

College of Education and Social Work

Academic Year 2023/24 - Semester 1

Please note: although we will try our best to avoid it, there may be timetable clashes when choosing modules across different levels and different courses (so you might have to choose alternative modules).

Click on the module name to see the module specification.

Module Code	Name	Level Code	BCU Module Credits	ECTS
EDU4132	Introduction to Education Studies	4	20	10
EDU4133	Key Educational Thinkers and the Philosophy of Education	4	20	10
EDU4135	Education and Society	4	20	10
EDU5141	Safeguarding and Child Protection	5	20	10
EDU5149	Globalisation, Education, and Inequality	5	20	10
EDU5150	Cultures of Schooling	5	20	10
EDU5151	Inclusion, Diversity and Special Educational Needs	5	20	10
EDU5159	Social Justice and Inclusion	5	20	10

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Introduction to Education Studies
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4132
5	Semester Taught	1

6	Module Overview
<p>This core module introduces you to Education Studies. It will encourage you to see yourself as a researcher, asking questions and testing assumptions about your own experiences of education. We all think we know about schools and education but how much do we really know and how far is our knowledge affected for better or worse by our personal experiences? For example, what does it mean to be an educated person? The module will introduce you to a range of theories and practices that relate to education, learning development and teaching across a range of educational setting. You will be expected to reflect upon these educational experiences of learning through a number of interactive practical activities involving peer learning and peer support, sharing educational experiences and exploring how and why learning happens in different educational spaces. There will be an emphasis throughout the module on developing appropriate study skills and academic writing practices for study in higher education.</p> <p>You will address such questions as:</p> <ul style="list-style-type: none"> • How do we learn? • How reliable is the knowledge we are learning? • What alternative visions do people have for education? 	

7	Indicative Content
<p>This module will provide participants with opportunities to:</p> <p>Understand the nature of Education Studies as a discipline. Consider their own experiences of education. Consider and challenge their own views of education. Develop an understanding of subjectivity and objectivity. Consider the range of influences on education practice and policy. Develop confident presentation skills. Learn how to present their knowledge through an academic poster. Articulate their ideas and understanding with increasing confidence.</p>	

8	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Explore the ways in which education is a contested concept experienced in different ways by different people at different times.
	2	Effectively communicate and reflect on your own educational and learning experiences both past and ongoing.
	3	Develop and demonstrate appropriate presentation skills.
	4	Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study.

9	Module Assessment		
Learning Outcome Number	Coursework	Exam	In-Person
1 - 4			100%

10	Breakdown Learning and Teaching Activities		
Learning Activities		Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable		48	12x weekly seminar of 4 hours
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60	Directed tasks throughout module, Graduate+ activities, learning as directed on Moodle.
Private Study (PS) includes preparation for exams		92	Independent reading, research, preparation for assessment
Total Study Hours:		200	

11	Key Texts and Online Learning Resources
-----------	--

Purchase

N/A

Essential (Books/Journals/Specific chapters/Journal Articles)

Cottrell, S. (2013) The Study Skills Handbook (4th Edition), Basingstoke: Palgrave Macmillan.

Ward, S. (2013) A student's Guide to Education Studies, 3rd Ed. Abingdon, Routledge.

Bartlett, S. & Burton D (2012) Introduction to education studies, 3rd Ed. London: Sage.

Burns, T. & Sinfield, S. (2012) Essential Study Skills: The Complete Guide to Success at University (3rd Edition), London: Sage

Creame, P. (2008) Writing at university: a guide for students, Maidenhead: McGraw-Hill Open University Press

Judge, B. (2009) Critical thinking skills for education students Exeter: Learning Matters

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010) The Ultimate Study Skills Handbook, London: Open University Press

Northedge, A. (2005) The Good Study Guide, London: Open University

Murphy, L. Mufti, E. & Kassem, D. (2009) Education Studies: an introduction. Maidenhead, OU Press/McGraw-Hill.

Recommended

Bresler, L., Cooper, D. & Palmer, J. (2001) Fifty modern thinkers on education: from Piaget to the present day. London, Routledge.

Dufour, B. Curtis, W. (2011) Studying education: an introduction to the key disciplines in education studies. Maidenhead, OU Press.

Cohen, D. (2013) How the Child's Mind Develops (2nd ed). London : Routledge.

Godfrey, J. (2009) How to Use your Reading in your Essay. London: Palgrave MacMillan.

Gray, C. & MacBlain, S. (2012) Learning theories in childhood. London, Sage.

Greetham, B. (2008) How To Write Better Essays. 2nd Edition. London: Palgrave MacMillan.

Hankin, L., Ward, S. & Sharp, J. (2009) Education studies: an issue-based approach, 2nd Ed. Exeter, Learning Matters.

Illeris, K. (2007) How We Learn: Learning and Non-Learning in School and Beyond. Oxon: Routledge.

Illeris, K. (Ed.) (2008) Contemporary Theories of Learning: Learning Theorists ... In Their Own Words. Oxon: Routledge.

Jarvis, P., Holford, J. and Griffin, C. (Eds.) (2009) The Theory and Practice of Learning. 2nd Edition. London: Routledge.

Pears, R. and Shields, G. (2010) Cite Them Right. The Essential Referencing Guide. 8th Edition. London: Palgrave MacMillan.

Schunk, D. (2014) Learning theories: an educational perspective. Harlow, Pearson.

Background

Daniels, H. (2012) Introduction to Vygotsky, 2nd Ed. London, Routledge.

Doherty, J. & Hughes, M. (2014) Child development: theory and practice 0-11. Harlow, Pearson.

Knud, I. (2009) Contemporary theories of learning: learning theorists -- in their own words. London, Routledge.

Richardson, L. & McBryde-Wilding, H. (2009). Information Skills for Education Students. Exeter, Learning Matters.

Slavin, R. (2014) Educational psychology: theory and practice. Harlow, Pearson.

Online resources

Department for Education: www.education.gov.uk/childrenandyoungpeople/families

How to learn: <http://www.open.edu/openlearn/education/learning-how-learn/content-section-0>

Study Skills: <http://www.educationscotland.gov.uk/studyskills/fourthlevelsenior/index.asp>

Journals

British Education Research Journal

History of Education

British Journal of the Sociology of Education

Journal of Philosophy of Education

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Key Educational Thinkers and the Philosophy of Education
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4133
5	Semester Taught	1

6	Module Overview
<p>This module will introduce you to a range of different key thinkers in the philosophy of education. The module is only loosely designed and the content will be decided as part of collaborative process in the first session: there is a long list of thinkers we will talk through and a short list will be decided upon. Additionally, the module will build the connection between theory and experience as we use the various theoretical understandings of education to explore personal experiences.</p>	

7	Indicative Content
<p>The module will cover a wide range of philosophers of education, with specific individuals drawn from the list below (with the possible inclusion of others):</p> <ul style="list-style-type: none"> - John Locke - Jean Jacques Rousseau - John Dewey - A.S. Neill - E.D. Hirsch - Jane Roland Martin - Jacques Ranciere - Daisy Christodoulou - bell hooks - Paulo Freire - Ivan Illich - Maxine Greene - Nel Noddings 	

8	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Identify and differentiate between different key educational thinkers.
2	Trace the development of different key concepts in educational thinking and philosophy.
3	Relate educational philosophical traditions to your own education experiences.
4	Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 - 4	100%		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	48	12x weekly seminar of 4 hours
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	Directed tasks throughout module, Graduate+ activities, learning as directed on Moodle.
Private Study (PS) includes preparation for exams	92	Independent reading, research, preparation for assessment
Total Study Hours:	200	

11 Key Texts and Online Learning Resources
Essential (Books/Journals/Specific chapters/Journal Articles) Recommended Bresler, L., Cooper, D. and Palmer, J. (2001) (Eds) <i>Fifty Modern Thinkers on Education: From Piaget to the Present Day</i> . London: Routledge Dewey, J. (1933) <i>How We Think. A restatement of the relation of reflective thinking to the educative process</i> (Revised edn.), Boston: D. C. Freire, P. (1972) <i>Pedagogy of the Oppressed</i> . Harmondsworth: Penguin. Locke, John (1764). <i>Locke's Conduct of the understanding</i> ; (edited with introd.,notes, etc. by Thomas Fowler). Oxford: Clarendon Press. Background Indicative Journals

Educational Philosophy and Theory

Studies in Philosophy and Education

Other resources

<http://infed.org>

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Education and Society
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4135
5	Semester Taught	1

6	Module Overview
<p>This module explores a range of issues in society which impact on education in different ways. We will cover issues such as gender, race, poverty, and disability, and look at the wide range of responses to such issues. This will include an examination of the educational work of places <i>other than</i> schools as they work to respond to social issues impacting educational inequality. Guest speakers are invited in to share their expertise.</p>	

7	Indicative Content
<p>In this module we will explore a range of societal issues and their connection to education. This will include, but is not limited to, race & ethnicity, disability, gender, poverty, and crime. We will explore the political and social context of these issues, their impact on education, and different responses.</p>	

8	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Identify key social, cultural, economic and political debates informing contemporary education across a range of settings.
2	Explore the challenges facing different actors within education, such as pupils, parents, governors, teachers, politicians, and agency professionals.
3	Show an awareness of different responses to issues in inequality in education, including responses from institutions other than schools.
4	Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study.

9	Module Assessment		
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1 - 4	100%		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	48	12x weekly seminar of 4 hours
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	Directed tasks throughout module, Graduate+ activities, learning as directed on Moodle.
Private Study (PS) includes preparation for exams	92	Independent reading, research, preparation for assessment
Total Study Hours:	200.	

11 Key Texts and Online Learning Resources
<p>Essential (Books/Journals/Specific chapters/Journal Articles)</p> <p>Abbott, I., Rathbone, M., & Whitehead, P. (2013) Education Policy, London: Sage.</p> <p>Collini, S. (2012) What are Universities for? London: Penguin Books.</p> <p>Curtis, W. & Pettigrew, A. (2009) Learning in Contemporary Culture: Perspectives in Education Studies Series, Exeter, Learning Matters.</p> <p>Pratt-Adams, S., Maguire, M. & Burn, E. (2010) Changing Urban Education, London: Continuum International Publishing Group.</p> <p>Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London: Sage.</p> <p>Recommended</p> <p>Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, London: Continuum International Publishing Group.</p> <p>Chitty, C. (2009) Educational Policy in Britain (Second Edition), Basingstoke: Palgrave Macmillan.</p> <p>Hankin, L., Ward, S. & Sharp, J. (2009) Education studies: an issue-based approach, 2nd Ed. Exeter: Learning Matters.</p> <p>Garrat, D. & Forrester, G. (2012) Education Policy Unravelling, London: Continuum International Publishing Group.</p>

Background

Jackson, P.W. (2012) What is Education? Chicago: The University of Chicago Press.

Judge, B., Jones, P. & McCreery, E. (2009) Critical thinking skills for education students. Exeter: Learning Matters

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Safeguarding and Child Protection
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5141

5	Module Overview
<p>This module will explore safeguarding and child protection including the necessary skills, values and attributes to be a successful professional working with a range of children's services.</p> <p>You will build on your previous learning by focusing on the roles and responsibilities of professionals in a safeguarding context. This will include key legislation, policy and evaluate processes that exist to support children who have or are likely to suffer significant harm. You will consider discrimination, which affects individual children, young people and families.</p> <p>The teaching and learning methods applied within the module will model professional skills when working with babies, children, young people, and families in addition to the skills necessary to be a successful student within Higher Education. Students will participate in a case conference role-play to apply learning from the module and based on this experience will contribute to an assessed group seminar to reflect on their learning.</p> <p>To summarise this module will support students to explore the following:</p> <ul style="list-style-type: none"> • Why the voice of the child is essential to all safeguarding and child protection practice; • • What procedures, policies and legislation are followed – by service and settings when safeguarding children and families? • Types of abuse • How to assess risk and protective factors when working with families; • 	

6	Indicative Content
<p>You will explore:</p> <ul style="list-style-type: none"> • Children's voice • Key legislation and policy • Types of abuse and identification of abuse • Thresholds • Procedures & responding to child protection and safeguarding • Roles and Responsibilities 	

7	Module Learning Outcomes
----------	---------------------------------

On successful completion of the module, students will be able to:		
1	Understand the importance of the voice of the child and demonstrate an understanding of the key legislation and policy that impacts on safeguarding and child protection work.	
2	Demonstrate knowledge and understanding of roles and responsibilities in a safeguarding context.	
3	Evaluate the processes which exist to support children who have or are likely to suffer significant harm.	
4	Communicate in a professional manner, listening to others and negotiating outcomes.	

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4			X

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	44	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	116	
Private Study (PS) includes preparation for exams	40	
Total Study Hours:	200	

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Globalisation, Education and Inequality
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5149

5	Module Overview
<p>This module will start with an exploration of comparative education and the skills of making comparisons. We then consider different models of globalisation, including world-systems theory and post-colonial theory. We consider issues of international law and agreements, institutional and non-institutional responses to inequality in education, aid and development and cultural variations.</p> <p>The assignment asks students to undertake a detailed comparative analysis of one of the key issues discussed in the module.</p>	

6	Indicative Content
<p>The module includes a discussion of theories of globalisation which we then use as models to guide analysis throughout the module. We take a closer look at a range of international law including various UN declarations and conventions, and international agreements on education. We examine the work of international organisations such as UNESCO and the OECD and non-institutional responses such as the Sandinistas and Occupy, who all address the issue of inequality in education in different ways. Carrying the theme of responses to inequality we next explore the role of aid and development, particularly the work of the DFID.</p>	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Explore the main strengths and weaknesses of comparative education.
2	Demonstrate an understanding of the ways in which political, environmental, socio-economic, cultural and institutional factors affect education globally.
3	Compare and contrast global inequalities in education and the role of some key organisations in education development.
4	Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study
5	To demonstrate high levels of commitment and engagement in sessions.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1 - 5	X		

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48
Private Study (PS) includes preparation for exams	104
Total Study Hours:	200

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Cultures of Schooling
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5150

5	Module Overview
<p>This module is designed to develop your understanding of the education system and its structures in England. It has as its central theme the changing relationship between the state, compulsory education and its users through the relationship between the UK political system and the UK education system. The module analyses UK education policy in the recent past with a particular focus on changes under successive governments and with specific reference to England. This module explores a number of questions, including:</p> <ul style="list-style-type: none"> • How much do we really know about schools despite the fact we have spent years of our life in them? • Could compulsory education be little more than a way of keeping us 'in our place'? • Who controls knowledge that we have access to through the school curriculum and what is the purpose of school? <p>This module will examine the processes at work in schools and classrooms that affect the lives of pupils and teachers. You will also consider the role and influence of other stakeholders in schools such as politicians, parents and teachers.</p> <p>By the end of the module you should be able to express and defend a view in relation to compulsory education that you are confident of and which can be supported by evidence. You will also evaluate the ways in which current education policies affect schools and are informed by educational debates taking into account historical and regional contexts.</p>	

6	Indicative Content
<p>This modules gives students the opportunity to:</p> <p>Consider the notion of educational cultures Understand policy levers and drivers Consider how policy impacts on educational cultures Consider how educational cultures differ across the age ranges Consider how educational cultures differ across a range of settings Consider the relationship between home and school life Evaluate recent literature</p>	

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	With reference to specific example, analyse the concept of educational cultures.
	2	Demonstrate an understanding of the impact of policy and its implementation on the culture in educational settings.
	3	Discuss how recent education policy has impacted on inclusion, diversity and social disadvantage.
	4	Demonstrate an ability to write clearly and accurately; follow academic conventions appropriate to undergraduate study.
	5	To demonstrate high levels of commitment and engagement in sessions.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1 - 5	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	
Private Study (PS) includes preparation for exams	104	
Total Study Hours:	200	

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Inclusion, Diversity and Special Educational Needs
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5151

5	Module Overview
<p>This module offers a critical and challenging introduction to special educational needs in the context of contemporary understandings of inclusion and diversity in education. It will cover topics such as: historical perspectives on inclusive education; social models of disability, and developing inclusive practices in education.</p> <p>You will examine medical and social models of disability and consider how social constructions of disability can lead to potential educational barriers for many groups in society. There will be a focus on creatively supporting learners with additional needs in a range of education settings. It will focus on legal rights and obligations, multi-agency teams, organising effective inclusive learning environments and how to personalise learning for different groups of learners with diverse needs.</p> <p>The module will also consider how oppressive and exclusionary practices are embodied in educational settings and how they can be challenged and resisted.</p>	

6	Indicative Content
<p><i>In this module, students will have the opportunity to:</i></p> <p>Understand that disability can be understood as a social construct as well as a medical reality. Consider their own understanding of disability. Consider the difference between inclusivity and diversity. Understand how legislation has changed and developed. Understand legal rights and obligations. Consider how they might work to support people with disabilities.</p>	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Demonstrate knowledge and understanding of the values and principles behind special needs provision and processes, and their historical evolution.
	2 Analyse the concepts, theories and issues of policy related to special educational needs in a systematic way.
	3 Articulate how one might apply approaches about special educational needs, social justice and inclusion in professional practice.
	4 Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study.
	5 To demonstrate high levels of commitment and engagement in sessions.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1 - 5	x		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	
Private Study (PS) includes preparation for exams	104	
Total Study Hours:	200	

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Social Justice and Inclusion
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5159

5	Module Overview
<p>The module will provide opportunities for you to explore issues of social justice and inclusion in diverse social and educational contexts from both the UK and International perspectives. You will be exploring theoretical perspectives of "social justice" in the development and delivery of children and family services; for example, Public Health initiatives, schools, education and care services. The theories of inclusion, social exclusion, discrimination and institutional discrimination, will be approached through a critical review of concepts and examination of local, national and international policy and practice. The place of individual responsibilities and state responsibilities will feature significantly as you unpick the underlying barriers to inclusion and consider research that identifies barriers to vulnerable groups, discrimination in society, equal opportunities, and how workers in the sector can promote social justice and inclusion. There will be opportunities to learn from practice in the field by liaising with professionals working towards an agenda of social justice through active engagement with vulnerable groups.</p> <p>This module links to the overall aims and philosophy of the BA (Hons) Working with Children Young People and Families by</p> <ul style="list-style-type: none"> Gathering and researching data that interrogates why and how children, young people and families become excluded Developing a sense of professional identity through exploration and examination of key local projects that are actively promoting social justice and inclusion Exploring key concepts of social justice and considering individual roles that can be developed to become agents of change Developing communication skills to be confident agents of change 	

6	Indicative Content
<ul style="list-style-type: none"> What is the history of inclusion; from segregation to inclusion? How does the evolution of Government policy influence practice in inclusion and Special Educational Needs (SEN) – how does this impact on social justice? What are the ideological frameworks of SEN and inclusion? How have inclusion policies and practice developed? What are some current issues in social justice and inclusion in the UK and international communities? How do professionals in children services promote social inclusion and social justice? 	

- What barriers exist for different groups in the community and how do these barriers limit social mobility and social justice?
- How can professionals work with communities to overcome these barriers?

7	Module Learning Outcomes		
	On successful completion of the module, students will be able to:		
	1	Critically analyse national and international policies for inclusion and diversity, making relevant links to research.	
	2	Demonstrate an awareness of how vulnerable children, young people and their families are supported in education and public health services.	
	3	Critically appraise potential barriers faced by groups at risk of discrimination, marginalisation and/or exclusion.	
	4	Demonstrate knowledge of advocacy and campaigning for change, and professional and personal responsibilities in relation to this.	

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 2, 3, 4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities		Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		48
Private Study (PS) includes preparation for exams		104
Total Study Hours:		200