



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

Leading the Learning (with QTS): what, how and why am I teaching?

Science and Technology Area of Learning

Post Graduate Certificate of Education

Level 6

30 Credits

Yr Athrofa

2026-2027

Revalidated October 2023 for first intake September 2024

1. Point of contact

Programme Manager: Ian Jones and
AOLE Science and Technology Lead Lilian Martin l.martin@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.

3. 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.

INDICATIVE CONTENT

The core provision includes:

- A critical review of the development of educational policy and practice in Wales, including current priorities identified by the Welsh Government and the inspectorate along with their arrangements to secure improvement.
- An opportunity to critically explore a shared pedagogy of practice; whole school approaches to improving teaching and learning in addition to collaborative planning, evaluation, reflection and transformation.
- The opportunity to improve and sustain high levels of teaching and learning at different levels with specific groups of learners to ensure progression.
- An exploration of the role and impact of learner voice in improving teaching and learning.
- Opportunities for the development of personal subject knowledge and specialist pedagogical knowledge for Areas of Learning and Experience, phase specific pedagogy or subject specialism/area.
- A critique of effective formative assessment and the principles of assessment of/for learning with a focus on ensuring pupil progress in Curriculum for Wales.
- Analysis of the key principles: identifying models of progression; planning for progression; in depth examination of the principles of differentiation; a critical reflection on the effects of differentiation; meeting individual needs.
- Meaningful systems of tracking and monitoring, including the evaluation of the progress of the learners, looking at potential barriers to learning including the effects of personal and social wellbeing; gender; the recognition of vulnerable groups of children; an exploration of evidence-based practice related to poverty and attainment.
- An examination of research-informed intervention strategies including catch-up programmes, small group withdrawal; one to one support and wider community involvement.
- The approaches used to develop cross-curricular responsibilities of literacy, numeracy and digital competence skills with learners are developed consistently.
- Critical engagement with reflective strategies and models to initiate professional dialogues with experienced teachers that will impact purposefully on future practice.
- The four purposes of the curriculum and the cross-curricular opportunities offered by the six areas of learning and experience.
- The opportunity to critically evaluate a wide range of positive behaviour management strategies appropriate to phase (primary and secondary).

4. Assessment information

STUDY TIME ALLOCATION

There are at least 30 scheduled learning hours for this module.
120 days of school placement (PTE)

ASSESSMENT

Assessment Component ECAD6051

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment of Qualified Teacher Status (QTS)

The assessment of the QTS element of the programme is evidenced through student-teachers successfully demonstrating the Professional Teaching and Leadership Standards for Initial Teacher Education and is the assessment point of ECAD6051 Leading the Learning (with QTS): what, how and why am I teaching. The standards are available here: <https://hwb.gov.wales/professional-development/professional-standards>

ASSESSMENT SUMMARY

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

** Students who do not complete the QTS element of the programme will transfer from **ECAD6051** to this module to **ECAD6056**

Assessment Component 1 ECAD6056

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

5. Module Content

Effective classroom pedagogy will be explicitly modelled within lectures and seminars, enabling trainees to experience the approaches they will be expected to implement in their own teaching. Most programme resources will be accessed through Moodle; however, interactive and collaborative learning activities will make use of digital tools such as Microsoft 365, OneNote and Vevox, mirroring the effective use of technology to support learning and engagement in the classroom.

Subject-specific sessions bring together Science, Computer Science and Design & Technology to reflect the interdisciplinary opportunities afforded by the Science and Technology Area of Learning and Experience within the Curriculum for Wales. The module is designed to balance shared professional learning with subject-specific development, enabling disciplinary identities to be strengthened whilst benefiting from the perspectives and expertise of related fields.

The Semester 1 learning journey moves from disciplinary understanding and subject-specific pedagogy, through professional observation and critical reflection, towards the integration of subject knowledge, teaching, assessment and inclusion within classroom practice.

Date	Common input	SciTech Session
7 Sept	Managing the learning environment	Developing a Science and Technology professional identity. Effective management of specialist learning environments and the promotion of safe, purposeful and productive learning cultures.
8 Sept	Effective pedagogy	Principles of effective pedagogy within Science, Computer Science and Design & Technology, including subject knowledge, practical application and problem-based approaches to learning.
10 Sept	Curriculum principles & CfW 1	Using disciplinary knowledge to inform teaching. Identifying prior knowledge, misconceptions and learning needs to support progression and responsive assessment.
11 Sept	Curriculum principles & CfW 2	Developing literacy, numeracy and digital competence through disciplinary learning. Evaluating authentic and purposeful cross-curricular opportunities.
22 Sept Online	—	Explaining, modelling and scaffolding learning. Designing subject-specific resources and learning experiences to support understanding and progression.
24 Sept	Introduction to planning	Subject planning workshop: translating curriculum intentions into coherent learning sequences.
25 Sept	Planning principles; reflection/evaluation; AI for planning	Characteristics of high-quality subject teaching. Critiquing and refining planning through reflection, evaluation and the appropriate use of AI-supported approaches.

28 Sept	QTS/standards; professionalism; mentors	Developing subject professionalism. Understanding departmental practice, professional responsibilities and collaborative working within specialist contexts.
2 Oct	Responsive teaching – questioning	Questioning for learning in Science, Computer Science and Design & Technology. Designing and evaluating questions that promote thinking, assessment and progression.
5 Oct	Approaches to literacy	Problem solving, disciplinary thinking and communication. Exploring how learners engage with and articulate subject knowledge.
Placement	—	Professional enquiry in practice. Observing questioning, classroom routines, disciplinary teaching and departmental approaches to learning.
9 Oct	Evaluating learning including progression	Evaluating learning and progression within specialist subjects. Analysing evidence from placement to inform future practice.
12 Oct	Cynefin	Critical perspectives on curriculum and knowledge. Examining representation, inclusion and equity within Science and Technology education.
16 Oct	Inclusion & differentiation	Inclusive approaches to disciplinary teaching. Supporting access, challenge and progression for diverse groups of learners.
19 Oct	Making Placement Count; planning for microteach	Professional target setting, lesson refinement and preparation for assessed teaching.
23 Oct	—	Microteach: integrating subject knowledge, pedagogy, assessment, inclusion and reflection in practice.

Semester 2 adopts a more individualised approach, responding to strengths and areas for development identified through professional learning and the first school placement. Learning is increasingly self-directed, enabling engagement with subject-specific, pedagogical and professional priorities. Close alignment with the Researching Practice module supports the use of enquiry and evidence-informed interventions to address identified needs and enhance teaching and learning.

Please note that the schedule is indicative and may be amended during the academic year in response to programme, placement and operational requirements. CELCAT should be consulted regularly, as it provides the most current timetable information, including any changes to session dates, times or locations.

6. Assessment Tasks and Guidance

Essential Guidance:

[Course: Lleoliad TAR / PGCE Placement | Home](#)

Additional Support:

[Course: Datblygu Sgiliau Addysgwyr | Skills Development for Educators | Home](#)

7. Indicative Reading List

Please use [Online Resource List - ECAD6051](#) for the most up-to-date list.

8. Additional Support

Learning Support:

[Learning Support » Hub](#)

Wellbeing Support:

[Wellbeing Support » Hub](#)

Careers:

[Careers Service » Hub](#)