

College of Education and Social Work

Academic Year 2023/24 - Semester 2

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
EDU4129	Working with Parents and Families	4	20	10
EDU4130	Environments as Enabling Places	4	20	10
EDU4131	Celebrating Diversity	4	20	10
EDU4134	Creativity, Teaching and Learning	4	20	10
EDU4136	Introduction to International Education	4	20	10
EDU4137	Perspectives on Development and Learning	4	20	10
EDU4146	Foundations of Social Work	4	20	10
EDU4147	Interdisciplinary Working	4	20	10
EDU5142	Research as a Driver for Policy, Practice and Provision	5	20	10
EDU5143	The Healthy Child	5	20	10
EDU5147	Preparing to Research	5	20	10
EDU5152	Investigating Curriculum	5	20	10

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Working with Parents and Children
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4129

5	Module Overview
<p>In line with the philosophy and aims of the programme, this module encourages you to become confident and reflective practitioners and to recognise the value of working with families and children within an early years context. It is intended that this module will also support you to develop their intellectual capabilities by encouraging you to engage in identifying, reviewing and discussing contemporary issues and debates in working with children and families, policy and practice. This module is designed to provide you with an understanding of key government policy relating to children and families, strategies for and challenges of working in partnership with parents and families, as well as developing an awareness of organisations supporting children and their families. The module is also designed to support you to consider the connections between services and the needs of children and families. You will also explore the different ways in which socio-economic factors, professional heritage and personal experiences impact on support and services.</p> <p>To summarise, this module will support you to explore the following:</p> <ul style="list-style-type: none"> • What is a family? • What are the roles and responsibilities of professionals working with children and families? • What are the approaches and strategies to engage parents and families? • What are the basic concepts of parental involvement? • What current legislation and policy contexts impact on working with children and families? 	

6	Indicative Content
<p>You will explore:</p> <ul style="list-style-type: none"> • What is a family? • Bio-ecological models of development • Interventions to support children and families • Policy • Parent partnership • Services supporting parent and children 	

7	Module Learning Outcomes		
On successful completion of the module, students will be able to:			
	<table> <tr> <td>1</td><td>Identify and discuss current government agenda and initiatives to support parents and children.</td></tr> </table>	1	Identify and discuss current government agenda and initiatives to support parents and children.
1	Identify and discuss current government agenda and initiatives to support parents and children.		

	2	Review and describe services which support parents and children.
	3	Identify a range of strategies to facilitate working with parents and children.
	4	Present, as part of a group, effective arguments and explanations.

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		48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60
Private Study (PS) includes preparation for exams		92
Total Study Hours:		200

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Environments as Enabling Places
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4130

5	Module Overview
<p>In line with the aims and philosophy of the programme, this module helps you to develop knowledge and understanding of the impact of enabling environments on children's learning and well-being making use of relevant policy, theoretical perspectives and research findings. You will find close links with several modules throughout the course but particularly the Level 5 module, 'Reflecting on Play, Learning and Pedagogy' and the Level 4 module, 'Child Development.' It also forms a thread with optional modules at level 5 and 6, 'Exploration, Creativity and the Child' and 'International Curricula.'</p> <p>You will explore the following:</p> <ul style="list-style-type: none"> • the indoor and outdoor environment; • the emotional environment; • the role of the adult; • continuous provision, free flow and the importance of routines; • children's spaces and time • rich, learning environments; • equality and inclusion in the environment; • international perspectives and practice. <p>You will engage in discussion, lectures, workshops and seminars. There will be the opportunity to take part in forums and read contemporary journal articles. You will find this module is useful to set the context for understanding the importance of effective organisation of the learning environment to promote the best outcomes for children. You will also be able to reflect upon placement experiences and the learning environment in the setting.</p>	

6	Indicative Content
<p>You will explore:</p> <ul style="list-style-type: none"> • the indoor, outdoor and emotional environments • how areas of provision support children's development • equality, inclusion and well-being • free flow play • role of the adult in relation to children's learning and development 	

7		Module Learning Outcomes
		On successful completion of the module, students will be able to:
	1	Describe, with reference to wider reading, key concepts, theories and principles relating to the early years learning environment.
	2	Reflect upon the role of the adult in providing an effective learning environment.
	3	Drawing on an example from placement, examine an aspect of the learning environment and its contribution to children's development.
	4	Present, as part of a group, effective arguments and explanations.

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		48	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60	
Private Study (PS) includes preparation for exams		92	
Total Study Hours:		200	

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Celebrating Diversity
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4131

5	Module Overview
<p>This module explores the terms Diversity and Inclusion. It will examine our human rights and investigate whether these are universal. It will look at the rights movements in Britain and America and look at how these movements have influenced early childhood thinking. Definitions of social justice will be offered along with various views of how social justice could be achieved. An examination of the term 'Diversity' will be offered along with suggestions of what a diverse society may look like.</p> <p>You will explore human rights and the United Nations Convention for the Rights of the Child (UNCRC) and you will look at these in terms of expectations of children in other cultures. You will be asked to look at how the rights movement has influenced the social model of inclusion and social justice for children. You will familiarise yourself with the diverse needs of children with Special Educational Needs (SEN) and consider ways of achieving inclusion in Early Years settings. You will develop awareness of the variety of roles and disciplines linked to supporting children during their early years. The module sets out opportunities for you to explore, consider and reflect on the following:</p> <ul style="list-style-type: none"> • What are our human rights? • Do children have the same rights? • Are these universal? • What do we mean by social justice? • How can we create an awareness of a diverse society? • What legislation has been passed to support families with children with disabilities? 	

6	Indicative Content
<ul style="list-style-type: none"> • History of Inclusion • Children's rights • Diversity and society • Diverse groups • Models of inclusion 	

7	Module Learning Outcomes		
	On successful completion of the module, students will be able to:		
	1	Demonstrate an understanding of the concepts of inclusion, diversity and equality in Early Years settings.	
	2	Show an awareness of legislation linked to inclusion equality and diversity in Early Years.	
	3	Identify strategies used in Early Years settings to promote equality, diversity and inclusion.	
	4	Present, as part of a group, effective arguments and explanations, drawing on wider reading.	

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		48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60
Private Study (PS) includes preparation for exams		92
Total Study Hours:		200

Module Specification

Module Summary Information

[Return to Module List](#)

		Creativity, Teaching and Learning
		20
		4
		EDU4134
		2

	<p>In this module you will learn to think deeply and critically about creativity and its relationship to educational issues. You will enquire into a range of educational concepts, such as, 'deep learning', 'critical thinking' and 'creative learning' and gain knowledge and understanding of creative learning programmes found in schools and other educational settings in the UK and around the world. You will apply ideas you have discovered in this module about creativity to your own learning and explore how they help shape a creative community of learning through your work with others in the module.</p>

7	Indicative Content
	<p>In this module, students will have the opportunity to:</p> <ul style="list-style-type: none"> Consider all aspects of creativity. Consider the importance of creativity in education. Participate in a wide range of creative workshops. Consider the challenges to creativity in education. Work in teams and independently to produce and present creative workshops. Understand the theory underpinning creative approaches.

	1 Identify key debates and concepts around creativity, teaching and learning in education.
	2 Demonstrate how different forms of creative thinking and behaviour can be encouraged across a range of educational settings.
	3 Reflect on the role of creativity in your own thinking, behaviour and learning.
	4 Demonstrate an ability to communicate clearly and accurately; follow academic conventions appropriate to undergraduate study.

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>Purchase</p> <p>Robinson, K. (2001) Out of our Minds: Learning to be Creative. Robinson, K. (2001). Out of Our Minds: Learning to Be Creative. John Wiley & Sons.</p> <p>Essential (Books/Journals/Specific chapters/Journal Articles)</p> <p>Abbs, P. (2003) Against the flow: education, the arts and postmodern culture. London: Routledge Falmer.</p> <p>Carey, J. (2006) What good are the arts? Oxford: Oxford University Press</p> <p>Craft, A. (2005) Creativity in Schools: Tensions and Dilemmas. Location: Routledge</p> <p>Holden, J. (2008) Democratic Culture: Opening up the arts to everyone, Demos Publications.</p> <p>De Bruyne, P. & Gielen, P. (eds) (2011) Community art : the politics of trespassing, Amsterdam: Valiz</p> <p>Jeffrey, B. & Woods, P. (2009) Creative Learning in the Primary School. New York: Routledge.</p> <p>Robinson, K. (2009) The element: how finding your passion changes everything: Location: Allen Lane</p> <p>Sternberg, R. (ed) (2000) Handbook of Creativity, Cambridge, Cambridge University Press</p> <p>Sefton-Green, J., Thomson, P., Jones, K. & Bresler, L (2011) The Routledge Handbook of Creative Learning. Location: Routledge</p> <p>Recommended</p>	

Csikszentmihalyi, M. (2003) Creativity and Development. New York: Oxford University Press

Morgan, G. & Ren, X. (2012) The Creative Underclass: Culture, Subculture and Urban Renewal, Journal of Urban Affairs, Volume 34, Issue 2, pages 127–130

Winston, J. (2010) Beauty in Education. Location: Routledge.

Background

Useful resource with ideas for bookmaking with children:

<http://www.pinterest.com/siftingthrough/bookmaking-for-kids/>

English and Media links:

<http://atschool.eduweb.co.uk/emedialinks.html>

BBC classroom resources:

www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

Times Education teaching resources: <http://www.tes.co.uk/teaching-resources/>

The British Film Institute (BFI) offers a range of resources and links to help use film as text:

<http://www.bfi.org.uk/education-research/education/education-resources>

Resources and publishing area for all budding poets: www.everypoet.com

CLPE's national poetry centre: <http://www.poetryline.org.uk/>

The UK Literacy Association offers a range of expert research and discussion around all aspects of literacy teaching: www.ukla.org/index.php

The British Film Institute (BFI) offers a range of resources and links to help use film as text:

<http://www.bfi.org.uk/education-research/education/education-resources>

Module Specification

Module Summary Information

[Return to Module List](#)

1	Module Title	Introduction to International Education
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4136
5	Semester Taught	2

6	Module Overview
<p>This module introduces you to the study of education worldwide. We start by considering some of the theoretical and global contexts for the study of education, including what we mean by the term 'globalisation' and some of the global institutions running educational projects. From here we turn our attention to specific case studies of different countries around the world in relation to some of the key issues in international education, such as global goals, international testing, bilingualism, ethnic minorities, and national identity, drawing on our theoretical grounding to help us better understand the issues.</p>	

7	Indicative Content
<p>We begin by introducing globalisation and some of the key understandings of the term. From there we consider global trends such as international testing and global goals, and some of the key issues in international education: national identity, bilingualism, and ethnic minorities. We then do a series of case studies examining specific countries in relation to these trends and key issues.</p>	

8	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Demonstrate an understanding of international education and its relevance to education studies.
	2 Identify and discuss key factors in international education, including global goals, international testing, bilingualism, ethnic minorities, and national identity.
	3 Discuss how different countries address key factors in international education.
	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>Bignold, W. and Gayton, L. (2009) Global Issues and Comparative education. Exeter: Learning Matters.</p> <p>Brooks, R. and Waters, J. (2011) Student Mobilities, Migration and the Internationalisation of Higher Education, Palgrave.</p> <p>Faas, D. et al., (2013) Intercultural education in Europe: policies, practices and trends, in British Educational Research Journal, vol 40, No2, pp. 300-318.</p> <p>Horner, Wolfgang. (2007) The Education systems of Europe [electronic resource] Springer</p> <p>Kaufman, N and Rizzini, I.(eds) (2002) Globalization and children: exploring potentials for enhancing opportunities in the lives of children and youth, Kluwer Academic/Plenum Publishers</p> <p>McMahon, M. (2009) International Education: Educating for a Global Future. Location: Dunedin</p> <p>Spring, J.H. (2008). Globalization of Education: An Introduction. New York: Taylor & Francis.</p> <p>United Nations (2012) Millennium Development Goals Report 2010, Geneva: United Nations</p>

Recommended

Journals:

International Journal of Development Education and Global Learning

The Journal of Research in International Education

Comparative Education Review

Comparative Education

Compare: a Journal of International and Comparative Education

Globalisation, Societies and Education

Background

Online Resources:

United Nations: www.un.org/en/

Amnesty : <http://www.amnesty.org/en/human-rights-education/resource-centre>

Institute in International Education : <http://www.iie.org/>

Eurybase: <http://eacea.ec.europa.eu/portal/page/portal/Eurydice>

International Review of Curriculum and Assessment Frameworks Internet Archive.
<http://www.inca.org.uk>

The OECD Programme for International Student Assessment (PISA) <http://www.pisa.oecd.org>

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Perspectives on Development and Learning
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4137

5	Module Overview
<p>In this module you will explore theories about human development and learning across a range of biological and psychological perspectives drawn from a variety of disciplines such as anthropology, neuroscience and biology. Key theories about learning and development such as Behaviourism, Constructivism, Social Constructivism will also be discussed, with the focus on how they have been studied and observed in practice.</p>	

6	Indicative Content
<p>This module will give students the opportunity to:</p> <ul style="list-style-type: none"> Understand a range of approaches to learning and development. Consider how approaches to learning and development have developed. Consider how we understand the concept of intelligence. Develop an understanding of how different approaches may benefit varied groups of learners. Reflect on their preferred approach to learning. Evaluate their preferred approach to learning. Work individually and in groups. 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Identify and differentiate between relevant key development and learning perspectives.
	2 Apply an understanding of theories of development and learning perspectives to examples of educational practice.
	3 Demonstrate awareness of development and learning perspectives to own learning experiences.
	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	60	
Private Study (PS) includes preparation for exams	92	
Total Study Hours:	200	

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Foundations of Social Work
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4146

5	Module Overview
<p>In line with the philosophy and aims of the programme, this module provides you with an understanding of key theories, policy and legislation relating to social work with children, young people and families.</p> <p>It is intended you will gain an overall understanding of the role of social workers and good safeguarding practice with children, young people and families. In more detail you will gain knowledge of assessment tools and their application in practice across in a variety of children and families settings. There will be opportunity to develop report writing skills based on case studies, which could be applied in practice.</p> <p>This module is designed to provide you with an understanding of the responsibilities of social workers including the professional requirements and the range of interventions with children and families. In addition you will learn about how social workers work together with other agencies to improve outcomes for children, young people and their families including relevant legislation and guidance.</p> <p>To summarise this module will support you to explore the following:</p> <ul style="list-style-type: none"> • What social workers do and the theories which underpin their interventions and assessments? • What are social work values and ethics? • What are the roles and responsibilities held by social workers? • How do social workers work in partnership with children, young people and families? • What are the indicators of neglect, physical, sexual and emotional abuse when working with children, young people and families? • How to develop as a reflective practitioner and to develop report writing skills. • To gain experience and skills in report writing which can be applied in practice. 	

6	Indicative Content
<p>The role of the social worker Theories which underpin social workers interventions and assessment Social work values and ethics Social workers' roles and responsibilities How do social workers work in partnership with children, young people and families Indicators of neglect, physical, sexual and emotional abuse Develop skills to be a reflective practitioner and develop writing skills Gain experience and skills in report writing and being able to apply this in practice</p>	

7 Module Learning Outcomes		
On successful completion of the module, students will be able to:		
	1	Demonstrate knowledge and understanding of key theories, policy, national and international legislation associated with social work.
	2	Develop knowledge of assessment models and demonstrate an ability to apply these in practice through report writing.
	3	Understand the roles and responsibilities of social workers including; values, ethics and a range of working practices as they impact children, young people and families.
	4	Demonstrate the ability to create a report using Standard English referencing supporting evidence appropriately according to the Harvard system.

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	48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60
Private Study (PS) includes preparation for exams	92
Total Study Hours:	200

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	Interdisciplinary Working
2	Module Credits	20
3	Module Level	4
4	Module Code	EDU4147

5	Module Overview
<p>In line with the philosophy and aims of the programme, this module encourages you to become confident professionals and to recognise the value of interdisciplinary working with children, young people, families and professionals. It is intended that this module will support you to develop your intellectual capabilities by encouraging you to work together and identify benefits and challenges of an interdisciplinary approach. This module is designed to provide you with an understanding of interdisciplinary working, as well as developing an awareness of roles and responsibilities held by professionals when safeguarding children. The module is also designed to support you to consider the connections between services and the needs of children, young people and families.</p>	

6	Indicative Content
<p>To summarise this module will support you to explore the following:</p> <ul style="list-style-type: none"> • What is interdisciplinary working? • Why interdisciplinary working is important when working with children, young people and families. • What are the roles and responsibilities of professionals working with children, young people and families? • What are the challenges and benefits of working within interdisciplinary settings? • How to develop as a reflective professional and the skills required when working as a group. 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Demonstrate your understanding of the historical development of Interdisciplinary Working
	2 Examine why interdisciplinary working is important when working with children, young people and families.
	3 Identify the challenges and benefits for a range of professionals working within interdisciplinary settings.

	4	Present, as part of a group, effective arguments and explanations, drawing on a range of published sources.
--	----------	---

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	48
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60
Private Study (PS) includes preparation for exams	92
Total Study Hours:	200

Module Specification

Module Summary Information

[Return to Module List](#)

1	Module Title	Research as a Driver for Policy, Practice and Provision
2	Module Credits	20
3	Module Level	Level 5
4	Module Code	EDU5142
5	Semester Taught	Semester 2

6	Module Overview
<p>In line with the philosophy and aims of the programme, this Level 5 module encourages and supports you to become a confident and reflective researcher and to recognise the value of conducting research within relevant children's services. You will be given the opportunity to explore and experience what it feels like to work within small research cluster groups. During this process, the module will support you to engage in a critical analysis of contemporary issues and debates in research, policy and practice related to your field of study. You will work collaboratively in cluster groups to identify a realistic area to research and will independently design a small scale study to explore this issue.</p> <p>This module is also designed to provide you with an understanding of key research terms, potential challenges and processes involved in conducting a piece of research, as well as the skills needed to design a study that adheres to associated ethical principles. You will explore and examine current pieces of research relevant to children's services that attend to some of the challenges of working within your field of interest. You will be supported as you begin to consider the connections between research, associated policy, practice and provision.</p> <p>This module will provide a firm foundation for your final year Research Project.</p> <p>To summarise, this module will support you to explore the following:</p> <ul style="list-style-type: none"> - Why do we need to do research? - What is my role in research within my chosen field? - What are the different approaches to conducting research? - What are the basic concepts relating to research methodology and research design? - What are the key ethical principles that I need to adhere to when conducting a piece of research? - What does it feel like to work in a research cluster group? 	

7	Indicative Content
<p>In this module you will study:</p> <ul style="list-style-type: none"> - Research design - Generating research questions - How to conduct a literature review - Different ways of collecting data (research methods) - Research methodologies - Epistemology - Ethical considerations - Policy analysis 	

8	Module Learning Outcomes On successful completion of the module, students will be able to:	
	1	Identify and justify an appropriate aspect of current and pertinent policy, practice or provision worthy of further exploration.
	2	Interpret current research and its link to policy, practice or provision within a relevant field.
	3	Design a small scale study that examines a pertinent aspect within a relevant field, evaluating the identified methodological approach.
	4	Identify and evaluate the implication of key ethical principles relevant to the chosen research focus.

9	Module Assessment		
Learning Outcome Number	Coursework Research Proposal	Exam	In-Person
1 - 4	X		

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	2x2hr seminar x 12 weeks
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60	5hrs x 12 weeks Peer group learning Online activities
Private Study (PS) includes preparation for exams		92	7.5hrs x 12 weeks
Total Study Hours:		200	

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

- British Education Research Association (2018) *Ethical Guidelines for Research*, London: BERA.
- Cohen, L. (2018) *Research Methods in Education*, 8th Edition, Oxon: Routledge.
- Clough, P. and Nutbrown, C. (2012) *A Students Guide to Methodology: Justifying Enquiry*, 3rd Edition, London: SAGE.
- European Early Childhood Education Research Association (2015) *EECERA Ethical Code for Early Childhood Researchers [online]*, Available at: <https://www.eecera.org/wp-content/uploads/2016/07/EECERA-Ethical-Code.pdf>.
- File, N. (2017) *Understanding Research in Early Childhood Education: Quantitative and Qualitative Methods*, New York: Routledge.
- Hardwick. L. (2015) *Innovations in Social Work Research*, London: Jessica Kingsley.
- McLaughlin, H. (2012) *Understanding social work research*, 2nd Edition, London: SAGE.
- Mukherji, P. and Albon, D. (2010) *Research Methods in Early Childhood: An Introductory Guide*, London: SAGE.
- Newby, P. (2014) *Research Methods for Education*, 2nd Edition, Oxon: Routledge.
- O'Hara, M. (2011) *Successful Dissertations: The Complete Guide for Education, Childhood and Early Childhood Studies Students*, London: Continuum.
- Panke, D. (2018) *Research Design and Method Selection: Making good choices in the social sciences*, London: SAGE.
- Paul, O. (2010) *The Student's Guide to Research Ethics*, 2nd Edition, Maidenhead: OUP.
- Roberts-Holmes, G. (2011) *Doing Your Early Years Research Project: A Step By Step Guide*, 2nd Edition, London: SAGE.

Module Specification

[Return to Module List](#)

Module Summary Information

1	Module Title	The Healthy Child
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5143

5	Module Overview
<p>This Level 5 module will support you to become knowledgeable and reflective practitioners on issues around children's health at both national and international level. It includes principles and practices of effective health promotion for children 0-7 years of age in line with national and international research and development on the factors that contribute to the health and well-being of children. The Healthy Child will be explored within a holistic framework to include the impact of families, immunisation, attachment, poverty and growth and nutrition. You will learn how to recognise and understand the contributing factors to healthy child development. You will learn the importance of resilience in the development of good mental health.</p> <p>The module sets out opportunities for you to be questioning and curious about the following:</p> <ul style="list-style-type: none"> • What is the impact of having a good attachment to a care giver? • What impact does brain development have on personal, social and emotional development? • Why is the idea of resilience seen as key in a child's ability to achieve? • Do social and political factors impact on a healthy child development? <p>There will be opportunities to work with professionals and students from the School of Nursing and Midwifery and the School of Health Sciences. Local partners from the community will be involved in delivery and professional discussions.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Principles and practices of effective health promotion for children 0-7 years of age • National and international research and development on the factors that contribute to the health and well-being of children • The impact of families, immunisation, attachment, poverty and growth and nutrition • The importance of resilience in the development of good mental health • The impact of having a good attachment to a care giver • The impact of brain development have on personal, social and emotional development 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Explore the concept of a healthy child in national and international contexts.
	2 Evaluate the impact of growth and nutrition in healthy child development.
	3 Describe and analyse what constitutes good mental health.

	4	Make sound judgements regarding appropriate health promotion approaches as part of supporting healthy child development.
--	----------	--

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	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	Preparing for Research in Education
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5147

5	Module Overview
<p>This module is an introduction to carrying out research projects. As well as developing your understanding of key aspects of research in education, this module will also prepare you for your final research project at Level 6. The module will take you through the key stages in designing a piece of research, including conducting a literature review, deciding on appropriate research methods, and considering ethical considerations in research. To this end the module will feature input from a range of different staff members, drawing from the breadth and depth of research experience in the School of Education and Social Work.</p> <p>By the end of the module you will be in a position to carry out an extended research project connected to an educational setting.</p>	

6	Indicative Content
<p>The module will introduce you to a range of research methodologies and methods, drawing from the existing expertise in the School of Education and Social Work. You will develop a range of key research skills, including conducting literature reviews. We will also examine ethical considerations of research.</p>	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Evaluate existing research connected to educational settings.
	2 Identify and different research approaches, including a discussion of relevant ethical considerations.
	3 Synthesise a range of literature to inform research focus and methodology.
	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	Investigating and Developing Curriculum
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5152

5	Module Overview
<p>This module explores how curriculum development is not carried out in isolation from other educational activities but is part of an iterative, developmental implementation and review cycle in all educational settings. The module will encourage you to explore aspects of curriculum development, including content, objectives, processes and assessment. You will also review a number of case studies such as the large-scale curricular reform required to implement the National Curriculum for state education in England and Wales, and the history around alternative educational curriculum approaches such as Steiner or Montessori in Early Years.</p> <p>In particular you will focus on developing your ability to 'read' and produce curriculum materials, practices and policies in the light of the theoretical principles and ideological perspectives that inform them.</p>	

6	Indicative Content
<p>In this module, students will have the opportunity to:</p> <ul style="list-style-type: none"> • Consider how curriculum has changed and developed. • Consider the research that underpins changes in curriculum. • Consider influential theories that impact on curriculum. • Consider the levers and drivers underpinning changes to curriculum. • Consider the idea of the 'hidden curriculum'. • Experiment with planning lessons for a variety of educational settings. • Analyse lesson plans; considering why certain skills are prioritised. 	

7 Module Learning Outcomes		
On successful completion of the module, students will be able to:		
	1	Demonstrate a critical appreciation of curriculum development and implementation across a range of educational disciplines and settings.
	2	Demonstrate an understanding of the theoretical principles and ideological perspectives informing curriculum development and implementation across a range of educational settings.
	3	Critique and reflect upon a planned curriculum delivery within a selected disciplinary and educational context.
	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