 th Edition, London: Routledge	☐
Further	Fautley, M. and Savage, J. (2010) <i>Secondary Education: Reflective Reader</i> , Exeter: Learning Matters	☐
Further	Hattie, J. (2012) <i>Visible Learning for Teachers: Maximising Impact on Learning</i> , London: Routledge	☐
Further	Hramiak, A. and Hudson, T. (2011) Eds <i>Understanding Learning and Teaching in Secondary Schools</i> , Harlow: Pearson	☐
Further	Mitchell, N. and Pearson, J. (2012) Eds <i>Inquiring in the Classroom: Asking the Questions that Matter about Teaching and Learning</i> , London: Continuum	☐
Further	Muijs, D. and Reynolds, D. (2011) Eds <i>Effective Teaching: Evidence and Practice</i> , 3 rd Edition, London: Sage	☐
Further	Pine, G. (2009) <i>Teacher Action Research</i> , London: Sage	☐
Further	Punch, K. (2009) <i>Introduction to Research Methods in Education</i> , London: Sage	☐
Further	Behaviour for Learning - www.behaviour4learning.ac.uk	☒
Further	British Educational Research Association – www.bera.ac.uk	☒
Further	DfES The Standards Site (England) – www.standards.dfes.gov.uk	☒
Further	DfES Teachernet – www.teachernet.gov.uk	☒
Further	Department of Education, Northern Ireland – www.deni.gov.uk	☒
Further	Estyn – www.estyn.gov.uk	☒
Further	Evidence for Policy and Practice Information and Coordination Centre – www.eppi.ioe.ac.uk	☒
Further	Inclusion UK Consortium – www.inclusion.org.uk	☒

Further	Learning and Skills Observatory Wales – www.learningobservatory.com	☒
Further	National College of School Leadership – www.ncsl.org.uk	☒
Further	National Foundation for Education Research – www.nfer.ac.uk	☒
Further	Office for Standards in Education – www.ofsted.gov.uk	☒
Further	Reflective Teaching – www.rtweb.info	☒
Further	SEN Teacher – www.senteacher.org	☒
Further	Welsh Government – www.wales.gov.uk	☒

MODULE CODE: ECSP7002
TITLE: Curriculum Development and Enhancement
DATED: 03/08/2017

LEVEL: 7
CREDITS: 40

JACS CODE: X130

AIM(S)

- To enable students to confidently meet the current statutory requirements in Wales for the award of QTS.
- To lay the foundations for students' early and continuing professional development and for them to become critical, evidence-based practitioners.
- To introduce the students to the importance of evidence based practice and the way in which personal research impacts upon their own classroom practice and development.

LEARNING OUTCOMES

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

- Demonstrate a systematic, in depth knowledge and understanding of their specialist subjects within the secondary curriculum through reading, critical reflection and analysis with research enquiry that will enable them to be proficient teachers.
- Rigorously monitor and assess a wide range of learners' work appropriately and use the outcomes of assessment to improve progressively specific aspects of planning, learning and teaching.
- Critically evaluate and analyse educational and pedagogic research evidence and demonstrate sound judgement of complex data in order to support pedagogic decisions.
- Conduct a small scale pedagogic action research enquiry, demonstrating originality and critically analysing an aspect of improving learning and teaching in their specialist subjects.
- Understand and critically discuss the role and impact of ethical procedures in the context of classroom enquiry.

INDICATIVE CONTENT

- Writing at level 7 – ethics, critical analysis, devising research questions, writing and researching at a higher level.
- The development of effective higher order critical thinking and learning skills in the specialist subject: conceptual development and thinking and the investigation of common misconceptions in the subject.
- Moving the students on from a teaching to learning orientation; pedagogical approaches related to interactive, challenging and effective subject teaching.
- Consolidation of the principles of Assessment of learning: interpreting assessment data, judging progress and identifying levels of attainment in subjects at Key Stages 3, 4 and post-16; the formative uses of summative assessments.

- Further development of differentiation strategies (first introduced in Module 1) to provide access and challenge in learning, including recognition of different learning approaches and critical evaluation of ideas on learning styles.
- Building on Module 1, how to deal effectively with the full range of secondary learner' learning needs, including learners with Additional Needs, English as an Additional Language and the More Able and Talented.
- The contribution of specialist subjects to the wider secondary curriculum; 14-19 developments and the cross-curricular contribution of subjects.
- Opportunities for learners and teachers to learn beyond the school/college e.g. Networks of professional practice in teaching.
- Research-informed teaching and learning; action research methodologies; effective use of literature; identifying pedagogic problems; investigation design; data collection and analysis; data evaluation and systematic critical reflection.
- Understanding of the importance of Ethical procedures in educational research.
- Investigating curriculum development and enhancement opportunities particularly in respect curriculum change as highlighted within the Donaldson report.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Topics will be introduced through subject based teaching and practical tasks in specific curricular groups. Students' knowledge and understanding will be sequentially developed in curriculum sessions over a five week period during January and February supported by various individual, small-group and whole-group activities. There will also be supportive directed activities as appropriate, resulting in a total learning time of a minimum of 400 hours for this module.

Work across the curriculum will vary but generally will consist of some or all of the following:

- Formal presentations by tutors, external speakers, e.g. mentors, ex-students, subject association and exam board representatives.
- Collaborative group work by students including presentations, peer activities and peer assessment.
- Role-play, discussion and debate.
- External visits.
- Resource production and evaluation.
- ICT and VLE.
- Directed tasks which include research, literature and data analysis.
- Individual reflection and reflective recording.
- Subject knowledge enhancement activities, such as delivering peer led workshops.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 – 100%

Approved ethics form (equivalent to 2000 words)

Research Assignment (8000 words)

Exemplar

- Plan and conduct an action research project focusing on assessment for learning and its impact on areas within your specialist subject area.
- Identify, critically analyse action research as a chosen research methodology including appropriate data collection and analysis methodology.
- Discuss the role of ethics in educational research including an ethics proposal according to UWTSD procedures to support their research methodology.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The module develops: - Students who are capable of envisioning alternative futures; most specifically with regard to classroom practice and how this relates to educational settings. - Participatory engagement with classroom based research and the impact of evidence based practice on their own development is in line with the recommendations for the successful future of education (Donaldson 2015, Furlong 2015). - Graduates who understand their professional responsibilities in this area, with particular regard to the development of practice and engagement within the classroom will be able to understand, critically evaluate and adopt thoughtfully sustainability values.	

READING LIST

Module Code	ECSP7002	
Module Title	Curriculum Development and Enhancement	
Classification	Reading List entry	Electronic*
Essential	Allison, S. & Tharby, A. (2015) <i>Making Every Lesson Count</i> . Crownhouse	☐
Essential	Didau, D. (2016) <i>What Every Teacher Needs to Know About Psychology</i> . John Catt	☐
Essential	Didau, D. (2016) <i>What if everything you knew about education was wrong?</i> Crown House	☐
Essential	Dillon, J. and Maguire, M. (2011) Eds <i>Becoming a Teacher: Issues in Secondary Teaching</i> 4th Edition, Maidenhead: OU Press	☐
Essential	Land, R. (ed) (2016) <i>Threshold Concepts in Practice</i> . Sense	☐

Essential	Lemov, D. (2015) <i>Teach Like a Champion 2.0</i> . Wiley	☐
Essential	Petty, G. (2009) <i>Evidence-Based Teaching: A Practical Approach</i> (2 nd ed) Nelson-Thornes	☐
Essential	Pollard, A. (2014) <i>Reflective Teaching</i> , 4th Edition, London: Continuum	☐
Essential	Quigley, A. (2016) <i>The Confident Teacher: Developing successful habits of mind, body and pedagogy</i> . London: Routledge	☐
Essential	Welsh Assembly Government (2012) <i>National Literacy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2012) <i>National Numeracy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2008) <i>Skills Framework</i> , Cardiff, Welsh Assembly Government	☒
Essential	William, D. (2011) <i>Embedded Formative Assessment</i> . Solution Tree Press	☐
Further	Arthur, J. (Ed.) (2012). <i>Research methods and methodologies in education</i> . London: Sage publications	☐
Further	Biesta, G. (2014) <i>The Beautiful Risk of Education</i> . London: Routledge	☐
Further	Brown, P., Roediger, H. and McDaniel, M. (2014) <i>Make It Stick: The Science of Successful Learning</i> . Harvard University Press	☐
Further	<i>British Educational Research Guidelines</i> (BERA, 2011) http://content.yudu.com/Library/A1t9gr/BERAEthicalGuideline/resources/index.htm?referrerUrl=	☒
Further	Brooks, R., Te Riele, K., & Maguire, M. (2014). <i>Ethics and Education Research</i> . London: Sage	☐
Further	Hirsch, E. D. (2016) <i>Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories</i> . Harvard Education Press	☐
Further	Hopkins, D. (2014). <i>A teacher's guide to classroom research</i> . McGraw-Hill Education (UK)	☐
Further	Lemov, D. (2016) <i>Teach Like a Champion Field Guide</i> . Wiley	☐
Further	Lemov, D. Woolway, E. & Yezzi, K. (2012) <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i> . Jossey Bass	☐
Further	McAteer, M. (2013). <i>Action research in education</i> . London: Sage	☐
Further	Meyer, J., Land, R. & Baillie, C. (2010) <i>Threshold Concepts and Transformational. Sense</i>	☐
Further	Robinson, M. (2013) <i>Trivium</i> . Crownhouse	☐
Further	Somekh, B., & Lewin, C. (Eds.). (2011). <i>Theory and methods in social research</i> . London: Sage.	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Progress</i> . Crownhouse	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Feedback</i> . Crownhouse	☐
Further	Willingham, D. (2010) <i>Why Don't Students Like School?</i> Wiley	☐
Further	Willingham, D. (2012) <i>When Can you Trust the Experts?</i> Wiley	☐

Further	British Journal of Educational Research	☒
Further	British Journal of Educational Studies	☒
Further	Journal of Curriculum and Pedagogy	☒
Further	Behaviour for Learning - www.behaviour4learning.ac.uk	☒
Further	Estyn – www.estyn.gov.uk	☒
Further	Evidence for Policy and Practice Information and Coordination Centre – www.eppi.ioe.ac.uk	☒
Further	Learning and Skills Observatory Wales – www.learningobservatory.com	☒
Further	National Foundation for Education Research – www.nfer.ac.uk	☒

MODULE CODE: ECSP6003
TITLE: Investigating Contemporary Issues in Secondary Education
DATED: 03/08/2017
LEVEL: 6
CREDITS: 20
JACS CODE: X130

AIM(S)

- To develop an in depth awareness of contemporary issues in the 11-18 curriculum in Wales.
- To enable students to demonstrate a thorough understanding of strategic mechanisms employed by schools/colleges to improve standards of learning and teaching based on current national priorities.

LEARNING OUTCOMES

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

- Critically consider current priorities identified by the Welsh Government and the Estyn inspectorate along with their arrangements to secure change.
- Critically reflect upon and discuss the impact of contemporary priorities and initiatives on whole school organisation and development processes.
- Examine processes adopted by schools to identify areas for development along with the role of Estyn in supporting change and strategic planning processes to secure improvements in learning and teaching.
- Demonstrate a thorough knowledge and understanding of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning.
- Demonstrate the ability to select, consider and evaluate research evidence to support pedagogic decisions and organise their knowledge and learning through the use of a range of information sources.

INDICATIVE CONTENT

In order to remain relevant and topical, students will have the opportunity to explore contemporary educational debates in Wales and the wider world which are of professional interest to themselves. Students will engage with issues highlighted in educational media, such as the Times Educational Supplement, the Western Mail, the Guardian, etc. However, the following will provide the necessary framework for their investigations:

- Building on systematic development of knowledge and understanding of current debates which shape the school / college curriculum in Wales to gain a thorough perspective of whole school issues.
- An understanding of how the prevalence of current issues and research impacts on school improvement planning.
- An overview of the structure and process of strategic planning to support change and develop new initiatives.

- The relationship of strategic planning to the inspection process with a focus on understanding the links between self – evaluation, development planning and school/college improvement.
- A range of perspectives on monitoring, evaluation and accountability of provision and performance to enable students to critically evaluate school-based strategies.
- Learning about the work of governors in the process of school improvement and accountability.
- A review of school improvement mechanisms to implement a key initiative in a school situation in the light of research evidence and current national standards, legislation and guidelines on strategic planning, evaluation and accountability. In order to remain relevant and topical, subject matter will be updated on an annual basis but could include the following: literacy, numeracy, the use of incidental Welsh, Y Cwricwlwm Cymreig, AN, ESDGC, problem based learning, the reliability of external assessments, school councils and pupils voice, the role of governors, 14-19 curriculum, performance related pay, out of school learning etc.
- Research methodologies and design, data evaluation and critical reflection.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in one-hour weekly whole cohort lectures and consolidated through one and a half –hour weekly cross-curricular sessions (of around 20 students) followed by subject based teaching and practical tasks in specific curricular groups.

Topics will be further developed in curriculum sessions over a five week period during January and February supported by various individual, small-group and whole-group activities. There will also be supportive directed activities as appropriate. The total learning time will be drawn from both the generic elements of the module and the subject focused work of each curriculum subject. Subsequently, learning time will be a minimum 200 hours for this module.

Work across the curriculum will vary but generally will consist of some or all of the following:

- Formal tutor presentations.
- Presentations by external speakers, e.g. mentors, ex-students, subject association and exam board representatives.
- Collaborative group work, including peer activities and peer assessment.
- Role-play, discussion and debate.
- A variety of student presentations, such as role play, developing a rap song to relay information, TV interview, radio interviews, etc.
- External visits to museums, galleries.
- Resource production, evaluation and sharing.
- ICT and VLE.
- Literature analysis.
- Directed tasks - reading, research and preparation for sessions.
- Individual reflection and reflective recording.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	150	75%
Placement learning	30	15%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Assignment (5000 words)

Prepare a paper for school governors which explores critically a school initiative or system that is identified in the school/college action plan. Include a well-referenced, evidence-based action plan of next steps on the area of focus.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will focus on cross-school aspects of education including ESDGC.	

READING LIST

Module Code	ECSP6003	
Module Title	Investigating Contemporary Issues in Secondary Education	
Classification	Reading List entry	Electronic*
Essential	Bush, T. (2000) <i>Leadership and Strategic Management in Education</i> . University of Leicester: Paul Chapman Publishing Ltd	☐
Essential	Busher, H. (2006) <i>Understanding Educational Leadership: People, Power and Culture</i> . Maidenhead: Open University Press	☐
Essential	Coe, R., Aloisi, C., Higgins, S. and Major, L. E. (2014) <i>What Makes Great Teaching?</i> London: Sutton Trust	☐
Essential	Dillon, J. and Maguire, M. (2011) Eds <i>Becoming a Teacher: Issues in Secondary Teaching</i> 4th Edition, Maidenhead: OU Press	☐
Essential	Estyn (2016) <i>Guidance for the inspection of secondary schools</i> . Cardiff: Estyn.	☒
Essential	Fullan, M. (2004) <i>The New Meaning of Educational Change</i> . Jossey-Bass.	☐
Essential	Harris, A. (2009) 'Creative Leadership: Developing future leaders', <i>Management in Education</i> , BELMAS, Vol 23 (1):9-15	☐
Essential	Hopkins, D. (2009) 'The Changing Landscape of School Improvement', <i>School Leadership Today</i> , 1(4):28-31	☐
Essential	MacBeath, J. and Dempster, N. (Eds) (2008) <i>Connecting Leadership and Learning</i> . London: Routledge	☐

Essential	MacGilchrist, B. (2004) <i>The Intelligent School</i> . London: Sage Publications	☐
Essential	Pollard, A. (2008) <i>Reflective Teaching</i> , 3 rd Edition, London: Continuum	☐
Essential	Rudduck, J. (2003) <i>Consulting Pupils and teaching and learning, ESRC/TRP Project</i> . Cambridge: University of Cambridge	☐
Essential	<i>School Effectiveness Framework</i> (2008) Department for Children, Education, Lifelong Learning and Skills. Cardiff: Welsh Assembly Government	☒
Essential	William, D. (2016) <i>Leadership for Teacher Learning</i> . London: Learning Sciences International	☐
Further	Capel, S., Leask, M. and Turner, T. (2009) Eds <i>Learning To Teach in the Secondary School: A Companion to School Experience</i> , 5 th Edition, London: Routledge	☐
Further	Capel, S., Leask, M. and Turner, T. (2010) Eds <i>Readings for Learning to Teach in the Secondary School: A Companion to M Level Study</i> , London: Routledge	☐
Further	Cohen, L., Manion, L. and Morrison, K. (2007) <i>Research Methods in Education</i> , 6 th Edition, London: Routledge	☐
Further	Fautley, M. and Savage, J. (2010) <i>Secondary Education: Reflective Reader</i> , Exeter: Learning Matters	☐
Further	Hattie, J. (2012) <i>Visible Learning for Teachers: Maximising Impact on Learning</i> , London: Routledge	☐
Further	Hramiak, A. and Hudson, T. (2011) Eds <i>Understanding Learning and Teaching in Secondary Schools</i> , Harlow: Pearson	☐
Further	Mitchell, N. and Pearson, J. (2012) Eds <i>Inquiring in the Classroom: Asking the Questions that Matter about Teaching and Learning</i> , London: Continuum	☐
Further	Muijs, D. and Reynolds, D. (2011) Eds <i>Effective Teaching: Evidence and Practice</i> , 3 rd Edition, London: Sage	☐
Further	Pine, G. (2009) <i>Teacher Action Research</i> , London: Sage	☐
Further	Punch, K. (2009) <i>Introduction to Research Methods in Education</i> , London: Sage	☐
Further	Behaviour for Learning - www.behaviour4learning.ac.uk	☒
Further	British Educational Research Association – www.bera.ac.uk	☒
Further	DfES The Standards Site (England) – www.standards.dfes.gov.uk	☒
Further	DfES Teachernet – www.teachernet.gov.uk	☒
Further	Department of Education, Northern Ireland – www.deni.gov.uk	☒
Further	Estyn – www.estyn.gov.uk	☒
Further	Evidence for Policy and Practice Information and Coordination Centre – www.eppi.ioe.ac.uk	☒

Further	Inclusion UK Consortium – www.inclusion.org.uk	☒
Further	Learning and Skills Observatory Wales – www.learningobservatory.com	☒
Further	National College of School Leadership – www.ncsl.org.uk	☒
Further	National Foundation for Education Research – www.nfer.ac.uk	☒
Further	Office for Standards in Education – www.ofsted.gov.uk	☒
Further	Reflective Teaching – www.rtweb.info	☒
Further	SEN Teacher – www.senteacher.org	☒
Further	Welsh Government – www.wales.gov.uk	☒

MODULE CODE: ECSP6004
TITLE: Curriculum Development and Enhancement
DATED: 03/08/2017

LEVEL: 6
CREDITS: 40

JACS CODE: X130

AIM(S)

- To enable students to confidently meet the current statutory requirements in Wales for the award of QTS.
- To lay the foundations for students' early and continuing professional development and for them to become critical, evidence-based practitioners.
- To introduce the students to the importance of evidence based practice and the way in which personal research impacts upon their own classroom practice and development.

LEARNING OUTCOMES

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

- Demonstrate a systematic, in depth knowledge and understanding of their specialist subjects within the secondary curriculum through reading, reflection and research enquiry that will enable them to be proficient teachers.
- Monitor and assess a wide range of learners' work appropriately and use the outcomes of assessment to improve progressively specific aspects of planning, learning and teaching.
- Evaluate educational and pedagogic research evidence and demonstrate sound judgement of complex data in order to support pedagogic decisions.
- Conduct a small scale pedagogic action research enquiry, demonstrating originality into an aspect of improving learning and teaching in their specialist subjects.
- Understand the role and impact of ethical procedures in the context of classroom enquiry.

INDICATIVE CONTENT

- Writing at level 6 – ethics, critical analysis, devising research questions, writing and researching at a higher level.
- The development of effective higher order critical thinking and learning skills in the specialist subject: conceptual development and thinking and the investigation of common misconceptions in the subject.
- Moving the students on from a teaching to learning orientation; pedagogical approaches related to interactive, challenging and effective subject teaching.
- Consolidation of the principles of Assessment of learning: interpreting assessment data, judging progress and identifying levels of attainment in subjects at Key Stages 3, 4 and post-16; the formative uses of summative assessments.
- Further development of differentiation strategies (first introduced in Module 1) to provide access and challenge in learning, including recognition of

different learning approaches and critical evaluation of ideas on learning styles.

- Building on Module 1, how to deal effectively with the full range of secondary learner' learning needs, including learners with Additional Needs, English as an Additional Language and the More Able and Talented.
- The contribution of specialist subjects to the wider secondary curriculum; 14-19 developments and the cross-curricular contribution of subjects.
- Opportunities for learners and teachers to learn beyond the school/college e.g. Networks of professional practice in teaching.
- Research-informed teaching and learning; action research methodologies; effective use of literature; identifying pedagogic problems; investigation design; data collection and analysis; data evaluation and systematic critical reflection.
- Understanding of the importance of Ethical procedures in educational research.
- Investigating curriculum development and enhancement opportunities particularly in respect curriculum change as highlighted within the Donaldson report.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Topics will be introduced through subject based teaching and practical tasks in specific curricular groups. Students' knowledge and understanding will be sequentially developed in curriculum sessions over a five week period during January and February supported by various individual, small-group and whole-group activities. There will also be supportive directed activities as appropriate, resulting in a total learning time of a minimum of 400 hours for this module.

Work across the curriculum will vary but generally will consist of some or all of the following:

- Formal presentations by tutors, external speakers, e.g. mentors, ex-students, subject association and exam board representatives.
- Collaborative group work by students including presentations, peer activities and peer assessment.
- Role-play, discussion and debate.
- External visits.
- Resource production and evaluation.
- ICT and VLE.
- Directed tasks which include research, literature and data analysis.
- Individual reflection and reflective recording.
- Subject knowledge enhancement activities, such as delivering peer led workshops.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 – 100%

Approved ethics form (equivalent to 2000 words)

Research Assignment (8000 words)

Exemplar

- Plan and conduct an action research project focusing on assessment for learning and its impact on areas within your specialist subject area.
- Identify and evaluate action research as a chosen research methodology including appropriate data collection and analysis methodology.
- Discuss the role of ethics in educational research including an ethics proposal according to UWTSD procedures to support their research methodology.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The module develops: - Students who are capable of envisioning alternative futures; most specifically with regard to classroom practice and how this relates to educational settings. - Participatory engagement with classroom based research and the impact of evidence based practice on their own development is in line with the recommendations for the successful future of education (Donaldson 2015, Furlong 2015). - Graduates who understand their professional responsibilities in this area, with particular regard to the development of practice and engagement within the classroom will be able to understand, critically evaluate and adopt thoughtfully sustainability values.	

READING LIST

Module Code	ECSP6004	
Module Title	Curriculum Development and Enhancement	
Classification	Reading List entry	Electronic*
Essential	Allison, S. & Tharby, A. (2015) <i>Making Every Lesson Count</i> . Crownhouse	☐
Essential	Didau, D. (2016) <i>What Every Teacher Needs to Know About Psychology</i> . John Catt	☐
Essential	Didau, D. (2016) <i>What if everything you knew about education was wrong?</i> Crown House	☐
Essential	Dillon, J. and Maguire, M. (2011) Eds <i>Becoming a Teacher: Issues in Secondary Teaching</i> 4th Edition, Maidenhead: OU Press	☐
Essential	Land, R. (ed) (2016) <i>Threshold Concepts in Practice</i> . Sense	☐

Essential	Lemov, D. (2015) <i>Teach Like a Champion 2.0</i> . Wiley	☐
Essential	Petty, G. (2009) <i>Evidence-Based Teaching: A Practical Approach</i> (2 nd ed) Nelson-Thornes	☐
Essential	Pollard, A. (2014) <i>Reflective Teaching</i> , 4th Edition, London: Continuum	☐
Essential	Quigley, A. (2016) <i>The Confident Teacher: Developing successful habits of mind, body and pedagogy</i> . London: Routledge	☐
Essential	Welsh Assembly Government (2012) <i>National Literacy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2012) <i>National Numeracy Programme</i> , Cardiff: Welsh Assembly Government	☒
Essential	Welsh Assembly Government (2008) <i>Skills Framework</i> , Cardiff, Welsh Assembly Government	☒
Essential	William, D. (2011) <i>Embedded Formative Assessment</i> . Solution Tree Press	☐
Further	Arthur, J. (Ed.) (2012). <i>Research methods and methodologies in education</i> . London: Sage publications	☐
Further	Biesta, G. (2014) <i>The Beautiful Risk of Education</i> . London: Routledge	☐
Further	Brown, P., Roediger, H. and McDaniel, M. (2014) <i>Make It Stick: The Science of Successful Learning</i> . Harvard University Press	☐
Further	<i>British Educational Research Guidelines</i> (BERA, 2011) http://content.yudu.com/Library/A1t9gr/BERAEthicalGuideline/resources/index.htm?referrerUrl=	☒
Further	Brooks, R., Te Riele, K., & Maguire, M. (2014). <i>Ethics and Education Research</i> . London: Sage	☐
Further	Hirsch, E. D. (2016) <i>Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories</i> . Harvard Education Press	☐
Further	Hopkins, D. (2014). <i>A teacher's guide to classroom research</i> . McGraw-Hill Education (UK)	☐
Further	Lemov, D. (2016) <i>Teach Like a Champion Field Guide</i> . Wiley	☐
Further	Lemov, D. Woolway, E. & Yezzi, K. (2012) <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i> . Jossey Bass	☐
Further	McAteer, M. (2013) <i>Action research in education</i> . London: Sage	☐
Further	Meyer, J., Land, R. & Baillie, C. (2010) <i>Threshold Concepts and Transformational. Sense</i>	☐
Further	Robinson, M. (2013) <i>Trivium</i> . Crownhouse	☐
Further	Somekh, B., & Lewin, C. (Eds.). (2011). <i>Theory and methods in social research</i> . London: Sage	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Progress</i> . Crownhouse	☐
Further	Wallace, I. & Kirkham, L. (2017) <i>Best of the Best: Feedback</i> . Crownhouse	☐
Further	Willingham, D. (2010) <i>Why Don't Students Like School?</i> Wiley	☐
Further	Willingham, D. (2012) <i>When Can you Trust the Experts?</i> Wiley	☐

Further	British Journal of Educational Research	☒
Further	British Journal of Educational Studies	☒
Further	Journal of Curriculum and Pedagogy	☒
Further	Behaviour for Learning - www.behaviour4learning.ac.uk	☒
Further	Estyn – www.estyn.gov.uk	☒
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Further	Learning and Skills Observatory Wales – www.learningobservatory.com	☒
Further	National Foundation for Education Research – www.nfer.ac.uk	☒