



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

ECAD6051_P

Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

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

Level 6

Number of credits: 30

Yr Athrofa

2026-2027

Revalidated October 2023 for first intake September 2024

Point of contact

Module Lead: Jayne Morgan

jayne.morgan@uwtsd.ac.uk

Deputy Module Lead:

ian.jones@uwtsd.ac.uk

1. 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.

2. Aims and Learning Outcomes

AIM(S)

- To engage student-teachers with a critical approach to securing effective subject knowledge and applying high quality pedagogy, including the pedagogic principles of making connections, blended learning and creating meaningful and authentic learning opportunities.
- To develop an adaptive, knowledgeable and reflective student-teacher who has a secure professional identity and is well-prepared for the education workplace.

LEARNING OUTCOMES

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

- critically analyse and evaluate a range of literature and research on effective pedagogy and learning;
- apply this knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community;
- demonstrate a high-level of personal and professional integrity in relation to the Professional Standards of Teaching and Leadership;
- develop the role of a professional teacher by adopting a strategic approach to improving teaching and learning at class level, phase or departmental level, taking into account research and evidence of effective practice.

3. Assessment information

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours
Scheduled learning	30+
Placement learning	120 days of Professional Teaching Experience (PTE)
Total	30+ hours 120 days of PTE

ASSESSMENT

Assessment Component 1 PASS/FAIL

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Professional Dialogue - QTS Review	End of final PTE review	100%

ASSESSMENT SUMMARY

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

4. Module Content

Date		Content
		Term 1
Monday 7.09	D1	The Curriculum for Wales and QTS • Introducing to ECAD6051 • The Curriculum for Wales: key ideas & structure • Pedagogical Principles • QTS Standards & Review •
Tuesday 8.09	D2	Managing Behaviour • Developing understanding of a range of behavioural management theories with a focus on the six aspects of 'Reality Therapy' with practical application for classroom • Key questions/ concerns of students managing the learning environment. •
	D2	Assessment for Learning (AfL) • Overview of summative and formative assessment • Background theory of Assessment for Learning • Underlying research for the principles and elements of AfL Intro to sharing criteria with learners/ quality of questions quality of talk/ quality and use of feedback/ peer and self-assessment.
	D2	The Classroom Environment • Creating an inclusive learning environment • Understanding the importance of the learning environment • How to set up an inclusive environment • Planning for inclusivity
These sessions will be taught in rotation on 10.09 11.09 24.09 25.09 12.10 15.10	D3 D4 D6 D7 D12 D13	Health & Well-being 1. Foundation Learning - The Importance of Physical Literacy and the promotion of 'Mini Movers' including a physical workshop 2. Progression Step 2 and 3 - Practical session looking at Eco Schools and the Welsh Government's latest campaigns. 3. Plan a lesson focusing on one of the What matter's statements.
		Humanities 1. Foundation Learning - stories, outdoor, etc) 2. Explore challenges to develop concepts/skills (e.g. mapping skills, interpretations) 3. Religion, Values & Ethics – worldviews, etc. •

		Languages, Literacy & Communication 1. Teaching reading: a national priority WMS2 2. Teaching oracy and writing WMS3 3. Planning for LLC •
		Maths & Numeracy 1. Foundation Learning – CPA approach – teaching maths through play. Outdoor learning and looking at progression step 1. 2. Key stage 2 – Assessment for learning. Progression step 3. Looking at number across KS2. 3. Planning and looking at the Numeracy Framework. •
		Science & Technology 1. Foundation Learning – learning through stories and experiment 2. Key Stage 2 – what is an investigation? Practical activities 3. Tech – lead school support – programming Microbits and Beebots
		Additional 1. Children's literature and storytelling EM / Ffonig Saesneg WM Carousel 1 2. Phonics WMS2 - Carousel 2 Ffonig Carousel 2 • 3. Questioning Carousel 3 Research on children's questioning in the classroom explores how teacher questions influence pupil engagement, thinking, learning, and interaction in the classroom. • The Purpose of Questioning in the Classroom • Types of Questions • Teacher Questioning Strategies • Developmental Considerations for Young Children • Social and Cultural Perspectives • Challenges and Considerations
Tuesday 22.09	D5	Developing reading, including whole class reading (online)
Monday 28.09.26	D8	Orientation Day • Orientation for Early Years / Foundation Phase with staff from APLP schools • Orientation for Key Stage 2 with staff from APLP schools • Observing Lessons
Thursday 1.10	D9	Out and About Day Focus: making the most of the local environment •

Monday 12.10	D10	Reviewing School Visits • Sharing observations and discussion about their significance Planning • Planning for learning Principles of Progression • Quick recap of the AOLES • What do we mean by progression in CfW? • What matters statements • Descriptions of learning • Looking at progression steps – practical examples • Pedagogical Principles
Thursday 15.10	D11	Cross-curricular Day – Children’s Rights • CfW: Cross-cutting themes – Human Rights • Cross-curricular responsibilities • Planning a series of lessons •
Monday 19.10	D14	Microteach Prep: focus on Reading (online)
Thursday 22.10	D15	Microteach (On campus)

Date		Content
		Term 2
Thursday 28.01.27		Enhancement Day Carousel 1 • Art UK • Chemistry Society • Cynefin • Escape Rooms • Into Film • National Botanical Gardens
Friday 29.01		Enhancement Day Carousel 1 • As above
Monday 1.02		Reading Symposium • Guest Speakers
Tuesday 2.02		Enhancement Day Carousel 2 • Digital Literacy • EAL • Hanes • Inclusive Education • National Botanical Gardens • Working with Parents
Thursday 4.02		Enhancement Day Carousel 2 • As above
Monday 15.02		Expressive Arts 1 • tbc
Monday 22.02		Expressive Arts 2 • tbc
Monday 1.03		Enhancement Day RSE SKIP Training (Hanes)
Monday 15.03		Planning Workshop