



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

ECAD5013/C

Cycle 2 Core Studies: Learners, Schools and Communities: Where am I teaching?

BA (Hons) Primary Education with Qualified Teacher Status

Level 5

Number of credits: 20

Yr Athrofa

2025-2026

Revalidated October 2023 for first intake September 2024

1. Point of contact

Module Lead:

Laurence Thomas laurence.thomas@uwtsd.ac.uk

Module Team:

Rachel Bendall

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 equip student-teachers with the skills needed to analyse how diverse cultural, linguistic, religious and socio-economic factors influence whole school issues and development.
- To prepare student-teachers to be able to contribute to school systems and curriculum design that meets the needs of the school and its community.

LEARNING OUTCOMES

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

- evaluate how different schools in Wales engage with, and meet the needs of their communities through researching good practice;
- identify and analyse how areas related to social justice influence whole school issues, for example, inclusivity, diversity and equity;
- explore how diverse cultural, linguistic, religious and socio-economic factors influence the learning environment and how this is effectively managed in a classroom.

INDICATIVE CONTENT

- Development of an understanding of how schools implement national policies and roll out a curriculum to meet the needs of the school community. Deepen understanding of the different types of schools and communities, and how they approach, develop and implement national priorities for the communities they serve.
- Further exploration of the concept of a school and its community by considering the different definitions of a community and its relevant stakeholders. For example, evidence an awareness of the challenges facing schools in making the curriculum accessible and relevant, with different learner groups including ethnic minority groups (e.g. asylum seekers); learners from global majorities; immigrants; gypsies, Roma and Travellers those moving to Welsh language schools and communities; those without English as a first language.
- The opportunity to compare and evaluate the approaches used in other national education systems to utilise and engage with their communities. The identification and application of what can be learnt from the approaches of other countries to enhance experiences in the Welsh education system.
- A critical consideration and analysis of how schools ensure that learners become ethical, informed citizens who are ready to be citizens of their community, Wales and

the world. This should include reference to school communities; social justice and equity; community cohesion.

- Investigation into how schools promote and ensure that learners are healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. Reflection on initiatives and national policies that have been used to develop these aspects in the learner and the wider community.
- An opportunity to consider the involvement and engagement of the community and analyse examples of school engagement projects and case studies that have shown a positive impact on learning.
- The development of a forward thinking and proactive personal ethos to nurture and stimulate a Welsh, numerate, literate and digitally competent learner and a relevant curriculum. Review case studies of schools who are successful in this area

4. Assessment information

STUDY TIME ALLOCATION

There are **30** scheduled learning hours for this module.

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2750 words	100%

ASSESSMENT SUMMARY

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

5. Module Content

Yr Athrofa's Research Dispositions, as described below, are embedded in the module's content and teaching and learning activities:

<i>Disposition</i>	Knowledge, skills, understandings and behaviours
<i>Being sceptical</i>	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
<i>Being ethical</i>	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
<i>Being a skilled researcher</i>	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
<i>Being part of an inquiring profession</i>	To contribute 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.

Session Number	Day	Date	Period/Time	Content
1	Thu	12/03/26	2: 11:00 – 12:40	What is ECAD5013-C? Module introduction: • Module aims • Module content • Assessment • Links between PTE and this module
2	Thu	12/03/26	3: 13:30 – 15:30	How will I be assessed? Assignment input: • Specification • Structure • Project proposal examples
3	Fri	13/03/26	1: 09:00 – 10:40	Where am I teaching? A focus on Wales Guest speaker: Dr Huw Griffiths (Confirmed) • Cynefin, belonging, and inclusion
4	Fri	13/03/26	2: 11:00 – 12:40	Where am I teaching? A focus on Wales Guest speaker: Dr Huw Griffiths (Confirmed) • Cynefin, belonging, and inclusion
5	Mon	16/03/26	1: 09:00 – 10:40	Where am I teaching? A focus on Community • What is meant by 'community'? • What is a school-community project? • An exploration of case studies • What are the issues impacting our schools and communities? • What do (and don't) the headlines tell us?

6	Mon	16/03/26	2: 11:00 – 12:40	Guest speaker: Mathew Davies (Confirmed) Planning for inclusion
7	Mon	16/03/26	3: 13:30 – 15:30	Where am I teaching? A focus on Learners - Why are belonging and inclusion important concepts in education? - Who are our learners?
8	Tues	17/03/26	1: 09:00 – 10:40	My own lesson planning: Reflect & Review - How can I be more inclusive going forward? - An exploration of useful resources Considerations for my project proposal
9	Tues	17/03/26	2: 11:00 – 12:40	Where am I teaching? A focus on Schools - What is social justice and why is it important? - How does this relate to Curriculum for Wales? - What does 'developing a vision' mean?
10	Tues	17/03/26	3: 13:30 – 15:30	Where am I teaching? A focus on out-of-school contexts - Places of interest - Risk assessments - Important considerations - Curriculum links - Planning a visit
11	Fri	20/03/26	1: 09:00 – 10:40	What are the opportunities and barriers to school and community engagement? - An exploration of opportunities and barriers - How might barriers be overcome? - A visit to the immersive technology room
12	Fri	20/03/26	2: 11:00 – 12:40	
13	Fri	20/03/26	3: 13:30 – 15:30	

14	Tuesday	24/03/26	1: 09:00 – 10:40	Planning my own school-community project: setting out my project proposal • What? • Why? • How?
15	Tuesday	24/03/26	2: 11:00 – 12:40	Bringing it all together • Lotus diagram • How do my lectures connect to my assignment?
Assignment drop-in	Thurs	27/04/26	3: 13:30-14:30	Optional session to revisit assignment requirements and ask questions to the Module Lead. ECAD5013 Assignment Drop In Meeting-Join Microsoft Teams

6. Assessment Tasks and Guidance

Please see the Assessment Specification for this module that can be found on Moodle under "Assessment Information".

INDICATIVE READING LIST

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