



Definitive Programme Document:

BA (Hons) Special Educational Needs, Disability and Inclusive Practice

Awarding institution	Bath Spa University
Teaching institution	University Centre Weston (UCW)
School	School for Education
Main campus	UCW
Other sites of delivery	N/A
Other Schools involved in delivery	N/A
Name of award(s)	Special Educational Needs, Disability and Inclusive Practice
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Sandwich year	No
Duration of award	3 years full-time
Modes of delivery offered	campus-based
Regulatory Scheme ¹	Undergraduate Academic Framework
Exemptions from regulations/framework ²	Yes
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	SEND
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	

Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BA (Hons) Special Educational Needs, Disability and Inclusive Practice	Undergraduate Academic Framework	To enable a mixture of 20 and 40 credit modules to be in both Level 4 and Level 5 at	Undergraduate Academic Framework

¹ This should also be read in conjunction with the University's Qualifications Framework

² See section on 'Exemptions'

		UCW to meet the needs of the students.	
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Programme Overview

The BA (Hons) Special Educational Needs, Disability (SEND) and Inclusive Practice has been designed to meet the needs, approaches and requirements of organisations and practitioners working with Children and Young People with SEND and their families. The aims of the programme are to develop a reflective practice enabling the articulation and justification of a robust personal and professional ethos regarding inclusion. The programme will provide you with the opportunity to explore evidence based best practice to develop specialist knowledge of supporting children and young people in education in the following areas:

- Autism Spectrum
- Social and emotional (Trauma and attachment)
- Positive Interactions
- Mental Health
- Specific Learning Difficulties
- Speech, Language and Communication
- Complex learning difficulties, disabilities, and additional communication needs

You will explore perspectives of education, disability and inclusion and the facilitation of effective partnership working, safeguarding, transitions and learner centred approaches. The ethos of the programme is centred around discovery, growth and professionalisation of your practice in supporting children, young people with SEND and their families across the broad spectrum of educational provision. You will have the opportunity to investigate process, best practice and context to develop a personal ethos, practical skills and knowledge. This combined will enable you to support progress and positive outcomes for children and young people with SEND and enhance inclusive practices within organisations. Each level of study has been designed to allow you to explore and develop your knowledge of SEND and inclusion and its application to practice, alongside the development of an awareness of self, systems thinking and organisational culture.

The programme will enable you to develop and take ownership of your own specialist knowledge and practice regarding supporting children and young with SEND and transfer it to enhance inclusion. There are excellent links to educational settings that will help you to realise and pursue a professional pathway. Throughout the programme, there is a focus on employability and linking theory to practice. This will enable you to develop the practical and theoretical skills at practitioner level and understand the potential to have wider influence on organisations and the sector as agents for change. Graduates will be equipped to pursue postgraduate study.

Programme Aims

1. Develop a reflective practice enabling the articulation and justification of a robust personal and professional ethos regarding inclusion
2. Explore evidence based best practice to develop specialist knowledge of supporting children and young people with SEND
3. Develop the skills to facilitate effective partnership working, safeguarding, transitions and learner centred approaches in educational settings.
4. Support progress and positive outcomes for children and young people with SEND and enhance inclusive practices within organisations
5. Develop the practical skills and professional awareness to have wider influence on organisations and the sector as agents for change
6. Understand the historical development of concepts and models of disability and inclusion, including legislative changes and their influence on educational policy and practice.
7. Critically reflect on established theories of thinking and learning, their methodologies, claims to knowledge and practical relevance when working within inclusive educational settings.

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	Systematic understanding of key contemporary issues, theories and concepts within the context of disability and inclusion in education.	A critical understanding and knowledge of established concepts within disability and inclusion in education	Knowledge of the underlying principles of disability and inclusion in education.
A2	Ability to accurately deploy contemporary techniques of analysis and enquiry relating to approaches and traditions in the psychology of thinking and learning.	Critically evaluate key theoretical approaches and traditions in the psychology of thinking and learning.	Understand theoretical approaches in the psychology of thinking and learning.

A3	A systematic understanding of current research at the forefront of developmental approaches to learning.	Critically understand the theoretical and historical context of a range of developmental approaches to learning.	Understanding of developmental approaches to understanding learning
A4	A coherent and detailed knowledge of applied psychological approaches and innovative educational practice relevant to working in SEND.	Critically analyse relevant applied psychological approaches to working in SEND	Understanding psychological approaches relevant to working in SEND.
A5	A systematic understanding of current research and practice of systemic and sociological factors underlying social injustice and their impact on outcomes relevant to inclusion and SEND.	Critically analyse systemic and sociological factors underlying social injustice and their impact on outcomes relevant to inclusion and SEND.	Understand and evaluate sociological factors underlying social injustice relevant to inclusion and SEND.
A6	Accurately deploy established techniques and methodologies to analyse the relationship between theory and practice in education.	A critical understanding of the relationship between theory and practice in education, including well-established concepts and methodological applications.	Understand the relationship between theory and practice in education, including underlying concepts and methodological positions.
A7	Exercise initiative and personal responsibility including making decisions and influencing others in complex and unpredictable contexts.	Critically apply understanding of statutory framework to assume significant responsibility within organisations for inclusive practice and provision for learners with SEND.	Understand underlying statutory framework that informs inclusive practice and work within SEND.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs)	On Achieving Level 5	On Achieving Level 4
	On Achieving Level 6		
B1	Appreciate the ambiguity of knowledge in critically reflecting on own professional values and	Critically reflect on own professional values and practice whilst working in an inclusive environment	Evaluate and reflect on own professional values and practice whilst working in an inclusive environment

	practice whilst working in an inclusive environment		
B2	Evaluate information and make judgements to achieve practical solutions within the context of SEND and inclusive practice	Critically analyse information and propose solutions to problems arising from that analysis within the context of SEND and inclusive practice	Evaluate and interpret information effectively within the context of SEND and inclusive practice
B3	Effectively communicate information and analysis, arguments, problems and solutions in a variety of forms to specialist and non-specialist audiences	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.	Communicate results of study/work accurately and reliably with structured and coherent arguments.
B4	Independently apply research techniques at the forefront of SEND and inclusive practice to locate most up to date and relevant academic information.	Critically apply theories of SEND and inclusive practice	Demonstrate an understanding of theories of SEND and inclusive practice
B5	Systematically apply methods of enquiry, including those at the forefront of educational research, to propose solutions to specific problems.	Critically evaluate the main methods of enquiry in educational research and their appropriateness to solving specific problems.	Evaluate and interpret methodologies in accordance with theories and concepts.

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs)	On Achieving Level 5	On Achieving Level 4
	On Achieving Level 6		
C1	Autonomous learning (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	Team work as would be necessary for employment	Team work as would be necessary for employment

	global workplace with an ability both to work in and lead teams effectively.	requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	requiring the exercise of personal responsibility for effective work with others.
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.

[Name of subject]				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4		Childhood development and beyond	20	C			
4		Counselling Approaches in Education and Support	20	C			
4		Disability, Education and Inclusion	20	C			
4		The Psychology of Learning	20	C			

4		Introduction to Issues of Social Justice and Equity	20	C			
4		Thinking and Learning	20	C			
5		Attachment & Trauma	20	C			
5		Contributing to the support of people on the Autism Spectrum	40	C			
5		Mental and Emotional Health	20	C			
5		Promoting positive interactions	20	C			
5		SLCN, Literacy difficulties and SpLD	20	C			
6		Contemporary issues within Inclusive Practice	20	C			
6		Dissertation	40	C			
6		Innovative Curricula and Support	20	C			
6		Professional Practice	40	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.

Work experience and placement opportunities

Work experience and placement opportunities will be embedded and scaffolded throughout the programme. During year 1 you will gain exposure to the world of work through visiting lecturers who are current specialist practitioners in SEND and inclusive practice and provided opportunities for site visits to a range of provision. Throughout year 2 you will undertake work experience within the field of SEND and inclusive practice. This will culminate in year 3 where you will be required to undertake a work placement within a setting that will enable you to apply theory to practice and to be assessed within placement.

Graduate Attributes

	Bath Spa Graduates...	In BA (Hons) Special Educational Needs, Disability and Inclusive Practice 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 and inclusive practice 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 particularly in regard to SEND and inclusion as part of this course.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	We believe that education and support professions are creative ones and as such you will have the opportunity to explore your own 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 how you support learners with SEND and enhance inclusion with technology as part of your assessments.
5	Will be internationally networked: either by studying abroad for part of their programme, or studying alongside students from overseas	This programme equips you to understand and engage with education, SEND and a inclusion in the UK and internationally. The curriculum presents an international perspective on these issues during the three years. You will have the opportunity to network with SEND and inclusion practitioners outside of the UK allowing for insight into provision in other contexts.
6	Will be creative thinkers, doers and makers	This course enables your knowledge and understanding of education, SEND and inclusion 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 is embedded in the curriculum from the very start of the programme where you will be introduced to philosophical debates around the purposes of education, SEND and inclusion. 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 and inclusive practice is about change and we provide you with opportunities to develop your personal values, beliefs and ethos. You will rigorously examine and defend these values against a framework of ethical behaviours and have the opportunity to consider the ethics of research and of working as a professional in an educational and/or support 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
Inclusion, Education and SEND	Childhood development and beyond (20 credits - Sem 1)	Attachment and Trauma (20 credits Sem 1)	Contemporary issues in inclusive practice (20 credits Sem 1)
Reflective Practice	Counselling approaches (20 credits- Sem 2)	Contributing to the support of people on the autism spectrum (40 credits Year Long)	Dissertation (40 credits Year Long)
	Disability, education and inclusion (20 credits Sem 1)	Mental and emotional health (20 credits Sem 1)	Innovative Curricula and support (20 credits Sem 2)
	Psychology of Learning (20 credits, Sem 2))	Promoting positive interactions (20 credits Sem 2)	Professional Practice (40 credits Year Long)
Systems thinking	Introduction to issues of social justice and equity (20 credits – Sem 1)	SLCN, literacy difficulties and SpLD (20 credits Sem 2)	
	Thinking and Learning (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	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4		
4		Childhood development and beyond	C	✘		✘						✘	✘	✘	✘		✘		✘	✘	
4		Counselling Approaches in Education and Support	C	✘			✘			✘			✘	✘		✘		✘		✘	✘
4		Disability, Education and Inclusion	C	✘							✘	✘		✘	✘		✘			✘	✘

4		The Psychology of Learning	C		✘		✘				✘		✘	✘		✘	✘
4		Introduction to Issues of Social Justice and Equity	C					X	✘		✘	✘		✘		✘	✘
4		Thinking and Learning	C		✘	✘			✘				✘	✘		✘	✘
5		Attachment & Trauma	C	✘	✘		✘		✘	✘	✘				✘		✘
5		Contributing to the support of people on the Autism Spectrum	C	✘	✘	✘	✘		✘		✘	✘	✘		✘		✘
5		Mental and Emotional Health	C	✘	✘			✘			✘		✘		✘		✘
5		Promoting positive interactions	C	✘	✘		✘		✘	✘	✘			✘		✘	✘
5		SLCN, Literacy difficulties and SpLD	C	✘		✘		✘		✘		✘	✘		✘		✘
6		Contemporary issues within Inclusive Practice	C	✘		✘		✘	✘		✘	✘		✘		✘	✘

6		Dissertation	C	✘		✘	✘	✘	✘			✘	✘	✘	✘		✘	✘
6		Innovative Curricula and support		✘	✘	✘	✘		✘			✘	✘	✘	✘		✘	✘
6		Professional Practice			✘		✘		✘	✘	✘		✘			✘	✘	✘

✘

Level	Module Code	Module Title	Status (CRO)	Assessment method					
				Coursework			Practical		
				Essay	Report	Folder	Presentation	Exhibition	Portfolio
4		Childhood development and beyond	C				✘		✘
4		Counselling Approaches in Education and Support	C		✘				
4		Disability, Education and Inclusion	C	✘			✘		
4		The Psychology of Learning	C	✘			✘		
4		Introduction to Issues of Social Justice and Equity	C		✘		✘		
4		Thinking and Learning					✘		✘
5		Attachment & Trauma	C						
5		Contributing to the support of people on the	C	✘			✘		

		Autism Spectrum							
5		Mental and Emotional Health	C		✘		✘		
5		Promoting positive interactions	C	✘			✘		
5		SLCN, Literacy difficulties and SpLD	C						✘
6		Contemporary issues within Inclusive Practice	C				✘		✘
6		Dissertation	C		✘				
6		Innovative Curricula and Support	C						✘
6		Professional Practice		✘					✘

1	Module code	tbc
2	Module title	Childhood development and beyond
3	Subject	Education
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	Lauren Pring/Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</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>Outline syllabus</p> <p>This module will:</p> <ul style="list-style-type: none"> • Explore how babies, children and young people develop physically and cognitively through lectures, physical activities, seminar discussion, learning sets and reading. • Consider key theories such as behaviourism, constructivism and social constructivism, with a focus on how they are observed in practice. • To provide an opportunity for you to explore the role of the adult in supporting children and young people’s development. • You will be expected to consider ethical positions and approaches to supporting children and young people’s development throughout the module. 	
19	<p>Teaching and learning activities</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>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<p><i>How assessed</i></p>

	<p>1. Knowledge of approaches to understanding learning</p> <p>2. The ability to evaluate and interpret information effectively relevant to working in SEND.</p> <p>3. An understanding of ethical considerations within educational and support settings for children and young people with SEND</p>	<p>F1, S1, S2</p> <p>F2, S1, S2</p> <p>S2, F3</p>
21	<p>Assessment and feedback</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>Summative assessments:</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>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Doherty, J. & Hughes, H. (2014) <i>Child development: theory and practice 0-11</i>. 2nd ed. Harlow: Pearson.</p>	

	<p>Gerhardt, S. (2014) <i>Why love matters: How affection shapes a baby's brain</i>. 2nd ed. London: Routledge.</p> <p><i>Specialist resources:</i></p> <p><i>n/a</i></p>
24	<p>Preparatory work</p> <p>Take time to consider children and young people you work/have worked with and what you know about them holistically – think about all areas of learning and development considering their sociocultural background, competencies, needs, physical health and well-being.</p>

1	Module code	tbc
2	Module title	Counselling Approaches in Education and Support
3	Subject	Education
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	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	James Summerhayes
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aim of this module is to gain an introductory insight into counselling skills and approaches applied to children and young people in education and youth settings. At the end of the module you will understand the fundamentals of counselling skills and approaches in educational settings. The module will also highlight further study opportunities and available careers you may be interested in pursuing beyond this introductory module.</p> <p>You will gain knowledge of what counselling and helping is and what it is not, whilst also identifying when referral to other professionals is required should children and young people present with difficulties beyond your personal skill-base. Referral along with other ethical considerations will be placed under scrutiny to inform safe, ethical practice.</p> <p>Within this module you will identify characteristics of the three main approaches to counselling: humanistic, psychodynamic and cognitive and behavioural and will explore the practical application and underlying philosophy of each. The integrative model of counselling will also be unpicked with particular focus on Gerard Egan's 'skilled helper' model which especially places emphasis on the person-centred and cognitive disciplines.</p> <p>You will have opportunity to practice stage 1 skills key to effective counselling and helping, such as communicating listening through body language, minimal prompts, paraphrasing and effective summaries whilst portraying non-judgemental warmth, empathy and genuineness. These are the building blocks which underpin the therapeutic alliance, allowing positive change to happen.</p> <p>In counselling and education, personal reflection is an essential prerequisite for effective practice and for this reason by attending this module you will be encouraged to safely explore your own history, personal feelings and prejudices to better understand the self.</p>	

	<p>You will keep a personal reflective journal of your practice in working with children and young people as well as personal insights and challenges in studying this module.</p>
<p>18</p>	<p>Outline syllabus</p> <p>This module aims to teach those working with children and young people basic counselling/helping skills to use in practice settings.</p> <p>Practice skills include:</p> <ul style="list-style-type: none"> • Identifying specific approaches to counselling/helping which suit the practitioner and the client • Developing the reflective self – checking in to highlight own thoughts, feelings and potential prejudices • Working ethically with knowledge of potential referral avenues • Person Centred Skills (stage 1 skills- Egan’s Skilled Helper model) including effective listening, communicating empathy and acceptance, using immediacy skills, • Cognitive behavioural skills in managing anxiety, depression and other forms of mental disturbance through understanding the link between thoughts, feeling and behaviours, the negative effect of thinking distortions and the setting of cognitive and behavioural experiments • Skills drawn from third-wave cognitive behavioural practices including mindfulness-based approaches and Acceptance & Commitment Therapy (ACT) in managing intense worry and stress • Counselling/helping young people with SEND
<p>19</p>	<p>Teaching and learning activities</p> <p>You will participate in a range of lectures and practical activities which will inform and prepare you to listen and respond to children and young people, seeking their support. Lectures and practical based learning include:</p> <ul style="list-style-type: none"> • Understanding what constitutes counselling and helping - lecturer to model techniques from the main three approaches to counselling • Identifying ethical and safeguarding considerations from given case studies • Exploring when and whom to refer children and young people presenting with needs beyond our expertise • Emphasis on the effects of one’s own prejudice and oppression in the counselling/helping relationship • Trio-work for skill development - effective listening, portraying empathy, congruence, acceptance and unconditional positive regard • Identifying the connections between thoughts, feelings and behaviours through the cognitive behavioural approach to counselling - students to reflect on own experience to identify negative and positive connections • Investigating behavioural exposure techniques as a means of working with school/college phobias. Creating a fear hierarchy for a client • Taking part in mindfulness based therapeutic approaches with a view to implementing this technique when working with children and young people

	<p>You will participate in role plays to practice stage 1 key skills. You will be assessed in the counsellor/helper role as part of the assessment requirements for the module.</p> <p>This is a highly reflective module, in which you will keep a reflective log of personal learning gleaned from participating in the module and in working with children/young people in a support/helping role. The reflective journal will form part of the assessment. Personal reflections will be informed through academic sources.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. An understanding of applied psychological approaches relevant to working in SEND 2. An understanding of the theories of reflection within a counselling context 3. The ability to evaluate and reflect on own professional values within an inclusive context. 	<p><i>How assessed</i></p> <p>S1, F4</p> <p>S1, F3</p> <p>S1, F1, F2</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Trio work, formative and peer assessments of Stage 1 counselling/helping skills</p> <p>F2. Case presentations</p> <p>F3. Mini assignments</p> <p>F4. Class discussions/group work</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Reflective report and skills assessment (4000 words).</p>	<p>Weighting%</p> <p>100%</p>
22	<p>Learning resources:</p> <p><i>Key Texts:</i></p> <ul style="list-style-type: none"> • Egan, G (2014) <i>The Skilled Helper – A Problem Management and Opportunity-Development Approach to Helping</i> 10th Edition. Pacific Grove CA, Brooks/Cole • Sanders, P (2011) <i>First Steps in Counselling – A student’s companion for basic introductory courses</i> 4th Edition. Ross-on-Wye, PCCS Books • <p><i>Suggested Reading:</i></p> <ul style="list-style-type: none"> • Bond, T. (2015) <i>Standards and Ethics for Counselling in Action</i> 4th Edition. London, Sage • Geldard, K. Geldard, D. Yin Foo, R; (2019) <i>Counselling Adolescents – The Proactive Approach for Young People</i> 5th Edition. London, Sage 	

	<ul style="list-style-type: none"> • Geldard, K. Geldard, D. Yin Foo, R; (2017) <i>Counselling Children – A practical Introduction</i>. London, Sage • Mearns, D. Thorne, B. (2013) <i>Person Centred Counselling in Action 4th Editon</i>. London, Sage • Stallard, P. <i>Think Good, Feel Good – A Cognitive Behaviour Therapy Workbook for Children and Young People</i>. Chichester, Wiley • Wright, J. (2018) <i>Reflective Writing in Counselling and Psychotherapy 2nd Editon</i>. London, Sage <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>Specialist resources</p> <ul style="list-style-type: none"> • Workshops • Library Plus • Teams VLE • Counsellor CPD Online (Subscription)
23	<p>Preparatory work</p> <p>To prepare for this module you should keep a reflective diary in which you will explore emotions - positive and negative, as well as thoughts and experiences from work and personal life. Identify patterns of emotions and thoughts and make interpretations as to why patterns may have formed, reflecting on past experiences in the process.</p>

1	Module code	tbc
2	Module title	Disability, Education and Inclusion
3	Subject	Education
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	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	1
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aim of this module is to begin to develop and foster an informed personal and professional ethos regarding inclusion and provision for children, young people and their families with SEND. Through a developing reflective practice and process you will examine your motivation for choosing the programme and develop an informed personal and professional position regarding inclusion, acknowledging that this will be subject to change when informed through further study and professional practice experience.</p> <p>You will explore and develop knowledge of the historical, social and political context of disability and education and their implications for inclusion. In doing so you will gain insight into how society has developed to construct devalued groups who have traditionally been persecuted and ostracised. You will discuss models of disability and the disability rights movement and how over time their influence has changed societal attitudes and impacted upon statute, educational provision and inclusion. This contextual knowledge and awareness will provide you with a deep understanding enabling you to engage with the ongoing complex and nuanced debates that surround inclusion.</p>	
18	<p>Outline syllabus</p> <p>This module will include sessions with specialist practitioners and have an emphasis on developing a historical contextual awareness and knowledge of the development of educational and other provision for children and young people with SEND. You will consider the interaction between the disability rights movement and the impact of the social and other models of disability on educational policy and practice.</p> <ul style="list-style-type: none"> • Historical perspectives on education • The purpose of education • Historical perspectives of disability and key drivers for change • Models of disability 	

	<ul style="list-style-type: none"> • Disability rights, education, and inclusion • The confusions of inclusion • The SEND reforms 	
19	<p>Teaching and learning activities</p> <p>You will participate in a series of lectures, seminars and reflective groups that will address the essential aspects of effective learning. This will include:</p> <ul style="list-style-type: none"> • Whole class teaching to introduce key themes • Paired, small group and whole class discussion of purpose of education and models of disability • Paired and small group research tasks and projects • Peer presentations, giving and receiving peer review and feedback • Participating in structured reflective groups <p>Real and indicative cases studies will be examined, and professional practitioners will be invited to talk to you where possible. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures from specialist practitioners. • Analysis of video clips taken from the fields of disability, education and inclusion • Discussion and reflective group work. <p>You will develop an informed personal and professional position regarding inclusion acknowledging that this will be subject the change when informed through further study and professional practice experience You will use peer feedback and participation in reflective groups to add rigour and accountability to this process.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. The ability to explore the underlying principles of disability and inclusion in education 2. The ability to understand and evaluate sociological factors underlying social injustice relevant to inclusion and SEND. 3. An understanding of underlying statutory framework that informs inclusive practice and work within SEND. 4. The ability to evaluate and reflect on own professional values and practice within an inclusive context. 	<p><i>How assessed</i></p> <p>S1, S2, F4</p> <p>S2, F1</p> <p>S2 , F2</p> <p>S1, F3</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Small group research projects</p>	

	<p>F2. Mini presentations F3. Reflective groups F4. Ongoing class feedback</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Reflective journal (1500 words)</p> <p>S2. Presentation (10-minute presentation)</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
<p>22</p>	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Shakespeare, T. (2006) <i>Disability rights and wrongs</i>. London: Routledge</p> <p>Race, D. (2007) <i>Intellectual Disability – social approaches</i> Maidenhead: McGraw Hill/ Open University Press</p> <p>Swain, J., French, S., Barnes, C. and Thomas, C. (2014) <i>Disabling Barriers-Enabling Environments</i>, 3rd edition. London: Sage.</p> <p>Carpenter, M. Freda, B. and Speeden, S. (eds) (2007) <i>Beyond the workfare state: labour markets, equality and human rights</i>. Bristol: The Policy Press Grant,</p> <p>G., Goward, P., Richardson, M. and Ramcharan, P. (2005) <i>Learning Disability: a life cycle approach to Valuing People</i>. Open University Press.</p> <p>Hornby, G. <i>Inclusive Special Education</i>. New York: Springer-Verlag</p> <p>Wolfensberger, W. (1972) <i>The principle of normalization in human services</i>. Toronto: National Service of Mental Retardation</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>https://www.open.ac.uk/health-and-social-care/research/shld/ http://www.csie.org.uk/ https://socialrolevalorization.com/</p> <p>Specialist resources</p>	

	<ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE <p>Appropriate access to professional/industry standard equipment will be available to support enquiry and learning in this module alongside a dedicated studio work-base.</p>
23	<p>Preparatory work You should begin to reflect upon your own experiences of education and services.</p>

1	Module code	tbc
2	Module title	The Psychology of Learning
3	Subject	Education
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	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ross Titmuss and James Summerhayes
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aim of this module is to provide you with the knowledge and understanding to effectively evaluate significant recent developments (post-Piaget) in cognitive psychology and neuropsychology, and the role of these perspectives within the context of education, inclusion and SEND. This will provide you with the foundations both to critically engage in the wider programme of study, as well as in a range of professional debates and discussions with colleagues and other professionals.</p> <p>You will develop knowledge of the structure and functions of the brain and key terminology used to describe its workings. This knowledge will be used to understand theories of learning that make cognitive processes central to their arguments, their evidence bases and knowledge claims. You will also explore neurological development through childhood and adolescence and evaluate the implications of these changes for teaching and learning, alongside explanations of individual differences from the broader field of education and SEND, such as the effects of social deprivation and trauma.</p> <p>You will develop your understanding of typical cognitive diagnoses relevant to educational practice and the implications for inclusive teaching and learning when working to support learners with SEND. You will be guided to interpret educational psychology reports in real-life contexts and develop your knowledge, skills and confidence to participate in professional discussions with course members and specialist practitioners, based on exemplar and real-life case studies. Through this process you will be effectively prepared to engage meaningfully in planning and reviewing strategies for learners with SEND in your professional practice.</p> <p>Areas of learning will include:</p> <ul style="list-style-type: none"> • Knowledge of the brain and key terminology used to describe its workings • Understanding of a range of learning theories that draw upon neuropsychological evidence 	

	<ul style="list-style-type: none"> • Evaluating cognitive theories alongside knowledge claims from other areas of psychology, educational research and practice. • Understanding of cognitive explanations of childhood development and evaluating this within a broader context • Knowledge and understanding of the meaning and implications for learning, of typical cognitive diagnoses and reflecting on these diagnoses from an inclusive perspective.
18	<p>Outline syllabus</p> <p>In this module you will develop the ability to evaluate key recent developments in teaching and learning from a cognitive or neuropsychological perspective.</p> <p>Within these sessions a range of specialised topics will be discussed, including:</p> <ul style="list-style-type: none"> • An introduction to the brain, its regions, their functions and roles in learning • Interpreting Educational Psychology reports in real-life contexts. • Key perspectives in cognitive development: The information processing approach and the sociocultural context • Neuropsychological development in childhood and adolescence and the implications for teaching and learning in inclusive practice • Memory: models of memory, key concepts and terminology, and the implications for learning • Cognitive approaches and effective classroom practice: • Cognitive implications for motivating learning • Learning difficulties and disabilities: understanding and evaluating common diagnoses, their implications for cognition and effective inclusive practice • The social construction of mental health and IQ testing • Supporting emotional regulation
19	<p>Teaching and learning activities</p> <p>You will participate in a series of lectures, seminars and reflective groupwork that will address the essential aspects of effective learning. This will include:</p> <ul style="list-style-type: none"> • Whole class teaching to introduce key perspectives, concepts and terminology in (post-Piagetian) cognitive psychology • Question and answer (Q & A) sessions with specialist practitioners • Structured opportunities for experiential learning, such as carrying out memory tests • Paired and small group tasks to discuss and evaluate the implications of new learning for educational practice • Participation in small group and whole class case conferences (discussion of real-life and exemplar case studies) • Peer presentations: informal and formal opportunities to present information and support peer learning • Giving and receiving structured peer review and feedback

	<p>Specialist professional practitioners, such as departmental special educational needs co-ordinators (SENCOs) and Educational Psychologists will be invited to talk to students where possible. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures and Q & A sessions with specialist practitioners. • Analysis of video clips taken from the fields of psychology and education • Discussion, reflective group work and case conferencing <p>Explicit links will be made to support you to apply learning in this module to the wider programme of study. For example, this module will build on your understanding of the legacy of constructivism and social constructivism from the Thinking and Learning module and prepare you for future modules in Childhood Development, Contributing to the Support of People on the Autism Spectrum and Issues of Attachment and Trauma. Throughout the module, you will be encouraged to evaluate concepts for their implications on working with learners with SEND.</p>	
20	<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. An understanding of theoretical approaches in the psychology of thinking and learning. 2. An understanding of the relationship between theory and practice in education, including underlying concepts and methodological positions. 3. The ability to evaluate and interpret theories of learning within a SEND and inclusive context. 	<p><i>How assessed</i> S1, S2, F1 S1, S2, F2, S1, F3, F4</p>
21	<p>Assessment and feedback <i>Formative exercises and tasks:</i> F1. Small group tasks and projects F2. Peer presentations F3. Participation in case conferences F4. Ongoing class feedback</p>	
	<p><i>Summative assessments:</i> S1. Essay (2000 words). S2. Poster suitable for an educational conference (2000 words)</p>	<p>Weighting% 50% 50%</p>
22	<p>Learning resources: <i>University Library print, electronic resources on the VLE:</i> Caine, R., Caine, G., McClintic, C., & Klimek, K. (2016). <i>12 brain/mind learning principles in action</i>. Corwin, https://www.doi.org/10.4135/978148339427</p>	

	<p>Eysenck, M.W. & Keane, M.T. (2015). Cognitive psychology: a student's handbook, Seventh edn, Psychology Press, New York.</p> <p>Siegler, R. S., DeLoache, J. S., Eisenberg, N., Gershoff, E. T., Saffran, J., & Leaper, C. (2017). How children develop. Worth Publishers</p> <p>Sherrington, T. (2019) Rosenshine’s principles in action. Woodbridge: John Catt Educational Ltd.</p> <p>Sweller, J. (1994) Cognitive load theory, learning difficulty, and instructional design, Learning and Instruction, 4 (4), pp.295–312</p> <p>Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review, 31(2), 261–292. https://doi-org.ezproxy.uwe.ac.uk/10.1007/s10648-019-09465-5</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online • Module padlet • www.simplypsychology.org <p>Specialist resources</p> <ul style="list-style-type: none"> • Visiting Lecturers/Practitioners • Study trips and visits • Workshops • Library Plus • Teams VLE
23	<p>Preparatory work</p> <p>Find and familiarise yourself with learning resources, such as Library Plus online, module padlet, recommended reading and video clips.</p>

1	Module code	
2	Module title	Introduction to Issues of Social Justice and Equity
3	Subject	Education
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	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	1
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey and Ross Titmuss
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aim of this module is to introduce you to the principles of social justice and equity, at both a personal and a conceptual level. You will develop skills to reflect on your own identity and position in relation to social justice, as well as a greater understanding of key issues facing those with lived experience of personal and structural social injustice.</p> <p>You will be given structured opportunities throughout the module to consider your personal identity in relation to others and provided with the skills and support to safely discuss issues of identity, as well as to evaluate their impact on your work in SEND. You will be introduced to the social GRACES approach and experience a range of practical activities developed by practitioners using that model, equipping you with reflective tools and starting points for effective, inclusive groupwork.</p> <p>As a parallel focus within the module, you will learn about social justice from specialist practitioners with lived experience of personal and structural inequity. Through this, you will be guided to develop your skills, confidence and understanding of how to address such issues in your own practice.</p> <p>The background context to your reflective development in the area of social justice and equity will be underpinned by developing your knowledge of the history of the social justice movement and its conceptual foundations.</p> <p>Areas of learning will include:</p> <ul style="list-style-type: none"> • Reflecting on your own identity and how this influences you professionally • Gaining knowledge of established models of reflection for issues of social justice and skills to integrate these approaches in professional groupwork • The historical and conceptual development of theories of social justice and equity • Considering social justice from the perspectives of a range of specialist practitioners with lived experience and in-depth knowledge of personal and structural inequity 	

18	<p>Outline syllabus</p> <p>This module will focus on understanding and evaluating issues of social justice and equity from both a personal and structural perspective.</p> <p>Within these sessions a range of specialised topics will be discussed, including:</p> <ul style="list-style-type: none"> • The Social GRACES model • The historical development of the concepts of social justice and equity • Key conceptual perspectives and debates within the area of social justice and equity • Anti-racism and applying an anti-racist approach to inclusive education • Social justice and inclusion in education from an LGBTQ+ perspective • Disability and inclusion • Countering economic and structural inequality in education • The social construction of mental health • Effective groupwork practices for exploring issues of identity and social justice 		
19	<p>Teaching and learning activities</p> <p>You will participate in a series of lectures, seminars and reflective groupwork that will address the essential aspects of effective learning. This will include:</p> <ul style="list-style-type: none"> • Whole class teaching to introduce key concepts of social justice and equity • Lectures and question and answer (Q & A) sessions with specialist practitioners • Structured whole class opportunities for experiential learning and participative groupwork • Paired and small group tasks to discuss and evaluate the implications of social justice and equity on individuals and groups • Participation in small group and whole class case conferences (discussion of real-life and exemplar case studies) • Giving and receiving structured peer review and feedback <p>Specialist professional practitioners with a range of different experiences and knowledge will be invited to talk to students. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures and Q & A sessions • Analysis of video clips, print media and educational policy • Discussion, reflective group work and case conferencing 		
20	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%; vertical-align: top;"> <p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Understanding sociological factors underlying social injustice relevant to inclusion and SEND. 2. The ability to evaluate and reflect on own professional values and practice within an inclusive context. </td> <td style="width: 30%; vertical-align: top; text-align: center;"> <p><i>How assessed</i></p> <p>S1, S2, F1, F3</p> <p>S2, F2, F4</p> </td> </tr> </table>	<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Understanding sociological factors underlying social injustice relevant to inclusion and SEND. 2. The ability to evaluate and reflect on own professional values and practice within an inclusive context. 	<p><i>How assessed</i></p> <p>S1, S2, F1, F3</p> <p>S2, F2, F4</p>
<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Understanding sociological factors underlying social injustice relevant to inclusion and SEND. 2. The ability to evaluate and reflect on own professional values and practice within an inclusive context. 	<p><i>How assessed</i></p> <p>S1, S2, F1, F3</p> <p>S2, F2, F4</p>		

	3. Understanding the key theories of social justice within an educational context	S1, S2, F4
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Small group tasks and projects</p> <p>F2. Participation in reflective groupwork</p> <p>F3. Participation in case conferences</p> <p>F4. Ongoing class feedback</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Presentation (10 minutes).</p>	Weighting% 50%
	<p>S2. Evaluative Report (2000 words).</p>	50%
22	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Burnham, J. (2012). Developments in Social GRRRAACCEEESSS: visible – invisible and voiced – unvoiced. In I.-B. Krause , (ed.) Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives (pp. 139–160). London: Karnac.</p> <p>Griffiths, M. & Baillon, S. (2003). Action for social justice in education: fairly different, Open University Press, Maidenhead</p> <p>Hornby, G. (2014) Inclusive Special Education: evidence-based practice for children with special educational needs and disabilities. New York: Springer.</p> <p>Rawls, J. (1971). <i>A theory of justice</i>. Belknap Press/Harvard University Press</p> <p>Rodriguez, E., Bellanca, J., & Esparza, D. (2017). What is it about me you can't teach?. Corwin, https://www.doi.org/10.4135/9781506345703</p> <p>Totsuka, Y. (2014). 'Which aspects of social GRRRAACCEEESSS grab you most? The social GRRRAACCEEESSS exercise for a supervision group to promote therapists' self-reflexivity. <i>Journal of Family Therapy</i>. 36(S1), 86-106</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online • Module padlet 	

	<ul style="list-style-type: none">• https://www.basw.co.uk/media/news/2020/jul/social-graces-practical-tool-address-inequality• https://theblackcurriculum.com/• https://www.stonewall.org.uk/ <p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE
23	<p>Preparatory work</p> <p>Find and familiarise yourself with learning resources such as Library Plus online, module padlet, recommended reading and video clips.</p>

1	Module code	tbc
2	Module title	Thinking and Learning
3	Subject	Education
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	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ross Titmuss
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aims of this module are to develop your academic understanding of historically important theories about how people think and learn, whilst also providing you with structured opportunities to develop skills as a learner that will help you successfully engage with the entire programme of study.</p> <p>You will develop knowledge of a range of well-established philosophical debates, psychological theories and traditions underpinning educational thinking and practice. In doing so, you will grow in your ability to make informed decisions about the best way to organise the educational process and support learners. This will also develop your ability to contribute effectively to professional and academic conversations about effective teaching and learning.</p> <p>Through planned opportunities to reflect on your own preferred learning styles and strategies, you will be guided to identify your strengths and areas for development as a learner. You will be supported to develop rigour and accountability in making progress as a learner that is personally meaningful, through devising actionable targets and taking part in individual, small group, and whole class reflections.</p> <p>Areas of learning will include:</p> <ul style="list-style-type: none"> • Knowledge of the historical development of philosophical debates and psychological theories related to learning • Understanding of similarities and differences between theories of thinking and learning and an ability to analyse, compare and contrast them • Strategies to analyse own learning and develop targets for skills and attitudes core to the programme of study • Planned opportunities to reflect on own learning and educational values, and an introduction to structured formats for reflection, including reflective groups 	

18	<p>Outline syllabus</p> <p>The Thinking and Learning module will focus on some of the key perspectives of the twentieth and early twenty-first century educational thought, in understanding and explaining how people learn. The module also encourages you to reflect on your own learning styles and strategies and to set targets for your academic development.</p> <p>Within these sessions a range of specialised topics will be discussed, including:</p> <ul style="list-style-type: none"> • Behaviourism and its influence on the psychology of learning through the twentieth century • Constructivist and social constructivist approaches to learning, including comparing and contrasting the work of Piaget and Vygotsky • The humanist approach of Maslow and Rogers and its impact on educational practice • Theories of reflective practice and the reflective models of Kolb, Schon and Gibbs • Multiple intelligences and the learning styles of Howard Gardner • Embedding reflective practice and using reflective groups to validate knowledge claims based on the work of McNiff in action research • Models for identifying and setting targets and creating development plans
19	<p>Teaching and learning activities</p> <p>You will participate in a series of lectures, seminars and reflective groups that will address the essential aspects of effective learning. This will include:</p> <ul style="list-style-type: none"> • Whole class teaching to introduce the historical development, theoretical and practical implications of concepts related to thinking and learning • Paired, small group and whole class discussion of theories, learners' prior experiences and the practical applications of theory • Paired and small group research tasks and projects • Peer presentations, giving and receiving peer review and feedback • Participating in structured reflective groups <p>Real and indicative educational cases studies will be examined, and professional practitioners will be invited to talk to you where possible. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures from specialist practitioners. • Analysis of video clips taken from the fields of psychology and education • Discussion and reflective group work. <p>You will be supported to identify your own educational values, learning strategies and goals. You will use peer feedback and participation in reflective groups to add rigour and accountability to this process and will be encouraged to consider the embedding of personal targets as an important aspect of ongoing professional practice.</p>
20	<p>Intended learning outcomes</p>

	<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. An understanding of theoretical approaches in the psychology of thinking and learning. 2. The ability to evaluate and reflect on own skills, professional values and practice 3. An understanding of the application of learning theory within a SEND and inclusive context 	<p><i>How assessed</i></p> <p>S1, F4</p> <p>S2, F1, F3</p> <p>S1, S2, F2</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Small group research projects</p> <p>F2. Mini presentations</p> <p>F3. Reflective groups</p> <p>F4. Ongoing class feedback</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Essay (2500 words).</p> <p>S2. Presentation (8-minute)</p>	<p>Weighting%</p> <p>70%</p> <p>30%</p>
22	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Aubrey, K. and Riley, A. (2016) Understanding and Using educational Theories. London: Sage</p> <p>Brown, Peter C. (2014). Make it stick : the science of successful learning. Cambridge, Massachusetts :The Belknap Press of Harvard University Press</p> <p>Chivers, B., & Shoolbred, M. (2007). A student's guide to presentations: Making your presentation count. Los Angeles: SAGE Publications.</p> <p>Gardner, H. (2006). Multiple intelligences: New horizons (Rev. ed.). Basic Books</p> <p>Gray,C. and MacBlain, S. (2015 2nd edition). Learning Theories in Childhood Sage Publications</p> <p>Skinner, B.E. (1976) About Behaviourism New York: Random House Publishing</p> <p>Kolb, D. (1983). Experiential Learning: Experience as the source of learning and development London: Prentice Hall</p> <p>Schon, D. (1983). The Reflective Practitioner: How professionals think in action. New York: Basic Books.</p> <p>Veer, R.v.d. (2014). Lev Vygotsky, Paperback edn, Bloomsbury Academic, London.</p>	

	<p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none">• EBSCO• VLeBooks• ProQuest Ebook Central• JSTOR• Cite Them Right Online• Module padlet• www.simplypsychology.org <p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE
23	<p>Preparatory work</p> <p>Find and familiarise yourself with learning resources such as Library Plus online, module padlet https://padlet.com/rosstitmuss/kr8ys4p7t8hxc7ob, recommended reading and video clips.</p>

1	Module code	tbc
2	Module title	Attachment & Trauma
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	1
14	Main campus location	University Centre Weston
15	Module co-ordinator	James Summerhayes
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>This module will provide you with the skills and knowledge to work with children and young people in educational settings who have experienced or continue to experience attachment/developmental trauma.</p> <p>Research over the last 70 years has revealed that developmental trauma has far reaching and long-lasting negative effects on the physical and mental health of human beings. You will learn to identify the signs of early trauma in the children and young people attending our schools and colleges whilst learning to respond to such individuals in a way that does not retraumatise them.</p> <p>Within the module you will compare secure and insecure attachment and study the effects on each of the developing infant. You will explore the formation of the internal working model, the blueprint for the way in which an individual interacts throughout life based on his/her perceptions of others, the self and the world in general. These perceptions will have a significant effect on the way he/she presents in the classroom and subsequently open to learning he/she can be.</p> <p>You will study the latest findings on the effects of trauma in the developing brain, and how constant arousal and fear shapes the brain and triggers disturbing physiological effects in the body, such as polyvagal theory.</p> <p>You will scrutinise your own approaches to working with developmental trauma in laying the foundations for trauma informed practice which seeks to nurture and promote safety, positive human connections and resilience for the young people and staff in educational settings.</p> <p>Throughout the module you will discuss case scenarios and identify individuals' needs. You will learn how to support and respond effectively to emotionally damaged children and young people whose behaviour is likely to be highly challenging. In preparing yourself for such work, you will look at your own attachments and identify your own vulnerabilities.</p>	

	<p>Finally, you will identify the risks of vicarious or secondary trauma and steps that you can take to minimise that risk.</p>
<p>18</p>	<p>Outline syllabus</p> <p>This module is about attachment/developmental trauma awareness. When we recognise trauma in others and realise that the behaviour of the individual in our care is not personal to us, but is a direct response to early neglect or abuse we will almost certainly respond to that young person with greater understanding and warmth.</p> <p>In order to reach this awareness, we will cover the following:</p> <ul style="list-style-type: none"> • A history of attachment theory, covering key theorists and how their work has shaped current practice in working with children and young people with attachment difficulties • Analysis of Adverse Childhood Experiences (ACEs) identified in two major studies in the US and Britain • Comparisons of healthy, secure attachments and unhealthy insecure attachments • Biological and neurological factors in healthy and unhealthy attachments and the effects on learning and executive functioning • Polyvagal theory • Attachment and SEND - why so many young people who have experienced early trauma become individuals with SEND • How the Internal Working Model forms as a direct result of significant trauma • Attachment styles that form to survive adverse childhood experiences • How best to work with young people with specific attachment styles • The crucial role of toxic shame in attachment and developmental trauma and how this might manifest in the classroom/playground • An introduction to the trauma informed approach • How to create a trauma informed approach in your organisations • The use of therapeutic techniques in working with traumatised young people <p>This module aims to prepare and inform you to work with young people who have experienced attachment/developmental trauma in mainstream and SEND departments in education and youth settings.</p>
<p>19</p>	<p>Teaching and learning activities</p> <p>You will participate in a range of classroom-based activities including:</p> <ul style="list-style-type: none"> • Identifying developmental needs and the implications of needs not being met • Analysis of case studies • Role play of therapeutic crisis interventions • Whole group discussions around attachment trauma related topics • Reflections on personal attachment history and an honest appraisal of vulnerabilities in working with highly challenging children/young people • Writing a mini program of learning around a given therapeutic story <p>Typically, teaching and learning activities will include:</p>

	<ul style="list-style-type: none"> • Lectures from specialist practitioners. • Analysis of video clips drawn from the field of attachment • Group discussion • Devising therapeutic approaches in working with children and young people with attachment difficulties 	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. The ability to critically analyse the key concepts of psychological approaches within attachment and trauma 2. The knowledge to assume significant responsibility within organisations for inclusive practice and provision for learners with SEND. 3. The ability to critically reflect on the impact of attachment and trauma within an educational setting 	<p><i>How assessed</i></p> <p>S1, F1, F2</p> <p>S2, F2</p> <p>S2, F3,</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Group discussion/debates</p> <p>F2. Role play observation peer/tutor</p> <p>F3. Case study analysis and personal reflection</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Essay - (2,800 words).</p> <p>S2. Presentation (10 minutes)</p>	<p>Weighting%</p> <p>60%</p> <p>40%</p>
22	<p>Learning resources:</p> <p><i>Key Texts:</i></p> <ul style="list-style-type: none"> • Geddes, H (2006) Attachment in the Classroom, Worth London • Marshall, N. (2014) The Teacher's Introduction to Attachment – Practical Essentials for Teachers, Carers and School Support Staff. London, Jessica Kingsley <p><i>Suggested Reading:</i></p> <ul style="list-style-type: none"> • Bomber, LM (2007) Inside I'm Hurting, Practical Strategies for Supporting Children with Attachment Difficulties in School, Worth London • Boxall, M (2002) <i>Nurture Groups in Schools</i>, Principles and Practice, SAGE London 	

	<ul style="list-style-type: none"> • Cozolino, L. (2014) Attachment-Based Teaching – Creating a Tribal Classroom. New York, London, Norton • Gerhardt, S. (2015) Why Love Matters – How affection Shapes a Baby’s Brain. London, Routledge • Howe, D. Child Abuse & Neglect – Attachment, Development and Intervention. Basingstoke, Palgrave Macmillan • Huges, D (2008) Building the Bonds of Attachment; Awakening Love in Deeply Troubled Children 2nd Ed, Aronson, New York • Perry, A. Teenagers and Attachment – Helping Adolescents Engage With Life And Learning. Richmond, Worth Publishing <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>Specialist resources</p> <ul style="list-style-type: none"> • Visiting Lecturers/Practitioner • Workshops • Library Plus • Teams VLE
23	<p>Preparatory work</p> <p>Students to read Dan Hughes’ <i>Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children 2nd Ed, Aronson, New York</i>, a narrative of a fictitious child called Katie who enters the care system after experiencing severe neglect and abuse in infancy. This seminal work provides a deep understanding of the nature and long-lasting effects of attachment/developmental trauma. Katie’s story is a familiar one but through the care and nurture of her carers, therapists, social workers and support staff in education we are offered hope and instruction in reversing the detrimental effects of early trauma.</p>

1	Module code	tbc
2	Module title	Contributing to the support of people on the Autism Spectrum
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	5
6	UK credits	40
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 120
12	Independent study time: total hours	Total Hours: 280
13	Semester(s) of delivery	Year long
14	Main campus location	University Centre Weston
15	Module co-ordinator	Leila Morne
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>Through this module you will explore what it means to be on the autism spectrum. You are encouraged to reflect upon your own professional practice and look at ways to contribute to the support of people on the autism spectrum. The module identifies and explores the dyad (Triad) of impairments, psychological processes and cognition differences, and discusses both the barriers, and the implications of meeting these support needs. It encourages you to reflect on how the person with autism best learns using their strengths and interests.</p> <p>Within this module you will also focus on how practitioners can further enhance their own professional skills and knowledge; to improve the quality of autism provision and become better practitioners in this field. It will build upon the knowledge acquired during the first semester. Understanding the autistic mind can help us to understand the difficulties experienced by individuals on the autism spectrum and help us to know what to expect and accept.</p> <p>This module aims to explore a range of topics which are essential in supporting the needs of individuals on the autism spectrum. You will be encouraged to develop your understanding both through guided engagement with a range of learning theories and reflection upon your own experiential learning from a range of learning contexts.</p>	
18	<p>Outline syllabus</p> <p>This module will:</p> <ul style="list-style-type: none"> • Introduce autism, why it is considered a spectrum and how it affects individuals. • Analyse how the 'Dyad (Triad) of Impairments' manifests itself within individuals and the impact on teaching and learning; social functioning and independent living. 	

	<ul style="list-style-type: none"> • Discusses the 'Dyad (Triad) of Impairments' and how they relate to psychological processes such as Theory of Mind; Central Coherence; and Executive Functioning. • Identify ways of meeting the needs of individuals on the autism spectrum. • Consider the historical context of autism and the social and political implications of supporting individuals on the autism spectrum. • Consider the role of the support practitioners and ethical practice when contributing to the support of individuals on the autism spectrum. • The implications for the individual of her/his difficulties with impaired imagination; perception and thought processes. • Sensory issues with regard to the autism spectrum • Expressive and Receptive communication • Behavioural issues and the autism spectrum • Working with other agencies to support people with autism. • Analysing aspects of the role of a practitioner who supports a person with autism. • Analysing aspects of the environment that should be considered in order to maximise the effectiveness of communication and reduce barriers. • Speech and language development in people with Autism. • Key strategies and systems to enhance communication for people with autism. 										
19	<p>Teaching and learning activities</p> <p>Lectures and seminars will introduce key themes around contributing to the support of people on the autism spectrum. You will be encouraged to take an active role in these through discussion, practical activities and self-directed study. It is expected that you will prepare for each session in advance through a relevant task as notified in this handbook, and these will form the basis of initial discussions. Independent learning will be supported through set readings, your own research, and reflective tasks in the workplace. Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme.</p> <p>This module will be delivered using a variety of strategies for teaching and learning:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Collaborative group work • Independent research 										
20	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></th> <th style="text-align: left; padding: 5px;"><i>How assessed</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. A critical understanding of the relationship between theory and practice in autism.</td> <td style="padding: 5px;">S1, S2, F1</td> </tr> <tr> <td style="padding: 5px;">2. A critical understanding of the main methods of enquiry when undertaking research within an educational context</td> <td style="padding: 5px;">S1, F2</td> </tr> <tr> <td style="padding: 5px;">3. The justification of an approach to carrying out ethically sound research within education</td> <td style="padding: 5px;">S1, S2, F3</td> </tr> <tr> <td style="padding: 5px;">4. An ability to present and explain research findings within an autism context</td> <td style="padding: 5px;">S1, S2, F3</td> </tr> </tbody> </table>	Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i>	<i>How assessed</i>	1. A critical understanding of the relationship between theory and practice in autism.	S1, S2, F1	2. A critical understanding of the main methods of enquiry when undertaking research within an educational context	S1, F2	3. The justification of an approach to carrying out ethically sound research within education	S1, S2, F3	4. An ability to present and explain research findings within an autism context	S1, S2, F3
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3. The justification of an approach to carrying out ethically sound research within education	S1, S2, F3										
4. An ability to present and explain research findings within an autism context	S1, S2, F3										

	<p>5. A critical understanding of the relationship between theory and practice in education, inclusion and autism, including well-established concepts, ethical considerations and methodological applications.</p>	S2, F2, F3
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i> F1 – Mini Presentations F2 – Critical discussion F3 – Research tasks</p>	
	<p><i>Summative assessments:</i> S1. Presentation (20 minutes)</p> <p>S2. Research Report (6,000 words)</p>	<p>Weighting% 30%</p> <p>70%</p>
22	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>WING, L. (2002) <i>The Autistic Spectrum: a guide for parents and professionals</i>. London: Constable and Robinson</p> <p>Mesibov, G., Shea, V., & E. Schopler. eds. (2004). <i>The TEACCH approach to autism spectrum disorders</i> New York: Springer</p> <p>Baron-Cohen, S. (2001). <i>Theory of mind and autism: A review</i>. In L. M. Glidden (Ed.), <i>International review of research in mental retardation: Autism (Vol. 23)</i> (p. 169–184). Academic Press.</p> <p>Demetriou, E., DeMayo, M. and Guastella, A., (2019). <i>Executive Function in Autism Spectrum Disorder: History, Theoretical Models, Empirical Findings, and Potential as an Endophenotype</i>. <i>Frontiers in Psychiatry</i>, 10.</p> <p>Frith, U., (1989). <i>Autism: Explaining the Enigma</i>. Blackwell, Oxford.</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR 	

	<ul style="list-style-type: none"> • Cite Them Right Online <p>Specialist resources</p> <ul style="list-style-type: none"> • Visiting Lecturers/Practitioners • Study trips and visits • Workshops • Library Plus • Teams VLE <p>http://www.templegrandin.com/ https://www.ambitiousaboutautism.org.uk/sites/default/files/Finished_at_School_guide.pdf http://www.autism.org.uk/about/what-is/asperger.aspx http://www.autism.org.uk/ http://www.autism.org.uk/about/strategy/statutory-guidance.aspx https://www.autismresearchcentre.com/staff/simon-baron-cohen/ https://www.spectrumnews.org/</p>
23	<p>Preparatory work</p> <p>Students should familiarise themselves with the experiences of individuals with autism by engaging with relevant literature produced by authors with autism.</p> <p>Suggested reading:</p> <p>Odd Girl Out My Extraordinary Autistic Life Laura E James (2018)</p> <p>The Autistic Brain Thinking Across the Spectrum Temple Grandin (2013)</p> <p>Nerdy, Shy, and Socially Inappropriate a User Guide to An Asperger Life Kim Cynthia (2015)</p> <p>The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism Naoki Higashida (2013)</p>

1	Module code	tbc
2	Module title	Mental and Emotional Health
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	1
14	Main campus location	University Centre Weston
15	Module co-ordinator	Georgie Ford
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>The aim of this module is for you to foster an understanding of mental and emotional health with a focus on education.</p> <p>You will develop a working knowledge of some common mental health disorders and diagnoses and begin to understand how they may present in a person. Additionally, you will be provided with an opportunity to develop your knowledge further in one of these areas that is of specific relevance to developing your career.</p> <p>The Mental Health module explores a range of difficulties experienced by individuals and the impact on life, work, and learning. The module aims to provide an understanding of mental health issues, support available and positive strategies for inclusion within education.</p> <p>The module will include:</p> <ul style="list-style-type: none"> • An understanding of the differences between mental health and illness • Issues surrounding a sense of self, peer pressure and stigma. • The impact of mental health conditions on the individuals • Demonstrate a basic understanding of the role of medications and therapies to support individuals. • Understand and apply concepts of intellectual development and transition into adulthood. • Exploration of whole organisational approaches to mental health • The role of support in understanding and identifying vulnerability and risk. • The role of emotional literacy and language in mental health and emotional differentiation • An exploration of reasonable adjustments in education for those with mental health challenges. 	
18	Outline syllabus	

	<p>You will explore a range of issues including the following with the focus on a variety of mental health issues:</p> <ul style="list-style-type: none"> • Understanding of the range of mental and emotional health challenges and their impact and presentation upon individuals • An awareness of emotional differentiation within education and how emotions play a role in mental health and mental illness • A working knowledge of the basic whole organisational/school frameworks to mental health and government policy and recommendations for mental health • Dimensions and nature of the distinction between mental health and illness • Ethical practice of mental health within education • Theoretical perspectives of mental health including cognitive and biological approaches. Is categorisation useful including DSM V. • Intellectual development and transition to adulthood in young people with mental health issues • How different mental health conditions may impact on an individual and how this might affect behaviours, including learning capacity, wellbeing, depression, and stress. • The effect of external events such as family trauma and loss on in the context of mental health • The role of medication (in basic terms) and therapies in mental health and illness and approaches to treatment • Service provision (local and national) and working with other agencies to support people with a mental health problem including multi-agency approaches • Analysing aspects of the role of a worker who supports a person with a Mental health condition including issues of vulnerability and risk
<p>19</p>	<p>Teaching and learning activities</p> <p>You will participate in a series of lectures and seminars that will address the essential aspects of Industry practice, including:</p> <p>A programme of structured lectures, interactive seminars, group work sessions, individual tutorials, and Virtual Learning Environment (VLE) support</p> <ul style="list-style-type: none"> • The planning, researching, and writing of assignments and subsequent oral and written feedback is fully supported using formative [preparatory] assessment • Work-based scenarios and variety of settings, roles and responsibilities in Mental Health settings experienced via case studies, guest speaker inputs, and work-related learning • Practical, work-based, and work-related assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters • Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values • A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, poster presentations, evidencing practice and research related tasks

20	<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. A critical understanding of theories relating to the mental and emotional health of learners within an inclusive context 2. A critical understanding of the relationship between theory and practice within the field of mental and emotional health 3. The ability to critically reflect on the knowledge and approaches to work effectively with individuals requiring mental health services 	<p><i>How assessed</i> S1, F1, F2 S2, F1 S2, F3</p>
21	<p>Assessment and feedback <i>Formative exercises and tasks:</i> F1. Development of materials F2. Presentations F3. Mini assignments</p>	
	<p><i>Summative assessments:</i> S1. Report (2,500) S2. Presentation (15 minutes)</p>	<p>Weighting% 50% 50%</p>
22	<p>Learning resources: <i>University Library print, electronic resources on the VLE:</i></p> <p>Daniel Goleman – Emotional Intelligence & Why it can matter more than IQ (1995)</p> <p>DSM V Diagnostic and Statistical manual of mental health (2013)</p> <p>Pilgrim, D. (2014) <i>Key Concepts in Mental Health</i>. 3rd ed. London: SAGE Publications Ltd.</p> <p>Millon, T. (2004) <i>Personality Disorders in Modern Life</i>. 2nd Ed. Canada: John Wiley & Sons</p> <p>P,H, Thomsen (2001) <i>From Thoughts to Obsessions (OCD in Children and Adolescents)</i> Athenaeum Press</p> <p>Suggested forums and online resources include:</p> <p>Transforming children and young people’s mental health provision: a green paper - GOV.UK (www.gov.uk)</p> <p>Response to the select committee report on the children and young people's mental health green paper - GOV.UK (www.gov.uk)</p> <p>PowerPoint Presentation (annafreud.org)</p>	

	<p>Library Plus online including:</p> <p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE <p>Appropriate access to professional/industry standard equipment will be available to support enquiry and learning in this module alongside a dedicated studio work-base.</p>
23	<p>Preparatory work</p> <p>Read, review and reflect upon the 8 key principles identified at the following Promoting children and young people’s emotional health and wellbeing - GOV.UK (www.gov.uk).</p>

1	Module code	tbc
2	Module title	Promoting positive interactions
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>Within this module you will be working with all age phases and in a variety of inclusive settings. You will examine social and emotional difficulties within a variety of contexts. You will be expected to identify and reflect upon factors within and outside the educational environment that may contribute to behaviour that can be challenging. At the beginning of the module you will explore strategies and approaches which research suggests meet the needs of most learners we meet in the classroom. Later in the module the emphasis changes to meeting the needs of learners who may exhibit more extreme behaviour perhaps due to a specific learning difficulty such as Attention Deficit Hyperactivity Disorder (ADHD, Oppositional Defiant Disorder (ODD) or complex learning disabilities and additional communication needs. Students will be introduced to the role of the voice of the learner and its possible implications for practitioners and providers of education and services that support children and young who can present with behaviour that is perceived as challenging. Sessions will seek to incorporate reflection upon professional practice at an individual level and also explore effective whole organisation approaches to promoting positive interactions.</p>	
18	<p>Outline syllabus</p> <ul style="list-style-type: none"> • Understanding of the factors needed to develop positive interactions with learners through building effective relationships • Exploration into theories of social and emotional development • Effective techniques for the management of low-level disruptive behaviour including exploration into range of different approaches e.g. Transactional Analysis and low arousal environments • An examination and review of theories relating to behaviour management • Analysis of models for personal development to address issues of self-esteem and self-concept and strategies to enhance self confidence • Developing the skills of conflict resolution and anger management through good personal relationships • Enhancing interpersonal skills, communication skills and skills in counselling for working with children and young people • The role of positive feedback and reward systems 	

	<ul style="list-style-type: none"> • The implementation of a positive behaviour support approaches within educational provision for children and young people with complex learning disabilities and additional communication needs • The role of schools and/or educational organisations in promoting a positive ethos and whole school approaches that will support children, young people and staff 										
19	<p>Teaching and learning activities</p> <p>Students will participate in a series of lectures, seminars and workshops that will address the essential aspects of understanding and promoting positive interactions.</p> <p>Real cases studies will be examined, and professional practitioners will be invited to talk to students. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures from specialist practitioners. • Reflective groupwork • Debate • Provision visits. <p>Students will produce and present a case study to demonstrate that they understand the principles set out in readiness to expand the range and nature of their practice in supporting children and young people who can present with behaviours that challenge and a report reflecting upon their personal learning and whole school approaches to promoting positive interactions.</p>										
20	<table border="1"> <thead> <tr> <th data-bbox="261 1176 1235 1240">Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i></th> <th data-bbox="1235 1176 1420 1240"><i>How assessed</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1240 1235 1458">1. The ability to critically evaluate relevant applied psychological approaches to promoting positive interactions</td> <td data-bbox="1235 1240 1420 1458">S1, S2, F2</td> </tr> <tr> <td data-bbox="261 1458 1235 1608">2. A critical analysis of the systemic and sociological factors underlying social injustice and their impact on outcomes that promote positive interactions</td> <td data-bbox="1235 1458 1420 1608">S1, S2, F3</td> </tr> <tr> <td data-bbox="261 1608 1235 1720">3. An evaluative approach to how theoretical ideas are integrated within practice</td> <td data-bbox="1235 1608 1420 1720">S2, F1, F3, F4</td> </tr> <tr> <td data-bbox="261 1720 1235 1863">4. Critical reflection upon own professional values and practice in facilitating positive interactions</td> <td data-bbox="1235 1720 1420 1863">S2 F1, F3, F4</td> </tr> </tbody> </table>	Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate:</i>	<i>How assessed</i>	1. The ability to critically evaluate relevant applied psychological approaches to promoting positive interactions	S1, S2, F2	2. A critical analysis of the systemic and sociological factors underlying social injustice and their impact on outcomes that promote positive interactions	S1, S2, F3	3. An evaluative approach to how theoretical ideas are integrated within practice	S2, F1, F3, F4	4. Critical reflection upon own professional values and practice in facilitating positive interactions	S2 F1, F3, F4
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1. The ability to critically evaluate relevant applied psychological approaches to promoting positive interactions	S1, S2, F2										
2. A critical analysis of the systemic and sociological factors underlying social injustice and their impact on outcomes that promote positive interactions	S1, S2, F3										
3. An evaluative approach to how theoretical ideas are integrated within practice	S2, F1, F3, F4										
4. Critical reflection upon own professional values and practice in facilitating positive interactions	S2 F1, F3, F4										
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Debate</p> <p>F2. Mini presentations</p>										

	<p>F3. Reflective Groups F4. Ongoing Class Feedback</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Presentation (10 minutes)</p> <p>S2. Reflective Report (3,000 words)</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
<p>22</p>	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Baker, S & Simpson, M. (2020) A School Without Sanctions – A New Approach to Behaviour Management. London, Bloomsbury</p> <p>Bennett, T. (2017) Creating a Culture – How School Leaders Can Optimise Behaviour. DFE Creating a Culture</p> <p>Causton, J., Tracy-Bronson, C. P., & MacLeod, K. (2015). Beyond treats and timeouts: Humanistic behavior supports in inclusive classrooms. <i>International Journal of Whole Schooling</i>, 11(1), 68-84</p> <p>Emerson, E. & Einfeld, S.L., (2011) <i>Challenging Behaviour</i> Cambridge: Cambridge University press</p> <p>Hansberry, B. (2016) A Practical Introduction to Restorative Practice in Schools. Jessica Kingsley, London</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>https://restraintreductionnetwork.org/ https://blog.optimus-education.com/users/gareth-d-morewood</p> <p>Local providers such as the Sensory Learning Base that has implemented a positive behaviour support framework within an education setting for young people with complex learning disabilities and additional communication needs and will form a fundamental part of the enhancement opportunities on this module.</p>	

	<p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE
23	<p>Preparatory work</p> <p>You should begin to reflect upon the behaviours of others that they find challenging and how they currently react/manage these. You should begin to consider what may have been the cause for incidents that you have observed or experienced.</p>

1	Module code	tbc
2	Module title	SLCN, Literacy difficulties and SpLD
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey/Polly Barber
16	Additional costs involved	NIL
17	<p>Brief description and aims of module:</p> <p>This module will help you to foster an understanding of Speech, Language and Communication needs (SLCN), literacy difficulties and Specific Learning Difficulties (SpLD). Difficulties with literacy, communication and SpLD may be 'hidden' or misidentified. The assessment of a learner and the monitoring of a learner's progress is therefore essential. This is particularly important for those 'at risk' of falling behind their peers because of an unidentified need or when current provision does not adequately meet their needs. The module aims to support you to identify the key features of a learning environment and teaching that is supportive of pupils with these SEND needs, taking into consideration the need for reasonable adjustments. You will develop a knowledge of how to identify learners with difficulties in these areas and to evaluate how your current setting/ practice supports these learners.</p> <p>The Professional Development Plan (PDP) is specifically designed to encourage you to reflect on your own knowledge and skills and be ready to tackle issues of identification and support in this area.</p>	
18	<p>Outline syllabus:</p> <p>This module will include sessions with specialist practitioners and a qualified Speech and Language Therapist. The syllabus will have an emphasis on the current issues within SEND and your role in education. At the end of the module students will not be trained Speech and Language Therapists or Dyslexia specialists but will be able to understand key skills and approaches in effectively identifying and working with children and young people with SLCN and SpLD.</p> <p>Students will participate in a series of lectures that will address the essential aspects of practice in this field, a range of specialised topics will be discussed including:</p>	

	<ul style="list-style-type: none"> • Understand the terms speech, language, and communication needs (SLCN/ Specific Learning Disabilities/SpLD) • Develop an understanding of how to identify SLCN/SpLD, identifying impact within your education setting • Demonstrate ability to use of guidance and information available to education settings aimed to support and enable children/YP with SLCN/SpLD to access to the curriculum • Identify features of a learning environment and teaching that is supportive of pupils with SLCN/ literacy/ SpLD • Carry out an audit/reflect on practice/review a case study and consider ways to make lessons more accessible for pupils with SLCN/literacy/SLCN • Understand the importance of keeping within own scope of practice and ways to make effective referrals to relevant specialists, such as Speech and Language Therapy 	
19	<p>Teaching and learning activities:</p> <ul style="list-style-type: none"> • Lectures from specialist practitioners • Example case studies • Group discussion • Peer review of resources and interventions used within current settings • Portfolio development/ Professional Practice File 	
20	<p>Intended learning outcomes:</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. A critical understanding of the knowledge and approaches required to support inclusive practice provision. 2. An ability to critically reflect on own professional values and practice in supporting learners who experience difficulties in SLCN, literacy and specific learning difficulties 3. An evaluative approach to how theoretical ideas are integrated within inclusion provision for learners with SLCN 	<p><i>How assessed</i></p> <p>S1, F1, F2, F3</p> <p>S1, F1, F2, F3</p> <p>S1, F1, F2, F3</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1 Development of materials and resources which support SLCN/literacy/ SpLD</p>	

	<p>F2 Mini presentations F3 Reflective log</p>	
	<p><i>Summative assessments:</i> Portfolio (5,000 words)</p>	<p>S1</p>
<p>22</p>	<p>Learning resources: <i>University Library print, electronic resources on the VLE:</i></p> <ul style="list-style-type: none"> • Armstrong, D. and Squires, G. (2015) <i>Key Perspectives on Dyslexia., an essential text for educators</i>. Routledge: Abingdon. • Baxter, S., Brookes, C., Bianchi, K., Khadeeja, R. and Hay, F. (2009) <i>Speech and language therapists and teachers working together: Exploring the issues</i>. Child Language Teaching and Therapy 25 (2). • Bennet, J. (2006). <i>Dyslexia Pocketbook</i>. Teachers' Pocketbooks: Alresford. • Dockrell, J., Lyndsay, G., Law, J., Roulstone, S. (2014) <i>Supporting children with speech language and communication needs: an overview of the results of the Better Communication Research Programme</i>. International Journal of Language and Communication Disorders 49(5). • Hayden, S. and Jordan, E. (2012) <i>Language for Learning in the Secondary School: A Practical Guide for Supporting Students with Speech, Language and Communication Needs</i>. Routledge: Oxon. • Hayden, S. and Jordan, E. (2015) <i>Language for Learning in the Primary School: A practical guide for supporting pupils with language and communication difficulties across the curriculum</i>. Routledge: Oxon. • Moseley, D. (2009) 3rd ed. <i>ACE spelling dictionary</i>. LDA: Nottingham. • RCSLT (2017) <i>The SEND reforms in England: Supporting children and young people with speech, language and communication needs</i>. • Reid, G. (2016). <i>Dyslexia A Practitioner's Handbook</i>, 5th edn. Wiley-Blackwell: Chichester. 	

	<ul style="list-style-type: none"> • Rose, J. (2009). <i>The Rose Report: Identifying and teaching children and young people with dyslexia and literacy difficulties</i>. Department for Education: London, accessed 8th July 2021 from http://publications.education.gov.uk/eOrderingDownload/00659-2009DOM-EN.pdf. • Stackhouse, J and Wellington, W. (2011) <i>Using visual support for language and learning in children with SLCN: A training programme for teachers and teaching assistants</i>. <i>Child Language Teaching and Therapy</i> 27 (2). • Snowling, M. (2019) <i>Dyslexia, a very short introduction</i>, Oxford University Press: Oxford. <p>Suggested forums and online resources include:</p> <p><u>Library Plus online</u> including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>Access free professional development tools online:</p> <ul style="list-style-type: none"> • TCT resources (ican.org.uk) • CPD short course (ican.org.uk) • https://www.rcslt.org/learning/the-box-training#section-1 • https://www.slcframework.org.uk/ • www.sendgateway.org.uk • British Dyslexia Association http://www.bdadyslexia.org.uk/ <p>Specialist resources</p> <ul style="list-style-type: none"> • Visiting Lecturers/Practitioners • Workshops • Library Plus • Teams VLE
23	<p>Preparatory work</p> <p>You should begin to reflect upon the role SEND and SLCN has within educational and support environments and the procedures and policies that are in place. You may wish to discuss these with the SEND officer within the environment to explore the reasons why and how you could develop your skillset.</p>

1	Module code	tbc
2	Module title	Contemporary issues within Inclusive Practice
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	6
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	1
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>Within this module you will gain a critical understanding and appreciation of the current issues which can impact upon education and inclusion in local, national and global contexts. Through consideration of contemporary challenges within the sector, you will gain awareness and appreciation of cross-cultural practice, the globalisation of education and the role of digital engagement.</p> <p>You will develop an in depth understanding and awareness of how global issues affect educational practice through comparing and contrasting UK and non-UK based educational systems and settings. You will enhance your ability to critically analyse global trends in education, social theory and the role of transnational processes and international law, such as the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>The role of digital and hybrid models of delivery have come to the fore in education. Through this module you will develop a systematic understanding of how to plan, facilitate and assess effective, high-quality learning through this medium. Through an inclusive lens you will refine your skills and practice at creating communities of learners in a digital environment and develop strategies to 'dissolve the screen' in creating supportive and meaningful connections and learning relationships.</p>	
18	<p>Outline syllabus</p> <p>Within these sessions a range of specialised topics will be discussed, including:</p>	

	<ul style="list-style-type: none"> • Theories of globalisation and their implications for education • Critically analysing the UK education system in relation to a non-UK example • Critically examining national and global policy frameworks in education • The sustainable development agenda and its implications for education • Effective pedagogy in and out of the classroom • The hybrid model and how to ‘dissolve the screen’ when creating meaningful learning relationships online • Creating community and the ethos of learning digitally • Effective online assessment and feedback • Ensuring inclusive digital environments <p>Throughout this module you will be encouraged to make links between global and local contexts and to expand your professional networks and outlook to include digital engagement, technological advances and non-UK systems and settings.</p>		
19	<p>Teaching and learning activities</p> <p>Students will participate in a series of lectures, seminars and reflective groups that will address the essential aspects professional practice, including:</p> <ul style="list-style-type: none"> • Whole class teaching on theories of globalization, digital engagement and the transnational nature of education • Ongoing reflective groupwork to critically evaluate key concepts and own learning • Using digital media to engage effectively with new technologies and make global links with non-UK settings • Conducting inventories, interviews and reviews of professional practice outside of the UK • Individual, paired and small group research tasks • Mini presentations and peer feedback <p>Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures and Q & A sessions with specialist practitioners. • Analysis and review of hybrid learning content • Discussion and reflective group work <p>Students will be encouraged to take increasing responsibility within the organisations in which they work to both gather and create knowledge for professional practice. They will also be supported to become pro-active members of the global educational community through developing opportunities to create and grow professional networks.</p>		
20	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"> <p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> </td> <td style="width: 30%; padding: 5px; text-align: center;"> <p><i>How assessed</i></p> </td> </tr> </table>	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<p><i>How assessed</i></p>
<p>Intended learning outcomes</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"> 1. The ability to synthesise key contemporary issues, theories and concepts within the context of disability and inclusion in education. 2. A coherent and detailed knowledge of innovative educational practice relevant to working in SEND. 3. The ability to evaluate information and make judgements to achieve practical solutions within a inclusive context 4. An appreciation of the ambiguity of knowledge in critically reflecting on own professional values and practices within a SEND and inclusive context. 	<p>S1, S2, F1</p> <p>S1, S2, F2</p> <p>S1, S2, F1, F2, F3</p> <p>S1, S2, F1, F2</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Peer presentations</p> <p>F2. Discussion groups</p> <p>F3. Media workshops</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Presentation (15 minutes)</p> <p>S2. Portfolio (2500 words)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
22	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Armstrong, D. & Spandagou, I. & Armstrong, Ann. (2009). One nation globalization and inclusive education</p> <p>Brett, C. (2004) Off-line Factors Contributing to Online Engagement. Technology, Pedagogy and Education [online]. 13 (1), pp. 83-95.</p> <p>Case, E. and Davidson, R.C. (2011) Accessible Online Learning. New Directions For Student Services. 2011 (134), pp. 47-58</p> <p>Cooper, M. (2016) Making Online Learning Accessible to Disabled Students: An Institutional Case Study. Research in Learning Technology. 14 (1), pp. 103-115.</p> <p>Kent, M. (2015) Disability, Mental Illness, and Elearning: Invisible Behind the</p>	

	<p>Screen?. The Journal of Interactive Technology & Pedagogy [online]. 1 (8)</p> <p>Lemov, D. (2020) Teaching in the Online Classroom (Surviving and Thriving in the New Norm [online]. 1st ed. United States: Jossey-bass Inc</p> <p>Lechner, F. J., & Boli, J. (2012). The globalization reader. Chichester, West Sussex: J. Wiley & Sons</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none">• EBSCO• VLeBooks• ProQuest Ebook Central• JSTOR• Cite Them Right Online <p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE
23	<p>Preparatory work</p> <p>Reflect on own previous experiences of digital and hybrid learning both as a learner and practitioner.</p>

1	Module code	t.b.c
2	Module title	Dissertation
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	6
6	UK credits	40
7	ECTS credits	20
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: 120
12	Independent study time: total hours	Total Hours: 280
13	Semester(s) of delivery	Year long
14	Main campus location	UCW Winter gardens
15	Module co-ordinator	Susie Score/Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</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 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>Outline syllabus</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"> • Choosing a suitable topic that is approved by your supervisor • Supporting you to develop a sound research proposal that can be taken forward to a full study, with consideration of ethics throughout the process • Further development of your knowledge and understanding of the ways in which information is collected, handled and presented in education research • Developing your capacity to work independently on a research project in an area of interest, with appropriate supervision • Development your use of ICT for research, information handling and presentation
<p>19</p>	<p>Teaching and learning activities</p> <p>The module is organised with two essential elements:</p> <ol style="list-style-type: none"> 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 2. Support from an assigned dissertation supervisor who will provide guidance at each stage of the research process <p>Teaching and learning is supported by the VLE with podcasts, key readings and lecture resources.</p> <p>Past students and lecturing staff will be invited in to discuss their projects and exemplars of past dissertations will be made available.</p>

<p>20</p>	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. A systematic understanding of current research and practice of systemic and sociological factors underlying social injustice and their impact on outcomes relevant to inclusion and SEND. 2. Accurately deploy established techniques and methodologies to analyse the relationship between theory and practice in education, SEND and inclusive practice. 3. The ability to synthesise and critically evaluate the argument, assumptions and data from a variety of sources within the context of SEND and inclusion. 4. The ability to Identify and critique potential ethical issues applicable to your intended research 	<p><i>How assessed</i></p> <p>S1, F1</p> <p>S1, F1</p> <p>S1, F1</p> <p>S1, F1</p>
<p>21</p>	<p>Assessment and feedback</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>	
<p>22</p>	<p>Summative assessments:</p> <p>S1 Dissertation (10,000 words)</p>	<p>Weighting %</p> <p>100%</p>

23	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Cohen, L. Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>. 7th edn. London: Routledge Falmer.</p> <p>Costley, C., Elliot, CG. & 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>. 4th ed. London: Sage Publications Ltd.</p> <p>Hamilton, L. & 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) www.bera.ac.uk</p> <p>National Foundation for Educational Research www.nfer.ac.uk</p>
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	National Children's Bureau www.ncb.org.uk
24	Preparatory work 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.

1	Module code	tbc
2	Module title	Innovative Curricula and Support
3	Subject	Education
4	Core, Required or Required* for	Core
5	Level	6
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	2
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ben McConkey/ Ross Titmuss
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>Through this module you will build upon your learning and reflections upon the purpose of education and support with reference to social justice and equity. You will also have opportunities to compare and contrast issues of sustainability with learning undertaken through the contemporary issues of inclusive practice module.</p> <p>The module is structured to provide you with direct experiences of innovative and alternative methods of learning and support. This will be underpinned by an explicit focus on effective group working, in which you will develop your skills to critically analyse effective group process and creatively integrate group and team building skills in your own practice.</p> <p>You will explore a range of innovative educational approaches such as environmental education, eco schools and therapeutic models to support professional practice. You will also develop your competence at communicating to specialist and non-specialist audiences through creating engaging interactive learning experiences.</p>	
18	<p>Outline syllabus</p> <p>This module will focus on critically understanding and evaluating a range of innovative practices and approaches and their implications for effective inclusive educational practice.</p> <p>Through engaging with this module you will:</p> <ul style="list-style-type: none"> • Recognise the implications of the contrasting aims that can be discerned within current and recent national, regional and local curricula discourses • Analyse established approaches of innovative curricula, such as Steiner and Montessori education, forest schools and environmental education • Conduct a critical evaluation of an element of curriculum policy and practice • Show critical insight into curriculum provision in an educational setting 	

	<ul style="list-style-type: none"> • Demonstrate the capacity to engage with innovative curricula and justify appropriate application to aspects of their practice • Develop skills in creating and sustaining effective groupwork when developing innovative curricula • Refine presentation skills and the ability to plan coherent, engaging interactive learning opportunities 	
19	<p>Teaching and learning activities</p> <p>Students will participate in a series of lectures, seminars and experiential groupwork that will address the essential aspects of effective learning. This will include:</p> <ul style="list-style-type: none"> • Whole class teaching to introduce key concepts and developments in innovative curricula • Participative experiential learning sessions with specialist practitioners • Structured whole class opportunities for experiential learning and participative groupwork • Paired and small group tasks to discuss, analyse and critically evaluate innovative approaches to supporting learners with SEND • Giving and receiving structured peer review and feedback <p>Specialist professional practitioners with a range of different experiences and knowledge will be invited to talk to students. Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Participative and experiential learning • Analysis of specialist practice • Discussion and reflective group work 	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. An ability to synthesise key contemporary issues, theories and concepts within the context of disability and inclusion in education. 2. An ability to exercise initiative and personal responsibility complex and unpredictable contexts within an inclusive educational environment. 3. A team working ethos to flourish in practice with an ability both to work in and influence teams effectively. 4. A systematic understanding of contemporary issues in the design and implementation of innovative curricula and support 	<p><i>How assessed</i></p> <p>S1, F1, F3</p> <p>S1, F1, F2</p> <p>S1, F1, F2</p> <p>S1, F1, F3, F4</p>
21	Assessment and feedback	

	<p><i>Formative exercises and tasks:</i></p> <p>F1. Participative and experiential groupwork F2. Project plan with roles and responsibilities F3. Practice presentations F4. Conducting critical evaluations and reviews of innovative practice</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Portfolio (5000 words).</p>	<p>Weighting%</p> <p>100%</p>
<p>22</p>	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Claxton, G. (2008) What's the point of school? London: Oneworld Publications</p> <p>Suggested forums and online resources include:</p> <p>Library Plus online including:</p> <ul style="list-style-type: none"> • EBSCO • VLeBooks • ProQuest Ebook Central • JSTOR • Cite Them Right Online <p>https://www.steinerwaldorf.org/ http://www.camphill.org.uk/ https://forestschoollassociation.org/what-is-forest-school/ https://www.mind.org.uk/information-support/tips-for-everyday-living/nature-and-mental-health/about-ecotherapy-programmes/</p> <p>Specialist resources</p> <ul style="list-style-type: none"> • Visiting Lecturers/Practitioners • Study trips and visits • Workshops • Library Plus • Teams VLE 	
<p>23</p>	<p>Preparatory work</p> <p>Reflect upon you experiences so far regarding the curricula and models of support that have informed and shaped your practice. Begin to think about if you had the opportunity to implement some changes in regard to curricula and models of support what would these be and why?</p>	

1	Module code	tbc
2	Module title	Professional Practice
3	Subject	SEND and Inclusive Practice
4	Core, Required or Required* for	Core
5	Level	6
6	UK credits	40
7	ECTS credits	N/A
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	DBS Certificate and Placement
11	Class contact time: total hours	Total Hours: 120
12	Independent study time: total hours	Total Hours: 280
13	Semester(s) of delivery	Year long
14	Main campus location	University Centre Weston
15	Module co-ordinator	Ross Titmuss/Ben McConkey
16	Additional costs involved	Nil
17	<p>Brief description and aims of module</p> <p>There are 3 key strands to this module which seeks to address the role of the professional practitioner supporting children and young people with SEND through:</p> <ul style="list-style-type: none"> • Teaching, Learning and Assessment • Effective partnership working • Key Working <p>You will develop your professional practice in teaching, learning and assessment through taking increasing responsibility for these aspects of your work. You will be supported to engage critically with your own educational values and practice as well as with peers and colleagues. In doing so, you will develop your ability to provide rigorous, reflective rationale for the knowledge claims you generate, in line with the principles and methodological practice of action research.</p> <p>Through developing your understanding of effective partnership working, you will become increasingly knowledgeable of the full range of partnerships integral to inclusive practice and when working with learners with SEND, as well as your skills in managing these relationships successfully.</p> <p>You will develop your knowledge and experience of being the key worker for children and young people with SEND. Through an understanding and application of learner centred practice you will develop the skills, knowledge and approach to negotiate, oversee and review individualised programmes of study.</p> <p>This module will prepare and empower you to navigate a path that is congruent with your own professional values, whilst being fully aware of your responsibilities in being accountable to other practitioners and to the organisations you work in.</p>	

<p>18</p>	<p>Outline syllabus</p> <p>Teaching Learning and Assessment</p> <p>Effective transition, information gathering and interviewing Assessment for and of learning Planning, delivering, and evaluating programmes of learning Reflecting critically on learning and professional practice</p> <p>Effective Partnership Working</p> <p>Learner centred practices and co-production Identifying and engaging key partners and stakeholders Persuading and influencing</p> <p>Key working</p> <p>Planning and oversight individual programmes of study Negotiating targets Reviewing progress Facilitating meaningful and sustainable outcomes</p> <p>Throughout this module you will be supported to reflect critically on learning and professional practice, personally, with peers, and with colleagues.</p>
<p>19</p>	<p>Teaching and learning activities</p> <p>Students will participate in a series of lectures, seminars and reflective groups that will address the essential aspects professional practice, including:</p> <ul style="list-style-type: none"> • Whole class teaching on the concepts, methodological principles and practice of conducting an action research project • Ongoing reflective groupwork to critically evaluate own practice and that of others • Whole class case conferences to discuss and evaluate progress towards research and practical goals • Conducting inventories, interviews and observations of professional practice • Individual, paired and small group research tasks • Mini presentations and peer feedback <p>Typically, teaching and learning activities will include:</p> <ul style="list-style-type: none"> • Lectures and Q & A sessions with specialist practitioners. • Analysis of video clips and observations of educational practice • Discussion, reflective group work and case conferencing <p>Students will be encouraged to take increasing responsibility within the organisations in which they work to both gather and create knowledge for professional practice. They will also be supported to become pro-active members of the wider educational community through developing opportunities to create and grow professional networks.</p>

20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. The ability to accurately deploy established techniques and methodologies to analyse the relationship between theory and practice in education, SEND and inclusive practice. 2. A systematic understanding of the needs of working within an inclusive environment. 3. Ability to manage own professional; development within a education environment to enhance inclusion 4. The ability to, design and carry out an ethical research project involving a variety methods of data collection as appropriate to the study 5. The ability to synthesise and critically evaluate the arguments, assumptions and data from a variety of sources within the context of working within an inclusive context. 	<p><i>How assessed</i></p> <p>S2, F1</p> <p>S2, S2, F2</p> <p>S2, F2, F5</p> <p>S2, F3</p> <p>S1, F4</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Review of learners' professional practice (lesson observations)</p> <p>F2. Development of materials for the professional file</p> <p>F3. Peer presentations</p> <p>F4. Case conferences</p> <p>F5. Ongoing reflective groupwork</p>	
	<p><i>Summative assessments:</i></p>	<p>Weighting%</p>
	<p>S1. Research Project (5,000 words)</p>	<p>50%</p>
	<p>S2. Portfolio (5,000 words)</p>	<p>50%</p>
22	<p>Learning resources:</p> <p><i>University Library print, electronic resources on the VLE:</i></p> <p>Appadurai, A (1996). 'The right to research', <i>Globalizations, societies and Education</i>, 4(2): 167-77</p> <p>Bartlett, S., & Burton, D. (2016). Introduction to education studies.</p> <p>Lemov, D. (2014). Teach like a champion 2.0. John Wiley & Sons.</p> <p>Mcniff, J. (2016) You and Your Action Research Project. Routledge: Abingdon</p> <p>Nussbaum, S. (2013). Creating Capabilities: The Human Development Approach</p> <p>Pollard, A. (2019). Reflective teaching in schools, 5th ed, Bloomsbury Academic, London</p> <p>Wyse, D. (Ed.), Selwyn, N. (Ed.), Smith, E. (Ed.), & Suter, L. (2017). The BERA/SAGE handbook of educational research. SAGE Publications Ltd.</p> <p>Suggested forums and online resources include:</p>	

	<p>http://helensandersonassociates.co.uk/ https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html https://www.preparingforadulthood.org.uk/ https://councilfordisabledchildren.org.uk/</p> <p><u>Library Plus online</u> including:</p> <ul style="list-style-type: none">• EBSCO• VLeBooks• ProQuest Ebook Central• JSTOR• Cite Them Right Online <p>Specialist resources</p> <ul style="list-style-type: none">• Visiting Lecturers/Practitioners• Study trips and visits• Workshops• Library Plus• Teams VLE
23	<p>Preparatory work</p> <p>Reflect upon and record key reflections on their personal journey as professional practitioners thus far.</p>