

Module specification

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Module Code	EDY608
Module Title	Pedagogy, Innovation and Inclusive Practice
Level	6
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Education & Lifelong Learning	Core Module

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	276 hrs
Module duration (Total hours)	300 hrs

Module aims

Critically evaluate and synthesise pedagogical theories, research-informed practice, and professional standards to determine what constitutes effective teaching and learning within complex and diverse post-compulsory contexts.

Systematically analyse and implement innovative approaches to teaching, learning, and assessment—including the strategic application of emerging technologies—to enhance learner engagement, achievement, and progression.

Cultivate a professional identity characterised by an enquiring, evidence-based, and adaptive approach to practice, demonstrating the ability to manage complexity and uncertainty in educational settings.

Critically examine theoretical frameworks of inclusion and equality to embed a sophisticated understanding of inclusive practice throughout professional activity.

Design, implement, and evaluate holistic strategies that proactively address barriers to learning, responding effectively to the diverse needs and lived experiences of all learners.

Module Learning Outcomes

At the end of this module, students will be able to:

1	<p>Critically evaluate and synthesise key pedagogical theories and research evidence to justify professional judgements regarding effective teaching and learning in complex post-compulsory contexts.</p> <p><i>(Maps to Assessment 1: Strategic Intervention Plan)</i></p>
2	<p>Design, implement, and critically evaluate innovative approaches to teaching, learning, and assessment—including the strategic application of emerging technologies—to measure and enhance learner engagement, achievement, and progression.</p> <p><i>(Maps to Assessment 1: Strategic Intervention Plan)</i></p>
3	<p>Critically analyse theoretical frameworks of inclusion and equality to construct holistic strategies that identify and mitigate barriers to learning, promoting widened participation and access.</p> <p><i>(Maps to Assessment 2: Inclusive Resource)</i></p>
4	<p>Systematically reflect on personal professional values and identity, using theoretical perspectives to evaluate the impact of specific interventions and inform adaptive, evidence-based practice.</p> <p><i>(Maps to Assessment 2: Professional Value Audit)</i></p>

Assessment

Indicative Assessment Tasks: The assessment strategy reflects the module’s dual focus on strategic leadership and innovative inclusive practice. Assessment 1 focuses on the macro-level design of learning, requiring trainees to produce a strategic intervention plan supported by a critical academic justification. Assessment 2 focuses on the micro-level of practice, requiring the creation of a tangible inclusive resource to overcome specific barriers, accompanied by a critical evaluation of professional identity and values.

Assessment 1: Strategic Intervention Plan and Professional Rationale Weighting: 50% Word Count: 2,000 words (or equivalent) Trainees will design a strategic intervention plan (such as a scheme of work or session strategy) for a specified, complex learner group. This must be accompanied by a strategic professional rationale. Rather than a generic essay, the rationale must be written as a professional justification (e.g., to a Head of Department or funding body)



arguing why this specific pedagogical approach is necessary for this specific context. Trainees must critically evaluate competing pedagogical theories (LO 1) to defend their design choices against potential institutional or resource-based counter-arguments.

Assessment 2: Inclusive Resource and Professional Value Audit Weighting: 50% Word Count: 1,000 words (Audit) + Resource Artefact Trainees will create a tangible inclusive learning resource (a digital tool, physical artifact, or accessible material) designed to address a specific, identified barrier to learning. Accompanying the resource, trainees must submit a Professional Value Audit. This written commentary should not describe the resource, but rather critically evaluate the *process* of its design. Trainees must explicitly analyse how their own professional values and biases influenced the creation of the tool, and critically assess the tension between their idealised inclusive practice and the reality of their professional setting (LO 4).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Strategic Intervention Plan & Professional Rationale	2,000 words (written plan & justification)	50%	
2	3, 4	Inclusive Resource & Professional Value Audit	Inclusive Resource (Equivalent to 1,000 words) + 1,000-word Critical Reflection."	50%	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in



Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

- Key principles and theories of effective teaching and learning in post-compulsory education, including critical evaluation of contemporary pedagogical approaches.
- Innovative teaching and learning strategies, including creative use of technology, blended learning, and methods to enhance learner engagement.
- Inclusive practice and equality, including identification of barriers to learning, strategies to support diverse learner needs, and application of inclusive design principles.
- Planning and reflection in professional practice, including evidence-informed decision-making, evaluation of teaching approaches, and development of reflective skills.
- Design and development of learner-facing resources, emphasising accessibility, plain-language communication, and practical application for diverse learners.

Indicative Bibliography:

Essential Reads

- Alexander, R.J. (2023), *Teaching and Learning for All: Effective Pedagogy for Quality Teaching in Diverse Contexts*. London: Bloomsbury.
- Florian, L. (2024), *Inclusive Pedagogy: Principles and Practice*. 2nd edn. Abingdon: Routledge.

Other indicative reading

- Bayne, S., Knox, J. and Ross, J. (2022), *Post-digital Education in Practice: Critical Perspectives on Teaching and Learning*. Cham: Palgrave Macmillan.
- Hornby, G. (2021), *Inclusive Education for the 21st Century: Theory, Policy and Practice*. 3rd edn. Maidenhead: Open University Press/McGraw-Hill Education.
- Gravells, A. (2021) *Principles and practices of teaching and training*. London: Learning Matters.

Administrative Information

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