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| 4201ECS  Semester 1  *Education* | Holistic Child Development  (20c) | *Aim:*  To develop students’ knowledge of a range of theoretical approaches and perspectives on early childhood development. Specifically, students will acquire an understanding of the developmental influences on the individual child within the wider context, considering the circumstances and environment that impact on child development. | *Learning activities:*  Lectures, Workshops, Group and Individual Tutorials, Blackboard Activities, Work–based/practice-based activities, Independent Study, | *Assessment:*  Test (100%) |
| 4201EDSTUD  Semester 1  *Education* | Learners and Learning in Contemporary Society  (20c) | *Aim:*  To introduce students to key concepts about how people learn  To engage students in key debates relating to the psychology of education | *Learning activities:*  The module will be taught via a combination of lectures and seminars. Lectures are intended to introduce students to the key research and ideas in relation to a particular topic, with seminars providing a forum for discussion, debate and activities to explore the topic further. Active engagement in seminars will be encouraged, including group work and mini-presentations, and weekly reading will be provided to accompany each topic. | *Assessment:*  Group Presentation (20 mins) (50%) Individual Essay (2500 words) (50%) |
| 4202ECS  Semester 1  *Education* | Early Childhood Studies; Student Inquiry (Part 1)  (20c) | *Aim:*  To enable students to explore and build understanding of the multi-disciplinary nature of Early Childhood Studies and differing perceptions and perspectives on babies, young children and childhood. | *Learning activities:*  Lectures, seminars, peer learning groups, individual tasks, exercises and work, observations, Blackboard activities, reading, private study and research. | *Assessment:*  Portfolio of Tasks (90%) Self Awareness (10%) |
| 4203ECS  Semester 1  *Education* | Pedagogical Approaches (Part 1) - Working with Babies, Young Children and Families  (20c) | *Aim:*  To introduce students to the philosophical and practical ideologies associated with key historical pioneers. This introduction will support an awareness of the need to recognise and challenge inequalities in society and to embrace an anti -bias approach when working with babies, young children and their families. | *Learning activities:*  The module will be taught through a combination of lectures, workshops, seminars,  tutorials and discussions related to ECS associated field trips. Sessions will focus on the integration of theory and practice and the impact this has upon work with babies, young children and families. The sessions will encourage participative and applied approaches to learning to help students to understand the benefits and limitations of different pedagogical approaches used to support holistic development in early childhood. | *Assessment:*  Referenced Poster (50%) Rationale related to Poster (50%) |
| 4211EDSTUD  Semester 1  *Education* | Introducing Special and Inclusive Needs  (20c) | *Aim:*  To enable students to explore and build understanding of key concepts and issues relating to their personal motivation to the study and practice of inclusion and disability in ways that will develop and enhance the skills necessary for undertaking independent learning and study in higher education. It will also include opportunities for the development of research/ researcher knowledge and skills and provide an introduction to issues relating to disability, special educational needs and inclusion. | *Learning activities:*  Lectures, seminars, case studies, PLG discussion and group exercises/ work, Canvas activities, reading, private study and research. | *Assessment:*  Portfolio (100%) |
| 4212EDSTUD  Semester 1  *Education* | What is Disability?  (20c) | *Aim:*  This module aims to examine how disability is perceived and addressed within differing contexts of society. | *Learning activities:*  Activities delivered through lectures, Blackboard and student directed activity/reading | *Assessment:*  Essay (50%) Exam (50%) |
| 4221EDSTUD  Semester 1  *Education* | Introduction to the Study of Education and Early Years  (20c) | *Aim:*  This module will enable students to gain an understanding of key concepts and issues related to the study of Education Studies and Early Years through an exploration of children’s texts. Students will also explore the skills necessary for undertaking independent learning and study in higher education. | *Learning activities:*  Lectures, seminars, case studies, Personal Learning Group (PLG) discussion and group exercises/work, Canvas activities, independent reading and research and private study. | *Assessment:*  Porfolio (100%) |
| 4223EDSTUD  Semester 1  *Education* | Development and Early Learning  (20c) | *Aim:*  To develop students’ knowledge of a range of approaches and perspectives on development and learning in the early years. | *Learning activities:*  Lectures, workshops, group and individual tutorials, Blackboard activities, independent reading and research and private study. | *Assessment:*  Exam (100%) |
| 4251EDSTUD  Semester 1  *Education* | Introduction to Education Studies  (20c) | *Aim:*  This module will enable students to gain an understanding of key concepts and issues related to the study of Education through an exploration of representations of formal and informal education through the mediums of films and literature. Students will also explore the skills necessary for undertaking independent learning and study in higher education. | *Learning activities:*  Lectures, seminars, case studies, Personal Learning Group (PLG) discussion and group exercises/work, Canvas activities, independent reading and research and private study. | *Assessment:*  Portfolio (4500 words) (100%) |
| 4252EDSTUD  Semester 1  *Education* | Language, Culture and Human Development  (20c) | *Aim:*  The module aims to develop students’ knowledge and understanding of the nature and development of language in individual, social and cultural contexts. It will also examine the intertwined relationship between language, learning and development from a range of theoretical approaches and perspectives. | *Learning activities:*  Lectures, Workshops, Group and Individual Tutorials, Canvas Activities, Independent Study. | *Assessment:*  Artefact & Rationale (100%) |
| 5201ECS  Semester 1  *Education* | Deconstructing Child Development  (20c) | *Aim:*  To provide students with an opportunity to deconstruct children’s development using an ecological approach. | *Learning activities:*  Lectures, seminars, small group activities, blended learning and debates. | *Assessment:*  Essay (4,500 words) (100%) |
| 5201EDSTUD  Semester 1  *Education* | Research Approaches & Methods  (20c) | *Aim:*  To prepare students to undertake future dissertation research. | *Learning activities:*  This module will be taught through a combination of lectures, workshop and online study. Topics will be covered in blocks beginning with an introductory lecture followed by workshops involving group work and practical activities. In between those times students will engage with online materials to support their understanding and scaffold their reading and reflection on research issues. | *Assessment:*  Portfolio (100%) |
| 5202ECS  Semester 1  *Education* | Early Childhood Research (Part 1) - Student Inquiry into Research Methods  (20c) | *Aim:*  To provide students with a knowledge of a range of approaches to researching subjects within Early Childhood Studies and to support preparation for placement in semester two. Students will be supported to understand how their research inquiry from level 4 can be developed for their block placement experience. Students will be supported to write a literature review as a sound foundation for their inquiry into research methods. | *Learning activities:*  Lectures, Workshops, Group Tutorials, Blackboard Activities | *Assessment:*  Report 4,500 words (100%) |
| 5202EDSTUD  Semester 1  *Education* | Schools and the Curriculum  (20c) | *Aim:*  To enable students to learn about schools, the remit and role of teachers and the key issues in contemporary compulsory education. | *Learning activities:*  Lectures, seminars, workshops, group work, online activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Group Presentation 20 mins (50%) Essay 2500 words (50%) |
| 5203ECS  Semester 1  *Education* | Global inequalities and unequal childhoods  (20c) | *Aim:*  The aim of this module is to provide students with opportunities to explore global inequalities and unequal childhoods in a range of countries. Students will examine complexities of children’s’ lives globally using key theories and concepts including sociological, philosophical, political-economic and post-colonial theory. This module will enable students to contest and problematize globalised discourses of children’s lives with reference to rights, participation and policy. | *Learning activities:*  Lectures  Workshops  Independent research | *Assessment:*  Artefact (100%) |
| 5211EDSTUD  Semester 1  *Education* | Disability and Identity  (20c) | *Aim:*  To develop students’ awareness and knowledge of the dynamic and changing relationship of identity and disability over the life course. Many contentious, topical, ethical considerations will be debated and critically discussed. | *Learning activities:*  Activities delivered through lectures, online activities, directed reading, online and student directed activity | *Assessment:*  Essay 2500 words (50%) Report 2000 words (50%) |
| 5221EDSTUD  Semester 1  *Education* | Pedagogy and Practice in Early Years Education  (20c) | *Aim:*  The aim of this module is for students to explore the pedagogy and practice of early education and to become aware of the current issues and debates. | *Learning activities:*  Lectures, seminars, online projects, group and individual tutorials, group exercises/work, online activities, independent reading and research and private study. | *Assessment:*  Reflection (100%) |
| 5251EDSTUD  Semester 1  *Education* | Perspectives on International Education  (20c) | *Aim:*  The module provides students with an international perspective in relation to education policy and practice. It further encourages students to locate education within globalised social, political and economic frameworks and influences. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work utilising a workshop approach. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas and constructing arguments around the subject. Learning will be supported via the use of Canvas base resources, private study and independent reading. | *Assessment:*  Individual Presentation 10 min (50%) Group Debate 30 min (50%) |
| 6201ECS  Semester 1  *Education* | Exploring approaches: Working Together to Support Children and Families  (20c) | *Aim:*  To critically analyse the mechanisms that exist in society to support babies, young children and their families, and to encourage students to reflect critically upon concepts, issues, theoretical models and working practices in relation to the complexity of multi-agency working. A review of historical and current policies will support students to engage with examples of professional practices. | *Learning activities:*  Lectures, seminars, small group activities, blended learning, role play, engagement with visiting professionals and whole class debates. | *Assessment:*  Role Play (20 minutes) (50%) Reflection (2,500 words) (50%) |
| 6202EDSTUD  Semester 1  *Education* | Gender and Ethnicity in Education  (20c) | *Aim:*  The module aims to provide students with the knowledge, skills and understanding to evaluate the impact of gender and ethnicity on educational processes and outcomes. | *Learning activities:*  This module will be taught as a mixture of lectures and seminars where students will be involved in discussing and debating key concepts and ideas. | *Assessment:*  Group Presentation 20 min (50%) Written Assessment 2500 words (50%) |
| 6203ECS  Semester 1  *Education* | International Approaches; Comparative Early Childhood Education and Care  (20c) | *Aim:*  To develop a critical perspective of the influences on international principles and practice within early childhood work and critically examine and compare systems in a range of countries with reference to global contexts. Issues such as ethnocentric bias in research and practice, reliability and validity of cross national data, will be examined. | *Learning activities:*  Lectures  Workshops  Independent research and group work | *Assessment:*  Artefact (50%) Rationale (50%) |
| 6203EDSTUD  Semester 1  *Education* | Education and Technology  (20c) | *Aim:*  To use, examine and evaluate a range of technologies and conduct a review and analysis of educational issues raised by technology use.  To develop an awareness and understanding of the implications of technology use in current educational practices and the future of education itself. | *Learning activities:*  Lectures, seminars/workshops, group work, online activities, reading, private study, set up an online learning space, evaluation of various technologies, development of a learning resource, group presentation, report writing, research. | *Assessment:*  Report (50%) Portfolio (50%) |
| 6204EDSTUD  Semester 1  *Education* | Adult Education and Lifelong Learning  (20c) | *Aim:*  To understand lifelong learning through the integration of knowledge of adult learning theories, methods, approaches and issues;  To facilitate learning through the application of key philosophies, theories and concepts in adult education and lifelong learning. | *Learning activities:*  Lectures, seminars/workshops, group work, online activities, reading, private study, evaluation of teaching methods and types of education, development of a learning philosophy and approach, group presentation, report writing, research. | *Assessment:*  Portfolio (50%) Exam (50%) |
| 6205EDSTUD  Semester 1  *Education* | Parents and Schools  (20c) | *Aim:*  To provide students with an understanding of the benefits and challenges of parental involvement in their children’s education and home-school relationships. | *Learning activities:*  Lectures, group work, online activities, directed reading, independent study and visiting speakers | *Assessment:*  Individual Presentation 10 min (50%) Essay 2500 words (50%) |
| 6211EDSTUD  Semester 1  *Education* | Inclusion For All: Supporting a Range of Needs  (20c) | *Aim:*  This module aims to develop students’ critical understanding of the support available for people with a range of disabilities/ additional needs. | *Learning activities:*  Lectures, group work, Blackboard, visiting speakers, student directed activity | *Assessment:*  Essay (50%) Exam (50%) |
| 6221EDSTUD  Semester 1  *Education* | National & International Contemporary Issues in the Early Years  (20c) | *Aim:*  The module will enable students to critically examine national and international perspectives and approaches to early year’s policy, pedagogy and practice in relation to current issues and debates. | *Learning activities:*  Lectures, workshops, seminars, Blackboard activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Group Presentation (50%) Essay (50%) |
| 6252EDSTUD  Semester 1  *Education* | Education, Culture and Identity  (20c) | *Aim:*  The module aims to enable students to develop their own critical response to current debates about the cultural significance of education: particularly its role in society and influences on individuals and identities. Students are encouraged to reflect on their own philosophy of education and to examine global perspectives shaping contemporary debates on connections between education, the individual and society. | *Learning activities:*  This module will be taught through a combination of lectures, seminars, group work, online activities and workshops. Learning will be supported via the use of Canvas based resources, private study and independent reading. | *Assessment:*  Essay (50%) Individual Presentation (50%) |
| 7001AEPMA  Semester 1  *Education* | ANALYSIS & DESIGN OF MULTI-SENSORY LEARNING AND TEACHING APPROACHES  (20c) | *Aim:*  Expand their knowledge and understanding of multi-sensory approaches to dyslexia through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  CW (100%) |
| 7001ECSMA  Semester 1  *Education* | Philosophies of Early Childhood Education  (20c) | *Aim:*  For students to develop an informed knowledge of different philosophies of early childhood education | *Learning activities:*  Discussions  Journaling  Practical workshops  Directed reading  Online research activities | *Assessment:*  Reflection (4500 words) (100%) |
| 7001EDGLOB  Semester 1  *Education* | Education, Society and Culture  (20c) | *Aim:*  Critically review the inter-relationship between education, society and culture across a variety of educational contexts | *Learning activities:*  This module will be delivered via a combination of lectures, seminars, small group work, educational visits and tutorials | *Assessment:*  Presentation (30%) Refective Case Study (70%) |
| 7001EDLL  Semester 1  *Education* | Digital Scholarship  (30c) | *Aim:*  To develop personal digital scholarship practice through reflective use of digital environments and practices.  To reflect on these practices in the light of key networked learning theories. | *Learning activities:*  Key activities include:  A series of online tasks to develop skills in finding, interpreting, evaluating and sharing information online. The focus of this inquiry will be on how to become a digital scholar or citizen.  Followed with asynchronous group discussions in the form of short reflective written posts to an online forum. | *Assessment:*  Portfolio (100%) |
| 7002EDGLOB  Semester 1  *Education* | Competing Philosophies of Education  (20c) | *Aim:*  The module aims to provide students with:  A sense of the breadth of issues that concern philosophers of education and the range of views that philosophers of education have taken on these issues.  An introduction to important debates and traditions within the philosophy of education as a discipline and how these relate to on-going issues in globalization and social change. | *Learning activities:*  This module will be delivered via a combination of seminars, workshops and tutorials | *Assessment:*  Portfolio (100%) |
| 7002EDLL  Semester 1  *Education* | Digital Literacies - Dominant Theories and Practices  (30c) | *Aim:*  To develop a practical understanding of the role and place of digital literacies in education, health and communities. This will be considered holistically in the light of the changing status and nature of knowledge in society and learning. | *Learning activities:*  Key activities include:  Independent reading, online seminars and journal reflection: exploring a range of perspectives on digital literacies and key debates in learning with technology.  Developing individual digital literacy practices through online tasks and engagement with case studies and practical examples.  Weekly participation in forum discussions and formative feedback to experience online learning in preparation for summative assessment. | *Assessment:*  Essay (50%) Artefacts (50%) |
| 7003EDGLOB  Semester 1  *Education* | Education and Globalisation  (20c) | *Aim:*  The course aims to provide students with:  A critical understanding of the process of globalisation  The ability to critically reflect on the impact of globalisation on education and social justice | *Learning activities:*  This module will be delivered via a combination of lectures, seminars, small group work, workshops and tutorials | *Assessment:*  Presentation (30%) Essay (70%) |
| 7004ECSMA  Semester 1  *Education* | The Critically Reflective Practitioner  (20c) | *Aim:*  To critically reflect on personal values, beliefs and assumptions in relation to early childhood practice and the implications of relevant theory and research on their own educational practice | *Learning activities:*  Workshops / seminars  Online sources, tasks, tutorials and guest lectures  \*A reflective journal containing evidence of engagement in critically reflective  tasks based on McLeod’s (2015) 9 Steps of Reflection will be used progressively as a means of supporting examination of different issues / aspects of professional practice to examine the values , beliefs, attitudes, understandings practice is based on. The tasks will form the basis of reflective conversations as part of seminar / workshops and will be used as a means of demonstrating critically reflective engagement as well as illuminating and supporting evidence of personal (transformative) learning. | *Assessment:*  Presentation (20%) Portfolio (80%) |
| 7005MED  Semester 1  *Education* | The Critically Reflective Practitioner  (20c) | *Aim:*  To critically reflect on personal values, beliefs and assumptions in relation to developing practice and the implications of relevant theory and research on their own educational practice in a range of contexts | *Learning activities:*  Workshops and seminars  \*A reflective journal containing evidence of engagement in critically reflective  tasks based on McLeod’s (2015) 9 Steps of Reflection will be used progressively as a means of supporting examination of different issues / aspects of professional practice to examine the values , beliefs, attitudes, understandings practice is based on. The tasks will form the basis of reflective conversations as part of seminar / workshops and will be used as a means of demonstrating critically reflective engagement as well as illuminating and supporting evidence of personal (transformative) learning. | *Assessment:*  Presentation (20%) Portfolio (80%) |
| 7024AEPPC  Semester 1  *Education* | Approaches to Learning in the 21st Century  (40c) | *Aim:*  Expand their knowledge of learning, teaching and assessment through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagment with this module. | *Learning activities:*  Lecture, Seminars, Tutorials, on-line and e-learning activities, personal and peer review. | *Assessment:*  critically reflective report (100%) |
| 7050AEPMA  Semester 1  *Education* | Developing Professional Practice  (20c) | *Aim:*  To expand participants' knowledge and understanding of professional practice through learning based on engagement with current educational theory, research, policy and practice.  To develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  To develop professionally and personally through engagement with the module. | *Learning activities:*  This is an independent study style module. It involves supported individual exploration of an aspect of professional practice, self study and practitioner enquiry. | *Assessment:*  Coursework (100%) |
| 7101AEPAU  Semester 1  *Education* | The Autistic Spectrum  (20c) | *Aim:*  To provide opportunities for educational professionals to investigate and engage with research relating to the characteristics and features of the Autistic Spectrum.  To encourage participants to develop critical faculties in relation on research and practice. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101AEPDY  Semester 1  *Education* | Identifying Dyslexia  (20c) | *Aim:*  To expand knowledge of the characteristics of dyslexia and its complex nature  To develop knowledge and deep understanding of issues related to the identification of dyslexia  To enable students to develop professionally through engagement with the module content | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101AEPLM  Semester 1  *Education* | Professional Development for Leadership  (20c) | *Aim:*  To expand participants' knowledge and understanding of professional development for leadership and management through learning based on engagement with current educational theory, research, policy and practice in Leadership and Management.  To develop critical professional practice through analysis, reflection and engagement with literature, research and practice within their professional setting. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and online resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101AEPMC  Semester 1  *Education* | Mentoring in the Workplace  (20c) | *Aim:*  To expand participants’ knowledge and understanding of mentoring through learning based on engagement with current theory, research, policy and practice.  To develop critical professional practice through analysis of reflection on and engagement with this knowledge and understanding in student’s professional setting.  To develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101AEPRE  Semester 1  *Education* | Context and Purpose for Religious Education  (20c) | *Aim:*  To provide opportunities to investigate and engage with current thinking and research relating to the nature of religious education and its role in the school curriculum  To encourage participants to develop critical skills in relation on research and practice. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101AEPSN  Semester 1  *Education* | Teaching Young People with Special Educational Needs  (20c) | *Aim:*  To expand participants’ knowledge and understanding of special educational needs and disability through learning based on critical engagement with current educational theory, research, policy and practice.  To develop critical, professional practice through analysis of, reflection and engagement with this knowledge and understanding in their professional setting.  To develop professionally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Coursework (100%) |
| 7101AEPTL  Semester 1  *Education* | Approaches to Learning in the 21st Century  (20c) | *Aim:*  To expand knowledge of learning, teaching learning and assessment through engagement with current educational theory, research, and practice.  To develop critical professional practice through analysis, reflection and engagement with literature and research in an educational setting.  To develop professionally and personally through engagement with this module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7101MRES  Semester 1  *Education* | INTRODUCTION TO QUALITATIVE APPROACHES  (20c) | *Aim:*  to develop a critical appreciation of the literature in relation to the focus of a small-scale investigation;  to introduce methodological frameworks for ethnographic and case study approaches and appropriate methods;  to develop a critical appreciation of theoretical, methodological and ethical issues in qualitative inquiry;  to enable a process in which students identify a focus, collect data and critically analyse it. | *Learning activities:*  Lectures, seminars, independent learning, pair/group work presentation and peer review. Ethical consideration will be considered in relation to qualitative research methodologies. Students will reflect upon workshop activities that introduce them to different data gathering methods (such as research diaries, critical reviews, reflective accounts, reviewing papers etc). These reflections will inform the written assignment. | *Assessment:*  5000 Word Assignment (100%) |
| 7101PCM  Semester 1  *Education* | Mentoring in the Workplace  (20c) | *Aim:*  To expand students’ knowledge and understanding of mentoring through learning based on engagement with current theory, research, policy and practice.  To develop critical professional practice through reflection on - and engagement with, mentoring processes and approaches and apply and evaluate this knowledge and understanding in the professional setting.  To develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities (including reflection on practice), learning conversations, use of ICT such as Canvas and other resources, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Coursework (100%) |
| 7102AEPPC  Semester 1  *Education* | SOCIAL & EMOTIONAL ASPECTS OF LEARNING  (20c) | *Aim:*  Expand their knowledge and understanding of social and emotional aspects of learning through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  presentation (100%) |
| 7102MRES  Semester 1  *Education* | VISUAL AND MULTIMODAL RESEARCH METHODOLOGIES  (20c) | *Aim:*  To introduce methodological frameworks around the theme of socio-cultural theories of learning and image-based research;  To introduce students to the process of collecting and analysing observational data, with particular reference to image-based research;  To develop the capacity for reflective and analytical thought in relation to these methodological frameworks;  To engage critically with these methodologies and understand their implications in research practice.  To develop an understanding of ethical practices in relation to visual and/or multimodal research. | *Learning activities:*  Lectures, discussions, analysis of data, independent investigation and group work, seminar presentation. | *Assessment:*  Portfolio of visual/multimodal (50%) Oral Presentation (50%) |
| 7104AEPLM  Semester 1  *Education* | Managing Change for Organistional Development  (20c) | *Aim:*  To expand knowledge and understanding of change management through engagement with current educational theory, research, policy and practice.  To deepen understand of the role of chaos theory in relation to managing change. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7104AEPTL  Semester 1  *Education* | Social and Emotional Aspects of Learning  (20c) | *Aim:*  To expand knowledge and understanding of social and emotional aspects of learning through engagement with current educational theory, research, policy and practice.  To develop critical professional practice through analysis of, reflection on and engagement with this knowledge in their professional setting.  To develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7201MA  Semester 1  *Education* | Learning at Masters Level  (20c) | *Aim:*  To support professionals’ understanding of conceptual frameworks and equip them with the skills to learn and perform at level 7. | *Learning activities:*  Learning activities will include:  - Tutor input via lectures  - Learning conversations which will give peer to peer support and assessment through seminars.  - Workshops to enhance subject knowledge, with the inclusion of Canvas and other electronic tools, directed reading and practical tasks.  - Tutorials will support students with subject knowledge consolidation, study skills, application of theory to practice and draft assignments. | *Assessment:*  Presentation (100%) |
| 7204MA  Semester 1  *Education* | Contemporary Issues in Education  (20c) | *Aim:*  To provide opportunities for professionals in education to expand their knowledge and understanding through learning based on engagement with current educational theory, research, policy and practice in relation to an identified current issue in education.  To develop participants' critical professional practice through analysis of, reflection on and engagement with this knowledge and understanding in their professional setting.  To support professionals to develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include:  - Tutor input and visiting speaker expertise via lectures.  - Learning conversations and group discussions will be developed around expanding subject knowledge and expertise through seminars.  - Group and individual tutorials will support students with peer assessment, summative assessment, drafting of assignments, study skills and application of theory to practice. | *Assessment:*  Presentation (100%) |
| 7301AEPMC  Semester 1  *Education* | MENTORING IN EDUCATION  (20c) | *Aim:*  To provide opportunities for education professionals to:  Expand their knowledge and understanding of mentoring through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of reflection on and engagement with this knowledge and understnading in participants' professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversation, use of ICT such as Blackboard and other resources, workshops, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed reading and focused work based practice as appropriate. | *Assessment:*  4,000 word assignment (100%) |
| 7301EP  Semester 1  *Education* | Professional Practice for Beginning Teachers  (20c) | *Aim:*  To enable participants to employ a range of techniques for reflection and analysis, to critically review and evaluate their own school based practice in relation to current research and learning, teaching and assessment and other professional issues in teaching.  To enable participants to use reflective practice in meeting their professional development needs as a newly qualified teacher. | *Learning activities:*  Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in relation to the teacher as a professional practitioner  Group and individual tutorial may enable students to negotiate small-scale research activities  Structured lesson observations  Different modes of collaborative teaching, enabling the student to focus on particular  aspects of the teaching process according to the student’s development point and  needs  Direct sustained experience of independent planning, teaching, assessment and  evaluation  Structured school-based tasks, which introduce the student to a wide range of  reading, research and other literature  Independent study liked to recent and relevant literature/reading | *Assessment:*  Critical reflection (100%) |
| 7302EP  Semester 1  *Education* | Pedagogy in Practice  (20c) | *Aim:*  To examine and understand better the process of planning for learning and its interdependency on subject knowledge issues and learners needs.  The module will enable the participant to explore the relationship between theory and practice of planning for continuity and progression and learning impact in the classroom. | *Learning activities:*  Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in inclusion. Group and individual tutorial may enable students to negotiate small-scale research activities  Structured lesson observations in the particpants professional setting  Different modes of collaborative teaching, enabling participant to focus on particular  aspects of the teaching process according to participant development point and  needs  Direct sustained experience of independent planning, teaching, assessment and  evaluation  Structured school-based tasks, which introduce participant to a wide range of  reading, research and other literature  Independent study liked to recent and relevant literature/reading | *Assessment:*  Critical reflection (100%) |
| 7306EP  Semester 1  *Education* | Researching Classroom Practice  (30c) | *Aim:*  To develop a systematic knowledge and understanding of approaches to practitioner research related to education settings.  To critically evaluate and reflect on the appropriateness and effectiveness of specified learning, teaching and assessment activities both as described in current research and policy documents and in relation to own practice via a small-scale action research project. | *Learning activities:*  Seminar  practice based  On line  tutorial | *Assessment:*  Report (100%) |
| 7402AEPSN  Semester 1  *Education* | TEACHING YOUNG PEOPLE WITH SEN  (20c) | *Aim:*  To provide opportunities for education professionals to:  Expand their knowledge and understanding of learning difficulties through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as apprpriate. | *Assessment:*  CW (100%) |
| 7405AEPSN  Semester 1  *Education* | BESD & MENTAL HEALTH ISSUES  (20c) | *Aim:*  Expand their knowledge and understanding of BESD and Mental Health Issues through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based, practice as appropriate. | *Assessment:*  AS1 (100%) |
| 4202EDSTUD  Semester 2  *Education* | Education and Society  (20c) | *Aim:*  To introduce students to key concepts and debates in the philosophy and sociology of education  To provide students the opportunity to apply these to debates about the role of education in society. | *Learning activities:*  Lectures, seminars, small group activities, blended learning and debates. | *Assessment:*  Portfolio (100%) |
| 4203EDSTUD  Semester 2  *Education* | Snapshots of Education  (20c) | *Aim:*  To provide students with an understanding of the history and development of the British education system, using a case study approach. | *Learning activities:*  Lectures, seminars, small group activities and debates. | *Assessment:*  Poster (40%) Essay (2500 words) (60%) |
| 4204ECS  Semester 2  *Education* | Perspectives of Children and Childhood  (20c) | *Aim:*  To enable students to develop their knowledge and understanding of children and childhood from a range of perspectives, and to reflect on sociological, historical, cultural, philosophical economic and political influences. | *Learning activities:*  Lectures  Discussions  Video clips  Data analysis  Practical applications  Blackboard support activities. | *Assessment:*  Presentation (15 minutes) (50%) Essay (2,000 words) (50%) |
| 4205ECS  Semester 2  *Education* | Early Childhood Studies; Student Inquiry (Part 2)  (20c) | *Aim:*  To enable students to develop their understanding of key issues, perspectives, concepts and their inter-relationships within ECS through exploratory and research visits, observation, reflection, peer discussion, guided learning and self-directed independent learning. Students will also develop their core academic skills. | *Learning activities:*  Lectures, seminars, PLG discussions/debates, group exercises/ work, Blackboard activities, reflective writing, peer review, reading, private study and research. | *Assessment:*  Portfolio of Tasks (100%) |
| 4206ECS  Semester 2  *Education* | Pedagogical Approaches (Part 2) - Sustainability; Democracy, Participation & Social Justice  (20c) | *Aim:*  This module builds upon 4203ECS Pedagogical Approaches (Part 1) - Working with Babies, Young Children and Families.  Students will be introduced to the research area surrounding Education for Sustainability and understand the origins of the research and philosophy surrounding. | *Learning activities:*  The module will be taught through a combination of lectures, workshops, seminars, tutorials and discussions related to ECS associated field trips. Sessions will focus on the integration of theory and practice and the impact this has upon work with babies, young children and families. The sessions will encourage participative and applied approaches to learning to help students to understand the terms associated with education for sustainability used to support inclusion and anti- bias approaches. | *Assessment:*  Report (Equiv. to 4,500 words) (100%) |
| 4213EDSTUD  Semester 2  *Education* | Special Educational Needs and Inclusion  (20c) | *Aim:*  The module aims to provide students with knowledge and understanding of the differing educational provision for people with special educational needs/disabilities and the role of the Special Educational Needs Coordinator (SENCO). | *Learning activities:*  Lectures, group work, Blackboard, student directed activity | *Assessment:*  Presentation (40%) Essay (60%) |
| 4222EDSTUD  Semester 2  *Education* | Key Early Education Principles  (20c) | *Aim:*  The aim of this module is to introduce early year’s students to key historical pioneers and how they influenced current practice. The module looks to develop student knowledge of the principles of early years education and their understanding of how these principles are applied by early educators (including parents). | *Learning activities:*  Lectures, workshops, Blackboard activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Group Presentation of Poster (40%) Essay (60%) |
| 4253EDSTUD  Semester 2  *Education* | Philosophical Approaches in Education  (20c) | *Aim:*  The module provides students with an introduction to a range of ideas that have had an influence on educational practice. It further considers how concepts concerning human nature and experience has shaped educational provision and learning environments. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject. Learning will be supported via the use of Canvas base resources, private study and independent reading. | *Assessment:*  Bibliography (2500 words) (50%) Individual Presentation 10min (50%) |
| 5203EDSTUD  Semester 2  *Education* | Comparative & International Education  (20c) | *Aim:*  To provide students with an introduction to the field of comparative and international education. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject.  Blackboard, private study and independent reading | *Assessment:*  Portfolio (100%) |
| 5204ECS  Semester 2  *Education* | Exploring Health Literacies within Early Childhood  (20c) | *Aim:*  The module aims to prepare students to empower children to make informed decisions about their own health and, where possible, to act upon those decisions. | *Learning activities:*  Lectures, seminars, group work and problem-solving, independent study | *Assessment:*  Presentation (15 minutes) (50%) Annotated bib (2,000 words) (50%) |
| 5204EDSTUD  Semester 2  *Education* | Education, Equality and Social Justice  (20c) | *Aim:*  To examine the development of the concept of ethics and justice. To critically evaluate the dynamic relationship between education, social justice and equality. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject.  Online, private study and independent reading. | *Assessment:*  Essay, Plan & Rationale (30%) Essay (70%) |
| 5205ECS  Semester 2  *Education* | Professional Approaches within Early Childhood Studies  (20c) | *Aim:*  To provide students with a knowledge of social policy in the UK and how it relates to professional practice with babies, young children and families. | *Learning activities:*  Lectures, Workshops, Group Tutorials, Blackboard Activities | *Assessment:*  Case Study (100%) |
| 5205EDSTUD  Semester 2  *Education* | Contemporary Issues for Young People  (20c) | *Aim:*  To provide students with an introduction to the nature and importance of the concept  of youth  To develop a critical understanding of the nature, causes and effects of problems,  issues and concerns experienced by young people.  To analyse the role of government legislation and initiatives in dealing with the issues faced by young people. | *Learning activities:*  Lectures, seminars, group work, online activities, reading, private study and research. | *Assessment:*  Report (100%) |
| 5206ECS  Semester 2  *Education* | Exploring Early Years Curricula within ECS: Pedagogical approaches for sustainability  (20c) | *Aim:*  This module will build upon the knowledge and skills gained from the level 4 ECS modules. The aim of the module is to explore the four National Early year’s curricula within the UK and develop an awareness of pedagogical approaches for learning. Students will engage with historical and current developments in relation to Education for Sustainability within Early Childhood Education. | *Learning activities:*  Lectures  Workshops  Independent research  Field trip | *Assessment:*  Planning Document (100%) |
| 5207ECS  Semester 2  *Education* | Early Childhood Research (Part 2) - Student Reflections  (20c) | *Aim:*  To develop knowledge of research methods, as appropriate to Early Childhood Studies, and how they are applied in the field. This module will engage students in reflections on the block placement and support the development of student inquiry. Students will engage in the processes necessary to write an academic research proposal for consideration and adaptation at level 6. | *Learning activities:*  Lectures, Workshops, Group Tutorials, Blackboard Activities | *Assessment:*  Report (4,500 words) (100%) |
| 5207EDSTUD  Semester 2  *Education* | Project Design & Implementation in Education  (20c) | *Aim:*  Students will be provided with the opportunity to design, develop and implement a project or a set of project activities related to a real-world setting relevant to their future career choice. The module will build upon the student's PDP and provide opportunities for them to reflect upon their own development and future work related targets | *Learning activities:*  This module is delivered through a series of workshops and peer learning group sessions in addition to an extended work related placement or project. | *Assessment:*  Portfolio (100%) |
| 5208EDSTUD  Semester 2  *Education* | Developing Employability Skills Through Work Based Learning  (20c) | *Aim:*  Students will be provided with the opportunity to undertake a work placement in a specific setting relevant to their future career choice. The module will build upon the student's PDP and provide opportunities for them to reflect upon their own development and future work related targets | *Learning activities:*  This module is delivered through a series of workshops and peer learning group sessions in addition to an extended work related placement or project. | *Assessment:*  Portfolio (100%) |
| 5212EDSTUD  Semester 2  *Education* | Supporting the Individual and the Family  (20c) | *Aim:*  This module aims to develop students’ understanding of the impact of disability upon families where a member has a disability or life limiting condition. The roles and responsibilities of a range of professionals who work with and support individuals and families will be explored. | *Learning activities:*  Lectures, group work, on line activities, visiting speakers, tutorials | *Assessment:*  Presentation (50%) Essay (50%) |
| 5213EDSTUD  Semester 2  *Education* | Picturing Disability: From Print to Screen  (20c) | *Aim:*  The aim of the module is to explore the representations of disability and the participation of people with disabilities within popular culture including the arts, literature, film and media. | *Learning activities:*  Practical workshops, off site visits, Lectures, individual/group tasks, directed independent activities and directed reading. | *Assessment:*  Presentation (50%) Portfolio (50%) |
| 5223EDSTUD  Semester 2  *Education* | Creativity and Discovery Learning in the Early Years  (20c) | *Aim:*  The aim of the module is to explore practical and theoretical knowledge and understanding of creativity and how it can be supported in the Early Years. | *Learning activities:*  Practical workshops, off site visits, lectures, group and individual tutorials, Blackboard activities and directed reading, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Group Presentation (40%) Porfolio of Task (60%) |
| 5224EDSTUD  Semester 2  *Education* | Atypical Development and Disability in the Early Years  (20c) | *Aim:*  This course will help students to develop an understanding of atypical development, disability and specific educational needs in the early years. | *Learning activities:*  Lectures, seminars, debates, Blackboard activities and directed reading, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Group Presentation (50%) Essay (50%) |
| 6204ECS  Semester 2  *Education* | Working Therapeutically within Early Childhood  (20c) | *Aim:*  To provide students with a knowledge and understanding of therapeutic practice with children and their carers in the UK | *Learning activities:*  Lectures, Workshops, Group Tutorials, Online Activities | *Assessment:*  Essay 4,500 words (100%) |
| 6205ECS  Semester 2  *Education* | Social Work within Early Childhood Studies  (20c) | *Aim:*  To provide students with a knowledge of social work with children and families in the UK. | *Learning activities:*  Lectures, Workshops, Group Tutorials, Blackboard Activities | *Assessment:*  Case Study 4,500 words (100%) |
| 6206ECS  Semester 2  *Education* | Global Dimensions: Sustainable Futures Across Early Years Curricula  (20c) | *Aim:*  The aim of the module is to bring together two critical areas of research in order to explore and extend research inquiries around relationships and responsibilities that can shape more sustainable futures. Research studies into early childhood education have confirmed the importance of these formative years in the formulation of identity, willingness to learn, as well as engagement with the world. Students will develop their understanding of Education for sustainability considered within 5206ECS and students are encouraged to engage in systematic personal inquiry in order to document their understanding of the terminology from an international perspective. | *Learning activities:*  Formal lectures, group discussions and debates within lecture sessions, individual and group tasks, directed independent activities, directed reading and individual research. | *Assessment:*  Presentation (15 minutes) (50%) ESSAY (2,500 words) (50%) |
| 6206EDSTUD  Semester 2  *Education* | Radical Education  (20c) | *Aim:*  The module aims to develop students understanding and knowledge of radical thought and movements in education. | *Learning activities:*  Lectures and seminars | *Assessment:*  Individual Presentation 15min (70%) Case Study 1500 words (30%) |
| 6207EDSTUD  Semester 2  *Education* | Education in Fiction, Film and the Media  (20c) | *Aim:*  To provide students with the opportunity to explore how education has been represented in fiction, film and the media  To consider the implications of these representations for educational thought and practice | *Learning activities:*  Learning will take place via interactive workshops. Students will be expected to take an active part in workshop activities include debate, discussion, group work and presentations. Weekly reading will accompany each workshop. | *Assessment:*  Group Presentation (50%) Written Coursework (50%) |
| 6208EDSTUD  Semester 2  *Education* | Informal and Non-formal Education  (20c) | *Aim:*  To provide students with the opportunity to critically engage with a range of informal and non-formal educational practices. This includes consideration of the social, political and cultural significance of these forms of educational provision. | *Learning activities:*  Learning for the module will take place in the form of interactive workshops. Students will be expected to take a full part in workshop activities including group work, presentations, discussion and debates. Weekly reading will be provided to inform the workshop activities and discussion. | *Assessment:*  Written Coursework (100%) |
| 6209EDSTUD  Semester 2  *Education* | Supporting Vulnerable Children and Young People in Education  (20c) | *Aim:*  The module aims to develop students understanding and knowledge of the issues and potential consequences vulnerable children and young people may experience in education. | *Learning activities:*  Lectures; workshops; tutorials | *Assessment:*  Report (100%) |
| 6212EDSTUD  Semester 2  *Education* | International Perspectives on Disability and Inclusion  (20c) | *Aim:*  This module aims to develop students’ understanding of the varying meanings and experiences of disability and impairment globally and critically explore international comparative frameworks of inclusion. | *Learning activities:*  Workshops, group work, Blackboard, student directed activity | *Assessment:*  Presentation (50%) Essay (50%) |
| 6213EDSTUD  Semester 2  *Education* | Mental Health and Wellbeing  (20c) | *Aim:*  This module aims to develop students’ understanding of the issues and factors that impact upon the mental health and well-being of individuals. | *Learning activities:*  Lectures, workshops, seminars, blackboard, student directed activity | *Assessment:*  Portfolio (100%) |
| 6222EDSTUD  Semester 2  *Education* | Therapeutics in the Early Years  (20c) | *Aim:*  To provide students with a knowledge and understanding of therapeutic practice with children in the early years within the context of educational environments. | *Learning activities:*  Lectures, workshops, Blackboard activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Essay (100%) |
| 6223EDSTUD  Semester 2  *Education* | Philosophy with Children  (20c) | *Aim:*  The aim of this module is to provide an opportunity for students to learn more about the theory and methods for facilitating children’s thinking and supporting their philosophical enquiry. | *Learning activities:*  Lectures, seminars, workshops, debates, online activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Presentation (40%) Essay (60%) |
| 6224EDSTUD  Semester 2  *Education* | Drama and Imagination  (20c) | *Aim:*  This module aims to provide a practical and theoretical exploration of the role and relationship between imagination and drama in educational practice. | *Learning activities:*  Workshops, lectures, online activities, group and individual tutorials, independent reading and research and private study. | *Assessment:*  Individual Presentation (50%) Essay (50%) |
| 6251EDSTUD  Semester 2  *Education* | International Relations in Education  (20c) | *Aim:*  The module encourages students to consider power dynamics inherent within educational ideas and practice within and across varying international settings. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject. Learning will be supported via the use of Canvas base resources, private study and independent reading. | *Assessment:*  Report (2500 words) (50%) Group Presentation (20 mins) (50%) |
| 7002AEPMA  Semester 2  *Education* | ASSESSMENT OF COMPLEXITY WITHIN DYSLEXIA  (20c) | *Aim:*  To provide opportunities for educational professional to:  - Expand their knowledge and understanding of dyslexia through learning based on engagement with current educational theory,research, policy and practice  -Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  - Develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  CW (100%) |
| 7002ECSMA  Semester 2  *Education* | Early Childhood Education Curricula in an International Context  (20c) | *Aim:*  To develop a critically reflexive lens in exploring ideologies within a framework of curriculum theory in an international context. | *Learning activities:*  Workshops  Guest lectures  Online forum contribution  Tutorials | *Assessment:*  Portfolio of Tasks (100%) |
| 7003ECSMA  Semester 2  *Education* | Democracy and Participation in Early Childhood Education  (20c) | *Aim:*  To develop a critical understanding of the rationale, issues and debates related to enhancing the democratic participation of diverse groups of young children in a range of education and care contexts in order to plan for future research and practice. | *Learning activities:*  Workshops  Online sources / tasks  Tutorials  Guest speakers | *Assessment:*  Presentation (25%) Literature Review (75%) |
| 7003EDLL  Semester 2  *Education* | Digital and Textual Practices in Learning  (30c) | *Aim:*  To develop an understanding of textual digital practices through reflection on the application of digital techniques to conduct and share research. | *Learning activities:*  Key activities include:  A personal reflective blog on key readings about information literacy, digital lives, quantified selves, privacy and others.  Use of specific digital tools to complete online tasks. | *Assessment:*  Reflections (25%) Essay (75%) |
| 7003MED  Semester 2  *Education* | Education, Globalisation and Social Justice  (20c) | *Aim:*  The course aims to provide students with:  A critical understanding of the process of globalisation  The ability to critically reflect on the impact of globalisation on education and social justice | *Learning activities:*  This module will be delivered via a combination of seminars, small group work, workshops and tutorials | *Assessment:*  Presentation (30%) Essay (70%) |
| 7004EDGLOB  Semester 2  *Education* | Educational governance (politics, power & education)  (20c) | *Aim:*  The module aims to provide a critical perspective of different systems of educational governance within the context of political, cultural, social and economic influences. The module also examines the sources and use of power within educational settings. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject.  Blackboard, private study and independent reading | *Assessment:*  Portfolio (100%) |
| 7004EDLL  Semester 2  *Education* | Open Movement: Data, Resources and Courses  (30c) | *Aim:*  The module aims to develop critical knowledge and understanding of the open movement in education in relation to issues such as copyright, privacy and licensing and how this impacts on the development of new learning environments, communities, practices and economies.  The module also aims to promote a critical view of the kind of digital literacies that are prioritised or emphasised through the production and dissemination of open educational resources. | *Learning activities:*  Key activities include:  Practical tasks will engage students with open educational resources (OERs), massive open online courses (MOOCs) and open data in research.  Blogs or journal entries will be used to reflect and identify the key elements of ‘openness’ in professional and academic practices, particularly in OERs and MOOCs. | *Assessment:*  Artefacts (100%) |
| 7004MED  Semester 2  *Education* | Critique, Power and Transformation in Education  (20c) | *Aim:*  The module aims to provide a critical perspective of different systems of education within the context of political, cultural, social and economic influences. The module also examines the sources and use of power within educational settings and investigates pedagogies for empowerment and transformation. | *Learning activities:*  This module will be taught through a combination of lectures, seminars and workshops. Lectures will formally introduce students to the subject matter. Seminars and workshops will enable students to clarify and discuss various aspects of their ideas around the subject.  Canvas, private study and independent reading complement class-based learning activities. | *Assessment:*  Portfolio (100%) |
| 7005ECSMA  Semester 2  *Education* | Global Issues, Childhoods and Education  (20c) | *Aim:*  To critically examine contemporary global issues affecting children and their families drawing on key debates in education and care. | *Learning activities:*  The workshops will aim to promote discussion, analysis and provide a critical overview of policy and research on issues affecting children and their families globally.  Students will take responsibility for identifying and reviewing key literature on policy, practice to present and discuss with the group. Formative sessions will allow students and tutors to engage in a peer review of proposed focus for their case study. | *Assessment:*  Case Study (100%) |
| 7005EDGLOB  Semester 2  *Education* | Adult and Continuing Education & Lifelong Learning  (20c) | *Aim:*  The course aims to enable students to:  Critically analyse a range of approaches to adult and continuing education and lifelong learning.  Develop a critical understanding of the impact of cultural contexts in shaping the form and content of adult and continuing education. | *Learning activities:*  Lectures for key concepts  Seminars  Workshop  Emphasis on visual and oral presentation of material | *Assessment:*  Panel Discussion (70%) Rationale (30%) |
| 7006EDGLOB  Semester 2  *Education* | International Practice of Education  (20c) | *Aim:*  This module will enable students to:  Critically explore the diversity of approaches taken to organising and providing education across Europe and beyond. This will be achieved through both academic study and practical experience. | *Learning activities:*  Lectures and seminars including discussion and analysis of research studies and literature. | *Assessment:*  Reflective Report (100%) |
| 7026AEPPC  Semester 2  *Education* | Learning Through Assessment  (40c) | *Aim:*  1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice  2 Display knowledge and critical understanding of key theoretical frameworks and concepts in learning through assessement  3 Critically analyse and synthesise research findings and other evidence to inform their practice in teaching, learning and assessment  4 Reflect on and evaluate on the impact of their approach to assessment and learning on professional practice, sharing knowledge in an appropriate way | *Learning activities:*  Lectures, Seminars, Tutorials, On-line discussion and e-learning activities | *Assessment:*  Critical essay (100%) |
| 7030AEPMA  Semester 2  *Education* | Learning Science through Assessment  (20c) | *Aim:*  To enable you to develop critical awareness and understanding of effective assessment in science education | *Learning activities:*  Sessions will be participatory, including seminars, workshops, Blackboard-based resources, tutorials and practical activities. assessment will support students to examine critically issues in teaching and learning and the effect on their professional practice | *Assessment:*  Essay (70%) Reflective poster (30%) |
| 7040AEPMA  Semester 2  *Education* | Current Issues in Education  (20c) | *Aim:*  To expand their knowledge and understanding through learning based on engagement with current educational theory, research, policy and practice in relation to an identified current issue in education.  To develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  To develop professionally and personally through engagement with the module | *Learning activities:*  This is an independent study style module. It involves supported individual exploration of a chosen current educational issue, self study and practitioner enquiry | *Assessment:*  Coursework (100%) |
| 7101AEPPC  Semester 2  *Education* | DEVELOPING THE ROLE OF THE SUBJECT LEADER  (20c) | *Aim:*  Expand their knowledge and understanding of effective subject leadership through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understandingin their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets,action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Reflective Practice Assignment (100%) |
| 7102AEPAU  Semester 2  *Education* | Autistic Spectrum Disorder: from Theory to Practice  (20c) | *Aim:*  To enable students to evaluate current research regarding the causal theories of ASD.  To develop knowledge and deep understanding of support techniques and interventions used nationally and internationally. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7102AEPDY  Semester 2  *Education* | Teaching Learners with Dyslexia  (20c) | *Aim:*  To provide opportunities for educational professionals to engage with research relating to the teaching of learners with dyslexia  To enable students to develop critical professional practice in relation to learners with dyslexia | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7102AEPLM  Semester 2  *Education* | Policy and Practice in Leadership and Management  (20c) | *Aim:*  To expand participants’ knowledge and understanding of leadership and management in education organisations through learning based on engagement with current educational theory, research, policy and practice  To develop critical professional practice through analysis of, and reflection on international, national and local policy that impacts on educational leadership. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7102AEPMC  Semester 2  *Education* | Developing Mentoring and Coaching  (20c) | *Aim:*  To expand the participants’ knowledge and understanding of mentoring and coaching through learning based on engagement with current educational theory, research, policy and practice.  To develop critical professional practice through the analysis of reflection on and engagement with this knowledge and understanding in the students setting.  To develop personally and professionally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7102AEPRE  Semester 2  *Education* | Curriculum and Practice in Religious Education  (20c) | *Aim:*  To expand knowledge and understanding of curriculum and pedagogical issues in Religious Education through learning based on engagement with current educational theory, research, policy and practice  To develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7102AEPSN  Semester 2  *Education* | Social, Emotional and Mental Health Difficulties  (20c) | *Aim:*  To expand knowledge and understanding of Social Emotional and Mental health Disorders (SEMHD) through learning based on critical engagement with current educational theory, research, policy and practice  To develop critical professional practice through analysis of reflection on and engagement with this knowledge and understanding in professionals’ professional settings  To develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based, practice as appropriate. | *Assessment:*  Coursework (100%) |
| 7102PCM  Semester 2  *Education* | Developing Coaching and Mentoring  (20c) | *Aim:*  To expand the students’ knowledge and understanding of coaching and mentoring through learning based on engagement with current theory, research, policy and practice.  To develop critical professional practice through the analysis of reflection on and engagement with this knowledge and understanding in the students setting.  To develop personally and professionally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Canvas and other resources,action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7103AEPTL  Semester 2  *Education* | Learning Through Assessment  (20c) | *Aim:*  To provide grounding in educational assessment theory, research and practice of the educational professional.  To support a better understanding of assessment practice in a time dominated by change and developing educational theories, policies and challenges associated with assessment practice.  To expand knowledge of assessment through engagement with current educational theory, research, policy and practice. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7103MRES  Semester 2  *Education* | INTRODUCTION TO QUANTITATIVE APPROACHES  (20c) | *Aim:*  To introduce fundamental principles of quantitative data analysis;  To develop competence using appropriate software packages to conduct quantitative data analysis;  To introduce and defend arguments based on the underpinning epistemologies and ontological frameworks of experimental/empirical research methods and positivist paradigm in contemporary social science research;  To develop a critical appreciation of the purpose, practice and politics of sponsored evaluations and policy analysis.  To develop an understanding of ethical issues and protocol in relation to quantitative research methodologies. | *Learning activities:*  Lectures, seminars, workshops, oral presentations. | *Assessment:*  Oral Presentation (50%) Written Work (50%) |
| 7104MRES  Semester 2  *Education* | CRITICAL PERSPECTIVES ON RESEARCH PHILOSOPHIES  (20c) | *Aim:*  To introduce methodological frameworks around the themes of philosophy, phenomenology and hermeneutics, critical race theory, feminist theory and action research;  To introduce students to the process of analysing observational data through different frames of reference;  To develop criticality in the process of engaging with philosophical concepts and ideas;  to develop a critical appreciation of how different theoretical frames inevitably impact upon the process of recording and analysing observational data. | *Learning activities:*  Lectures, seminars, group-discussion, independent learning and peer review. Within the written assignment students will critically reflect upon workshop activities undertaken within the taught sessions and draw upon selected examples empirical data collection undertaken in relation to previous modules (7101, 7102, 7103). | *Assessment:*  5000 Word Assignment (100%) |
| 7105AEPTL  Semester 2  *Education* | Developing the Role of the Subejct Leader  (20c) | *Aim:*  To expand on knowledge and understanding of effective subject leadership through engagement with current educational theory, research, policy and practice to inform the organisation and management of learners  To develop critical professional practice through analysis and reflection on knowledge and understanding of subject leadership in a professional setting including professional frameworks,  To develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  Coursework (100%) |
| 7202MAISD  Semester 2  *Education* | SEND Policy into Practice  (20c) | *Aim:*  To provide opportunities for practitioners in education to develop professionally through an enhanced understanding of the legislative and policy context of SEND. | *Learning activities:*  Learning activities will include:  - Tutor input via lectures  - Learning conversations which will give peer to peer support and assessment through seminars.  - Workshops to enhance subject knowledge, with the inclusion of Canvas and other electronic tools, directed reading and practical tasks.  - Tutorials will support students with subject knowledge consolidation, study skills, application of theory to practice and draft assignments. | *Assessment:*  Written Assignment (100%) |
| 7202MALE  Semester 2  *Education* | Managing and Leading Change  (20c) | *Aim:*  To provide opportunities for professionals in education to expand their knowledge of change management.  To develop participants' theoretical and evidence based understanding of change management and chaos theory. | *Learning activities:*  Learning activities will include:  - Tutor input via lectures  - Learning conversations which will give peer to peer support and assessment through seminars.  - Workshops to enhance subject knowledge, with the inclusion of Canvas and other electronic tools, directed reading and practical tasks.  - Tutorials will support students with subject knowledge consolidation, study skills, application of theory to practice and draft assignments. | *Assessment:*  Essay (100%) |
| 7205MA  Semester 2  *Education* | Developing Critical Professional Practice  (20c) | *Aim:*  To provide opportunities for professionals in education to expand participants' knowledge and understanding of professional practice through learning, based on engagement with current education theory, research, policy and practice.  To develop participants' critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  To support participants' professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include:  - Tutor input and visiting speaker expertise via lectures.  - Learning conversations and group discussions will be developed around expanding subject knowledge and expertise.  - Group and individual tutorials will support students with peer assessment, summative assessment, drafting of assignments, study skills and application of theory to practice. | *Assessment:*  Report (100%) |
| 7302AEPMC  Semester 2  *Education* | DEVELOPING MENTORING & COACHING  (20c) | *Aim:*  To provide opportunities for education professionals to:  Expand their knowledge and understanding of mentoring and coaching through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of reflection on and engagement with this knowledge and understanding in participants' professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as blackboard and other resources, workshops, action learning sets, action reseach/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed reading and focused work-based practice, as appropriate. | *Assessment:*  Assignment 1 (100%) |
| 7403AEPSN  Semester 2  *Education* | CHILDREN WITH BESD: PREVENTION & RESPONSE  (20c) | *Aim:*  Expand their knowledge and understanding of BESD through learning based on engagement with current educational theory, research, policy and practice  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  Develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussion and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate and focused work based practice, as appropriate. | *Assessment:*  AS1 (100%) |
| 7406AEPSN  Semester 2  *Education* | AUTISTIC SPECTRUM DISORDER IN THE MAINSTREAM CONTEXT  (20c) | *Aim:*  To provide opportunities for education professionals to:  Expand their knowledge and understanding of Autisitc Spectrum Disorder (ASD) through learning based on engagement with current educational theory, research, policy and practice  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting  Develop professional and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Assignment 1 (100%) |
| 6201EDSTUD  Yearlong  *Education* | Dissertation  (40c) | *Aim:*  To allow students to research a topic of their choice, which relates to their programme of study, using a range of data sources and appropriate research methods. | *Learning activities:*  Student research will be supported through introductory lectures followed with workshops for group work and practical activities. Each student will be allocated a supervisor who will meet with them over the research period. Online materials will also be available to guide and support independent study. | *Assessment:*  Poster (A1) (10%) Dissertation (90%) |
| 6202ECS  Yearlong  *Education* | Research within Early Childhood Studies  (40c) | *Aim:*  To provide students with appropriate skills and understanding to initiate, design, conduct and report an early childhood studies research project that is either empirical based research or library-based research under appropriate supervision with a high degree of competence, and demonstrate a highly developed ability to recognise its theoretical, practical and methodological implications and limitations  To be aware of the complexity of ethical principles and issues, and demonstrate this in relation to the study.  To have a highly developed ability to recognise and challenge inequalities in society and to embrace an anti-bias approach and in doing so develop the ability to give voice to and where appropriate act as an advocate for babies, young children, families and communities. | *Learning activities:*  A series of lectures, workshops and personal supervisor tutorials will be used to develop students' research skills and their engagement with the research process. | *Assessment:*  Dissertation (100%) |
| 7003AEPMA  Yearlong  *Education* | CURRENT ISSUES IN EDUCATION  (20c) | *Aim:*  To provide opportunities for education professionals to:  - Expand their knowledge and understanding through learning based on engagement with current educational theory, research, policy and practice in relation to an identified current issue in education.  -Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  -Develop professionally and personally through engagement with the module | *Learning activities:*  This is an independent study style module. It involves supported individual exploration of a chosen current educational issue, self study and practitoner enquiry | *Assessment:*  Coursework (100%) |
| 7004AEPMA  Yearlong  *Education* | DEVELOPING PROFESSIONAL PRACTICE  (20c) | *Aim:*  Expand their knowledge and understanding of professional practice through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  This is an independent study style module. It involves supported individual exploration of an aspect of professional practice, self study and practitioner enquiry. | *Assessment:*  CW (100%) |
| 7005AEPMA  Yearlong  *Education* | RESEARCHING PROFESSIONAL PRACTICE  (20c) | *Aim:*  To provide opportunities for educational professionals to:  Further extend their knowledge and understanding of practitioner research approaches in education  Design and plan their research  Develop an empirical evidence base for the analysis of theory and practice and the application of research methodologies appropriate to the nature of the identified area of enquiry  Develop critical faculties in relation to the application of research methodologies in workplace/professional settings  Design, plan and construct a research proposal. | *Learning activities:*  Lectures, seminars, workshops/group activities, presentations, use of ICT including Blackboard, practical tasks, directed reading and individual tutorials. | *Assessment:*  Research Proposal (100%) |
| 7006PCLTHE  Yearlong  *Education* | Learning, Teaching and Assessment  (30c) | *Aim:*  To enable staff to develop a critical understanding of their teaching and assessment practice in Higher Education. | *Learning activities:*  Workshops, peer learning groups and learning from colleagues, work-based experiential learning, use of VLE, idependent study, research and lectures. | *Assessment:*  Portfolio (100%) |
| 7009PCLTHE  Yearlong  *Education* | Curriculum Design and Professional Inquiry  (30c) | *Aim:*  To enable staff to develop a critical understanding of the context of professional practice in Higher Education. | *Learning activities:*  Workshops, peer learning groups and learning from colleagues, work-based experiential learning, use of VLE, independent study, research and lectures. | *Assessment:*  Poster and critical discussion (60%) Professional Inquiry (40%) |
| 7010PCLTHE  Yearlong  *Education* | Curriculum Design and Professional Inquiry (NMC)  (30c) | *Aim:*  To enable staff to develop a critical understanding of the context of professional practice in Higher Education. | *Learning activities:*  Workshops, peer learning groups and learning from colleagues, work-based experiential learning, use of VLE, independent study, research and lectures. | *Assessment:*  pedagogic enquiry (40%) poster (60%) |
| 7016AEPMA  Yearlong  *Education* | INDUCTION FOR NQT TEACHERS  (20c) | *Aim:*  Expand their knowledge and understanding of induction for NQTs through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input , group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research / work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Reflective Practice Assignment (100%) |
| 7022AEPMA  Yearlong  *Education* | MANAGING CHANGE AND IMPROVING PRACTICE  (40c) | *Aim:*  Aims: To provide opportunities for education professionals to:  • Expand their knowledge and understanding of change, communication and professional practice through learning based on engagement with current educational theory, research, policy and practice  • Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  • Develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Reflection (100%) |
| 7027AEPSN  Yearlong  *Education* | Teaching Learners with Dyslexia  (40c) | *Aim:*  To provide opportunities for educational professionals to:  Expand their knowledge and understanding of dyslexia through learning based on engagement with current educational theory, research, policy and practice  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  Develop professionally and personally through engagement with this module | *Learning activities:*  Learning activities will include: tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice as appropriate. | *Assessment:*  CW (100%) |
| 7028AEPAT  Yearlong  *Education* | Contested Territories in Contemporary Art and Education  (20c) | *Aim:*  Expand their knowledge and understanding of issues in contemporary art and education through learning based on engagement with current theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include lectures by university tutors and visiting speakers, group discussions and workshop activities with tutors and visiting artists, use of ICT such as Blackboard and other resources, visual methodologies (ethnographic and grounded theory in particular) in relation to reflexive practice, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  Written assignment (100%) |
| 7028AEPMA  Yearlong  *Education* | Learning and Teaching Science in the 21st Century  (20c) | *Aim:*  To enable you to develop critical awareness and understanding of effective approaches to learning and teachig in science | *Learning activities:*  Sessions will be participatory, including seminars, workshops, Blackboard -based resources and practical actvities  Assessment will support students to examine critically issues in teaching and learning and the effect on their professional practice | *Assessment:*  essay (70%) presentation (30%) |
| 7030AEPAT  Yearlong  *Education* | DEVELOPING PROFESSIONAL PRACTICE IN VISUAL ARTS EDUCATION  (20c) | *Aim:*  To Provide opportunities for education professionals to:  Engage with contemporary issues of contemporary art education through theory and practice.  Develop professional practice through critical analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with this module. | *Learning activities:*  Learning activities will include lectures by university tutors and visiting speakers, group discussions and workshop activities with tutors and visiting artists, use of ICT such as Blackboard and other resources, visual methodologies (critical theory and reflective practitioner research in particular) in relation to an appropriate intervention within the context of the student’s professional practical. Individual tutorials, directed readings and focused work-based practice with underpin the student’s development. | *Assessment:*  Reflection and Presentation (100%) |
| 7116PPE  Yearlong  *Education* | Pedagogy in Primary Physical Education  (20c) | *Aim:*  To enable students to have a critical understanding of physical education in the primary curriculum.  To enable students to analyse how physical education is taught in the primary school.  To enable students to investigate the development of learners' understanding and barriers to learning physical education in the primary school.  To enable students to critically evaluate strategies which promote learning in physical education in the primary school. | *Learning activities:*  Key theoretical/policy perspectives, along with an overview of learner development and individual needs will be addressed in lectures.  Seminars and workshops/practical activities will provide opportunities to evaluate learning, teaching and assessment activities within primary physical education.  A series of school based tasks will enable students to observe, practice, evaluate and reflect upon different approaches and strategies for teaching and assessing primary physical education.  Group tutorial support will be provided to enable students to develop their critical, analytical and evaluative skills in relation to their own approaches to learning, teaching and assessment within primary physical education and to review subject focused literature.  Online activities will support and enhance student learning and engagement. | *Assessment:*  Essay 4000 words (100%) |
| 7116SPWM  Yearlong  *Education* | SUBJECT PEDAGOGY IN PHYSICS WITH MATHEMATICS  (20c) | *Aim:*  To enable students to have a critical understanding of the nature of Physics with Mathematics in schools and colleges.  To enable students to analyse how Physics with Mathematics is taught in the 11-16 and/or 14-19 sectors.  To enable students to investigate the development of learners' understanding and barriers to learning Physics with Mathematics.  To enable students to critically evaluate strategies which promote learning in Physics with Mathematics. | *Learning activities:*  Key theoretical/policy perspectives, along with an overview of learner development  and individual needs will be addressed in lectures.  Seminars and workshops/practical activities will provide opportunities to evaluate  learning, teaching and assessment activities within Physics with Mathematics.  A series of school based activities will enable students to observe, practice, evaluate  and reflect upon different approaches and strategies for teaching and assessing  Physics with Mathematics.  Support will be provided to enable students to develop their critical, analytical and  evaluative skills in relation to their own approaches to learning, teaching and assessment within Physics with Mathematics and to review subject focused literature.  Online activities will support and enhance student learning and engagement. | *Assessment:*  Essay (100%) |
| 7118DBEC  Yearlong  *Education* | Becoming a Professional Teacher  (20c) | *Aim:*  To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national Teachers' Standards relating to Qualified Teacher Status (QTS).  Strategic planning and evaluation of school-based practice | *Learning activities:*  Briefings: phase expectations and placement surveys  Conferences/lectrures: professional issues, wellbeing, careers  Tutorials: group and individual tutorials, and liaison visits for co-observation and triangulation.  Tracking the Teachers’ Standards  Recommendation for QTS | *Assessment:*  Triangulation and files (80%) Reflection (20%) |
| 7118EBEC  Yearlong  *Education* | Becoming a Professional Teacher  (20c) | *Aim:*  To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national Teachers' Standards relating to Qualified Teacher Status (QTS).  Strategic planning and evaluation of school-based practice | *Learning activities:*  Briefings: phase expectations and placement surveys  Conferences: professional issues, wellbeing, careers  Tutorials: group and individual tutorials, and liaison visits for co-observation and triangulation.  Tracking the Teachers’ Standards  Recommendation for QTS | *Assessment:*  Triangulation and files (80%) Reflection (20%) |
| 7118PBEC  Yearlong  *Education* | Becoming a Professional Teacher  (20c) | *Aim:*  To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national Teachers' Standards relating to Qualified Teacher Status (QTS).  Strategic planning and evaluation of school-based practice | *Learning activities:*  Briefings: phase expectations and placement surveys  Conferences: professional issues, wellbeing, careers  Tutorials: group and individual tutorials, and liaison visits for co-observation and triangulation.  Tracking the Teachers’ Standards  Recommendation for QTS | *Assessment:*  Triangulation and files (80%) Reflection (20%) |
| 7118SBEC  Yearlong  *Education* | Becoming a Professional Teacher  (20c) | *Aim:*  To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national Teachers' Standards relating to Qualified Teacher Status (QTS).  Strategic planning and evaluation of school-based practice | *Learning activities:*  Briefings: phase expectations and placement surveys  Conferences: professional issues, wellbeing, careers  Tutorials: group and individual tutorials, and liaison visits for co-observation and triangulation.  Tracking the Teachers’ Standards  Recommendation for QTS | *Assessment:*  Triangulation and files (80%) Reflection (20%) |
| 7201AEPML  Yearlong  *Education* | PROFESSIONAL DEVELOPMENT FOR LEADERSHIP  (20c) | *Aim:*  Expand their knowledge and understanding of professional development for leadership and management through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  CW (100%) |
| 7202AEPML  Yearlong  *Education* | LEADERSHIP & MANAGEMENT IN EDUCATION  (40c) | *Aim:*  To provide opportunities for educational professionals to:  Expand their knowledge and understadning of leadership and management in education orgainsations through learning based on engagement with current educational theory, reearch, policy and practice  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and undestanding in their professional setting  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  CW (50%) CW (50%) |
| 7226PPRAC  Yearlong  *Education* | PEDAGOGY IN PRACTICE  (20c) | *Aim:*  To examine and understand better the process of planning for learning and its interdependency on subject knowledge issues. The module will enable the student to explore the relationship between theory and practice of planning for continuity and progression and learning impact in the classroom. | *Learning activities:*  Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in planning for progression. Group and individual tutorial may enable students to negotiate small-scale research activities  Different modes of collaborative teaching, enabling student to focus on particular  aspects of the planning and teaching process according to the student’s development point and  needs  Direct sustained experience of independent planning, teaching, assessment and  evaluation  Structured school-based tasks, which introduce student to a wide range of  reading, research and other literature  Independent study linked to recent and relevant literature/reading | *Assessment:*  Written Assignment (100%) |
| 7401AEPSN  Yearlong  *Education* | THE ROLE OF THE SENCO  (20c) | *Aim:*  Expand their knowledge and understanding of the role of the SENCO through learning based on engagement with current educational theory, research, policy and practice.  Develop critical professional practice through analaysis of, and reflection on, and engagement with this knowledge and understnading in their professional setting.  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate. | *Assessment:*  CW (100%) |
| 7404AEPSN  Yearlong  *Education* | THE IDENTIFICATION, ASSESSMENT & TEACHING OF YOUNG PEOPLE WITH DYSLEXIA  (40c) | *Aim:*  To provide opportunities for educational professionals to:  Expand their knowledge and understanding of dyslexia through learning based on engagement with current educational theory, research, policy and practice  Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting  Develop professionally and personally through engagement with the module. | *Learning activities:*  Learning activities will include: tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice as appropriate. | *Assessment:*  CW (100%) |
| 7407AEPSN  Yearlong  *Education* | ADHD, DYSLEXIA & DYSPRAXIA  (20c) | *Aim:*  To provide opportunities for education professionals to:  Expand their knowledge and understanding of ADHD, Dyslexia and Dyspraxia through learning based on engagement with current educational theory, research, policy and practice  Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting  Develop professionally and personally through engagement with the module | *Learning activities:*  Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and othyer resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate | *Assessment:*  CW (100%) |