Study Abroad BA Education module choices 23-24

Mode of study
Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Semesters
Representations of Education - 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.	4SHE2002	15	A
Contemporary Issues in Education – 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 education programme.	4SHE2013	30	B
What is Education For? 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	4SHE2001	30	A
Learning for All - 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.	4SHE2003	15	B

Level 5

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Neurodiversity and Autism - 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.	5SHE 2000	30	A
Outdoor and Environmental Education - 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.	5SHE2003	15	B
Human Development - 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.	5SHE2001	15	A
Education and Inequality - 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.	5SHE2004	15	A
Curriculum and Assessment - 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.	5EDU1047	30	B

Level 6

	Module Code	Credit Points	Semest
Specialism – Mental Health and Well-Being - 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.	6SHE2000	30	A
Specialism – SEND - 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	6SHE2002		
Specialism – Learning and Teaching - 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.	6SHE2003	30	A
Developing a Professional Identity - 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.	6SHE2005	30	A