



**Definitive Programme Document: Education, Society and Childhood  
(Bachelor's with Honours)**

Awarding institution	Bath Spa University
Teaching institution	University Centre Weston (UCW)
School	School of Education
Main campus	University Centre Weston
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	Education, Society and Childhood
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Sandwich year	n/a
Duration of award	3 years full-time
Modes of delivery offered	Campus-based
Regulatory Scheme <sup>1</sup>	Undergraduate Academic Framework
Exemptions from regulations/framework <sup>2</sup>	Undergraduate Academic Framework.
Professional, Statutory and Regulatory Body accreditation	n/a
Date of most recent PSRB approval (month and year)	n/a
Renewal of PSRB approval due (month and year)	n/a
UCAS code	BECS
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Subject Benchmark Statement Education Studies December 2019
Date of most recent approval	September 2021
Date specification last updated	September 2021

### Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BA (Hons) Education, Society and Childhood	Undergraduate Academic Framework	To enable a mixture of 20 and 40 credit modules to be in both levels 4 and 5 at UCW to meet the	Undergraduate Academic Framework

<sup>1</sup> This should also be read in conjunction with the University's Qualifications Framework

<sup>2</sup> See section on 'Exemptions'

		needs of the students.	
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## Programme Overview

The BA (Hons) in Education, Society and Childhood looks at the way young people learn and develop within the education system and society. As a student you will have the opportunity to explore educational processes and analyse the social, historical and political contexts that underpin these within the UK and from an international perspective. This degree will focus on a range of educational and social service settings for the 0-19 age group, including primary, secondary, inclusive schooling, and specialist support services.

You will have the opportunity to explore how the education system continues to shape and be shaped by social, political and economic factors and assess the impact that these factors have on young people. This includes a focus on how it can affect their identity and the impact this can have upon their holistic development. You will have the opportunity to explore the long-term outcomes for disaffected students and understand how society supports them so that they develop to their full potential. You will have the opportunity to delve into areas of interest to you in order to develop specialist knowledge which may support your future employment prospects.

We offer support for your academic, personal and career development throughout the programme. As well as having access to a professional network made up guest speakers, work-based learning opportunities. If you already practice in an education or community setting, we'll work with you so you can use your experience to inform your studies.

Working closely with professionals, employers and placement providers, will offer the opportunity to develop the skills and knowledge needed for your chosen career path. It is envisaged that graduates from this programme could apply for PGCE courses in teacher training, master's programmes, or work within education or social service settings.

## Programme Aims

The aims of the BA (Hons) Education, Society & Childhood are:

1. to provide a stimulating programme which examines, and questions society's aims, values and outcomes for educational institutions in both a local and global context
2. to explore the social, cultural, historical, political and economic contexts of education
3. to explore processes within compulsory education, societal and organisational structures and their impact on individuals
4. to understand the role, range and scope of research and enquiry
5. to develop a research and enquiry ethos within education, community and society

6. to explore the diversity of learners and the complexities of identity and holistic wellbeing within education and society
7. to explore the role of education as an agent of social and cultural change through reflective practice
8. to develop knowledge and skills that enable progression to a range of employment or postgraduate study in related educational, societal and childhood contexts

### Programme Intended Learning Outcomes (ILOs)

#### A Subject-Specific Skills and Knowledge

	<b>Programme Intended Learning Outcomes (ILOs) On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
A1	A systematic understanding of a diverse range of perspectives on education and the complexities of educative processes	A critical understanding of a diverse range of perspectives on education and the complexities of educative processes	Knowledge of a diverse range of perspectives on education and the complexities of educative processes
A2	A systematic understanding of the disputed nature of curricula and the contested nature of knowledge	A critical understanding of the disputed nature of curricula and the contested nature of knowledge	Knowledge of the disputed nature of curricula and the contested nature of knowledge
A3	Detailed knowledge and systematic understanding of contemporary and historical policies, provision and pedagogical approaches in relation to education and support for young people in the UK and internationally	Knowledge and critical understanding of contemporary and historical policies, provision and pedagogical approaches in relation to education and support for young people in the UK and internationally	Knowledge of contemporary and historical policies, provision and pedagogical approaches in relation to education and support for young people in the UK and internationally
A4	Coherent and detailed knowledge of the wider social, cultural, historical, political and economic contexts of education and support for young people	Knowledge and critical understanding of the wider social, cultural, historical, political and economic contexts of education and support for young people	Knowledge of the wider social, cultural, historical, political and economic contexts of education and support for young people
A5	Accurately deploy established techniques using the main methods of enquiry and ethics in educational research and	Critical understanding of the main methods of enquiry and ethics in educational research and	Knowledge and understanding of the main methods of enquiry and ethics in educational research

	demonstrate an ability to apply methods to their own research	an ability to apply methods to their own research	
A6	Systematic understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes	A critical understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes	Knowledge of the impact of inequalities in gender, race, class and disability on educational processes and outcomes

### **B Cognitive and Intellectual Skills**

	<b>Programme Intended Learning Outcomes (ILOs) On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
B1	Critically evaluate and apply concepts, theories, research and issues of policy in relation to education and support for children and young people	Critically evaluate concepts, theories, research and issues of policy in relation to education and support for children and young people	Knowledge of concepts, theories, research and issues of policy in relation to education and support for children and young people
B2	A critical ability to identify and evaluate trustworthy primary and secondary sources within education, society and childhood, to extend knowledge and understanding, and to apply the concept to their own research	Ability to identify and evaluate trustworthy primary and secondary sources within education, society and childhood, to extend knowledge and understanding, and to apply the concept to their own research	Ability to identify and evaluate trustworthy primary and secondary sources within education, society and childhood, to extend knowledge and understanding
B3	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including both qualitative and quantitative data, including being able to articulate justifications within their own research within education, society and childhood	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including numerical data, including both qualitative and quantitative data within education, society and childhood	Ability to demonstrate an awareness of the importance of ethical collection, application and analysis of data, including both qualitative and quantitative data within education, society and childhood
B4	Process and synthesise data to create arguments	Process data to create arguments using relevant	Understand arguments using relevant specialist

	using relevant specialist vocabulary and present these using academic conventions within an educational, societal and childhood context	specialist vocabulary and present these using academic conventions within an educational, societal and childhood context	vocabulary within an educational, societal and childhood context
B5	Appreciate the ambiguity of knowledge in critically reflecting on own and others' professional values and practice within an educational, societal and childhood context	Critically reflect on own and others' professional values and practice within an educational, societal and childhood context	Evaluate and reflect on own professional values and practice within an educational, societal and childhood context
B6	Effectively communicate knowledge and understanding critically to locate and justify a personal position in relation to the subject	Communicate knowledge and understanding critically to locate and justify a personal position in relation to the subject	Communicate knowledge and understanding to locate and justify a personal position in relation to the subject

**C Skills for Life and Work**

	<b>Programme Intended Learning Outcomes (ILOs)</b> <b>On Achieving Level 6</b>	<b>On Achieving Level 5</b>	<b>On Achieving Level 4</b>
C1	Autonomous learning <sup>3</sup> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.

<sup>3</sup> i.e. the ability to review, direct and manage one's own workload

		such that significant responsibility within organisations could be assumed.	
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

### Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required\* = R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Education, Society and Childhood				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4		Childhood development and beyond	20	C			
4		Philosophy of education	20	C			
4		The reflective practitioner	20	C			
4		Working together to safeguard young people	40	C			
4		Supporting healthy development	20	C			
5		Listening to young people	20	C			
5		Approaches to curriculum and pedagogy	40	C			
5		Professional practice	20	C			

5		Engaging with research	40	C			
6		Dissertation	40	C			
6		Contemporary issues in education	40	C			
6		Constructions of childhood	20	C			
6		Professional development	20	C			

### Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

### Work experience and placement opportunities

Work based learning and placement opportunities will be embedded and scaffolded throughout the programme. Throughout the programmed you will gain exposure to the world of work through visiting lecturers who are current specialist practitioners in education and provided opportunities for site visits to a range of provision. Throughout the three years you will undertake work-based learning within an appropriate field of education relevant to your career aspirations.

### Graduate Attributes

	Bath Spa Graduates...	In Education, Society and Childhood, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By embedding employability within the programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake placements within a professional education or support setting and you are assessed against a range of employment focused criteria.
2	Will be able to understand and manage complexity, diversity and change	We believe that education is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course.
3	Will be creative: able to innovate and to solve problems by working across	We believe that education professions are creative ones and as such you will have the opportunity to explore your own



	disciplines as professional or artistic practitioners	creativity and the creativity of learners. You will also take study modules that encourage problem solving and give you the opportunity to work across academic and professional disciplines.
4	Will be digitally literate: able to work at the interface of creativity and technology	We aim to build your existing skills as a 'digital learner' so that you can benefit from technology to its fullest extent. You will become a confident user of digital technologies in your own learning by using online learning environments, such as Minerva. You will have the opportunity to develop creative work using technology as part of your assessments.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	This programme equips you to understand and engage with education issues in the UK and internationally. The curriculum presents an international perspective on education issues throughout the three years. You will have the opportunity to participate in international study visits which allow for insight into alternative provision and education issues.
6	Will be creative thinkers, doers and makers	This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	The development of critical thinking skills are embedded in the curriculum from the very start of the programme where you will be introduced to philosophical debates around the purposes of education. The modules will encourage you to consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct educational research.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	We believe that education is about change and we provide you with opportunities to develop your personal values and beliefs about education. You will rigorously examine and defend these values against a framework of ethical behaviours and have the opportunity to consider the ethics of educational research and of working as a professional in an educational setting.

**Modifications**

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

**Attached as appendices:**

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

## Programme Structure

Theme	Year One	Year Two	Year Three
Education	Philosophy of education 20 credits Sem 1	Approaches to curriculum and pedagogy 40 credits Year Long	Contemporary issues in education 40 credits Year Long
	Supporting healthy development 20 credits Sem 2	Engaging with research 40 credits Year Long	Dissertation 40 credits Year Long
Childhood and society	Childhood development and beyond 20 credits Sem 1	Listening to young people 20 credits Sem 1	Constructions of childhood 20 credits Sem 1
	Working together to safeguard young people 40 credits Year Long	Professional practice 20 credits Sem 2	Professional development 20 credits Sem 2
Becoming a professional	The reflective practitioner 20 credits Sem 2		



**Appendix 1 Map of Intended Learning Outcomes (ILOs) against modules**

Level	Module Code	Module Title	Status	Intended Learning Outcomes														
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills						Skills for Life and Work		
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3
4		Childhood development and beyond	C			☒		☒	☒			☒	☒				☒	☒
4		Philosophy of education	C	☒	☒							☒		☒			☒	☒
4		Supporting healthy development	C				☒		☒	☒		☒		☒		☒	☒	☒
4		Working together to safeguard young people	C				☒	☒	☒	☒		☒	☒			☒	☒	☒
4		The reflective practitioner	C	☒						☒		☒	☒		☒	☒	☒	☒

5		Listening to young people	C				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5		Approaches to curriculum and pedagogy	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5		Professional practice	C	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5		Engaging with research	C				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6		Dissertation	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6		Contemporary issues in education	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6		Constructions of childhood	C				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6		Professional development	C	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Appendix 2 Map of summative assessment tasks by module**

Level	Module Code	Module Title	Status (CRO)	Assessment method					
				Coursework			Practical		
				Essay	Report	Folder	Presentation	Exhibition	Portfolio
4		Childhood development and beyond	C				X		X
4		Philosophy of education	C	X			X		
4		The reflective practitioner	C				X		X
4		Working together to safeguard young people	C				X		X
4		Supporting healthy development	C					X	
5		Listening to young people	C		X				X
5		Approaches to curriculum and pedagogy	C				X		X
5		Professional practice	C	X					X
5		Engaging with research	C		X		X		

6		Dissertation	C		X				
6		Contemporary issues in education	C	X					X
6		Constructions of childhood	C				X		X
6		Professional development	C		X		X		

## Module Descriptors

### Level 4

1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>The Reflective Practitioner</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>4</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	DBS certificate
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 2
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Lauren Pring
16	<b>Additional costs involved</b>	N/A
17	<b>Brief description and aims of module</b>	<p>This module introduces you to the processes and theories of reflective practice and the importance of this within the sector as an underpinning tool for evaluation, assessment and professional development. You will identify how reflective practice leads to analysis, change and improvement both individually and collaboratively within an educational setting. Within this module you will explore your own experiences, values and practice, and you will have the opportunity to apply reflective models to support a deeper understanding and to use skills that meet professional requirements and the impact these experiences have on you as a practitioner. A key component of this module is the development of your</p>



	<p>understanding of the role of ethical principles involved in relation to your area of practice.</p> <p>This module will require you to experience practice within an appropriate setting to allow you to make the crucial links between policy, theory and practice with the opportunity to reflect and build skills and knowledge required to enter professions in the sector.</p>
<p>18</p>	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Enable you to gain an understanding of the value of reflective practice</li> <li>• Introduce reflective practice through the use of relevant theoretical models for both individual and collaborative reflection</li> <li>• Develop an awareness of key ethical considerations for reflective practice in education settings</li> <li>• Enable you to develop your ability to evaluate your areas of strength and areas requiring further development, as part of a professional development plan</li> <li>• Develop your ability to identify and manage information and communicate appropriately for professional and academic purposes</li> <li>• Support employability skills by preparing you for the 'Professional Practice' module in Year 2</li> </ul>
<p>19</p>	<p><b>Teaching and learning activities</b></p> <p>Taught sessions will introduce you to the value and theories of reflective practice. These sessions will involve lectures, seminar discussions, individual and collaborative reflective tasks.</p> <p>You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you to becoming an independent learner.</p> <p>You will be encouraged to keep a reflective journal for the duration of the course to support your thought processes and development; this will be used within sessions</p>

	<p>to record reflections or as a prompt around key discussive areas such ethics, theory, policy and practice.</p> <p>You will draw on your experiences from your workplace/placement to engage in a professional dialogue with your placement mentor to support your reflections and practice. You will be observed in your workplace/placement by a tutor and your mentor to support effective reflection and recognise in practice how evaluation can support the process of change. You will use action plans to consolidate your understanding of key development areas agreed with your tutor and mentor and use these to develop your practice.</p>	
<p>20</p>	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>Knowledge of the key principles of the reflective process and how they impact on personal practice</i></li> <li>2. <i>The ability to communicate theoretical concepts of reflection linked to holistic practice</i></li> <li>3. <i>An understanding of ethical considerations within an educational setting</i></li> <li>4. <i>Knowledge of how evaluation supports analysis and change leading to improvements for children, young people and their families</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1</p> <p>S1, F1, F2, F4</p> <p>S2, F1, F3</p> <p>S2, F1, F2, F3, F4</p>
<p>21</p>	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will share practical experiences as well as ideas from wider reading in small and large group discussions</p> <p>F2. You will be required to problem solve through responding to, clarifying and asking probing questions</p> <p>F3. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout</p>	

	F4. The tutor and mentor observations will support you to consolidate your application of theory into practice	
22	<p><b>Summative assessments:</b></p> <p>S1. Presentation (10 minutes)</p> <p>S2. Professional development plan (2000 words)</p>	<p>Weighting %</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Bolton, G. &amp; Delderfield, R. (2018) <i>Reflective Practice: Writing and Professional Development</i>. 5<sup>th</sup> ed. Landon: Sage Publications Ltd.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>McGregor, D. &amp; Cartwright, L. (eds) (2011) <i>Developing reflective practice: A guide for beginner teachers</i>. Maidenhead: Open University Press</p> <p>Sellars, M. (2017) <i>Reflective practice for teachers</i>. 2<sup>nd</sup> ed. London: Sage Publications Ltd.</p> <p>Tarrant, P. (2013) <i>Reflective practice and professional development</i>. London: Sage Publications Ltd.</p>	

24	<b>Preparatory work</b>  Consider ways in which you reflect on experiences in your life, both personally and professionally, and how you use this process to develop, problem-solve and make decisions. From the start of the degree programme keep a reflective journal to support your thinking and development over the three years.
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1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Working together to safeguard young people</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>4</b>
6	<b>UK credits</b>	40
7	<b>ECTS credits</b>	20
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 120
12	<b>Independent study time: total hours</b>	Total Hours: 280
13	<b>Semester(s) of delivery</b>	Year long
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Susie Score
16	<b>Additional costs involved</b>	N/A
17	<p><b>Brief description and aims of module</b></p> <p>Within this module you will focus on research, theory and social policy concerned with the development of services that support children, young people and their families. A key component of this is safeguarding which you will explore and develop a broader understanding of as it is a fundamental part of working in the education and care sector. Issues within multiagency working are examined to support your understanding of barriers and limitations to effective partnerships. You will consider the diversity of families and what impact this can have on the way we view working with others. You will evaluate parent partnerships to consider how best to promote positive outcomes for both young people and their carers.</p>	

18	<p><b>Outline syllabus</b></p> <p>The module will:</p> <ul style="list-style-type: none"> <li>• Consider the development and significance of the multi-agency approach</li> <li>• Investigate the diversity of families and the importance of developing strategies for work in in partnership with parents/carers</li> <li>• Analyse the implications of safeguarding responsibilities when working with young people and their families</li> <li>• Discuss the development of current legislation and the impact this has on educational settings</li> </ul>								
19	<p><b>Teaching and learning activities</b></p> <p>This modules challenges knowledge and beliefs around how we view children, young people and families and how we keep them safe through lectures, open discussions and seminars. You will be encouraged to develop as a reflective practitioner and to think critically about the role of government guidance, policy and legislation in regard to safeguarding and working with others.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme and enhance your knowledge and understanding.</p> <p>You will be expected to read widely, use policy documents, current research and the internet to research relevant topics and issues.</p>								
20	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="260 1509 1225 1630" style="text-align: left;"><b>Intended learning outcomes</b></th> <th data-bbox="1225 1509 1398 1630" style="text-align: left;"><i>How assessed</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="260 1630 1225 1742" style="padding-left: 20px;"><i>By successful completion of the module, you will be able to demonstrate:</i></td> <td data-bbox="1225 1630 1398 1742"></td> </tr> <tr> <td data-bbox="260 1742 1225 1877" style="padding-left: 20px;">1. <i>Knowledge of the development and significance of multi-agency working to safeguard young people</i></td> <td data-bbox="1225 1742 1398 1877">S1, F1, F2</td> </tr> <tr> <td data-bbox="260 1877 1225 2011" style="padding-left: 20px;">2. <i>The ability to communicate understanding of multi-agency practices for young people, their families and society</i></td> <td data-bbox="1225 1877 1398 2011">S1, F1, F2 S2, F1, F2, F3</td> </tr> </tbody> </table>	<b>Intended learning outcomes</b>	<i>How assessed</i>	<i>By successful completion of the module, you will be able to demonstrate:</i>		1. <i>Knowledge of the development and significance of multi-agency working to safeguard young people</i>	S1, F1, F2	2. <i>The ability to communicate understanding of multi-agency practices for young people, their families and society</i>	S1, F1, F2 S2, F1, F2, F3
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2. <i>The ability to communicate understanding of multi-agency practices for young people, their families and society</i>	S1, F1, F2 S2, F1, F2, F3								

	<p>3. <i>An understanding of the implications of safeguarding responsibilities when working with young children and their families</i></p> <p>4. <i>Understanding of the diversity of families and the importance of developing strategies for working in partnership with parents, carers and the community</i></p> <p>5. <i>An ability to evaluate the significance of cultural, historical and contemporary features of various guidance and legislation in relation to young people and their families</i></p>	<p>S2, F1, F2, F3</p> <p>S1, S2, F1, F2, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.</p> <p>F2. You will participate in a range of activities and tasks which you will share with your peers.</p> <p>F3. You will share practical experiences as well as ideas from reading in small and large group discussions.</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Group presentation (20 minutes)</p> <p>S2 Portfolio (5000 words)</p>	<p>Weighting %</p> <p>40%</p> <p>60%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Archard, D. (2015) <i>Children: rights and childhood</i>. 3<sup>rd</sup> edn. Abingdon: Routledge</p>	

- Blyth, M. and Soloman, E. (2012) *Effective safeguarding for children and young people: what next after Munro?* Bristol: The Policy Press
- Bradshaw, J. (2016) *The well-being of children in the UK*. 4<sup>th</sup> edn. Bristol: The Policy Press
- Dahlberg, G., Moss, P. and Pence, A. R. (2013) *Beyond quality in early childhood education and care: languages of evaluation*. 3<sup>rd</sup> edn. Abingdon: Routledge
- Department for Education (2018) *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)
- Fitzgerald, D. and Kay, J. (2016) *Understanding early years policy*. 4<sup>th</sup> edn. London: Sage Publications Ltd.
- Frost, N. and Robinson, M. (2016) *Developing multiprofessional teamwork for integrated children's services*. 3<sup>rd</sup> edn. London: Open University Press
- Kellett, M. (2011) *Children's perspectives on integrated services: every child matters in policy and practice*. Basingstoke: Palgrave Macmillan
- McAuley, C. and Rose, W. (2010) *Child well-being: understanding children's lives*. London: Jessica Kingsley Publishers
- Oliver, B. and Pitt, B. (2011) *Working with children, young people and families*. Exeter: Learning Matters
- Simon, C. A. (2017) *Beyond every child matters: neoliberal education and social policy in the new era*. Abingdon: Routledge
- Trodd, L. and Chivers, L. (2011) *Interprofessional working in practice: learning and working together for children and families*. Maidenhead: Open University Press
- Walker, G. (2008) *Working together for children: a critical introduction to multi-agency working*. London: Continuum
- Ward, U. (2013) *Working with parents in the early years*. London: Sage

*Specialist resources:*

[www.education.gov.uk](http://www.education.gov.uk)

[www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

[www.swcpp.org.uk](http://www.swcpp.org.uk)

[www.unicef.org](http://www.unicef.org)

[www.victoria-climbie-inquiry.org.uk](http://www.victoria-climbie-inquiry.org.uk)



	<p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p> <p><a href="http://www.ncb.org.uk">www.ncb.org.uk</a></p> <p><a href="http://www.jrf.org.uk">www.jrf.org.uk</a></p>
24	<p><b>Preparatory work</b></p> <p>To prepare for this module it would be beneficial to read around working collaboratively with agencies and families in order to promote best outcomes for children and young people; within this consider the barriers and limitations that need to be overcome to ensure effective partnerships.</p>

1	<b>Module code</b>	t.b.c.
2	<b>Module title</b>	<b>Supporting healthy development</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>4</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 2
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Sally Tazewell
16	<b>Additional costs involved</b>	Nil
17	<b>Brief description and aims of module</b>	<p>In this module you will explore the importance of supporting children and young people's holistic health and wellbeing. You will consider issues relating to health and wellbeing, both from a national and global perspective. You will draw upon policy, research and guidance. Special consideration will be given to mental health issues within the young people in today's society; how these are formed and how they impact on their learning, development and long-term outcomes. You also will explore the barriers to good health, drawing upon a range of social, economic and political inequalities.</p>
18	<b>Outline syllabus</b>	<p>This module will:</p> <ul style="list-style-type: none"> <li>• Introduce you to the concept of holistic health and the factors that can impact on this</li> <li>• Examine the causes and resultant health inequalities of differing life circumstances for children and young people</li> <li>• Explore ideas of stereotypes, labelling, stigma and media representation</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider current social, economic and political aspects of health both nationally and globally</li> <li>• Promote discussion around ethical issues in practice in working with children, young people and their families</li> </ul>	
19	<p><b>Teaching and learning activities</b></p> <p>Lectures and seminars will introduce key themes around the importance of supporting children and young people’s holistic health. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.</p> <p>Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme to support and enhance your knowledge and understanding.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>An ability to evaluate key messages from a range of documentation which relates to children and young people’s holistic health</i></li> <li>2. <i>The capacity to identify a range of sources in order to create a bank of specialist knowledge</i></li> <li>3. <i>The ability to present specialist knowledge of young people’s health and wellbeing to others in an appropriate format</i></li> <li>4. <i>Knowledge of the importance of developing specialist knowledge around a particular area of health which is of relevance to current or future professional roles</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S1, F1, F2</p>
21	<p><b>Assessment and feedback</b></p> <p>F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice.</p> <p>F2. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning</p>	
22	<p><b>Summative assessments:</b></p> <p>S1. Market stall (20 minutes).</p>	<p>Weighting%</p> <p>100%</p>

23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <p>Bradshaw, J. (ed.) (2017) <i>The well-being of children in the UK</i>. 4<sup>th</sup> edn. Bristol: Policy Press.</p> <p>De Graaf, N.D. and Wiertz, D. (2019) <i>Societal Problems as Public Bads</i>. Abingdon: Routledge.</p> <p>Howard, C., Burton, M., Levermore, D. and Barrell, R. (2017) <i>Children’s Mental Health and Emotional Well-being in Primary Schools</i>. London: Learning Matters.</p> <p>Mooney, C. G. (2010) <i>Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennel and Klaus</i>. St. Paul, MN: Redleaf Press.</p> <p>Musgrave, J. (2017) <i>Supporting Children’s Health and Wellbeing</i>. London: SAGE Publications Ltd.</p> <p>Music, G. (2017) <i>Nurturing Natures: Attachment and Children’s Emotional, Sociocultural and Brain Development</i>. 2<sup>nd</sup> edn. Abingdon: Routledge.</p> <p>Roberts, K. and Rudolf, M. (2018) <i>A healthy start: A best practice handbook for health and early years practitioners</i>. Eynsham: HENRY.</p> <p>Rose, J., Gilbert, I. and Richards, V. (2016) <i>Health and Well-being in Early Childhood</i> London: Sage.</p> <p>Stembridge, A. (2020) <i>Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy</i>. Abingdon: Routledge.</p> <p>Trodd, L. (Ed) (2016) <i>The Early Years Handbook for Students and Practitioners</i> Abingdon: Routledge.</p> <p>Warwick-Booth, L. (2019) <i>Social Inequality</i>. 2<sup>nd</sup> edn. London: SAGE Publications Ltd.</p> <p><i>Key web-based and electronic resources</i></p> <p>Children’s Commissioner - <a href="https://www.childrenscommissioner.gov.uk/">https://www.childrenscommissioner.gov.uk/</a></p> <p>Institute of Health Equity - <a href="http://www.instituteofhealthequity.org.uk">www.instituteofhealthequity.org.uk</a></p> <p>National Health Service - <a href="http://www.nhs.uk/">http://www.nhs.uk/</a></p>
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	<p>National Society for the Prevention of Cruelty to Children - <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p> <p>Public Health England - <a href="http://www.gov.uk/phe">www.gov.uk/phe</a></p> <p>Royal Society for the Prevention of Accidents - <a href="http://www.rospa.com">www.rospa.com</a></p> <p>Save the Children - <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a></p> <p>UNESCO - <a href="http://www.unesco.org">www.unesco.org</a></p> <p>UNICEF - <a href="http://www.unicef.org">www.unicef.org</a></p> <p>World Health Organisation - <a href="http://www.who.int/en/">www.who.int/en/</a></p> <p><i>Specialist resources:</i></p> <p><i>n/a</i></p>
24	<p><b>Preparatory work</b></p> <p>Familiarise yourself with the importance of supporting children’s physical and mental health by exploring some websites from key organisations such as the World Health Organisation, UNICEF, NSPCC and the NHS.</p>

1	Module code	t.b.c
2	Module title	Philosophy of Education
3	Subject	Education, Society and Childhood
4	Core, Required or Required* for	Core
5	Level	4
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 1
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Sarah Parnell
16	Additional costs involved	Nil
17	<p><b>Brief description and aims of module</b></p> <p>This module will explore the key principles of education and the philosophy behind it. You will be introduced to the key fundamental philosophies of education, including essentialism, perennialism, progressivism, social reconstructionism, existentialism, behaviourism, constructivism, conservatism, and humanism.</p> <p>In this module you will reflect about what it means to be an educated person - who, why and how we educate. You will be introduced to a range of key thinkers in the philosophy of education. Philosophical methods of analysis and clarification of concepts, arguments, theories, and language, will be used to consider key educational theories. You will consider your preferred philosophical perspective in relation to education.</p>	

18	<p><b>Outline syllabus</b></p> <p>The syllabus includes:</p> <ul style="list-style-type: none"> <li>• Introduction to key thinkers in the philosophy of education</li> <li>• Use philosophical methods of analysis to consider issues in education</li> <li>• Discuss key theories of education</li> <li>• Promote critical thinking and discussion in the field of education</li> <li>• Consider the ethics of the governments approaches to education</li> </ul>	
19	<p><b>Teaching and learning activities</b></p> <p>In lectures and seminars you will be introduced to key philosophical perspectives. You will explore the ideas of historical and contemporary key educational philosophers. You will be encouraged to develop critical thinking skills and to apply these to contemporary issues in education. You will be guided to identify where the key philosophies are evident in practice.</p> <p>Your independent learning will be supported through set tasks in multi-media formats. You will also be encouraged to work with their peers to discuss and debate educational issues.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>Knowledge and understanding of the key theories of educational philosophy</i></li> <li>2. <i>Understanding of a diverse range of perspectives on education and society</i></li> <li>3. <i>The ability to communicate an informed personal position in relation to the key theories of educational philosophy</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F2, F3</p> <p>S1, S2, F1, F2</p> <p>S2, F1, F2, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p>	

	<p>F1. You will analyse a contemporary issue in education using a variety of multimodal methods</p> <p>F2. Students will participate in seminars and group discussions and will provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout</p> <p>F3. Students will participate in a range of practical activities, such as mini presentations, leaflets/posters</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Poster Defence: (10 minute)</p> <p>S2 Essay: (2500 words)</p>	<p>Weighting%</p> <p>40</p> <p>60</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Baldacchino, J. (2014) <i>Liberty and the Pedagogy of Disposition</i>. Netherlands:Springer Netherlands.</p> <p>Carr, D. and McCarthy, C. (2010) <i>The SAGE Handbook of Philosophy of Education</i>. London: SAGE.</p> <p>Dewey, J. (1969) <i>On Experience, Nature, and Freedom</i>. New York: Library of Liberal Arts.</p> <p>Kohlberg, L. (1981) <i>The Philosophy of Moral Development</i>. New York: Harper Collins</p> <p>Kolb, D. A. (2015) <i>Experiential Learning Experience as the source of learning and development</i>. New Jersey: Pearson Education.</p> <p>Nicholson, D.W. (2016) <i>Philosophy of Education in Action</i>. Oxon:Routledge.</p> <p>Noddings, N. (2018) <i>Philosophy of Education, fourth edition</i>. Oxon: Routledge.</p> <p>Rowland, T. (1968) 'Jerome S. Bruner: A Philosopher of Educational Psychology'. <i>Journal of Thought</i>, Vol 3, No.2, pp. 107-115.</p> <p>Siegel, H. (2009) <i>The Oxford Handbook of Philosophy of Education</i>. Oxford: Oxford University Press.</p>	



	<p><i>Specialist resources:</i></p> <p><i>n/a</i></p>
24	<p><b>Preparatory work</b></p> <p>Consider current issues in education. Reflect on your thoughts about mainstream education, government educational policy and agendas and the outcomes that this creates for society.</p>

1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Childhood development and beyond</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>4</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 1
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Lauren Pring
16	<b>Additional costs involved</b>	Nil
17	<p><b>Brief description and aims of module</b></p> <p>In this module you will explore theories of human development and learning across a range of disciplines, such as anthropology, neuroscience and biology with the aim to enhance your understanding of the physical and cognitive development of children and young people, consider the fundamental concept of the unique child.</p> <p>You will also explore the critical period of early years in the context of lifelong development and what impact this may have on young people's outcomes. The content of the module will enable you to develop a secure understanding of holistic development and the importance of taking a holistic approach to support young people's development. There will be a focus on theoretical perspectives</p>	

	and links will be made to pedagogy and practice, and the key curriculums currently used within the UK.	
18	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Explore how babies, children and young people develop physically and cognitively through lectures, physical activities, seminar discussion, learning sets and reading.</li> <li>• Consider key theories such as behaviourism, constructivism and social constructivism, with a focus on how they are observed in practice.</li> <li>• To provide an opportunity for you to explore the role of the adult in supporting children and young people’s development.</li> <li>• You will be expected to consider ethical positions and approaches to supporting young people’s development throughout the module.</li> </ul>	
19	<p><b>Teaching and learning activities</b></p> <p>Lectures and seminars will introduce you to key themes around the physical and cognitive development of children and young people. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.</p> <p>Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme to support your developing knowledge and understanding.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<p><i>How assessed</i></p>

	<ol style="list-style-type: none"> <li>1. <i>Knowledge and understanding of theories and principles related to child development including physiological and psychological perspectives</i></li> <li>2. <i>An understanding of the role of the adult in planning and promoting holistic child development</i></li> <li>3. <i>The ability to constructively critique theories, practice and research around child development</i></li> <li>4. <i>An understanding of the need for ethical considerations within an educational setting</i></li> </ol>	<p>S1, F1, F2</p> <p>S2, F1, F2</p> <p>S1, S2, F1</p> <p>S2, F1, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Students will participate in seminars and group discussions and will provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.</p> <p>F2. Students will participate in a range of practical activities, such as mini presentations, leaflets/posters</p> <p>F3. Individual and group tutorials will support the assessment of literacy and application of concepts.</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Poster defence (10 minutes)</p> <p>S2 Portfolio (2000 words)</p>	<p>Weighting %</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p>	

	<p>Crowley, K. (2017) <i>Child development: A practical introduction</i>. London: Sage.</p> <p>Doherty, J. &amp; Hughes, H. (2014) <i>Child development: theory and practice 0-11</i>. 2<sup>nd</sup> ed. Harlow: Pearson.</p> <p>Gerhardt, S. (2014) <i>Why love matters: How affection shapes a baby's brain</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>Maltby, J., Day, L. and Macaskil, A. (2017) <i>Personality, Individual differences and Intelligence</i>. 4th edn. Harlow: Pearson Education Limited.</p> <p>Mcgonigle-Chalmers, M. (2015) <i>Understanding cognitive development</i>. London: Sage.</p> <p>Meggitt, C. (2012) <i>Child development: An illustrated guide with DVD</i>. Harlow: Pearson Education Limited.</p> <p>Music, G. (2016) <i>Nurturing natures</i>. Abingdon: Routledge.</p> <p>Slater, A. and Bremner, G. (2015) <i>An introduction to developmental psychology</i>. 3rd edn. Chichester: Wiley and Sons.</p> <p>Smith, P., Cowie, H. and Bladers, M. (2015) <i>Understanding children's development</i>. 6th edn. Chichester: Wiley and Sons.</p> <p><i>Specialist resources:</i></p> <p>n/a</p>
24	<b>Preparatory work</b>

	<p>Take time to consider children you work/have worked with and what you know about them holistically – think about all areas of learning and development taking into account their sociocultural background, competencies, needs, physical health and well-being.</p>
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**Level 5**

1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Professional Practice</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>5</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	The Reflective Practitioner DBS certificate
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 2
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Lauren Pring
16	<b>Additional costs involved</b>	Nil
17	<b>Brief description and aims of module</b>	<p>This module will develop on from 'The Reflective Practitioner' module in year one by using your professional development plan to support you in identifying both your strengths and areas for future development; you will both reflect and build on these throughout this module to consistently improve your practice.</p> <p>Observations will be undertaken by both your mentor and tutor in the workplace/placement and continue to feed into your on-going development plan, using it as an opportunity to hold professional discussions around your</p>

	<p>understanding, knowledge, reflections and growth both personally and as an educational practitioner.</p> <p>You will engage critically with further models of reflection and start to consider reflexive practice where you examine your own values and beliefs and how they impact on you as a practitioner and those you work with. This will support you to appreciate the value of reflective and reflexive practice as a catalyst for change in the sector.</p> <p>This continuation with your professional development plan and the opportunities to reflect on practice will support your decisions going forward into the 'Professional Development' module in the third year.</p>
<p>18</p>	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Introduce the concept of reflexivity and encourage you to reflect on your own values and beliefs and how they influence your practice</li> <li>• Support you to maintain your reflective journal as an aide to personal reflection and within group discussions</li> <li>• Critically explore models of reflection and how they can support your continued professional and personal development</li> <li>• Continue to evaluate your strengths and areas for development as part of your professional development plan</li> <li>• Support employability skills by preparing you for the third year 'Professional Development' module</li> </ul>
<p>19</p>	<p><b>Teaching and learning activities</b></p> <p>Taught sessions will critically explore the value and theories of reflective practice and identify further models that may support your development. These sessions will involve lectures, seminar discussions, individual and collaborative reflective tasks.</p> <p>You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you to becoming an independent learner.</p>



	<p>You will continue with your reflective journal to support your thought processes and development; this will be used within sessions to record reflections or as a prompt for discussion.</p> <p>You will draw on your experiences from your second-year workplace/placement to engage in a professional dialogue with your placement mentor to support your reflections and practice. You will be observed in your workplace/placement by a tutor and your mentor to support effective critical reflection and recognise in practice how evaluation can support the process of change. You will continue to use your action plans to consolidate your understanding of key development areas agreed with your tutor and mentor and use these to develop your practice.</p>	
<p>20</p>	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>A critical understanding of how reflective models are used to support professional development and practice</i></li> <li>2. <i>An evaluative approach to how theoretical ideas are integrated within practice</i></li> <li>3. <i>A critical understanding of the practitioner's role in supporting the development of children and young people</i></li> <li>4. <i>Practical competencies that meet professional requirements in a workplace/placement</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1</p> <p>S1, F1, F2</p> <p>S2, F1, F2</p> <p>S2, F2, F3</p>
<p>21</p>	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will share practical experiences as well as ideas from wider reading in small and large group discussions</p> <p>F2. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout</p>	

	F3. The tutor and mentor observations will support you to consolidate your application of theory into practice	
22	<p><b>Summative assessments:</b></p> <p>S1 Reflective Essay (2500 words)</p> <p>S2 Professional development plan (2500words)</p>	<p>Weighting %</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Bolton, G. &amp; Delderfield, R. (2018) <i>Reflective Practice: Writing and Professional Development</i>. 5<sup>th</sup> ed. Landon: Sage Publications Ltd.</p> <p>Brookfield, S.D. (2017) <i>Becoming a critically reflective practitioner</i>. Second edn. San Francisco: Jossey-Bass.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>McGregor, D. &amp; Cartwright, L. (eds) (2011) <i>Developing reflective practice: A guide for beginner teachers</i>. Maidenhead: Open University Press</p> <p>Sellars, M. (2017) <i>Reflective practice for teachers</i>. 2<sup>nd</sup> ed. London: Sage Publications Ltd.</p> <p>Tarrant, P. (2013) <i>Reflective practice and professional development</i>. London: Sage Publications Ltd.</p>	

	<p>Tripp, D. (2012) <i>Critical incidents in teaching: Developing professional judgment</i>. Classic edition. Abingdon: Routledge.</p> <p><i>Specialist resources:</i></p> <p><a href="http://www.learningforsustainability.net">www.learningforsustainability.net</a></p>
24	<p><b>Preparatory work</b></p> <p>Use the professional development plan produced in the first year to identify key areas of strengths and development that can be taken forward into your second-year workplace/placement.</p>

1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Approaches to curriculum and pedagogy</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>5</b>
6	<b>UK credits</b>	40
7	<b>ECTS credits</b>	20
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 120
12	<b>Independent study time: total hours</b>	Total Hours: 280
13	<b>Semester(s) of delivery</b>	Year long
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Susie Score
16	<b>Additional costs involved</b>	Nil
17	<p><b>Brief description and aims of module</b></p> <p>In this module you will examine what is meant by the concept of 'curriculum' and look at curricula across a range of settings appropriate age and needs. You will have the opportunity to explore theoretical concepts, different types and approaches to curriculum used in within these various educational contexts; this can include evaluating the curriculum being used within your workplace/placement.</p> <p>You will critically consider the impact that political agendas and philosophical perspectives have on the design and delivery of curricula, along with the role of assessment and how this is managed and evaluated. You will also develop an awareness of the role practitioners have in designing and implementing the</p>	

	<p>curriculum. You will critically examine multiple definitions and types of, less explicit curriculums that have a significant impact on the lives of children and young people.</p> <p>Pedagogical approaches used in the implementation of these curricula will also be explored to support your critical understanding of the complex relationship between them. This will include researching key learning theories and identifying where these are apparent in practice.</p>
<p>18</p>	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Examine what is meant by ‘curriculum’ and the different types that there are in use within the education sector</li> <li>• Look at key theories behind curriculum design and why they have developed in such a way and examine the current curriculum models used within the UK</li> <li>• Critically consider forms of curriculum, such as the societal, hidden and null curriculum</li> <li>• Explore pedagogical approaches and key learning theories used in a variety of educational settings and how this is influenced by the curriculum and the impact it has on learning</li> <li>• Examine the place of assessment within curricula and the impact this has on teaching and learning</li> </ul>
<p>19</p>	<p><b>Teaching and learning activities</b></p> <p>Taught sessions will introduce you to the key theories behind curriculum design and pedagogical approaches to teaching and learning. These sessions will involve lectures, seminar discussions, individual and collaborative reflective tasks. Within this you will have the opportunity to reflect on your own experiences around curricula, teaching, learning and assessment; this will involve drawing on reflections from your workplace/placement.</p> <p>You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and critical understanding to support you to become an independent learner.</p>

	Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme which will support your understanding of the subject area.	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>The ability to critically discuss the complexity and diversity of curricula within the education system</i></li> <li>2. <i>A critical understanding of theoretical approaches to the design and implementation of curricula within educational settings</i></li> <li>3. <i>The ability to communicate theoretical ideas linked to practice</i></li> <li>4. <i>A critical understanding of the diverse theoretical approaches to education, including pedagogies which inform the process of education</i></li> <li>5. <i>The ability to critically evaluate approaches to learning in educational settings</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S1, F1, F2, F3</p> <p>S2, F1, F2</p> <p>S2, F1, F2, F3</p> <p>S2, F1, F2, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will be encouraged to reflect on your experiences within your own education and in your workplace/placement</p> <p>F2. You will participate in a range of activities and tasks to support and monitor your progress</p> <p>F3. You will be expected to research independently and present ideas within discussions where you will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout</p>	
22	<b>Summative assessments:</b>	Weighting %

	S1 Portfolio (5000-words)	50%
	S2 Microteach (15 minutes with 2000-word supporting planning documentation)	50%
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Ashby, R. (2021) <i>Theory, culture and the subject specialisms</i>. Abingdon: Routledge.</p> <p>Aubrey, K. &amp; Riley, A. (2018) <i>Understanding and using educational theories</i>. London: Sage Publications Limited.</p> <p>Aubrey, K. &amp; Riley, A. (2020) <i>Understanding and using challenging educational theories</i>. London: Sage Publications Limited.</p> <p>Bates, B. (2015) <i>Learning theories simplified: ...and how to apply them to teaching</i>. London: Sage Publications Limited.</p> <p>Jones, K. (2016) <i>Education in Britain: 1944 to the present</i>. 2<sup>nd</sup> edn. Cambridge: Polity Press.</p> <p>Kelly, A.V. (2009) <i>The curriculum: Theory and practice</i>. 6<sup>th</sup> edn. London: Sage Publications Limited.</p> <p>Wearmouth, J. &amp; Lindley, K. (2021) <i>Bringing the curriculum to life: Engaging learners in the English education system</i>. Maidenhead: Open University Press.</p>	

	<p><i>Specialist resources:</i></p> <p><a href="https://www.gov.uk/national-curriculum">https://www.gov.uk/national-curriculum</a></p>
24	<p><b>Preparatory work</b></p> <p>Take time to consider the curriculum that is being implemented within your workplace/setting - where has it come from? How is it received by teachers and learners? Take a wider, more critical view at the less explicit curricula within your setting and where these may come from and their purpose.</p>



1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Engaging with Research</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>5</b>
6	<b>UK credits</b>	40
7	<b>ECTS credits</b>	20
8	<b>Optional for</b>	N/L
9	<b>Excluded combinations</b>	N/L
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 120
12	<b>Independent study time: total hours</b>	Total Hours: 180
13	<b>Semester(s) of delivery</b>	Year long
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Lauren Pring
16	<b>Additional costs involved</b>	Nil
17	<b>Brief description and aims of module</b>	
	<p>This module will introduce you to a range of theoretical perspectives and approaches to research in education and supporting young people which will enable you to carry out a research project linked to your workplace/placement. You may choose your own topic, although this must be passed by your tutor, the tutor will then continue to guide you throughout the project and support you to manage timescales and to work independently. Appropriate research skills and knowledge will be explored and analysed together with a consideration of ethical issues to enable you to conduct the research effectively. You will develop a contextual understanding of designing research in all the stages including developing a question/hypothesis, rationale, literature review, methodology and methods, data gathering and analysis,</p>	

	<p>conclusions and presenting your research. This project allows you to develop in-depth knowledge and understanding around your chosen education topic.</p>	
18	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Introduce you to the different types of education research and to the key tools and processes required to undertake primary research</li> <li>• Support you to develop a sound research proposal that can be taken forward to a full study, with consideration of ethics throughout the process</li> <li>• Develop your knowledge and understanding of the ways in which information is handled and presented in education research</li> <li>• Develop your capacity to work independently on a research project in an area of interest, with appropriate supervision</li> <li>• Develop your use of ICT for research, information handling and presentation</li> </ul>	
19	<p><b>Teaching and learning activities</b></p> <p>Lectures and seminars will introduce you to the importance of research and some of the key tools and processes that are used. You will be supported to choose a topic of your own interest to research, and you will consider how authors and researchers have engaged with this topic through the analysis of relevant journal articles.</p> <p>You will be supported to undertake your own project through one-to-one tutorials with a supervisor, group tutorials and formative assessment of draft work by both tutors and peers.</p> <p>Past students and lecturing staff will be invited in to discuss their projects and exemplars of past projects will be made available.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<p><i>How assessed</i></p>

	<ol style="list-style-type: none"> <li>1. <i>Critical understanding of the main methods of enquiry when carrying out research in education contexts</i></li> <li>2. <i>Justification of an approach to carrying out ethically sound research in education</i></li> <li>3. <i>An ability to interpret data and evaluate findings in education, society and childhood</i></li> <li>4. <i>An ability to present and explain research findings in education, society and childhood</i></li> </ol>	<p>S1, S2, F1</p> <p>S1, F1, F2</p> <p>S1, S2, F3</p> <p>S2, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will use group and one-to-one tutorials to formulate an appropriate research question</p> <p>F2. You will produce a research proposal including ethical considerations that must be approved before you can carry out research</p> <p>F3. Ongoing discussions with tutors and workplace mentors will also support the development of your project</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Research project (7500 words)</p> <p>S2 Poster presentation of research project (10 minutes)</p>	<p>Weighting %</p> <p>75%</p> <p>25%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Cohen, L. Manion, L. and Morrison, K. (2011) <i>Research Methods in Education</i>. 7<sup>th</sup> edn. London: Routledge Falmer.</p>	

	<p>Costley, C., Elliot, CG. &amp; Gibbs, P. (2010) <i>Doing Work Based Research</i> London: Sage</p> <p>Creswell, J.W. (2013) <i>Qualitative inquiry and research design: choosing among five approaches</i>. London: Sage.</p> <p>Creswell, J.W. (2014) <i>Educational research: planning, conducting, and evaluating quantitative and qualitative research</i>. Harlow: Pearson.</p> <p>Gray, D. (2017) <i>Doing research in the real world</i>. 4<sup>th</sup> ed. London: Sage Publications Ltd.</p> <p>Hamilton, L. &amp; Corbett-Whittier, C. (2013) <i>Using case study in education research. Research methods in education</i>. Los Angeles: SAGE.</p> <p>Newby, P. (2014) <i>Research methods for education</i>. Harlow: Pearson Education Ltd.</p> <p><i>Specialist resources:</i></p> <p>British Education Research Association (BERA) - <a href="http://www.bera.ac.uk">www.bera.ac.uk</a></p> <p>National Foundation for Educational Research - <a href="http://www.nfer.ac.uk">www.nfer.ac.uk</a></p> <p>National Children's Bureau - <a href="http://www.ncb.org.uk">www.ncb.org.uk</a></p>
24	<p><b>Preparatory work</b></p> <p>Consider possible topics for your research project based on your own interests and issues you may have seen in the workplace/placement. Consider how these might impact on your practice.</p>

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1	<b>Module code</b>	t.b.c.
2	<b>Module title</b>	<b>Listening to young people</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>5</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 1
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Sally Tazewell
16	<b>Additional costs involved</b>	Nil
17	<b>Brief description and aims of module</b>	<p>Within this module you will explore the diversity of childhood within both the UK and on an international basis. You will evaluate the factors that shape childhood and identify the impacts of these on a range of outcomes including well-being and behaviour. Gender, poverty, race, and disability will also be critically examined alongside legislation around equality, diversity and inclusion.</p> <p>In addition, you will critically discuss ways in which we can encourage the rights and agency of children and young people. These will be examined in relation to research methods used to elicit their voice. You will consider behaviour management from a credit perspective and how this can be used to support young people's wellbeing and outcomes.</p>
18	<b>Outline syllabus</b>	<p>This module will:</p> <ul style="list-style-type: none"> <li>• Explore the diversity of childhoods within the UK and internationally</li> <li>• Identify issues of gender, poverty, race and disability</li> <li>• Offer a range of perspectives on how children and young people communicate through their behaviour.</li> <li>• Critically examine legislation around equality, diversity and inclusion</li> <li>• Examine research methods which can encourage the rights and agency of children and young people</li> </ul>
19	<b>Teaching and learning activities</b>	

	<p>Lectures and seminars will introduce key themes around the diversity of childhoods in the UK and internationally. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.</p> <p>Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme and support your developing knowledge and understanding of complex issues that may impact on the lives of young people.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>The ability to evaluate the discourses and policies which relate to the equality, diversity and inclusion of children and young people</i></li> <li>2. <i>The ability to critically analyse issues of identity and intersectionality in relation to their own personal and professional experiences, theory and research, particularly in relation to gender, poverty, race and disability</i></li> <li>3. <i>Specialist knowledge of identity and agency across two or more countries in relation to one or more characteristics</i></li> <li>4. <i>The ability to synthesise a range of relevant discourses and policies which relate to the equality, diversity and inclusion of children and young people</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S2, F1, F2</p> <p>S2, F1, F2</p>
21	<p><b>Assessment and feedback</b></p> <p>F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice.</p> <p>F2. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning</p>	
22	<p><b>Summative assessments:</b></p> <p>S1. Blog (5,000 words)</p> <p>S2. Project report (5,000 words).</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p>	

	<p>Bradshaw, J. (ed.) (2017) <i>The well-being of children in the UK</i>. 4<sup>th</sup> edn. Bristol: Policy Press.</p> <p>Clark, A. (2017) <i>Listening to Young Children: A Guide to Understanding and Using the Mosaic Approach</i>. 3<sup>rd</sup> edn. London: Jessica Kingsley Publishers and the National Children's Bureau.</p> <p>De Graaf, N.D. and Wiertz, D. (2019) <i>Societal Problems as Public Bads</i>. Abingdon: Routledge.</p> <p>Demie, F. (2019) <i>Educational inequality: Closing the gap</i>. London: UCL and IOE Press.</p> <p>Eisenstadt, N. and Oppenheim, C. (2019) <i>Parents, poverty and the state</i>. Bristol: Policy Press.</p> <p>Garner, S. (2017) <i>Racisms: an introduction</i>. 2<sup>nd</sup> edn. London: Sage Publishing Ltd.</p> <p>Jones, k. (2020) <i>Challenging Gender Stereotypes in Education</i>. London: Sage.</p> <p>Knowles, G. and Lander, V. (2011) <i>Diversity, equality and achievement in education</i>. London: Sage.</p> <p>Lefevre, M. (2010) <i>Communicating with Children and Young People: Making a Difference</i>. Bristol: Policy Press.</p> <p>Music, G. (2017) <i>Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development</i>. 2<sup>nd</sup> edn. Abingdon: Routledge.</p> <p>Reay, D. (2017) <i>Miseducation: inequality, education and the working classes</i>. Bristol: Policy Press.</p> <p>Stembridge, A. (2020) <i>Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy</i>. Abingdon: Routledge.</p> <p>Tassoni, P. (2017) <i>Reducing Educational Disadvantage: A Strategic Approach in the Early Years</i>. London: Featherstone Education.</p> <p>Wearmouth, J. (2017) <i>Special educational needs and disabilities in schools</i>. London: Bloomsbury.</p> <p>Warwick-Booth, L. (2019) <i>Social Inequality</i>. 2<sup>nd</sup> edn. London: SAGE Publications Ltd.</p> <p><i>Key web-based and electronic resources</i></p> <p>Children's Commissioner - <a href="https://www.childrenscommissioner.gov.uk/">https://www.childrenscommissioner.gov.uk/</a>  Mencap - <a href="https://www.mencap.org.uk/">https://www.mencap.org.uk/</a>  National Society for the Prevention of Cruelty to Children - <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  Save the Children - <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>  UNESCO - <a href="http://www.unesco.org">www.unesco.org</a>  UNICEF - <a href="http://www.unicef.org">www.unicef.org</a>  World Health Organisation - <a href="http://www.who.int/en/">www.who.int/en/</a></p>
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	<p><i>Specialist resources:</i></p> <p><i>n/a</i></p>
24	<p><b>Preparatory work</b></p> <p>Spend a little time reading up on the areas of gender, poverty, race and disability. Think about how they work individually and intersectionally, as well as other characteristics which shape identity and experiences.</p>

**Level 6**

1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Dissertation</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>6</b>
6	<b>UK credits</b>	40
7	<b>ECTS credits</b>	20
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 120
12	<b>Independent study time: total hours</b>	Total Hours: 280
13	<b>Semester(s) of delivery</b>	Year long
14	<b>Main campus location</b>	UCW Winter gardens
15	<b>Module co-ordinator</b>	Susie Score
16	<b>Additional costs involved</b>	Nil
17	<p><b>Brief description and aims of module</b></p> <p>The dissertation is an opportunity to carry out a detailed academic study in the field of education and supporting young people. It is a chance to build on the skills you have already acquired at levels 4 and 5.</p> <p>The area that you will study will be of your choice. You might choose a topic which is related to your career choice, or is a subject you are interested in, or is an area you have already done some work on and wish to develop further. The exact format</p>	

	<p>will depend on the type of study you choose to do. However, your choice will need to be approved by your dissertation supervisor.</p> <p>You are expected to work independently with the support of a series of lectures and associated resources, and with the advice of a dissertation supervisor.</p>
<p>18</p>	<p><b>Outline syllabus</b></p> <p>This module is founded on independent learning and the utilisation of skills acquired at levels 4 and 5. The work is supported by lectures and a dissertation supervisor.</p> <p>The syllabus includes:</p> <ul style="list-style-type: none"> <li>• Choosing a suitable topic that is approved by your supervisor</li> <li>• Supporting you to develop a sound research proposal that can be taken forward to a full study, with consideration of ethics throughout the process</li> <li>• Further development of your knowledge and understanding of the ways in which information is collected, handled and presented in education research</li> <li>• Developing your capacity to work independently on a research project in an area of interest, with appropriate supervision</li> <li>• Development your use of ICT for research, information handling and presentation</li> </ul>
<p>19</p>	<p><b>Teaching and learning activities</b></p> <p>The module is organised with two essential elements:</p> <ol style="list-style-type: none"> <li>1. A series of lectures to support you with further understanding of key aspects of educational research, such as theoretical frameworks, methodology, engagement with literature, application of research methods, data analysis, ethical considerations and writing a dissertation</li> <li>2. Support from an assigned dissertation supervisor who will provide guidance at each stage of the research process</li> </ol> <p>Teaching and learning is supported by the VLE with podcasts, key readings and lecture resources.</p>

	Past students and lecturing staff will be invited in to discuss their projects and exemplars of past dissertations will be made available.	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>Systematic understanding of your chosen topic within the context of education, society and childhood</i></li> <li>2. <i>The ability to identify and critique potential ethical issues based around your dissertation</i></li> <li>3. <i>The ability to initiate, design and carry out an empirical study ethically involving a variety of methods of data collection as appropriate to the study</i></li> <li>4. <i>The ability to synthesise and critically evaluate the arguments, assumptions and data from a variety of sources within the context of education, society and childhood</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1</p> <p>S1, F1</p> <p>S1, F1</p> <p>S1</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Research proposal:</p> <p>A 1000-word proposal plus ethics form. A research proposal is a clear and concise statement of intent. It specifies what you will do and how you will do it. It should be succinct and give a clear sense of the structure of your research work. It will be formatively assessed and will need to gain approval before you can continue with your research. This proposal will make up part of the appendices for the final dissertation.</p>	
22	<b>Summative assessments:</b>	Weighting %

	S1 Dissertation (10,000 words)	100%
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Cohen, L. Manion, L. &amp; Morrison, K. (2011) <i>Research Methods in Education</i>. 7<sup>th</sup> edn. London: Routledge Falmer.</p> <p>Costley, C., Elliot, CG. &amp; Gibbs, P. (2010) <i>Doing Work Based Research</i> London: Sage</p> <p>Creswell, J.W. (2013) <i>Qualitative inquiry and research design: choosing among five approaches</i>. London: Sage.</p> <p>Creswell, J.W. (2014) <i>Educational research: planning, conducting, and evaluating quantitative and qualitative research</i>. Harlow: Pearson.</p> <p>Gray, D. (2017) <i>Doing research in the real world</i>. 4<sup>th</sup> ed. London: Sage Publications Ltd.</p> <p>Hamilton, L. &amp; Corbett-Whittier, C. (2013) <i>Using case study in education research. Research methods in education</i>. Los Angeles: SAGE.</p> <p>Newby, P. (2014) <i>Research methods for education</i>. Harlow: Pearson Education Ltd.</p> <p><i>Specialist resources:</i></p> <p>British Education Research Association (BERA) - <a href="http://www.bera.ac.uk">www.bera.ac.uk</a></p>	

	<p>National Foundation for Educational Research - <a href="http://www.nfer.ac.uk">www.nfer.ac.uk</a></p> <p>National Children's Bureau - <a href="http://www.ncb.org.uk">www.ncb.org.uk</a></p>
24	<p><b>Preparatory work</b></p> <p>Students are encouraged to identify a range of areas or issues in educational policy, theory or practice they wish to explore to develop a deeper understanding of the topic.</p>

1	<b>Module code</b>	t.b.c.
2	<b>Module title</b>	<b>Contemporary issues in education</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>6</b>
6	<b>UK credits</b>	40
7	<b>ECTS credits</b>	20
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 120
12	<b>Independent study time: total hours</b>	Total Hours:280
13	<b>Semester(s) of delivery</b>	Year long
14	<b>Main campus location</b>	UCW Winter gardens
15	<b>Module co-ordinator</b>	Sally Tazewell
16	<b>Additional costs involved</b>	Nil
17	<p><b>Brief description and aims of module</b></p> <p>Within this module you will critically deliver, discuss and debate a range of issues such as race, social justice, poverty. You will examine how these issues have an impact upon the life chances of children and young people.</p> <p>Through discussing the concept of globalisation and its impacts; you will evaluate international comparisons of education, curricula and approaches to teaching. You will critically consider how this is enabling the adoption, adaptation and evolution of curricula around the world.</p> <p>Within the areas discussed within this module you will need to demonstrate how you can develop a reflexive pedagogy that reflects the social landscape and responds to change in a globalised world.</p>	
18	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Explore variations in the experiences of children and young people in relation to contemporary issues</li> <li>• Encourage critical reflection upon identity and belonging in relation to language, culture and religion</li> <li>• Consider the impact of globalisation and migration</li> <li>• Examine the effects of drugs, weapons, county lines and gang culture on personal safety for children, young people and the adults who work with them in their communities</li> <li>• Follow developments in social movements such as Black Lives Matter or Extinct Rebellion</li> </ul>	

	<ul style="list-style-type: none"> <li>Critically consider the impact and influence of international approaches to curricula</li> </ul>	
19	<p><b>Teaching and learning activities</b></p> <p>Lectures and seminars will introduce contemporary issues which impact upon education and life chances. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.</p> <p>Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme by supporting your understanding and knowledge of key issues in society and the impact they are having on the life chances of young people.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li><i>A systematic understanding of a wide range of contemporary issues which impact upon the education and life chances of children and young people</i></li> <li><i>The ability to reflect upon their own positionality in relation to contemporary issues within education, society and childhood</i></li> <li><i>A systematic understanding of a contemporary issue within education, society and childhood</i></li> <li><i>The ability to systematically analyse influences on curriculum and pedagogy from a global perspective</i></li> <li><i>The ability to critically reflect on your own and others' value systems</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S2, F1, F2</p> <p>S2, F1, F2</p> <p>S2, F1, F2</p>
21	<p><b>Assessment and feedback</b></p> <p>F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice and experiences</p> <p>F2. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Scrapbook with analysis (6000 words)</p> <p>S2 Essay (4000 words)</p>	<p>Weighting%</p> <p>60%</p> <p>40%</p>



23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <p>Bradshaw, J. (ed.) (2017) <i>The well-being of children in the UK</i>. 4<sup>th</sup> edn. Bristol: Policy Press.</p> <p>De Graaf, N.D. and Wiertz, D. (2019) <i>Societal Problems as Public Bads</i>. Abingdon: Routledge.</p> <p>Demie, F. (2019) <i>Educational inequality: Closing the gap</i>. London: UCL and IOE Press.</p> <p>Eisenstadt, N. and Oppenheim, C. (2019) <i>Parents, poverty and the state</i>. Bristol: Policy Press.</p> <p>Garner, S. (2017) <i>Racisms: an introduction</i>. 2<sup>nd</sup> edn. London: Sage Publishing Ltd.</p> <p>Jones, k. (2020) <i>Challenging Gender Stereotypes in Education</i>. London: Sage.</p> <p>Knowles, G. and Lander, V. (2011) <i>Diversity, equality and achievement in education</i>. London: Sage.</p> <p>Music, G. (2017) <i>Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development</i>. 2<sup>nd</sup> edn. Abingdon: Routledge.</p> <p>Reay, D. (2017) <i>Miseducation: inequality, education and the working classes</i>. Bristol: Policy Press.</p> <p>Stembridge, A. (2020) <i>Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy</i>. Abingdon: Routledge.</p> <p>Tassoni, P. (2017) <i>Reducing Educational Disadvantage: A Strategic Approach in the Early Years</i>. London: Featherstone Education.</p> <p>Wearmouth, J. (2017) <i>Special educational needs and disabilities in schools</i>. London: Bloomsbury.</p> <p>Warwick-Booth, L. (2019) <i>Social Inequality</i>. 2<sup>nd</sup> edn. London: SAGE Publications Ltd.</p> <p><i>Key web-based and electronic resources</i></p> <p>Children's Commissioner - <a href="https://www.childrenscommissioner.gov.uk/">https://www.childrenscommissioner.gov.uk/</a>  Mencap - <a href="https://www.mencap.org.uk/">https://www.mencap.org.uk/</a>  National Society for the Prevention of Cruelty to Children - <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  Save the Children - <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>  UNESCO - <a href="http://www.unesco.org">www.unesco.org</a>  UNICEF - <a href="http://www.unicef.org">www.unicef.org</a>  World Health Organisation - <a href="http://www.who.int/en/">www.who.int/en/</a></p>
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	<p><i>Specialist resources:</i></p> <p><i>n/a</i></p>
24	<p><b>Preparatory work</b></p> <p>Spend a little time reading up on the areas of gender, poverty, race and disability. Think about how they work individually and intersectionally, as well as other characteristics which shape identity and experiences.</p>

1	<b>Module code</b>	t.b.c.
2	<b>Module title</b>	<b>Constructions of childhood</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>6</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	N/A
10	<b>Pre-requisite or co-requisite</b>	None
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 1
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Susie Score
16	<b>Additional costs involved</b>	Nil
17	<b>Brief description and aims of module</b>  Within this module you will critically consider the way in which society, religion, politics and the media constructs and views childhood and youth. You will critically assess the impacts of this and identify how it influences the way in which young people are considered and treated within society. You will critically identify and discuss the idea of young people as citizens and the importance of their voice in securing the future of society.	
18	<b>Outline syllabus</b>  This module will: <ul style="list-style-type: none"> <li>• Critically consider how childhood is constructed within society</li> <li>• Consider the roles of religion, politics and media in constructing views of childhood and youth</li> <li>• Reflect upon ways in which children and young people are treated within different areas of society, for example the education system, the healthcare system, the legal system or the voting system</li> <li>• Examine ways of advocating for young people as citizens, ensuring their voices are solicited and heard</li> </ul>	
19	<b>Teaching and learning activities</b>  Lectures and seminars critically consider the way in which society, religion, politics and the media constructs and views childhood and youth. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.	

	<p>Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>A systematic understanding of how childhood is socially constructed, represented and regulated</i></li> <li>2. <i>A systematic analysis of discourses which represent different and sometimes conflicting views on childhood</i></li> <li>3. <i>The ability to critically evaluate the arguments and assumptions on the roles of religion, politics and media in constructing views of childhood and youth</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S2, F1, F2</p>
21	<p><b>Assessment and feedback</b></p> <p>F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on their own practice.</p> <p>F2. Individual and group tutorials and action learning sets will be utilised to support and monitor your progress and support peer review of learning</p>	
22	<p><b>Summative assessments:</b></p> <p>S1 Group seminar (20 minutes)</p> <p>S2 Creative piece plus reflection (2500 words)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <p>Aynsley-Green, A. (2019) <i>The British betrayal of childhood</i>. Abingdon: Routledge.</p> <p>Blundell, D. (2016) <i>Rethinking children's spaces and places</i>. London: Bloomsbury.</p> <p>Bradshaw, J. (ed.) (2017) <i>The well-being of children in the UK</i>. 4<sup>th</sup> edn. Bristol: Policy Press.</p> <p>Cunningham, H. (2006) <i>The invention of childhood</i>. London: BBC Books.</p> <p>De Graaf, N.D. and Wiertz, D. (2019) <i>Societal Problems as Public Bads</i>. Abingdon: Routledge.</p>	

	<p>Demie, F. (2019) <i>Educational inequality: Closing the gap</i>. London: UCL and IOE Press.</p> <p>Eisenstadt, N. and Oppenheim, C. (2019) <i>Parents, poverty and the state</i>. Bristol: Policy Press.</p> <p>Garner, S. (2017) <i>Racisms: an introduction</i>. 2<sup>nd</sup> edn. London: Sage Publishing Ltd.</p> <p>Jones, k. (2020) <i>Challenging Gender Stereotypes in Education</i>. London: Sage.</p> <p>Knowles, G. and Lander, V. (2011) <i>Diversity, equality and achievement in education</i>. London: Sage.</p> <p>Montgomery, H. (ed.) (2013) <i>Local childhoods, global lives</i>. 2<sup>nd</sup> edn. Bristol: policy Press.</p> <p>Music, G. (2017) <i>Nurturing Natures: Attachment and Children’s Emotional, Sociocultural and Brain Development</i>. 2<sup>nd</sup> edn. Abingdon: Routledge.</p> <p>Owen, A. (ed.) (2017) <i>Childhood today</i>. London: Sage.</p> <p>Reay, D. (2017) <i>Miseducation: inequality, education and the working classes</i>. Bristol: Policy Press.</p> <p>Smith, R. (2009) <i>A universal child?</i> Basingstoke: Palgrave Macmillan.</p> <p>Stembridge, A. (2020) <i>Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy</i>. Abingdon: Routledge.</p> <p>Tassoni, P. (2017) <i>Reducing Educational Disadvantage: A Strategic Approach in the Early Years</i>. London: Featherstone Education.</p> <p>Wearmouth, J. (2017) <i>Special educational needs and disabilities in schools</i>. London: Bloomsbury.</p> <p>Warwick-Booth, L. (2019) <i>Social Inequality</i>. 2<sup>nd</sup> edn. London: SAGE Publications Ltd.</p> <p><i>Key web-based and electronic resources</i></p> <p>Children’s Commissioner - <a href="https://www.childrenscommissioner.gov.uk/">https://www.childrenscommissioner.gov.uk/</a>  Mencap - <a href="https://www.mencap.org.uk/">https://www.mencap.org.uk/</a>  National Society for the Prevention of Cruelty to Children - <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  Save the Children - <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>  UNESCO - <a href="http://www.unesco.org">www.unesco.org</a>  UNICEF - <a href="http://www.unicef.org">www.unicef.org</a></p> <p><i>Specialist resources:</i></p> <p>n/a</p>
24	<b>Preparatory work</b>

<p>Consider how childhood and children has changed in the past 100 years. Think about what has driven this change, and the impact it has had. Begin to identify key words and phrases for using in searches for academic sources.</p>
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1	<b>Module code</b>	t.b.c
2	<b>Module title</b>	<b>Professional Development</b>
3	<b>Subject</b>	Education, Society and Childhood
4	<b>Core, Required or Required* for</b>	Core
5	<b>Level</b>	<b>6</b>
6	<b>UK credits</b>	20
7	<b>ECTS credits</b>	10
8	<b>Optional for</b>	N/A
9	<b>Excluded combinations</b>	None
10	<b>Pre-requisite or co-requisite</b>	Professional Practice' DBS certificate
11	<b>Class contact time: total hours</b>	Total Hours: 60
12	<b>Independent study time: total hours</b>	Total Hours: 140
13	<b>Semester(s) of delivery</b>	Semester 2
14	<b>Main campus location</b>	UCW Winter Gardens
15	<b>Module co-ordinator</b>	Lauren Pring
16	<b>Additional costs involved</b>	Nil
17	<p><b>Brief description and aims of module</b></p> <p>Within this module you will continue your professional development from year two by utilising your professional development plan and the observations by your mentor and tutor about your skills, knowledge and understanding of requirements within the sector and how you can meet the professional standards.</p> <p>You will use critical reflection to engage further with your own strengths and areas for development. Using reflexive practice, you will consider the position of your own values and beliefs and how they impact on you as a practitioner and understand your</p>	

	<p>complex role in relation to others and how you can be a catalyst for change in the sector.</p> <p>Using the professional development plans from years one and two will equip you to make informed, critical and confident assessments of the opportunities, debates and challenges that are presented by the graduate landscape. You will consider what it means to develop your 'employability' and will have the opportunity to explore options in the sector and prepare yourself for your future career.</p>
<p>18</p>	<p><b>Outline syllabus</b></p> <p>This module will:</p> <ul style="list-style-type: none"> <li>• Ask you to demonstrate your reflexivity by considering your values and beliefs and how they influence your practice and to recognise your role in shaping your surroundings</li> <li>• Support you to maintain your reflective journal as an aide to personal reflection and within group discussions</li> <li>• Research potential career opportunities and job roles on offer within the sector and support you to develop your career path</li> <li>• Expect you to critically engage with models and theories of reflection to support your growth and development</li> </ul>
<p>19</p>	<p><b>Teaching and learning activities</b></p> <p>Taught sessions will critically explore the value and theories of reflective practice and identify further models that may support your development. These sessions will involve lectures, seminar discussions, individual and collaborative reflective tasks.</p> <p>You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you as an independent learner.</p> <p>You will continue with your reflective journal to support your thought processes and development; this will be used within sessions to record reflections or as a prompt for discussion.</p>



	<p>You will draw on your experiences from your third-year workplace/placement to engage in a professional dialogue with your placement mentor to support your reflections and practice. You will be observed in your workplace/placement by a tutor and your mentor to support effective critical reflection and recognise in practice how evaluation can support the process of change. You will continue to use your action plans to consolidate your understanding of key development areas agreed with your tutor and mentor and use these to develop your practice.</p> <p>You will research career opportunities within your selected area and identify your strengths and attributes applicable to this role, you will have the opportunity to work towards developing your CV, application and interview skills.</p>	
20	<p><b>Intended learning outcomes</b></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. <i>The ability to manage own professional development within an educational or social services setting</i></li> <li>2. <i>A systematic understanding of the needs of the educational or social services working environment</i></li> <li>3. <i>A reflective approach to continued professional development and lifelong learning within education, society and childhood</i></li> </ol>	<p><i>How assessed</i></p> <p>S1, S2, F2, F3</p> <p>S1, F2</p> <p>S1, S2, F1, F2, F3</p>
21	<p><b>Assessment and feedback</b></p> <p><i>Formative exercises and tasks:</i></p> <p>F1. You will share practical experiences as well as ideas from wider reading in small and large group discussions</p> <p>F2. You will research the employment opportunities within the sector and the attributes, skills and knowledge employers are looking for - you will consider how you can demonstrate how you meet these requirements</p>	

	F3. The tutor and mentor observations will support you to consolidate your application of theory into practice and support you to build the skills required in the workplace	
22	<p><b>Summative assessments:</b></p> <p>S1 Application form</p> <p>S2 Interview/Professional discussion</p>	<p>Weighting %</p> <p>50%</p> <p>50%</p>
23	<p><b>Learning resources</b></p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Bolton, G. &amp; Delderfield, R. (2018) <i>Reflective Practice: Writing and Professional Development</i>. 5<sup>th</sup> ed. Landon: Sage Publications Ltd.</p> <p>Brookfield, S.D. (2017) <i>Becoming a critically reflective practitioner</i>. Second edn. San Francisco: Jossey-Bass.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>McGregor, D. &amp; Cartwright, L. (eds) (2011) <i>Developing reflective practice: A guide for beginner teachers</i>. Maidenhead: Open University Press</p> <p>Sellars, M. (2017) <i>Reflective practice for teachers</i>. 2<sup>nd</sup> ed. London: Sage Publications Ltd.</p> <p>Tarrant, P. (2013) <i>Reflective practice and professional development</i>. London: Sage Publications Ltd.</p>	

	<p>Tripp, D. (2012) <i>Critical incidents in teaching: Developing professional judgment</i>. Classic edition. Abingdon: Routledge</p> <p><i>Specialist resources:</i></p> <p><a href="http://www.learningforsustainability.net">www.learningforsustainability.net</a></p>
24	<p><b>Preparatory work</b></p> <p>Use the professional development plan produced in the first and second years to identify key areas of strengths and development that can be taken forward into your third-year workplace/placement. Consider career options and opportunities, start to research these within the job market.</p>