University of Hertfordshire UH

Module Catalogue
BA Hons Education
2024-2025

A DIRECTORY OF UNDERGRADUATE MODULES FOR EXCHANGE AND STUDY ABROAD STUDENTS

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What do the module codes mean?

For each subject there is a table showing an overview of all the modules on offer for that subject. Each code consists of an initial number (4, 5 or 6) followed by **SHE** (for 'Social Sciences, Humanities and Education') or **EDU** (for 'Education'). The number 4 corresponds to 'Level 4' (first year modules), 5 corresponds to 'Level 5' (second year modules) and 6 corresponds to 'Level 6' (third year level modules.

Which semester do the modules run in?

At UH, the academic year starts in September with **Semester A**. **Semester B** modules start in January. For each subject there is a table which shows you which semester each module runs in.

How many modules should I study per semester?

Normally, students study 3 modules per semester (one module is worth 30 credits and the remaining two are each worth 15 credits).

Is there any reason I might not be able to do my chosen modules?

Although this catalogue is an accurate representation of the availability of BA Hons Education modules for 2024-25 (as of March 2024), it is important to bear in mind that changes may need to be made before the semester starts in September. Sometimes staff changes or student numbers may mean that a module is no longer available for you to take. Another aspect to bear in mind is that the modules you choose may clash (i.e.,

they may be timetabled at the same time) - this is more likely to occur if you choose modules from a combination of different levels (4, 5 & 6).

On your module choice form it is a good idea to include 1 or 2 'back-up' modules that you would be happy to take if you are unable to be allocated to your first 4 modules (you can indicate this on your form writing 'back-up' next to the relevant module).

If I have any questions about the modules, who should I contact?

Your first point of contact is the Study Abroad Team (studyabroad@herts.ac.uk). They will then either answer your question or pass your enquiry on to the appropriate person.

Modules

Overview

Module code	Module title	Semester
4SHE2001	What is Education for?	A
4SHE2002	Representation of Education	A
4SHE2011	Education in a Digital Age	A
4SHE2013	Contemporary Issues in Education	B
4SHE2003	Learning for All	B
4SHE2004	Observing Practice	B
5SHE2000	Neurodiversity and Autism	A
5SHE2001	Human Development	A
5SHE2004	Education and Inequality	A
5EDU1047	Curriculum and Assessment	B
5SHE2003	Outdoor and Environmental Education	B
5SHE2002	Work based Enquiry	B
6SHE2003	Specialism (Learning and Teaching) OR	A
6SHE2000	Specialism (Mental Health and Wellbeing) OR	A
6SHE2002	Specialism (SEND)	A
6SHE2004	Designing an Educational Project	A
6SHE2005	Developing a Professional Identity	B
6SHE2006	Research Project.	B

Level 4

Semester A

What is Education for?	**Code:** 4SHE2001
Semester A	Credits: 30

The aim of this module is to enable students to develop an understanding of the competing roles that education has across several disciplines, practices and cultures. This will involve identifying conceptualisations of education from philosophy, history, politics, sociology and economics, and reflecting on how the different themes and factors explored in the module play a role in the understanding of their own learning journeys.

This links to the other modules in this semester to allow you to reflect on these ideas and

concepts to consolidate understanding.

Assessment: 100% coursework.

Representation of Education	Code: 4SHE2002
Semester A	Credits: 15

The aims of this module are to equip students with the skills and experiences that will enable them to examine critically how popular culture and literature represent the various components of education.

This will enable students to apply their conceptual knowledge from previous and concurrent modules to current issues in an engaging and relevant way. Students will continue to develop this ability to apply knowledge and understanding in real life contexts throughout the work-based placements and professional life.

Assessment: 100% coursework

Education in a Digital Age	Code: 4SHE2011
Semester A	Credits: 15

In this module there is an exploration of key educational concepts related to the digital environment in this exciting and ever-changing era of the computer age. This module will support you to use University of Hertfordshire's digital frameworks and tools to prepare you for your academic and professional life. The aims of this module are to enable students to describe key theoretical and pedagogical issues currently impacting digital education. Students will evaluate, select and design media, learning activities and assessment tasks to enhance learning. They will explore, participate in and contribute to digital media for identifying and representing formal academic knowledge

Assessment: 100% coursework

Semester B

Contemporary Issues in Education	Code: 4SHE2013
Semester B	Credits: 30

The aims of this module are to enable students to develop their knowledge and understanding of contemporary issues in education related to mental health and well-being, SEND and teaching and learning. It provides opportunities for students to reflect on how key issues within SEND, mental Health and well-being and teaching and learning play out in professional settings, and to consider career pathways related to these specialisms/strands underpinning the module and the Education programme.

The aims of this module are to enable students to…
to know and understand the key features of the education system in England. They will consider current issues in education, and how these issues influence the experiences of those working and studying in educational settings. Students will be able to reflect on the core aims and values of education, and how political, historical, social and economic factors can influence these aims and values. **VERSION WITH REQUESTED CHANGES**

Assessment: 100% coursework

Learning for All	Code: 4SHE2003
Semester B	Credits: 15

The aims of this module are to enable students to deepen their knowledge of the concept of inclusion in relation to relevant legislation and practice. Students will also understand a range of pedagogical theories and structures that support meeting the diverse needs of students including person centred planning.
This module offers the opportunity to link policy and theory to practice as it links with the "Observing Practice" module. You will investigate how inclusive legislation and pedagogy looks in reality through observations in your "Observing Practice" module.

Assessment: 100% coursework

Observing Practice	Code: 4SHE2004
Semester B	Credits: 15

The aims of this module are to enable students to engage with the workplace environment in relation to a setting of interest to the student and reflect on key issues and practices in this setting. Students will also apply observation tools for gathering data to gain an understanding of inclusive practice and contemporary issues in the work setting.

Assessment: 100% coursework

Level 5

Semester A

Neurodiversity and Autism	Code: 5SHE2000
Semester A	Credits: 30

This module develops compassionate understanding of Neurodivergent people including autistic people and a variety of other divergent conditions including ADHD, Dyslexia, Tourette's Syndrome, and many more.

The aims of this module are to enable students to discuss and analyse the Neurodiversity Movement in the context of the Social Justice agenda and in reference to the autistic community and those with Neurodivergent identities. Students will also apply theories explaining the autistic mind to create appropriate supports and approaches to maximise the potential of autistic people, including communicative approaches and supports to develop autonomy. Students will also explore and describe the nature and variation of Neurodivergent people including Autistic people and those with other Neurodivergent conditions and identify appropriate accommodations to the environment.

Assessment: 100% Coursework

Human Development	Code: 5SHE2001
Semester A	Credits: 15

The aims of this module are to enable students to develop an analytical approach to understanding of the main components of psycho-social human development. Using relevant psychological concepts and schemas, students will critically consider the usefulness of psycho-social development in the context of education and other helping professions and reflect on how psycho-social theories can be used for developing our potential and performance in a professional setting.

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Using relevant psychological concepts and schemas, students will critically consider the usefulness of psycho-social development in the context of education and other helping professions and reflect on how psycho-social theories can be used for developing our own and others potential and performance in a professional setting. **VERSION WITH REQUESTED CHANGES**

Assessment: 100% Coursework

Education and Inequality	Code: 5SHE2004
Semester A	Credits: 15

The aims of this module are to enable students to take an analytical approach to understanding of the main forms of social and educational inequalities that exist within educational systems internationally and the United Kingdom. Drawing on case studies and statistical data, the module aims to allow students to explore key policies that aim to reduce/address social and educational inequalities within British society and further afield, and to critically consider the role that a wide array of educational institutions play in reducing and/or reproducing social and educational inequalities.
Assessment: 100% coursework

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take an analytical approach to understanding of the main forms of social and educational inequalities that exist within educational systems internationally and the United Kingdom. Drawing on case studies and statistical data, the module aims to allow students to explore key policies that aim to reduce/address social and educational inequalities within British society and further afield, and to critically consider the role that a wide array of educational institutions play in reducing and/or reproducing social and educational inequalities. **VERSION WITH REQUESTED CHANGES**

Semester B

Curriculum and Assessment	Code: 5EDU1047
Semester B	Credits: 30

The aims of this module are to enable students to develop their knowledge and understanding of curriculum design, curriculum models and underlying principles. In doing so, they will investigate notions of curriculum in terms of stakeholders, power and control, and develop understanding of

some of the key principles and purposes of assessment, both as part of the teaching and

learning process and the nature of the relationship between curriculum and assessment.
Assessment: 100% coursework

Outdoor and Environmental Education	Code: 5SHE2003
Semester B	Credits: 15

This module aims to enable students to inquire into the theoretical and experiential aspects of outdoor environmental education in formal and informal learning settings. They will inquire into the philosophical, socio-cultural, political, technological and economic factors associated with outdoor learning within the context of a world preparing for biodiversity, loss and climate catastrophe. Students will be given opportunities to reflect on this learning through a undertaking a range of outdoor, environmental and adventurous education activities.

Previous learning will enable you to consider the social, political, and cultural contexts of education and how cultures around the world may foster a respect and care of more-than-human nature.

Assessment: 100% coursework

Key Debates in Education (**backstop module requested**)	Code:
Semester B	Credits: 15

The aim of this module is to enable students to take an analytical approach to understanding and evaluating key debates on the What, Why, and How of learning and development in a range of historical, contemporary, economic, social and cross-cultural educational contexts. Drawing on core disciplinary perspectives and providing access to debates in different media, the module aims to allow students to respond critically to fundamental questions concerning the aims, values and outcomes of education and its relationship to society in Britain and further afield.

Assessment: 100% Coursework

Level 6

Semester A

Specialism – Learning and Teaching	Code 6SHE2003
Semester A	Credits: 30

This module requires students to critically examine a range of learning and teaching approaches to promote the progress and development of all learners. They will apply their knowledge and understanding of how people learn to a range of contexts in preparation for applying for and progressing as a reflective practitioner in a career in learning and teaching **Assessment: 100% coursework.**

Specialism Mental Health and Wellbeing	Code 6SHE2000
Semester A	Credits: 30

This module enables student to explore biological, social and psychological factors influencing mental health and well-being, their applications to issues around mental health

and well-being, and to synthesise a range of academic literature and policy documents on mental health and well-being.

Assessment: 100% coursework

Specialism SEND	Code 6SHE2002
Semester A	Credits: 30

This module enables students to critically examine socio-cultural, economic, political and philosophical factors influencing the education of people with Special Educational Needs and Disabilities. Students will also consider the usefulness of multi-disciplinary insights when critically analysing contemporary educational policy and practice and their impact on people with SEND. The synthesise of a range of academic, public and popular culture sources that focus on educational system, the education of individuals and the education of people with SEND will be used to develop these skills.

In particular we will be looking at the Universal Design for Learning Framework to explore if this can be used as a tool to overcome the educational injustices experienced by many people with SEND. Current topics will be explored through the lens of the Neurodiversity paradigm and Social Model of disability to investigate the failures and successes of educational policies and practice in reality. This will build on and integrate all of your previous knowledge of sociology, psychology, inclusion and pedagogy.

Assessment: 100% coursework

Designing an Education Project	Code 6SHE2004
Semester A	Credits: 30

The aim of this module is to enable students to understand key principles and purposes of small-scale educational research. This will involve them designing an appropriate investigation using suitable approaches, methods and analytical tools. They will then be required to present and defend a literature review and project design.

Assessment: 100% coursework

Semester B

Developing a Professional Identity	Code: 6SHE2005
Semester B	Credits:

This module enables student to examine the main components of professional identity and the factors that enable and/or constrain the development of a unique professional identity. Taking inspiration from the body of organisational/occupational psychology literature and school improvement and effectiveness movement, this module will allow students to consider the interplay between personal/social and/or professional identities, as well as reflect on effective strategies for nurturing their professional identities within educational settings/helping professions.

Assessment: 100% coursework

Research Project	Code: 6SHE2006
Semester B	Credits:

This module requires students to carry out an independent small-scale project on a chosen

educational topic, building on the literature review and research design completed in the previous module, Designing a Research Project. They will collect data and construct arguments using appropriate methods to arrive at logical, reasoned and informed conclusions, and apply and present knowledge and skills in a sustained, logical and systematic manner.

Assessment: 100% coursework