

Module Catalogue

School of Education

**A DIRECTORY OF UNDERGRADUATE MODULES FOR
EXCHANGE AND STUDY ABROAD STUDENTS**

SEMESTER A, B AND AB 2021/22

List of modules

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INTRODUCTION

This module directory is specifically designed for exchange students to select modules at School of Education, University of Hertfordshire.

1. Please see the box below explaining the module codes:

5EDU1012		
5	EDU	1012
Module level	School of study	Module code

2. As an exchange student you can choose modules from levels 5, 6 and exceptionally at level 4.

Level 4	Level 5	Level 6
First Year module	Second year module	Third Year module

3. Co-requisites, pre-requisites and prohibited combinations.

Some of the modules may have co-requisites or pre-requisites which you will find indicated in each module. Please note for you, as an exchange student, *if a module has co-requisites or pre-requisites you must have previously studied the subject and have completed the relevant module(s) at your home institution.* When sending your application, please include a copy of your transcript to show that you have taken the minimum required co-requisites or pre-requisites module(s) at your home institution. Additionally, we may require you to provide a module description in order to evidence prior study.

If you are in the process of completing the required module(s) at the time of the application and you do not have the final copy of the transcript, please include a letter from your home institution clearly listing the modules that you are registered on.

Prohibited combinations- please note if there are modules listed under prohibited combinations you can only study one of the modules.

Module name: An Introduction to Interprofessional Education

Module code: 4HSK0013

Semester: A

Credits: 15

Module Aims:

Gain an appreciation of the concepts and principles of inter-professional practice and explore how interprofessional education may enhance professional practices and service user experiences.

Intended Learning Outcomes:

Successful students will typically: 1) Identify and explain the benefits and challenges of inter-professional practice; 2) Describe how their professional role supports inter-professional practice;
Skills and Attributes: Successful students will typically: 1) Reflect on the skills required for collaborative learning and explain how they may be applied in practice

Module Content:

The module is designed to give students the opportunity to work in multi-professional groups in order to improve understanding of a range of professional roles and encourage co-operative learning and working. The rationale for and benefits of inter-professional working are explored. Learning will be through multi-professional group seminars and tutorials that require students to access and gather appropriate data from a range of sources and apply this to a series of practice-based, simulated scenarios and exercises 11b. Further Details: (supporting Learning Outcomes, max 250 words) The module provides introductory knowledge of: - inter-professional working to include aspects of: - service user experiences including those of specific groups such as children, people with physical, sensory and learning disabilities; those with mental health problems; - professional roles and inter-professional working practices; - communication; - reflection; - safeguarding; - consent; - health and safety; - diversity and equal opportunities; - ethics and professionalism in the context of delivering high quality services. Students will be expected to review core factual and conceptual information and then demonstrate their knowledge and understanding of it through contribution to group activities.

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Assessment for Learning

Module code: 6EDU1076

Semester: A

Credits: 30

Module Aims:

understand some of the key principles and purposes of assessment as part of the learning process. We will look at some of the uses and users of assessment (including diagnostic, formative and summative assessment). In addition, we will explore the national context for assessment, public perceptions, league tables and how politicians have used assessment to measure “standards” and for accountability. Students will reflect on their own experience of assessment and relate this to the wider context reflecting on contemporary issues in the field.

Intended Learning Outcomes:

Successful students will typically: Develop a critical understanding of the key principles of assessment. Demonstrate knowledge and understanding of a range of assessment approaches in a variety of contexts. Demonstrate knowledge and critical understanding of the wider implications of assessment in society. Skills and Attributes: Successful students will typically: describe the characteristics of formative, summative and diagnostic assessment in practice. evaluate a range of classroom assessment strategies drawing on academic theory and texts demonstrate an understanding of curriculum and assessment.

Module Content:

The module will start by examining the key principles and uses of assessment, who uses assessment and why. Assessment will be critically examined as part of the learning process exploring a range of techniques and applications including a variety of approaches to summative, formative and diagnostic assessment. We will consider issues such as reliability and validity within the context of the classroom together with uses and abuses of student assessment information. 11b. Further Details: (supporting Learning Outcomes, max 250 words) The module will explore the role of assessment as an essential part of effective teaching and learning. It will specifically examine assessment within the context of the classroom together with the wider implications for pupils, teachers, parents, school leaders and managers and wider society. We will discuss the political drive with regards assessment and how this relates to the “standards agenda” and how assessment is now linked with accountability and performativity. We will take an in-depth look at how teachers and educational practitioners use assessment on a day-to-day basis, how they plan for assessment and the key principles of formative assessment / assessment for learning. We will also examine summative assessment / assessment of learning and how this is used within educational establishments. Diagnostic learning will also be addressed within the module. Various activities will underpin teaching and learning on the module and there will be a range of formative assessment tasks given periodically. Satisfactory attendance will require students to participate fully in all activities including formative tasks

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Autism: Autistic Spectrum Conditions

Module code: 6EDU1073

Semester: B

Credits: 30

Module Aims:

This module enables students to deepen their understanding of the nature and causes of Autistic Spectrum Conditions (ASC) and how children with ASC are supported in the school or early years context. This module will examine the main issues surrounding ASC, by studying and evaluating support strategies and specialist programmes in a variety of contexts. It considers the implication of issues for schools and professionals in relation to the specific needs of the learners and their families. The neurotypical view of the world is contrasted with the autistic perspective, and the value of people with autism to society is explored.

Intended Learning Outcomes:

Successful students will typically: Recognise and understand how ASC causes barriers to learning
Recognise and understand how the learning needs of people with ASC can be met in a range of contexts
Recognise and understand the contribution people with autism make to society
Skills and Attributes: Successful students will typically: Be able to describe the characteristics of learners with ASC
Be able to evaluate and use a range of strategies needed to support learners with ASC
Be able to recognise that the ASC view the world is different from the neurotypical view

Module Content:

The module examines in detail the range of strategies, approaches and therapies in current use to support the learning of people with ASC. Legislation including the Children and Families Act 2014 and the SEND Code of Practice (2014) is explored and linked to practice in multi professional settings – Education, Health and Social Care. Autobiographical accounts from film and written sources will be used to explore the pupil voice, and recent research into the causes and the effectiveness of the strategies will be used to evaluate how well their learning needs are being met, and to reflect on how these might be improved. This use of written and film material using the voice of people with ASC and their educational experiences and way of viewing the world are critical to building up an understanding of their perspectives. The importance of parent partnership is explored, with workshops which include the parents of children with ASC. 11b. Further Details: (supporting Learning Outcomes, max 250 words) A range of approaches including Applied Behavioural Analysis, intensive interaction, sensory integration and sensory processing disorder therapies are evaluated. Research using robots as social mediators, as well as other up to date research is explored and evaluated, and reflection then used to suggest how these might be improved. Knowledge and understanding of the importance of the autistic culture to society is also explored. Multi - professional sessions with Health and Social Care students to participate in problem based learning about Education Health and Care plans will link theory and policy to practice.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Becoming an outstanding maths teacher

Module code: 6EDU1046

Semester: B

Credits: 15

Module Aims:

- develop a critical understanding of effective learning and teaching in mathematics through experiencing and analysing how mathematics can be taught across the curriculum
- critically evaluate pedagogical approaches and the use of resources in order to meet the individual needs of learners
- critique ideas and initiatives which impact the teaching of mathematics in order to develop and articulate a personal vision of excellent mathematics teaching

Intended Learning Outcomes:

Successful students will typically:

- demonstrate a deep understanding of the teacher's role in ensuring that all children - develop a conceptual understanding of important concepts - see the connections between topics, including cross-curricular links - overcome barriers to learning
- be able to evaluate why children's errors and misconceptions arise and how they can be used to support learning
- critically analyse theoretical approaches to learning and teaching in mathematics and apply this to own practice
- develop the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources

Skills and Attributes: Successful students will typically:

- nurture independence and confidence in pupils
- use a wide range of teaching strategies to stimulate all pupils' active participation in their learning, together with innovative and imaginative resources
- demonstrate a clear sense of identity as a teacher of mathematics underpinned by a personal vision of excellent teaching
- demonstrate a commitment to their own life-long learning and development

Module Content:

This module will develop students' understanding of learning maths from the perspective of pupils in their class, strengthening their awareness of the teacher's role as facilitators, supporting learners to construct their own understanding of mathematical concepts. Students will focus on what it means to be an excellent teacher and develop the confidence to take risks in their teaching in order to motivate and engage learners. They will also critique current initiatives in mathematics teaching and use this to strengthen their own teaching. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will

- be taught through a combination of lectures, seminars, directed study and independent study
- further their understanding of what it means to be an excellent teacher, using this knowledge to develop their own practice to its full potential
- independently engage in school based tasks and reading in order to link university teaching and school training
- critically analyse how children can be engaged in their own learning and the benefits of this to life-long learning

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

management

Module code: 5EDU1035

Semester: B

Credits: 30

Module Aims:

understand the complex social workings of the classroom setting and factors that educators must consider in providing for purposeful learning together with the underlying issues of student welfare and wellbeing. The programme will draw on key theorists by studying and evaluating support strategies in a variety of contexts. It will consider statutory and legislative frameworks together with international structures relating to the rights of children and the implications for schools and education practitioners in a range of settings.

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and understanding of the issues that teachers and educational practitioners face in creating purposeful learning environments. Demonstrate knowledge and understanding of a range of approaches in managing pupil behaviour Demonstrate knowledge and understanding of how the needs of the child are paramount in addressing challenging behaviour. Skills and Attributes: Successful students will typically: describe the characteristics of good classroom management. evaluate a range of strategies and approaches needed to support pupils with challenging behaviour and emotional needs

Module Content:

The module examines a range of approaches in managing the classroom / learning environment and behaviour management. Drawing on academic theory and practical methods, we will cover a range of topics and issues including positive and assertive behaviour management, pupil voice, social and emotional difficulties together with a range of teacher techniques and skills in addressing challenging behaviour. 11b. Further Details: (supporting Learning Outcomes, max 250 words) An essential part of the module will be in addressing partnerships with parents and reaching families in difficulty. In supporting learners, we will reflect on developing positive mindsets and learning dispositions. Various learning activities will underpin teaching and learning on the module including video, drama techniques, academic theory and government reports together with analysing and evaluation a range of materials on offer to support teachers.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Children, Schooling and Society: Sociology of Education

Module code: 5EDU1036

Semester: A

Credits: 30

Module Aims:

This module offers to learners a range of experiences, skills and knowledge on historic and contemporary issues in the sociology of education. It will examine selected sociological literature and concepts that lie at the heart of educational systems.

Intended Learning Outcomes:

Successful students will typically: • Explore the influence of sociological concepts on policy and practice in the care and education of children and adults • Begin to analyse and critique sociological concepts, which may include social justice, inequality, standard in education, authority and power, the social construction of childhood, childhood and poverty • Begin to critique, using sociological concepts and literature, their own experiences of higher education and the influential factors affecting their practice as learners in higher education Skills and Attributes: Successful students will typically: • Describe and analyse philosophical and sociological arguments and theories • Begin to develop a critical understanding of philosophical and sociological arguments and theories • Demonstrate the ability to present and critically discuss sociological concepts affecting educational systems.

Module Content:

This module examines influential sociological theorists, their arguments and the effect their theories have had on educational systems, particularly in schools. In conjunction with this learners will evaluate and explore how sociological concepts and ideas affect the makeup of society and the causal connections that arise for, in and as a result of schooling. Students will make connections with these sociological theories and concepts that are applied to schooling and self-evaluate how these concepts and theories may have affected themselves as adult learners, in higher education. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Student learning will be fostered in an environment rich with discussion, reading and writing to enable an equally rich understanding of how sociological factors impact on education. Learners will gain techniques in critically reviewing sociological theories, building upon their learning at level 4 in their history, philosophy and politics modules. Learners' critical analysis will be fostered through in-class discussions and presentations about sociological ideas and through contributions in on-line discussions with peers in the learning community. Learners' critical and reflective skills will be fostered through an array of in-class, online and independent study activities and will be demonstrated in the assignment. The assignment will require learners to demonstrate an in-depth and rich understanding of how key sociological concepts affect the system of schooling, as well as the long-term effect of influential ideologies.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Children's Wellbeing

Module code: 5EDU1025

Semester: B

Credits: 30

Module Aims:

Explore the health, wellbeing and holistic view of children in early childhood.

Intended Learning Outcomes:

Successful students will typically: Demonstrate detailed knowledge of current and emerging theory, research and policy relating to health and wellbeing in early childhood. Examine the importance of the holistic view of the child in order to support well-being and provide an inclusive and supportive environment for children and families. Demonstrate detailed knowledge of safeguarding children and inter-professional working and the challenges of these in early childhood practice. Skills and Attributes: Successful students will typically: Analyse practice in the light of policy frameworks and research Critique the concept of wellbeing in relation to child development

Module Content:

This module is designed to build on the holistic view of children in the context of early childhood practice which was introduced at level 4. You will investigate current and emerging theory, research and policy relating to the health and wellbeing of children and explore the implications for practice. Embedded in the module is the expectation that you will learn how to draw on a range evidence to substantiate your view through the interrogation of texts, discussing issues in seminar and in whole class groups and individual research and study. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Module content will focus on the health and wellbeing of children and how wellbeing affects development. This module will develop your knowledge of safeguarding children and you will consider the role of the practitioner in this area. As well as being encouraged to relate placement experience to theory and classroom learning, you will use StudyNet, video materials, policy documents, research papers and case studies to contextualise and broaden your learning and skills.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Creativity and Learning

Module code: 4EDU1019

Semester: B

Credits: 30

Module Aims:

Begin to understand the concept of creativity and its value in young children's learning. Understand how the adult can facilitate creativity in young children

Intended Learning Outcomes:

Successful students will typically: Understand the value of play in developing creativity Describe the importance of active learning, playing and exploring Evaluate the role of the adult in creating an effective learning environment Begin to link theories of creativity and learning to early childhood practice Skills and Attributes: Successful students will typically: Evaluate play and learning opportunities for young children Reflect on practice and pedagogy in relation to creativity

Module Content:

This module takes an experiential learning approach and you will explore a range of creative activities. Through taking part in a range of arts and craft activities you will be able to reflect on your own feelings when given choices and to consider what they, in turn, could offer children. You will be expected to visit some settings during the module to discover what creativity and creative practice looks like in settings other than their own. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Through visits and module sessions you will be encouraged to link theory with practice and to consider ways in which your learning will have an impact on your future practice.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Designing an Inquiry

Module code: 5EDU1042

Semester: A

Credits: 15

Module Aims:

1. Examine strategies of small scale enquiry appropriate to early childhood education contexts

Intended Learning Outcomes:

Successful students will typically: 1. Assess different types of observations and their respective merits and shortcomings 2. Evaluate data from their research activity Skills and Attributes:

Successful students will typically: Undertake a range of different observations appropriate research activities in early childhood settings

Module Content:

This module extends your learning from the Global Perspectives on Childhood module from Year 1 by introducing different research methods commonly used in educational settings. You will gain some knowledge and understanding different research tools. You will explore a range of observation techniques in early childhood settings, compare and contrast their merits and shortcomings when observing young children, and interpret the information gathered. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module involves a considerable element of work-related learning and provides some of the underpinning knowledge required for the Child Study research in the following semester.

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Developing a creative curriculum

Module code: 6EDU1047

Semester: A

Credits: 15

Module Aims:

- Enrich knowledge and understanding of learning and teaching in a creative curriculum
- Deepen critical reflective practice of learning and teaching within a creative curriculum
- Enrich understanding of key pedagogical issues relating to Science, foundation subjects or RE
- Be an excellent teacher in chosen areas of the Science, foundation subjects or RE.

Intended Learning Outcomes:

Successful students will typically:

- Know how to enthuse and inspire pupils and colleagues within areas of the Science, foundation subjects or RE
- Understand how to critically reflect and analyse one's own work
- Deepen their understanding of significant features of children's learning and development in chosen areas of Science, foundation subjects or RE
- Enrich their knowledge and understanding of a creative approach to curriculum planning
- Enrich their knowledge of appropriate pedagogy for teaching science, foundation subjects or RE
- have the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources

Skills and Attributes:
Successful students will typically:

- plan creatively and for creativity
- enrich the evaluation of learning and teaching in Science, Foundation Subjects and RE
- gain confidence in the use of statutory and recommended documents to plan and teach chosen areas of Science, Foundation Subjects or RE
- Enrich their intellectual curiosity of a chosen area of Science, Foundation Options or RE

Module Content:

This module further enriches students' subject knowledge and pedagogic underpinning to enable them to teach creatively. Students will develop a critical understanding of children's learning and development through a cross-curricular, creative approach. Students will enrich their skills, knowledge and understanding to enable them to plan creatively and for creativity. 11b. Further Details: (supporting Learning Outcomes, max 250 words)

- Enrich Subject Knowledge in chosen areas of science, Foundation Subjects or RE
- Use their knowledge and understanding of planning creatively and for creativity in their chosen areas to ensure progression in children's learning
- Use and understand a variety of assessment models and understand how these develop children's learning in their chosen areas
- Use statutory and recommended documents to plan and teach their chosen areas

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Developing classroom practice in mathematics

Module code: 5EDU1014

Semester: A

Credits: 15

Module Aims:

- develop confidence as teachers of mathematics through analysing pedagogic strategies which support learning and applying these in their teaching
- consolidate mathematics content subject knowledge and explore how this underpins effective teaching
- plan lessons which take account of diversity, equality and inclusion
- develop understanding of approaches to monitoring and assessment, and plan for these

Intended Learning Outcomes:

Successful students will typically:

- demonstrate developed, and deep, maths content subject knowledge which is used to plan lessons which support learners to develop their understanding
- be able to analyse a range of maths-specific pedagogies and explain how these can be used to enhance classroom practice
- be able to link theories of learning to practice as they relates to the teaching of mathematics

Skills and Attributes: Successful students will typically:

- recognise and celebrate diversity and difference within mathematics teaching
- enthuse, inspire, challenge and motivate children in their learning
- plan lessons which support learners to progress, through effective use of monitoring and assessment techniques

Module Content:

This module builds on the Year 1 module, An introduction to mathematics learning. It seeks to develop students' confidence as teachers of mathematics through

- further developing maths content subject knowledge, and
- examining how students' maths content knowledge supports planning for learners' progression, confidence and resilience and contributes to monitoring and assessment.

Students will consolidate their knowledge and understanding of diversity, equality and inclusion by examining teaching approaches which meet the needs of all learners. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will

- be taught through a combination of lectures, seminars, directed study and independent study
- reflect on their learning in Year 1 and use this to examine their own development
- be introduced to key, mathematics-specific pedagogical approaches to apply in their own teaching
- engage in school based tasks and independent reading in order to link university teaching and school training

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Developing my Pedagogical creed

Module code: 6EDU1097

Semester: B

Credits: 30

Module Aims:

Gain an understanding of philosophy of education in an early childhood education context. Express their own pedagogical creed

Intended Learning Outcomes:

Successful students will typically: Gain an systematic understanding of the nature of philosophical educational enquiry in early childhood education Analyse and evaluate multiple national and global perspectives, and competing philosophical positions in relation to early childhood Critically explore issues in relation to rights, diversity, equity and inclusion affecting the work with young children, their families and communities Skills and Attributes: Successful students will typically: Communicate their arguments, effectively, orally and in writing. Solve problems by clarifying questions, critiquing alternative arguments and reflecting on beliefs and values

Module Content:

In this module you will to engage with concepts in early childhood education, using philosophical ideologies. You will explore and critique concepts central to early childhood education theory and practice. Topics may include: children's rights, differing concepts of childhood; social, cultural, political and economic factors affecting early childhood education and care. This module consolidates skills of criticality, reflection and professional development through philosophical educational exploration and provides scope for you to reflect on their development over the course of your undergraduate studies. 11b. Further Details: (supporting Learning Outcomes, max 250 words) In addition to the philosophical content of this module, you will explore the wider context of early childhood education and your own positioning as an early childhood practitioner. You will formulate your own individual pedagogical creed in relation to young children and their families.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Developing Professional Practice Enrichment 2

Module code: 6EDU1045

Semester: B

Credits: 15

Module Aims:

- deepen their critical reflective practice and articulate a set of core values and a philosophy for teaching and learning
- develop higher order analysis and critical evaluation skills

Intended Learning Outcomes:

Successful students will typically: • know how to articulate their understanding of the connections between theory and practice in relation to children and young people's development • have the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources

Skills and Attributes: Successful students will typically: • demonstrate a reflective approach to personal and professional practice • demonstrate autonomy, independence and resilience in learning • articulate and exemplify their philosophy of learning

Module Content:

This module begins with a reflection on your developing values and philosophy in order for you to recognise the influences on and changes to your understanding of teaching and learning throughout your BEd journey. The module requires you to be aware of your strengths and areas for development so that you can plan for your continuing professional development.

11b. Further Details: (supporting Learning Outcomes, max 250 words) Learning Outcomes and Graduate Attributes

- the learning outcome - how to articulate their understanding of the connections between theory and practice in relation to children and young people's development – links with the graduate attributes of intellectual depth, breadth and adaptability and learning and research skills
- the learning outcome - demonstrate a reflective approach to personal and professional practice – links with the graduate attributes of Professionalism, employability and enterprise and Social Responsibility
- the learning outcome - demonstrate autonomy, independence and resilience in learning – links with the graduate attribute of Professionalism, employability and enterprise
- the learning outcome - articulate and exemplify their philosophy of learning – links with the graduate attribute of intellectual depth, breadth and adaptability

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Developing Professional Practice Enrichment 2

Module code: 6EDU1045

Semester: A

Credits: 15

Module Aims:

- deepen their critical reflective practice and articulate a set of core values and a philosophy for teaching and learning
- develop higher order analysis and critical evaluation skills

Intended Learning Outcomes:

Successful students will typically:

- know how to articulate their understanding of the connections between theory and practice in relation to children and young people's development
- have the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources

Skills and Attributes: Successful students will typically:

- demonstrate a reflective approach to personal and professional practice
- demonstrate autonomy, independence and resilience in learning
- articulate and exemplify their philosophy of learning

Module Content:

This module begins with a reflection on your developing values and philosophy in order for you to recognise the influences on and changes to your understanding of teaching and learning throughout your BEd journey. The module requires you to be aware of your strengths and areas for development so that you can plan for your continuing professional development.

11b. Further Details: (supporting Learning Outcomes, max 250 words) Learning Outcomes and Graduate Attributes

- the learning outcome - how to articulate their understanding of the connections between theory and practice in relation to children and young people's development – links with the graduate attributes of intellectual depth, breadth and adaptability and learning and research skills
- the learning outcome - demonstrate a reflective approach to personal and professional practice – links with the graduate attributes of Professionalism, employability and enterprise and Social Responsibility
- the learning outcome - demonstrate autonomy, independence and resilience in learning – links with the graduate attribute of Professionalism, employability and enterprise
- the learning outcome - articulate and exemplify their philosophy of learning – links with the graduate attribute of intellectual depth, breadth and adaptability

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module Name: Diversity and Equality: Diversity and Equality issues in the workplace

Module code: 5EDU1032

Semester: B

Credits: 30

Module Aims:

Develop an understanding of diversity and equality in the workplace. Reflect on workplace experience

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge of and analyse a range of guidance, legislation and policy in relation to diversity and equality. Demonstrate a developing understanding of how to promote diversity and equality in the workplace
Skills and Attributes: Successful students will typically: Begin to critically reflect on their own workplace experience
Examine strategies to promote diversity and equality. Demonstrate knowledge of ethics when observing colleagues in a work placement

Module Content:

This module is intended to enable students to learn about diversity and equality in educational and noneducational settings. It will consider guidance, legislation and policies and current issues in relation to diversity and equality and enable participants to make links between policy and practice. Participants will reflect upon their workplace experience and develop an awareness of how to promote diversity and equality in relation to such as supporting vulnerable groups and those with protected characteristics. It will enhance participants' understanding of discrimination in the workplace and of the features of ethical practice. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will study a range of areas such as: This module provides students with an opportunity to reflect on the experience they have gained in undertaking paid or voluntary employment outside their studies and to relate this to diversity and equality. Students will develop an understanding of their role within their work experience setting. They will be able to enhance their skills to promote diversity, and equality in educational or non-educational settings. The workplace placement provides opportunities for participants to develop their graduate attributes and transferable skills such as selfconfidence, interpreting information and networking that will enhance their employability. Participants will be required to gather evidence from their workplace, consider both policy and practice and reflect upon their findings. The module will allow students to put their knowledge and understanding of ethical working with practice.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Diversity and Inclusion

Module code: 6EDU1099

Semester: A

Credits: 30

Module Aims:

Explore inclusive practice and diversity in early childhood settings and examine how practitioners can meet the individual needs of all children.

Intended Learning Outcomes:

Successful students will typically: Critically explore current and emerging theory, research and policy relating to inclusion and diversity in early childhood Propose ways of meeting the individual and special educational needs of children, synthesising information from research, curriculum guidance and policy. Identify the importance of children's rights in relation to individual needs. Skills and Attributes: Successful students will typically: Constructively critique theories and research in relation to the module content Be able to identify how their own beliefs and values can impact on the children with whom they may work.

Module Content:

This module is designed to enable students to understand how inclusion and diversity need to be embedded in early childhood practice. The module will include investigation of current and emerging theory, research and policy relating to these areas. Throughout the module there is the expectation that students will draw on a range of evidence to substantiate their view through the interrogation of texts, discussing issues in seminar and in whole class groups and individual research and study. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will use Study Net, video materials, policy documents and research papers relating to inclusion to contextualise and broaden their learning and skills. There will be a focus on the diversity of society in the UK and in an international context. Students will be encouraged to reflect on their own values and beliefs in relation to inclusion and diversity.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Early Childhood Development

Module code: 4EDU1018

Semester: A

Credits: 30

Module Aims:

Examine the characteristics of children's development from conception to 7 years.

Intended Learning Outcomes:

Successful students will typically: Understand young children's development Understand the ways in which adults can respond to and facilitate children's learning and development Identify factors which may affect children's development Explore theory and practice in the area of early childhood development Skills and Attributes: Successful students will typically: to observe and analyse examples of child development and learning

Module Content:

In this module you will explore the development, education and care of babies and young children from a range of perspectives. Recent research, current issues and the use of observational skills will be highlighted. You will develop an awareness of the uniqueness of each child and family and will explore how to adapt practice to meet individual needs. The module will encourage you to reflect on your own childhood to promote empathy and greater understanding of child development and theory. You will begin to develop your pedagogical creed. 11b. Further Details: (supporting Learning Outcomes, max 250 words) You will identify and develop strategies to promote and support the development of individual children. These will include skills of enquiry, communication and observation. You will also identify appropriate resources and contexts which encourage children's exploratory and investigative skills.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Education Research: Approaches to Education Research

Module code: 5EDU1029

Semester: A

Credits: 30

Module Aims:

Examine strategies of small scale enquiry appropriate to a range of educational contexts. Consider a range of data collection methods and pilot one method in relation to a chosen educational topic

Intended Learning Outcomes:

Successful students will typically: Identify and describe the key paradigms and approaches to research Identify and critically evaluate the possibilities for education research and relevant methodologies Demonstrate an in-depth understanding of the issues surrounding education research such as reliability, validity and ethical considerations Skills and Attributes: Successful students will typically: discuss the main issues surrounding education research identify an appropriate focus for enquiry use literature to inform research design pilot a data collection tool

Module Content:

This module introduces students to the nature of education research and to the latest developments in social science research methodologies. In this module students will examine the main issues surrounding education research by studying and evaluating a range of different approaches. Students will identify an aspect of their field of interest into which they would like to inquire, and will pilot a data collection tool such as questionnaire, interview, observation or document analysis. 11b. Further Details: (supporting Learning Outcomes, max 250 words) In this module students will be introduced to research paradigms such as interpretivism, positivism and the nature of qualitative and quantitative approaches. Students will explore the specific nature of research in the social sciences and in education in particular, and discuss some of the issues for research in the field, such as its impact on policy and practice, ethical considerations and its limitations. Students will become familiar with a range of methodologies that can be used to inquire into educational practice such as case study, practitioner inquiry and document analysis. They will identify a focus for inquiry and design, pilot and evaluate a data collection tool.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module Aims:

- Develop a critical understanding of effective learning and teaching in English and literacy across the curriculum
- Enrich understanding and critically analyse how a creative approach to curriculum planning can enhance learning and teaching in English and literacy across the curriculum
- Enrich understanding and use the cycle of assessment, planning and teaching in English and literacy in EYFS, KS1 and KS2
- Enrich understanding of the structure and content of statutory documents for English and literacy in EYFS, KS1 and KS2
- Meet the relevant standards for the award of QTS

Intended Learning Outcomes:

- Successful students will typically:
- Deepen their understanding of significant features of children’s learning and development in English and literacy across the curriculum
 - Enrich their knowledge and understanding of a creative approach to English and literacy across the curriculum
 - Enrich their knowledge of appropriate pedagogy for teaching English and literacy
 - Know the connections between theory and practice in relation to children’s development of learning across the curriculum
- Skills and Attributes: Successful students will typically:
- Have the ability to critically evaluate a range of pedagogical approaches and appropriate use of resources
 - Be able to plan for progression in a unit of work
 - Be able to assess children’s learning of English across the curriculum
 - Enrich the evaluation of learning and teaching in English at EYFS, KS1 and KS2
 - Have confidence in the use of statutory and recommended documents to plan and teach English and literacy across the curriculum
 - Enrich their intellectual curiosity of the subject of English: language and literature

Module Content:

This module further enriches students’ subject knowledge and pedagogic underpinning to enable them to teach English and literacy across the curriculum successfully. Students will develop a critical understanding of children’s learning and development of English and literacy through a cross-curricular, creative approach. Students will enrich their skills, knowledge and understanding to enable them to plan effectively for English and literacy across the curriculum. 11b. Further Details: (supporting Learning Outcomes, max 250 words)

- Enrich Subject Knowledge in English and literacy across the curriculum
- Use their knowledge and understanding of planning creatively for English and literacy across the curriculum to ensure progression in children’s learning
- Use and understand a variety of assessment models and understand how these develop children’s learning in English and literacy across the curriculum
- Differentiate tasks to meet individuals needs

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: English: The Teaching of Writing

Module code: 5EDU1028

Semester: B

Credits: 15

Module Aims:

continue to develop understanding of relationship between spoken language, reading and writing.
consolidate understanding of cycle of assessment, planning and teaching of writing consolidate
understanding of how children develop writing consolidate understanding of structure and content
of statutory documents (EYFS, KS1, KS2) continue to work towards meeting the relevant standards
for the award of QTS

Intended Learning Outcomes:

Successful students will typically: know and apply the expectations for writing in EYFS, KS1 and KS2
know how children develop knowledge and understanding of writing understand the writing process
from planning to publication understand the importance of purpose and audience in writing know
and understand the transcriptional and compositional aspects of writing Skills and Attributes:
Successful students will typically: Be able to create an engaged community of writers in EYFS, KS1
and KS2 Be able to motivate and inspire writing in EYFS, KS1 and KS2 Be able to plan and teach
writing in EYFS, KS1 and KS2 from planning to publication

Module Content:

Writing can be considered a challenge for different learners in different ways. Writing involves
drawing together a range of skills (understanding the role of context, grammar and form) that all
come together to produce a carefully crafted piece of work. Motivating writers and sustaining
writing are vital to the role of the teacher and you will therefore consider the importance of purpose
and audience in writing as you develop your knowledge of compositional and transcriptional skills.
Using this understanding of writing as a starting point you will further develop your knowledge of
how children use reading and spoken language to develop their writing. You will refine your
understanding of how teachers support children's writing from planning to publication. You will
explore strategies to enable you to create an engaged community of writers in EYFS, KS1 and KS2.
Throughout the module you will have opportunities to plan for the teaching of writing using a range
of text types, first hand experiences and discussion. 11b. Further Details: (supporting Learning
Outcomes, max 250 words) Students will be able to demonstrate the ability to: Consolidate subject
knowledge in English and literacy Link theory with practice in relation to English and literacy with a
focus on their own and children's writing Use their knowledge and understanding of planning for
English and literacy with a focus on their own and children's writing Differentiate tasks to meet
individual needs

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Academic year 2021-2022

Module name: Exploring the World of Learning and Teaching

Module code: 4EDU1030

Semester: A

Credits: 15

Module Aims:

be introduced to the world of learning and teaching begin to understand how children acquire knowledge, understanding and skills develop an emerging set of core values and an initial philosophy for learning and teaching young children.

Intended Learning Outcomes:

Successful students will typically: 1. Begin to know how young children learn. 2. Understand that teaching is underpinned by values and theoretical knowledge Skills and Attributes: Successful students will typically: Recognise features of good practice in learning and teaching across the primary curriculum

Module Content:

As young children people experience learning in many different ways. What principles, philosophies and values shape the way teachers enable children to learn? Students begin to make some connections between educational theory and practice in order to develop an understanding of key features of effective and engaging learning and teaching. . 11b. Further Details: (supporting Learning Outcomes, max 250 words) In this module, students will develop an understanding of how young children acquire knowledge and skills within a positive learning environment. Students are introduced a range of areas such as appropriate teaching and assessment strategies, active and creative approaches to meet the learning needs of children and the relationship between educational theory and practice in educational settings. Students learn through seminars, first-hand practical experiences, tutor input, and guided independent activity. There will be a focus on active, collaborative and reflective learning.

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Global Perspectives on Childhood

Module code: 4EDU1020

Semester: B

Credits: 30

Module Aims:

Explore international contexts of early childhood and consider how they compare to contemporary early childhood issues in the UK

Intended Learning Outcomes:

Successful students will typically: 1. Explain key features of early childhood in selected other countries. 2. Understand how social, cultural, political and economic factors impact on early childhood policy and practice 3. Recognise how attitudes to young children, families, inclusion and diversity vary across international contexts 4. Reflect on the ways in which a range of international early childhood systems have developed in relation to economic, political and religious contexts.

Skills and Attributes: Successful students will typically: 1. gather and analyse data relating to factors affecting family and early childhood policy and practice 2. work collaboratively with others

Module Content:

This module uses the study of national and international contexts to enable you to examine key concepts affecting young children and their families around the world and in the UK. The module is inquiry-based and includes the development of a website to disseminate to early childhood professionals the knowledge created by small student research groups. Through the study of global issues, government policy and case studies from different countries an understanding of global citizenship and awareness of intercultural issues is fostered. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module develops team work, IT skills and data handling skills using an inquiry-based project approach. It includes an element of leading the learning of adults as information will be disseminated to others outside the programme through the development of a website.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: How People Learn: An exploration of learning theories

Module code: 4EDU1025

Semester: A

Credits: 30

Module Aims:

develop an understanding of the multiple ways in which learning is described to happen by learning theorists and apply this knowledge to understand their own learning and development.

Intended Learning Outcomes:

Successful students will typically: Demonstrate an understanding of learning theories, their contexts and implications for learning. Analyse and reflect on their own and others' learning practices. Explore the role of the University in relation to their learning as adults Develop a comprehensive understanding of factors that affect the range of ways people learn Skills and Attributes: Successful students will typically: Organise and articulate ideas in speech and writing using relevant vocabulary. Develop their academic writing and make use of appropriate study skills and grammar rules. Understand how to access academic literature and use literature to support research findings. Use ICT to research and present information.

Module Content:

This extended induction module makes use of practical activities and theoretic knowledge to enable students to understand how learning theory links with the practice of learning. Students will gain a theoretical understanding of learning theories and how these connect with learning as an adult. This is further contextualised with understanding the role of the university; students are supported in developing good academic attributes.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Inclusion in Education: Meeting the needs of all learners

Module code: 5EDU1031

Semester: A

Credits: 30

Module Aims:

consolidate understanding of the diverse ways in which people develop and learn, and developing effective practice to meet individual needs.

Intended Learning Outcomes:

Successful students will typically: Demonstrate an analytical understanding of the connections between theory and practice in relation to learners' development. Start to critically analyse approaches to meeting the diverse needs of learners. Skills and Attributes: Successful students will typically: Identify and analyse a range of evidence to support view points. Analytically reflect on and apply their own philosophy of learning

Module Content:

In this module students will develop an understanding examination of different diverse learning needs and good teaching practice to meet the needs of all learners. The module will include seminars, tutor input and guided independent activity, focusing on collaborative and reflective learning. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will study a range of areas such as: Key educational thinking and policy about educational thinking. How the learning environment can be adapted to meet different learning needs. The link between diversity, educational achievement and underachievement. The concept of identity in exploring inclusion and diversity of learners.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: International Education: Comparing Approaches to Education Around the World

Module code: 6EDU1082

Semester: B

Credits: 30

Module Aims:

explore perspectives on international contexts of education and how they impact on contemporary issues in the UK. Develop the ability to consider the concepts of global citizenship and the role of global education in the twenty first century.

Intended Learning Outcomes:

Successful students will typically: Describe key features of education systems in selected other countries. Evaluate how social, cultural, political and economic factors impact of educational policy and practice. Critique key concepts in global citizenship through history, philosophy, sociology, politics, economic and technological literature in education Identify the work of non-government organisations. Synthesise attitudes to inclusion and diversity in international contexts. Skills and Attributes: Successful students will typically: Communicate arguments and ideas in oral and written modes of communication. Critically evaluate arguments and ideas from a range of literature concerning education and citizenship. Work independently and collaboratively to produce research. Access a range of databases and journals relating to international educational contexts. Critically reflect on how social, cultural, political and economic factors impact on educational policy and practice.

Module Content:

This module explores educational systems, policies and practices in selected countries. Students are expected to critically evaluate the impact of social, cultural, political, economic and technological factors in the formation and review of international education systems. Furthermore, students will be acquainted with a range of methods to enable the exploration and production of knowledge about international educational systems and global citizenship.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Education around the World

Module code: 6EDU1100

Semester: A

Credits: 30

Module Aims:

explore perspectives on international contexts of education and how they impact on contemporary issues in the UK. Develop the ability to consider the concepts of global citizenship and the role of global education in the twenty first century

Intended Learning Outcomes:

Successful students will typically: Describe key features of education systems in selected other countries. Evaluate how social, cultural, political and economic factors impact of educational policy and practice. Critique key concepts in global citizenship through history, philosophy, sociology, politics, economic and technological literature in education Identify the work of non-government organisations. Synthesise attitudes to inclusion and diversity in international contexts. Skills and Attributes: Successful students will typically: Communicate arguments and ideas in oral and written modes of communication. Critically evaluate arguments and ideas from a range of literature concerning education and citizenship. Work independently and collaboratively to produce research. Access a range of databases and journals relating to international educational contexts. Critically reflect on how social, cultural, political and economic factors impact on educational policy and practice.

Module Content:

This module explores educational systems, policies and practices in selected countries. Students are expected to critically evaluate the impact of social, cultural, political, economic and technological factors in the formation and review of international education systems. Furthermore, students will be acquainted with a range of methods to enable the exploration and production of knowledge about international educational systems and global citizenship

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Pedagogical Approaches

Module code: 5EDU1024

Semester: A

Credits: 30

Module Aims:

Critically evaluate different approaches to caring for young children aged 0-7 years and supporting children's learning and development Enhance their understanding of their own pedagogical preferences and develop their own pedagogical creed

Intended Learning Outcomes:

Successful students will typically: Demonstrate an awareness of pedagogical concepts, learning theories and curricula in relation to young children from 0-7 years from a range of different countries Identify and analyse the underpinning theory as well as economic, cultural and societal influences on different pedagogical approaches and curricula in early childhood Identify and assess the application of different pedagogical approaches and curricula in early childhood practice Examine the role of the practitioner in relation to different pedagogical approaches Skills and Attributes: Successful students will typically: present a clear and cohesive verbal argument collect and synthesise information about different curricula and pedagogical approaches from a variety of sources contrast and compare different perspectives and approaches reflect on and assess their own values and pedagogical creed

Module Content:

This module will enable you to build on your knowledge of early childhood environments in the UK and develop your understanding of different pedagogical approaches and curricula. These will be drawn from a wide range of different countries and perspectives, for example, Montessori's approach, the Reggio Emilia philosophy, Te Whariki, and the Early Years Foundation Stage in the UK. The curricula and approaches are examined to reveal underpinning concepts of children, teaching and learning in the relevant cultural, historic, political and economic context. You will reflect on your practice or placement experience to understand and critique the application in practice of different theoretical approaches and the role of the adult within them. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module will support students to gain some underpinning knowledge for the development of their own pedagogical creed which started at Level 4. It also enables students to develop their understanding of pedagogy, curricula and learning to extend their development as pedagogical leaders of the future

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Personal and Professional Skills

Module code: 4EDU1017

Semester: A

Credits: 15

Module Aims:

Develop awareness of the personal and professional skills required for successful practice in early childhood settings. The module is also designed to enhance academic skills.

Intended Learning Outcomes:

Successful students will typically: 1. Know and understand the importance of communicating and working independently, and as part of a team, within a setting and across professional boundaries. 2. Analyse and critique theory and practice in relation to interpersonal and professional working 3. Identify and discuss some literature relating to professional working. Skills and Attributes: Successful students will typically: 4. Communicate effectively in writing

Module Content:

This module is designed to support your knowledge and understanding in relation to the personal and professional skills required to work effectively in early childhood settings. It will draw on your experience and learning across all Year 1 modules and encourage you to explore and reflect on your own beliefs and values as well as your skills and attributes. You will consider how these may impact your future work with children, families and other professionals. The module will give you the opportunity to start developing the academic skills embedded throughout the programme. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Personal reflection, teamwork and interpersonal skills are key features of this module. The content will include analysis of theory and the impact of theory on relationships with children and adults. You will be encouraged to consider graduate skills alongside practical skills and to relate theory to practice.

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Psychological Perspectives

Module code: 5EDU1022

Semester: A

Credits: 15

Module Aims:

Use psychology as a critical tool to explore educational issues and to gain a deeper understanding of values and interactions in early childhood education

Intended Learning Outcomes:

Successful students will typically: Examine the value of different psychological perspectives Apply psychological theory to development, learning and care in early childhood Develop interventions supporting children's development and well-being Skills and Attributes: Successful students will typically: Articulate and justify their opinion on different psychological perspectives

Module Content:

This module uses psychology to provide perspectives on different ways of understanding children and adults in early childhood settings. You will use psychological theory as a critical tool to examine young children's learning, care and education. The engagement with psychological concepts and perspectives will help you to understand potential connections and discontinuities as well as enable you to plan appropriate interventions to support young children. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module uses a combination of lectures, seminars, critical pair and group work as well as independent and directed study. At the same time it draws on students' work-related and placement experience to help them understand and illustrate different psychological theories and perspectives.

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Psychology for Education

Module code: 6EDU1074

Semester: A

Credits: 30

Module Aims:

Study psychology from the perspective of different ways of understanding people Use psychology as a critical tool to understand educational issues and to gain a deeper understanding of educational values, research and interactions

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and critical understanding of educational psychology by synthesising a range of sources to build their own knowledge and understanding of educational psychology Gain knowledge and understanding of psychological perspectives and research within the field Understand relationships between psychological theory and educational issues Skills and Attributes: Successful students will typically: Analyse the value of different psychological perspectives to educational issues Be able to select appropriate psychological tools for educational purposes Apply psychological theory to different learning contexts

Module Content:

This module uses study of psychology to provide different ways of understanding children and adults. As our context is education, study of psychology will be used to examine the influences psychology has on educational practice such as How to teach? How to motivate children? How to work successfully with colleagues? Different theories in psychology suggest different ways of understanding behaviour, learning and difficulty; here we aim to use this knowledge to become more skilled in educational practices. The module is intended to promote a critical knowledge and understanding of psychology in order to further educational debate and develop helpful practice in learning, teaching and policy. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module uses a combination of lectures, seminars, critical pair and group work and independent and directed study. Students will: • Study, compare and evaluate a range of psychological theories • Study applications of psychology, both from the fields of psychological research and from areas of educational policy and practice • Gain a deeper understanding of selected theories and perspectives • Articulate and justify their opinions on psychological theories and perspectives • Synthesise their knowledge and understanding and apply analyses to current educational issues

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Psychology for Education

Module code: 6EDU1174

Semester: B

Credits: 30

Module Aims:

Study psychology from the perspective of different ways of understanding people Use psychology as a critical tool to understand educational issues and to gain a deeper understanding of educational values, research and interactions

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and critical understanding of educational psychology by synthesising a range of sources to build their own knowledge and understanding of educational psychology Gain knowledge and understanding of psychological perspectives and research within the field Understand relationships between psychological theory and educational issues Skills and Attributes: Successful students will typically: Analyse the value of different psychological perspectives to educational issues Be able to select appropriate psychological tools for educational purposes Apply psychological theory to different learning contexts

Module Content:

This module uses study of psychology to provide different ways of understanding children and adults. As our context is education, study of psychology will be used to examine the influences psychology has on educational practice such as How to teach? How to motivate children? How to work successfully with colleagues? Different theories in psychology suggest different ways of understanding behaviour, learning and difficulty; here we aim to use this knowledge to become more skilled in educational practices. The module is intended to promote a critical knowledge and understanding of psychology in order to further educational debate and develop helpful practice in learning, teaching and policy. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module uses a combination of lectures, seminars, critical pair and group work and independent and directed study. Students will: • Study, compare and evaluate a range of psychological theories • Study applications of psychology, both from the fields of psychological research and from areas of educational policy and practice • Gain a deeper understanding of selected theories and perspectives • Articulate and justify their opinions on psychological theories and perspectives • Synthesise their knowledge and understanding and apply analyses to current educational issues

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Research Project

Module code: 6EDU1096

Semester: B

Credits: 30

Module Aims:

Design and use an appropriate research strategy to carry out a small scale enquiry in an educational context. Critically engage with published literature on one educational issue of your choice.

Intended Learning Outcomes:

Successful students will typically: Have a systematic understanding of research methods, methodologies and techniques commonly used in educational research Analyse and critique a range of different theories and perspectives in their chosen area of interest Design, conduct and report on a research project adhering to relevant ethical guidelines Skills and Attributes: Successful students will typically: Use a range of different tools and approaches to gather, analyse and evaluate data Synthesise ideas and information to generate proposals for future practice

Module Content:

This module enables you to investigate an area of early childhood education you are particularly interested in. Lectures and seminars are designed to help you select and define a topic for investigation and implement a research activity utilising appropriate methods for handling and analysing data. You will be involved in independent enquiry, data collection, analysis and presentation of material plus evaluation of the outcomes. Selection and critical appraisal of relevant literature is also required. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Building on your research learning from previous modules you will be introduced to a broader range of research methodologies. At the same time your understanding of research terminology and procedures will be deepened. The place of research and its potential for practical application will be central to this module and if you are already employed in an educational setting you will be encouraged to relate the research to that setting.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Research Project Part 1

Module code: 6EDU1080

Semester: A

Credits: 30

Module Aims:

to understand some of the key principles and purposes of educational research. Students will be able to define an appropriate educational topic for investigation and plan and design an investigation using suitable data gathering instruments and methods of analysis. In addition, students will carry out a literature review of their chosen subject.

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and understanding of the place of research and its potential for practical application. Apply knowledge and understanding of educational research methodologies and research techniques such as case study, action research, philosophy of education and history of education. Identify and demonstrate key principles in carrying out a literature search. Skills and Attributes: Successful students will typically: Be able to define an appropriate educational topic for investigation. Be able to design an investigation and justify the use of appropriate data gathering instruments and methods of analysis. Be able to use relevant literature in order to carry out a literature review which will inform the planned investigation.

Module Content:

This module is intended to help students select and define a topic for investigation and plan a research design utilising appropriate methods for collecting, handling and analysing data. Critical appraisal of relevant literature is also required. Students undertaking this module are expected to engage in peer support. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will be introduced to various research methodologies to enable them to choose and define an appropriate topic and research design. The place of research and its potential for practical application will be central to this understanding and where students are employed in an educational setting, s/he will be encouraged to relate the research to that setting. Choice of topic and methodology will help students design appropriate data gathering techniques and methods of analysis. Relevant literature on the chosen topic and methodology will be used to inform the investigation which will be presented in a clear and logical manner. Students will consider such issues as ethics, reliability and validity, research paradigms and methodology.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Research Project Part 1

Module code: 6EDU1180

Semester: A

Credits: 30

Module Aims:

to understand some of the key principles and purposes of educational research. Students will be able to define an appropriate educational topic for investigation and plan and design an investigation using suitable data gathering instruments and methods of analysis. In addition, students will carry out a literature review of their chosen subject.

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and understanding of the place of research and its potential for practical application. Apply knowledge and understanding of educational research methodologies and research techniques such as case study, action research, philosophy of education and history of education. Identify and demonstrate key principles in carrying out a literature search. Skills and Attributes: Successful students will typically: Be able to define an appropriate educational topic for investigation. Be able to design an investigation and justify the use of appropriate data gathering instruments and methods of analysis. Be able to use relevant literature in order to carry out a literature review which will inform the planned investigation.

Module Content:

This module is intended to help students select and define a topic for investigation and plan a research design utilising appropriate methods for collecting, handling and analysing data. Critical appraisal of relevant literature is also required. Students undertaking this module are expected to engage in peer support. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will be introduced to various research methodologies to enable them to choose and define an appropriate topic and research design. The place of research and its potential for practical application will be central to this understanding and where students are employed in an educational setting, s/he will be encouraged to relate the research to that setting. Choice of topic and methodology will help students design appropriate data gathering techniques and methods of analysis. Relevant literature on the chosen topic and methodology will be used to inform the investigation which will be presented in a clear and logical manner. Students will consider such issues as ethics, reliability and validity, research paradigms and methodology.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Research Project Part 2

Module code: 6EDU1081

Semester: B

Credits: 30

Module Aims:

enable students to carry out a planned research project on a chosen educational topic, building on the methodology and literature review completed in the previous module: Research Project Part 1. Throughout the investigation, students will present and apply knowledge and skills in a sustained, logical and systematic manner. Data will be collected / arguments constructed using appropriate methods as defined in Research Project Part 1 and analysed to arrive at logical, reasoned and informed conclusions.

Intended Learning Outcomes:

Successful students will typically: Apply knowledge and understanding of the place of research and its potential for practical application. Apply knowledge and understanding of educational research methodologies and research techniques such as case study, action research and philosophy / history of education. Appraise the significance of their research findings in the wider context of their literature review. Skills and Attributes: Successful students will typically: Be able to show resilience, self-organisation, self-motivation and resourcefulness in carrying out a research project. Be able to use a range of appropriate data gathering instruments and methods of analysis. Be able to demonstrate an analytical understanding of their chosen area of study and relate this to key literature in the field. Be able to demonstrate critical evaluation of their research data / argument and arrive at key conclusions

Module Content:

The module will involve students in independent enquiry, data collection, critical analysis and presentation of material together with an evaluation of the outcomes. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Where students are employed in an educational setting s/he will be encouraged to relate the research to that setting. Data will be collected and analysed and findings will be presented in a clear and logical manner and related back to relevant literature on the topic. Students will follow the strict guidelines and protocols with regards research ethics.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Research Project Part 2

Module code: 6EDU1181

Semester: B

Credits: 30

Module Aims:

enable students to carry out a planned research project on a chosen educational topic, building on the methodology and literature review completed in the previous module: Research Project Part 1. Throughout the investigation, students will present and apply knowledge and skills in a sustained, logical and systematic manner. Data will be collected / arguments constructed using appropriate methods as defined in Research Project Part 1 and analysed to arrive at logical, reasoned and informed conclusions.

Intended Learning Outcomes:

Successful students will typically: Apply knowledge and understanding of the place of research and its potential for practical application. Apply knowledge and understanding of educational research methodologies and research techniques such as case study, action research and philosophy / history of education. Appraise the significance of their research findings in the wider context of their literature review. Skills and Attributes: Successful students will typically: Be able to show resilience, self-organisation, self-motivation and resourcefulness in carrying out a research project. Be able to use a range of appropriate data gathering instruments and methods of analysis. Be able to demonstrate an analytical understanding of their chosen area of study and relate this to key literature in the field. Be able to demonstrate critical evaluation of their research data / argument and arrive at key conclusions.

Module Content:

The module will involve students in independent enquiry, data collection, critical analysis and presentation of material together with an evaluation of the outcomes. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Where students are employed in an educational setting s/he will be encouraged to relate the research to that setting. Data will be collected and analysed and findings will be presented in a clear and logical manner and related back to relevant literature on the topic. Students will follow the strict guidelines and protocols with regards research ethics.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: School Placement 3

Module code: 6EDU1042

Semester: AB

Credits: 30

Module Aims:

implement all the Standards for QTS consistently, securely and independently

Intended Learning Outcomes:

Successful students will typically: know and understand the legal and other requirements expected of teachers, as specified in the current Standards for QTS Skills and Attributes: Successful students will typically: be effective primary practitioners, managing children's learning in an efficient manner; create a conducive learning environment to meet the needs of individual pupils; critically analyse and evaluate their performance in a professional context.

Module Content:

The final school placement builds upon experience from Years 1 and 2 with the expectation that students take on substantially the class teacher's role. Students have an opportunity to demonstrate their knowledge, understanding and skills required to teach primary/foundation stage children as defined by the current Standards for Qualified Teacher Status. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will build on their Year 1 and 2 school experiences to further their competence in the classroom. They will be guided by University tutors and their school mentors to teach across the range of subjects, keeping detailed records of their planning and assessments of children's learning. In addition, they will be expected to support other wider-school activities undertaken by class teachers. Critical analysis and evaluation of their progress in meeting the Standards is required

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: School Placement 3

Module code: 6EDU1042

Semester: A

Credits: 30

Module Aims:

implement all the Standards for QTS consistently, securely and independently

Intended Learning Outcomes:

Successful students will typically: know and understand the legal and other requirements expected of teachers, as specified in the current Standards for QTS Skills and Attributes: Successful students will typically: be effective primary practitioners, managing children's learning in an efficient manner; create a conducive learning environment to meet the needs of individual pupils; critically analyse and evaluate their performance in a professional context.

Module Content:

The final school placement builds upon experience from Years 1 and 2 with the expectation that students take on substantially the class teacher's role. Students have an opportunity to demonstrate their knowledge, understanding and skills required to teach primary/foundation stage children as defined by the current Standards for Qualified Teacher Status. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will build on their Year 1 and 2 school experiences to further their competence in the classroom. They will be guided by University tutors and their school mentors to teach across the range of subjects, keeping detailed records of their planning and assessments of children's learning. In addition, they will be expected to support other wider-school activities undertaken by class teachers. Critical analysis and evaluation of their progress in meeting the Standards is required

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Study Abroad - BA Early Childhood Education

Module code: 5EDU1027

Semester: B

Credits: 60

Module Aims:

Undertake Higher Education studies in the field of early childhood at a host institution in a different country Gain experience of another country's educational provision for young children

Intended Learning Outcomes:

Successful students will typically: Develop their knowledge of early childhood pedagogy and young children's learning in a different country Extend their understanding of young children's well-being and development Skills and Attributes: Successful students will typically: Develop their ability to undertake an inquiry in an early childhood context

Module Content:

This is an optional module that enables participants to study abroad for one semester. The module comprises a suitable programme of study in the field of early childhood education with a partner institution. A learning contract is devised between the University of Hertfordshire and the host institution. The participant's programme of study will be negotiated and approved by the Programme Tutor (or nominee) in consultation with appropriate others and the host University. It is intended that this module will enable participants to learn through taught or flexible modules and research, or a combination on these components. Participants will reflect upon their experience of studying abroad, which will prepare them for study in their final year and enhance their employability after graduation.

Total hours: 600

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Study Abroad - BAES

Module code: 5EDU1037

Semester: B

Credits: 60

Module Aims:

Undertake Higher Education at a host institution in a different country Gain experience of another country's educational provision for children

Intended Learning Outcomes:

Successful students will typically: develop their knowledge of a different educational system gain further understanding in the field of education Skills and Attributes: Successful students will typically: be able to apply subject specific skills acquired during the Study Abroad semester. develop a range of graduate skills according to the context

Module Content:

This is an optional module that enables participants to study abroad for one semester. The module comprises a suitable programme of study in the field of education with a partner institution. A learning contract is devised between the University of Hertfordshire and the host institution. The participant's programme of study will be negotiated and approved by the Programme Tutor (or nominee) in consultation with appropriate others and the host University. 11b. Further Details: (supporting Learning Outcomes, max 250 words) It is intended that this module will enable participants to learn through taught or flexible modules, research, or a combination on these components. Participants will reflect upon their experience of studying abroad in terms of the University of Hertfordshire's graduate skills, this will prepare them for study in their final year and further enhance their employability.

Total hours: 600

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Supporting Learning: Supporting identified needs

Module code: 5EDU1033

Semester: B

Credits: 30

Module Aims:

deepen their understanding of supporting children with identified needs in the school or early years context. This module will examine the main issues surrounding a range of specific needs, such as Down Syndrome, hearing impairment, dyspraxia, dyslexia and physical disabilities. The module explores support strategies and specialist programmes in a variety of contexts. It considers the implication of issues for schools and professionals in relation to the specific needs of the learners and their families

Intended Learning Outcomes:

Successful students will typically: Apply knowledge and understanding of the range of specific needs that impact on pupils' learning. Demonstrate and increasing knowledge and understanding of the skills and strategies required to support learners with a specific range of needs. Demonstrate an understanding of ethics when observing practices in the workplace. Skills and Attributes: Successful students will typically: Recognise and analyse the characteristics and learning needs of learners with specific needs Begin to critically evaluate and use a range of strategies to support learners with specific needs.

Module Content:

Using a range of professionals, including parents, teachers, education, health and social care lecturers, the causes of a range of specific learning needs, and the skills and strategies needed to support these learning needs will be evaluated and further researched.. Autobiographical accounts from film and written sources will be used to explore the pupil voice, and recent research into the causes and the effectiveness of the strategies will be used to evaluate how well their learning needs are being met, and to reflect on how these might be improved. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module provides students to reflect upon the strategies of support for learners with identified additional needs such as downs syndrome, dyslexia, dyspraxia and sensory impairment. There will be opportunities to learn through lectures, seminars and workshops and to hear through the voices of those with additional needs and those who support them in their learning. The perspectives of those involved in supporting the learner will be considered to enhance the students understanding of their impact.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: The Primary Curriculum: Learning and Teaching English, Maths and Science

Module code: 5EDU1034

Semester: A

Credits: 30

Module Aims:

Develop an emerging set of core values and an initial philosophy for learning and teaching in English, Maths and Science. To understand the ways in which children develop subject knowledge and skills in English, Maths and Science. To begin to develop an active and creative approach in relation to the learning and teaching of English, Maths and Science.

Intended Learning Outcomes:

Successful students will typically: Recall subject knowledge in the core curriculum. Begin to demonstrate knowledge and understanding of how to make connections between educational theory and practice. Demonstrate knowledge of how children learn in English, Maths and Science Demonstrate knowledge and analytical understanding of a range of teaching approaches to meet the children's learning needs. Skills and Attributes: Successful students will typically: Recognise good practice in learning and teaching in English, Maths and Science. Demonstrate effective participation in practical learning activities

Module Content:

In this module students will develop an understanding of effective learning and teaching in English, Maths and Science, including the use of active and creative based approaches. Students will learn about the discrete knowledge and skills of each subject. The module will include seminars, first hand practical experiences, tutor input and guided independent activity, focusing on collaborative and reflective learning. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will study a range of areas such as: The use of appropriate learning strategies in the core subjects. The use of creative and enquiry based approaches to meet the learning needs of children. Using first hand experience as a stimulus for learning. A critical reflection of current legislation and policy. Interpretation and reflection of evidence to support viewpoints.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: The Primary Curriculum: Learning the Foundation Subjects and RE

Module code: 6EDU1075

Semester: B

Credits: 30

Module Aims:

Develop an emerging set of core values and an initial philosophy for learning and teaching in the foundation subjects. To understand the ways in which children develop subject knowledge and skills in the foundation subjects and RE. To begin to develop an enquiry based and creative approach in relation to the learning and teaching of the foundation subjects and RE

Intended Learning Outcomes:

Successful students will typically: Demonstrate an emerging knowledge and understanding of how to make connections between theory and practice. Demonstrate knowledge of how children learn in the foundation subjects and RE. Understand how to critically evaluate creative and enquiry based approaches in the foundation subjects. Skills and Attributes: Successful students will typically: Begin to develop an emergent philosophy of learning and teaching in the foundation subjects and RE.. Demonstrate effective participation in practical learning activities.

Module Content:

In this module students will develop an understanding of creative and enquiry based learning in the foundation subjects and RE. Students will learn about the discrete knowledge and skills of a range of foundation subjects as well as using cross curricular approaches to enhance learning and teaching. The module will include seminars, first hand experience, tutor input and guided independent learning focusing on collaborative and reflective learning. 11b. Further Details: (supporting Learning Outcomes, max 250 words) Students will study a range of areas such as: The use of appropriate learning strategies in the foundation subjects and RE. The use of creative and enquiry based approaches to meet the learning needs of children. Using first hand experience as a stimulus for learning. A critical reflection of current legislation.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Therapeutic Approaches

Module code: 6EDU1079

Semester: A

Credits: 30

Module Aims:

- Develop a critical analysis of the value of knowledge and understanding of therapeutic approaches to children and to educational practice

Intended Learning Outcomes:

Successful students will typically: Demonstrate knowledge and a critical understanding of the principles underpinning the role of therapeutic approaches Demonstrate knowledge and a critical understanding of the relationship between learning through play and the practice of play therapy Demonstrate knowledge and a critical understanding of research and theory of play Demonstrate knowledge and a critical understanding of a range of therapeutic approaches and their applications e.g. art therapy, music therapy Skills and Attributes: Successful students will typically: reflect, analyse and evaluate in relation to therapeutic approaches and practices Reflect critically upon research and theory influencing therapeutic approaches and practices Consider the efficacy and validity of using therapeutic approaches in educational contexts

Module Content:

This module explores how therapeutic approaches can help children to understand themselves, other people and recover from traumatic events which affect their ability to learn successfully. The module discusses the role of the educational practitioner in relation to their own applications of therapeutic approaches in education as well as to making referrals to specialist therapists. This is an important distinction and emphasis is put on this decision making process. The module explores how therapy can be used to develop children's emotional literacy, promote well-being and promote the development of the whole child. Theory of therapeutic approaches will be explored with reference to the theories of psychodynamic and humanistic psychology. Reference will be made to relevant theories of attachment, bonding and child development. The principle of inclusion is an important aspect of the module. Professional therapists will be invited to contribute to the course. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module uses a combination of lectures, seminars, role play, discussion and independent and directed study. Students will: • Learn from a range of presentations, lectures and case-studies on different aspects of therapeutic approaches • Study, compare and evaluate a range of therapeutic approaches e.g. art therapy, dance movement therapy • Read widely on the field of study using books, journal articles, websites and media material • Engage in experiential learning in e.g. art therapy • Consider the applicability of therapeutic approaches to different children and to different educational settings • Gain a deeper understanding of selected theories and perspectives • Articulate and justify their opinions on the value of this knowledge to the educational practitioner • Construct arguments for and against the use of therapeutic approaches in education • Consider and analyse intervention options for children

experiencing difficulties • Synthesise their knowledge and understanding and apply analyses to educational issues as well as to their own career plans

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Transitions in Early Childhood

Module code: 5EDU1023

Semester: B

Credits: 15

Module Aims:

Recognise transitions as being central to young children's experiences and well-being Examine policy and practice in the light of research on transitions in the lives of children

Intended Learning Outcomes:

Successful students will typically: Know, understand and evaluate a range of perspectives and theories that underpin transition concepts Investigate and evaluate approaches to and provision for young children in relation to transitions Identify the individuals, organisations and agencies that can support a transition experienced by a child or children and the challenges associated with this. Skills and Attributes: Successful students will typically: Reflect on their own assumptions and practices in relation to transitions

Module Content:

You will examine different aspects of, and approaches to, early childhood transitions, and will develop ideas of 'good practice' in supporting young children's transitions. Module content will include consideration of how transitions can affect children's well-being such as chronic illness, special educational needs and disability. You will also consider how transitions can provide significant challenges to those who work with young children, challenging their own assumptions and theories as well as their practice. 11b. Further Details: (supporting Learning Outcomes, max 250 words) This module draws on students' work-related and placement experience to help them understand and illustrate different perspectives on and approaches to transitions. At the same time it builds on the learning from the module on Psychological Approaches (Level 5) and Early Childhood Development (Level 4).

Total hours: 150

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: What is Education for? Philosophies that shape Education

Module code: 4EDU1024

Semester: B

Credits: 30

Module Aims:

develop an understanding of the role that philosophy of education plays in shaping educational policy and practice. The principal concepts employed by philosophers of education will be explored and the coherence of an educational philosophy will be assessed.

Intended Learning Outcomes:

Successful students will typically: Demonstrate an understanding of the approaches to philosophical enquiry. Begin to develop and synthesise knowledge and understanding of philosophies of education. Skills and Attributes: Successful students will typically: Be able to organise, articulate and defend their own ideas through philosophical argument Make informed judgements about the coherence of philosophies of education. Relate to philosophies of education to educational policy and practice. Begin to critically evaluate philosophies of education

Module Content:

This module explores the rich philosophical history which influences many aspects of education. The module explores the purpose of education and the philosophical methodology to support students in developing their knowledge and understanding of writing for and thinking about education in its widest forms.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%

Module name: Working with Parents, Families and Communities

Module code: 6EDU1098

Semester: A

Credits: 30

Module Aims:

Work effectively with parents, families and communities to enhance the early childhood experience, development and learning of young children.

Intended Learning Outcomes:

Successful students will typically: Critique and evaluate a range of different parent partnership models, concepts and approaches Devise effective approaches to engage parents, families and communities in young children's learning and experience Analyse and reflect on their own approaches and working practices in relation to parents, families and communities and plan for appropriate adjustments Explore the concepts of and approaches to adult and family learning and plan appropriate learning opportunities for parents with young children. Skills and Attributes: Successful students will typically: Be able to adjust their communication skills to meet different parents' needs Develop their skills in teaching adults Have a systematic understanding of the multiple roles and perspectives of parents

Module Content:

This module will enable you to understand and plan effective partnerships with parents, families and communities for the benefit of young children enhancing your confidence and ability as a pedagogical leader. You will explore and critique theory, models and recent research into parental engagement to develop an understanding of effective practice. Topics will include relationship building, barriers to parental engagement, empathy and love in early childhood settings, and inclusion of culturally and ethnically diverse parents. To support the principle of the child in family and society, the module will enhance your understanding of adult and family learning, community development and family support work. 11b. Further Details: (supporting Learning Outcomes, max 250 words) In addition to extending the knowledge and understanding you have gained in earlier modules and in your work experience, this module will increase self-awareness and reflective practice by exploring your own experiences with and attitudes to parents. You will have opportunities to consider and improve your range of communication and presentation skills.

Total hours: 300

Assessment:

Exam	Coursework	Attendance
%	100%	%