Title of th	e new programme – including any year abroad/ in industry varia	nts			
BA (Hons)) Education				
Level of q	ualification				
Please sel	lect: Level 6				
				Year in Industry Please select Y/N	
Please inc	dicate if the programme is offered with any year abroad / in indu	stry variants		Year Abroad Please select Y/N	
Departme Where mo	ent(s): ore than one department is involved, indicate the lead department				
Lead Depa	artment Education				
Other con Departme					
Programn	ne Leader				
Lynda Dur	nlop				
Purpose a	and learning outcomes of the programme				
Statement	t of purpose for applicants to the programme				
in schools address th To achieve will also b experienc	a affects people's life chances to a very significant degree so it is im s, in the most robust manner we can. We also need to ensure that of hese important needs, the BA in Education at the University of Yorl e this, the programme will provide you with an academically rigorc be informed and underpinned by current and cutting-edge research ce, and take increasingly more control of your learning opportunitie al knowledge, critical enquiry skills and professional communicatio	our educational approaches is designed to produce edu us foundation in education being done by academic st s. Whilst the the BA in Edu	and systems keep up with r ucational analysts and critica al theory, drawing on a rang aff in the Department. Over cation will not provide you	apid technological change and an evermor Il thinkers who can make significant contrik e of disciplines including sociology, psycho the course of the programme you will tak with teacher qualified status, you will acqui	e competitive global economy. To butions to the future of education. logy, and philosophy. Your work e an active role in your educational ire a solid grounding in the
Please pro Taken tog	ne Learning Outcomes ovide six to eight statements of what a graduate of the programme gether, these outcomes should capture the distinctive features of t d, and which will therefore be reflected in the design of the whole	ne programme. They should	l also be outcomes for which	progressive achievement through the cou	irse of the programme can be
PLO	Graduates will be able to				
1	Draw upon and apply a broad, critical understanding of education	al theory and research to p	olicy discussions and debate	s at local, national and international levels	
2	Inform educational decision-making by identifying information an and data in accessible formats.	d statistical data sources, e	valuating such data in terms	of its reliability, validity and appropriatene	ess and presenting the information
3	Support and/or challenge educational practice and policy by maki	ng recommendations based	l on the effective analysis of	qualitative and quantitative data	
4	Develop well-structured, evidenced argument and present such a	rgument in written, oral and	d digital formats to support	educational initiatives and projects	
5	Contribute effectively to team projects and interdisciplinary group	os by communicating confid	ently, professionally and pe	rsuasively with others.	
6	Design and carry out a small-scale research project on a specific is				
7	Manage specific educational projects by defining the project focu	s, producing project plans, o	carrying out project tasks an	d evaluating project results.	

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

N/A

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

N/A

Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs describe the key skills that our graduates will be able to offer to potential employers or on embarking upon further study. The PLOs thus encapsulate the knowledge and graduate-level skills we want our students to have acquired upon completion of their course. We support our students to achieve these learning outcomes over the course of a three year programme, paying particular attention to the ways in which learning is scaffolded across modules and stages of the degree. The PLOs are suitably ambitious and stretching in that students will be expected to develop knowledge across a range of disciplines that inform the field of Education, including sociology, history, and psychology. Students are expected to understand the distinct and intersecting ways in which these disciplines influence educational theory, research, practice and debate. The skills students will achieve are therefore also transferable across a range of disciplinary contexts.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The PLOs for the BA in Education focus on the acquisition of academic skills and knowledge, that can sit alongside practical experience of working within educational settings. Thus, the learning outcomes refer to skills which form a robust theoretical and empirical basis from which practice-based experience may be informed and understood. The learning outcomes pay particular attention to the development and scaffolding of strong critical enquiry skills, ranging from the ability to: critically consume educational research in varying forms, being able to evaluate different forms of data, and at the advanced stages of the degree, being able to design and carry out an independent research project. Students learn to handle different forms of data and to critically reflect on the robustness, validity and reliability of different forms of data. We support our students to be confidenct communicators, by developing them gradually from Stage 1 onwards, to progress from descriptive group presentations in Stage 1, to giving individual minilectures in Stage 2, and to chairing research debates in Stage 3. Our graduates are therefore able to engage with education in ways that extend beyond a practice-based approach, and are able to apply their knowledge about the social, political, historical and economic factors that shape, inform and influence education research, policy, debate and practice.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

The strong focus on communication and critical enquiry through the programme learning outcomes is borne out in the range of texts, resources and skills students engage with and acquire through their learning on the BAE. Students engage with technology-enhanced learning through the Virtual Learning Environment, through which they are asked to construct academic glossaries in groups, write wikis on fundamental theories or issues being studied, participate in asynchronous discussions with their peers and tutors, and write individual reflective blogs on their learning journeys. Students also engage with technology in the classroom as well as in preparation for work in the classroom, for example searching online databases for research literature, using SPSS and NVivo for their Educational Research Methods module, doing group vodcasts as part of their summative assessment, engaging with micro-teaching and presentation in Education and Development, and using PowerPoint to prepare oral presentations across a number of modules.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

All of the PLOs cover graduate-level skills that can be transferred into a range of employment and further study contexts. PLOs 3, 5, and 6 in particular link students' fundamental knowledge in and about Education with employability, including critical evaluation skills, the ability to work with different kinds of data, collaborative or team working, communication and being able to conduct independent research. PLO1 specifically encapsulates our ambition for Education graduates to be able to apply educational theory to practice and debate and vice versa. This aim is supported by our employability programme which is now run by Careers (@Work) and which offers students the opportunity to act as educational 'consultants' for local employers, charities, businesses and schools. In previous years for example, students have drawn on their curricular knowledge of inclusion and special educational needs to develop English and drama educational resources for children with communication difficulties in a local special school. In addition, in all three years students will be given the opportunity to take part in our STEP1 scheme (in first year as participants, and in second and third years as participants). This scheme is designed to develop skills valuable to employers. We work with external clients who provide a concrete problem facing their organisation. First year students work in small groups to develop an innovative solution to the problem, which they present to the clients. They are mentored and supported by third year students who receive training in group leadership. Second year students take part in an application process to act as third year mentors, and receive feedback on their applications. As well as developing employability skills, the scheme promotes the collegiate and collaborative ethos of the Education Department. The new second year module 'Educational Theory and Practice' builds a placement experience in an educational setting into the module, and requires students to critically reflect on practice ex

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

The Department allocates pastoral supervisors to students in the first week of their first term. We require students to meet with their supervisors at least twice a term and following marks and feedback. This gives supervisors the opportunity to highlight potential challenges the student may be facing and to signpost to various support services on campus, including those offered by the library. We will be introducing a cross-stage spreadsheet of student marks and attendance for the programme which allows us to pick up students who are consistently (or suddenly) not attending, or students who experience an unexpected or atypical dip in marks. The Undergraduate Administrator will construct this spreadsheet using weekly information from tutors and supervisors and will be able to raise atypical attendance or achievement patterns for individual students on a fairly immediate basis. Supervisors, relevant tutors and programme leaders would be kept informed and agree on the best support plan at this stage.

vii) How is teaching informed and led by research in the department/ centre/ University?

All of the staff teaching on the BA Education are research active. Staff teaching on the programme span a wide range of research interests, thus exposing students to a variety of key issues within Education and the latest research informing our knowledge and understanding of these issues. All staff are associated with an active research centre in the Department and many staff teach on specialist modules that link directly to their research portfolios. Students undertake compulsory dissertation projects in areas of staff research interest and expertise. Several modules allow students to engage with research undertaken by staff in the department, for example New Directions, a compulsory stage 3 module, engages students with the research of most academic members of the department (each session chaired by students, featuring a substantial question and answer slot, and followed up with microblogging after class).

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your progra	amme has a Foundation year,	use the toggles to the left	to sh	ow the hidden rows				
On progression from t	he first year (Stage 0), student	ts will be able to:						
				Global statement				
PLO 1	PLO 2	PLO 3	PLO	4	PLO 5	PLO 6	PLO 7	PLO 8
Stage 1								
On progression from t	he first year (Stage 1), student	ts will be able to:		their core modules i educational research critical, analytical an	n Stage 1. They will also ha n. The knowledge and unde d confident in communica	wledge of education theor ve acquired strong critical erstanding gained forms a r ting their ideas in writing a urch (as readers and as rese	enquiry skills in relation to obust basis from which to nd orally. They have also d	reading and evaluating become increasingly eveloped towards being
PLO 1	PLO 2	PLO 3	PLO	4	PLO 5	PLO 6	PLO 7	PLO 8

Identify a range of educational theories and when these might be applied. Describe key educational policy areas and policies operating at local, national and international levels. Critically review a range of examples of educational theory and research.	Locate sources of information and statistical data and organize and present such information and data in a range of formats. Comment on how such data could be used to inform decisions relating to educational practice.	Analyse simple qualitative and quantitative data and use this to inform discussion about educational policies and practices.	Develop structured, evidenced arguments that go beyond personal experience, and present these in written, oral and digital formats.	Contribute to team projects and groupwork by communicating with others.	Carry out prescribed data collection and analysis as part of a group, with support from others, on a specific issue within the field of education.	Carry out project tasks and evaluate project results using a range of suggested strategies.	
Stage 2							
On progression from the	second year (Stage 2), stuc	lents will be able to:	of educational theor different types of inj educational research different forms of w prepared to engage	y and concepts in research formation sources and form h, practice and debate are orking, individually and col with more specialist modu	, practice and policy. In Sta ns of data, in order to deep shaped. Students continue laboratively, and with the les in Stage 3 and with the	Stage 1, as well as being e oge 2, students develop the en their understanding of t to be challenged in relation use of multiple forms of ass dissertation, all of which re nication and the ability to c	ir capacity for evaluating he processes by which n to participation in sessment. They are well equire strong theoretical
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Apply an understanding of educational theory and research to specific policy discussions and debates. This will be increasingly critical, with greater use of quality criteria.	Locate information and statistical data sources and present information in increasingly clear and accessible formats. Use information and data to inform educational decisions in an increasingly independent and critical way (e.g. reading beyond the required reading list and applying quality criteria).	Support and/or challenge educational practice and policy by making recommendations based on the increasingly sophisticated analysis of qualitative and quantitative data.	Develop well-structured, evidenced argument and present such argument in written, oral and digital formats to support educational initiatives and projects.	Contribute effectively to team projects and interdisciplinary groups by communicating in an increasingly confident, professional and persuasive way with others.	Design and carry out a limited-scale research project on a specific issue using a specified methodology within the field of education as part of a group, with support from others.	Produce project plans with support from peers and tutors. Carry out project tasks and evaluate project results using a range of suggested strategies.	
Stage 3							
(For Integrated Masters) be able to:	On progression from the th	nird year (Stage 3), student	s will				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Draw upon and apply a	Inform educational	Support and/or	Develop well-structured,	Contribute effectively to	Design and carry out a	Manage specific
broad, critical	decision-making by	challenge educational	evidenced argument and	team projects and	small-scale research	educational projects by
understanding of	identifying information	practice and policy by	present such argument	interdisciplinary groups	project on a specific	defining the project
educational theory and	and statistical data	making	in written, oral and	by communicating	issue within the field of	focus, producing project
research to policy	sources, evaluating such	recommendations based	digital formats to	confidently,	education.	plans, carrying out
discussions and debates	data in terms of its	on the effective analysis	support educational	professionally and		project tasks and
at local, national and	reliability, validity and	of qualitative and	initiatives and projects	persuasively with others.		evaluating project
international levels.	appropriateness and	quantitative data.				results.
	presenting the					
	information and data in					
	accessible formats.					

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

tage 1	1																						-									
Credits		Module				A	utum	ın Tei	m							S	pring	g Tern	n				Summer Term 1 2 3 4 5 6 7									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30	EDU00004C	Key Concepts in Education		s									А													E	А					
30	EDU00003C	Key Contexts of Education		S									A													E			A			
30	EDU00001C	Disciplines of Education		s									A													E			A			
30	EDU00002C	Skills for Studying Education		s									A													E		А				
																																+
																																<u> </u>
Stage 2																																
Credits		Module				Α	utum	ın Tei	m							S	pring	g Tern	n							S	umme	er Ter	m			

	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30) EDU00024I	Education Policy and Society: Past and Present		S									A													E			A			
30) EDU000291	Educational Research Methods		s									А													E	A					
30) EDU00026I	Psychological Practice in Schools (optional if PAT is selected)		s									A													E	A					
30) EDU000251	Psychological Aspects of Teaching (optional if PPS is selected)		S									A													E		A				
30)	Option module (list A)		s									A													E		A				
30)																															
30																																
																							_									
					_																								_			
Stage 3			-	_	_		_		_	_	_	_		_	_				_	_	_		_	_	_		_	_	_	_	_	_
Credits		Module	-			-	utum	-	1	1		r					ring T										imme		-			
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	EDU00001H	Dissertation	c																								EA					
20	EDU00014H		S	-	-																											
	ED00014H	New Directions	3	s																						E			A			
20			3	S S								E	A																A			
20		New Directions Option module (list B) Option module (list	3										A																A			
20		New Directions Option module (list B) Option module (list B) Option module (list	5	s s										5												E		A	A			
		New Directions Option module (list B) Option module (list B)	5	S										S														A	A			
20		New Directions Option module (list B) Option module (list B) Option module (list	3	s s										S												E		A	A			
20		New Directions Option module (list B) Option module (list B) Option module (list	<u> </u>	s s										S												E		A	A			
20		New Directions Option module (list B) Option module (list B) Option module (list		s s										s												E		A	A			
20		New Directions Option module (list B) Option module (list B) Option module (list		s s										S												E		A	A			
20		New Directions Option module (list B) Option module (list B) Option module (list		s s										S												E		A	A			
20 20 Stage 4		New Directions Option module (list B) Option module (list B) Option module (list C)		s s				n Ter						S			ring T									E						
20		New Directions Option module (list B) Option module (list B) Option module (list		S S S	3	A	utum	n Ter 6	m 7	8	9			S	3	Sp 4	ring T	1	7	8	9	10	1	2	3	E	Imme 5			8	9	10

	 	 	 -	 		 	 								
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Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Teaching, Learning and Using Language in Educational Contexts	Education and Development	Assessment in Education					
Teaching and Learning Literature	Education and Social Change	Learning Gender: Exploring the Links between Gender, Education and Society.					
Children and Literature	Drama and Education	Education and Citizenship					
Educational Theory and Practice	Science, Education and Society	Perspectives on Literacy					
Creative Writing for Children	Models of Writing	Landmarks in British Poetry					
	Language and Psychology	Genetics and Education					
	Philosophy, Education and Childhood	Disorders of Language and Cognition					
	Supporting Pupils' Psychological Development in Schools						
	The Psychology of Social Pedagogy						
	Transcultural Communication						

Management and Adı	missions Info	ormation						
This document applies to	students who	commenced	the programme(s) in:		2017/18	8		
	f Higher Educa		n undergraduate programmes (subj Intermediate), Ordinary Degree and			-		
Certificate of Higher Educati Diploma of Higher Education								
Admissions Criteria								
TYPICAL OFFERS A levels AB	B for CX83, LX33	BBB for X300,	X302 IB Diploma Programme 34/31 poi	nts BTEC Extended Dipl	loma DDM			
Length and status of the	programme(s)	and mode(s)	of study					
Programme	Length (years)	Status (full- time/part-	Start dates/months (if applicable – for programmes			Mode		
		time)	that have multiple intakes or	Face-to-face, cam	pus-based	Distance l	earning	Other
BA (Hons) Education	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	
Language(s) of study								
English.								
Language(s) of assessmen	nt							
English.								
Programme accredita	tion by Prof	essional, Sta	atutory or Regulatory Bodies (F	PSRB)				
Is the programme recogn	ised or accred	ited by a PSRE	3					
Please Select Y/N:		o move to next es complete the	Section e following questions					
Name of PSRB								
Are there any conditions	on the approv	al/ accreditat	ion of the programme(s)/ graduate	s (for example accred	ditation onl	y for the full awar	d and not any	interim award)
Additional Profession	al or Vocatio	onal Standar	rds					
Are there any additional	requirements	of accrediting	bodies or PSRB or pre-requisite pro	ofessional experience	e needed to	study this progra	mme?	
Please Select Y/N:	if Ye	es, provide deta	nils					
(max 200 words)								
University award regu	ulations							
The University's award and a end of this document.	assessment regu	ulations apply to	o all programmes: any exceptions that r	elate to this programm	e are approv	ved by University Te	aching Committ	ee and are recorded at the

Are students on the programme permitted to ta	ke elective module	s?	
(See: https://www.york.ac.uk/media/staffhome,	learningandteachin	g/documents/policies/	Framework%20for%20Programme%20Design%20-%20UG.pdf)
Please Select Y/N:			
Careers & Placements - 'With Placement	Year' programme	es	
students would return to their studies at Stage 3	in the following yea imme title, which is	r, thus lengthening the amended to include 'w	eir third year on a work-based placement facilitated by Careers & Placements. Such ir programme by a year. Successful completion of the placement year and associated vith Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also s for details).
the Department already has a Year in Industry will length.			itiative. This is usually granted only for compelling reasons concerning accreditation; if v the same range of placements; or if the programme is less than three years in
Programme excluded from Placement Year? No If yes, what a	re the reasons for this	s exemption:	
Study Abroad (including Year Abroad as a	n additional yea	r and replacement	year)
Students on all programmes may apply to spend is on a competitive basis. Marks from modules ta	-	-	rica/ Asia/ Australia student exchange programme. Acceptance onto the programme rogression and classification.
Does the programme include the opportunity to	undertake other for	mally agreed study abr	road activities? All such programmes must comply with the Policy on Study Abroad
https://www.york.ac.uk/staff/teaching/procedur	e/programmes/des	ign/	
Please Select Y/N: No			
Additional information			
Transfers out of or into the programme			
ii) Transfers into the programme will be possible?(please select Y/N)	Yes		
Additional details:			
Requests to transfer in or out of the programme may be will be handled by the admissions tutor	e considered before t	he end of stage 1. Stude	nts who transfer would be in good academic standing. Detailed discussions
ii) Transfers out of the programme will be possible?(please select Y/N)	Yes		
Additional details:	1.00		
Requests to transfer in or out of the programme may b will be handled by the admissions tutor	e considered before t	he end of stage 1. Stude	ents who transfer would be in good academic standing. Detailed discussions
Exceptions to University Award Regulations app	roved by University	Teaching Committee	
Exception Please detail any exceptions to University Award Re	gulations approved b	y UTC	Date approved

Date on which this programme information was updated:	
	18/11/2017
Please note:	

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

• Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

• Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module			Program	me Learning Outco	omes		
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
		Draw upon and	Inform	Support and/or	Develop well-	Contribute	Design and carry	Manage specific
		apply a broad,	educational	challenge	structured,	effectively to	out a small-scale	educational
		critical	decision-making	educational	evidenced	team projects	research project	projects by
		understanding of	by identifying	practice and	argument and	and	on a specific	defining the
		educational theory	information and	policy by making	present such	interdisciplinary	issue within the	project focus,
		and research to	statistical data	recommendation	argument in	groups by	field of	producing
		policy discussions	sources,	s based on the	written, oral and	communicating	education.	project plans,
		and debates at local,	evaluating such	effective analysis	digital formats to	confidently,		carrying out
		national and	data in terms of	of qualitative	support	professionally		project tasks and
		international levels	its reliability,	and quantitative	educational	and persuasively		evaluating
			validity and	data	initiatives and	with others.		project results
			appropriateness		projects			
			and presenting					
			information and					
			data in					
			accessible					
			formats					

Stage 1	Introduction to	Progress towards	Students are		Students are	Students are	
Stage 1	Disciplines of	Progress towards PLO			introduced to	introduced to	
	Education (CORE)	-	key educational idea		multi-disciplinary	academic-level	
			s and research from		arguments about	writing and oral	
			a range of		educational	presentations	
			disciplinary		theory, practice	covering	
			perspectives. They		and policy on	substantial	
			begin to apply their		which to model	philosophical,	
			knowledge to		future academic	pscyhological,	
			current national and			political,	
			international		argumentation.	economic,	
			debates.			historical and	
			uebales.			sociological	
						questions and	
						issues relating	
						to education.	
		By working on	Work= Staff identify		Work= Students	Work=	
		(and if applicable,	texts for students to		will read and	participate	
		assessed	read and begin to		engage with	in group	
		through)	critically analyse		existing	discussions, oral	
			theory, making links		arguments from	presentation and	
			to current		a range of	written	
			educational debates.		disciplines.	coursework	
			Assess= critical use		Assess= essay	preparation.	
			of theory as it		and exam assess	Assess= oral	
			applies to current		ability to	communication is	
			educational debates		construct,	assessed	
			is assessed in essay		develop and	formatively and	
			and exam.		convey	written	
					evidenced	communication is	
					arguments	assessed in the	
						essay and exam	
						which require	
						students to	
						undertake	
						sustained	
						writing.	

Stage 1	Introduction to	Progress towards	Students begin to	Students are	Students are	
	Contexts of	PLO	critically read and	introduced to	introduced to	
	Education (CORE)		reflect on	multi-disciplinary	academic-level	
			educational theory	arguments about	writing and oral	
			and research about	the reasons for	and poster	
			different forms and	staging education	presentations	
			settings of education	in different	about contexts of	
			and learn new ways	contexts, on	education.	
			to apply their	which to model		
			knowledge to	future academic		
			current national and	argumentation.		
			international			
			debates.			

by working on Work-Students Work-Students Work-Students (and fraphicable, assessed to search, find and with existing small and large small and large assessed to search, find and arguments about group group through) evaluate educational arguments about group group through) evaluate educational arguments about group group print formats. They educational presentation and critically analyse newspaper coursework theory, making links article and preparation. to current conference Assess- oral educational debates. poster in which educational debates. sousesed are assessed on their construct, critical use of construct, formatively critical use of convery presentations of newspaper article in which they use arguments on arguments on specific specific newspaper article in which they use arguments on arguments on specific conference arguments on paper research and policy specific conference visue and engage in current debates. Students specific mewspaper conference arguments on presentations of research on an issue of policy and practice at different levels in ther conference					
assessedto search, find andwith existingsmall and largeargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutargunents aboutprint formats. Theycontexts. Assessewrittencontexts. Assessecritically analysenewspapercontexts. Assessewrittencritically analysenewspapercontexts. Assesse-oralassesse-oraleducational debates.poster in whichassesse-oralare assessed on theirconstruct,formativelycritical use ofcontext.contextorsources by writing anewspapercontextornewspaper article inevidencedconferencewhich they usearguments andpresentations ofnewspaper article inevidencedconferencewhich they useargunentsassessed in theresearch and policyspecificwrittento research and policyspecificassessed in theuse empiricalissues.assessed in theengage in currentdebates.susedebates. Studentsissues.assessed in theengage in currentconferenceposter whichresearch on an issueof their choice toconferenceof their choice toconferenceposter whichresearch on an issueof their choice toconferenceof their choice toconferenceposter whichre		•			
through)evaluate educational texts in online and texts in online and texts in online and texts in online and texts in online and read and begin to critically analyse theory, making links to current educational debates. Assess- Students are assessed on their critically analyse tritical use of sources by writing a newspaper article in which they use research and policy to report on a specific issues specific issues poster in which develop and through group through group through group through group through group through group through group poster in which through group poster in which through group poster in which through group through group poster in which through group poster in which 					
texts in online and print formats. They read and begin to critically analyse theory, making linksa range of educational presentation and contexts. Assess- writtentexts in online and pread and begin to critically analyse theory, making linksnewspaper article and preparation.to current educational debates.conference assessed develop and through groupare assessed on their oritical use of sources by writing a newspaper article in newspaper article in newspaper article in sources by writing a newspaper article in newspaper article and the confe					
print formats. They read and begin to critically analyseeducational crontexts. Assess= ourseworkpresentation and contexts. Assess= ourseworkcritically analysenewspaper courseworkcoursework article and preparation.preparation.educational debates.poster in which communication is assess= Students are assessed on their critical use of sources by writing a newspaper article in which they useconstruct, develop and through group presentations of evidenced conference are asgessed on their construct, to report on a specific issue and engage in current debates. Students to report on a to report on a to report on a to report on a to specific issue and ensearch and policy to report on a to re	throu	ugh) evaluate educational	arguments about	group	
read and begin to critically analysecontexts. Assess= newspaperwrittentheory, making linksnewspapercourseworkto currentconferenceAssess= oraleducational debates.poster in whichcommunication isAssess= Studentsstudents begin toconstruct,are assessed on theirconstruct,formativelycritical use ofconveypresentations ofsources by writing aconveypresentations ofnewspaper article inevidencedconferencewhich they usearguments onposters andresearch and policyspecificwrittento report on aeducationalcommunication isspecific issue andissues.assessed in the newspaperdebates.specificassessed in the newspaperdebates.use empiricalconferenceresearch on an issueofference poster whichrequire studentsconference poster whichresearch on an issueconference poster whichresearch on an issueconfere		texts in online and	a range of	discussions, oral	
critically analyse theory, making links to current educational debates.newspapercoursework article and poster in which communication isAssess= Students are assessed on their critical use of sources by writing a newspaper article in which they use research and policystudents begin to develop and through group presentations of evidencedViel of the poster or poster in which sources by writing a newspaper article in which they use research and policyconvey evidencedviel of the poster or poster in which sources by writing a newspaper article in which they use research and policyspecific sources specificviel of the poster which they use research and policyspecific sources to report on a specificwriten educational educational issues.viel of the poster research and policy to report on a specific to report on a specificspecific sources article and the conference article and the conference poster which require students to convey research outputs to policy and practice at different levels in		print formats. They	educational	presentation and	
theory, making linksarticle andpreparation.to currentconferenceAssess- oraleducational debates.poster in whichcommunication isare assessed on theirstudents begin toassessedare assessed on theirconservformativelycritical use ofconveypresentations ofsources by writing aconveypresentations ofnewspaper article inwhich they usearguments onwhich they usespecificwrittento report on aspecificwrittenspecific issue andissues.assesed in theengage in currentassesedassesed in thedebates.use empiricalconferenceresearch on an issueof their choice toconferenceof their choice toconferenceposter sandtissues.assesed in theresearch on an issueof their choice toconferenceposter whichresearch on an issueof their choice toto conveyof their choice toconferenceposter whichresearch on an issueof policy and practiceto apublic and aof policy and practiceat different levels into apublic and ato a public and aat different levels into apublic and a		read and begin to	contexts. Assess=	written	
Image: specific space and specific			newspaper	coursework	
educational debates.poster in whichcommunication isAssess= Studentsstudents begin toassessedare assessed on theirconstruct,formativelycritical use ofconveypresentations ofsources by writing aconveypresentations ofnewspaper article inevidencedconferencewhich they usearguments onposters andresearch and policyspecificsources.to report on aeducationalcommunication isspecific issue andissues.assessed in theengage in currentdebates.sues.assessed in thenewspapernesspricalconferenceresearch on an issueof their choice toconferenceof their choice tocritically discus howconferenceor this relates to issuesof their choice tocritically discus howof policy and practiceof policy and practiceconsevat different levels inat different levels inprofessional		theory, making links	article and	preparation.	
Assess= Students are assessed on their critical use of sources by writing a newspaper article in which they use research and policy to report on a specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels in		to current	conference	Assess= oral	
are assessed on their critical use of sources by writing a newspaper article in which they use research and policy to report on a specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issuesconstruct, develop and through group convey ersentations of evidenced arguments on posters and educational issues.conference arguments on posters and educational communication is issues.arguments enducational enducational communication is enseger in current debates. Students critically discuss how this relates to issuesconstruct, devidenced arguments on poster which require students to conveyresearch on a issue of policy and practice at different levels inconstruct, devidenced at different levels inconstruct, devidenced construct, construct, enseger, on an issue of policy and practiceconstruct, enseger, 		educational debates.	poster in which	communication is	
critical use of sources by writing a newspaper article in which they usedevelop and conveythrough group presentations of evidencedresearch and policy to report on aresearch and policy to report on aspecificwritten educationalspecific issue and engage in current debates. Studentsspecificsome educationalcommunication is assessed in the newspaper article and the conferenceresearch on an issue of their choice to critically discuss how this relates to issuesfrequire students to conveyposter which require students to conveyresearch out puts to for fler and protection at different levels infrequire students to a public and a professionalto convey		Assess= Students	students begin to	assessed	
sources by writing a newspaper article in which they use research and policy to report on a specific suse and engage in current debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels in		are assessed on their	construct,	formatively	
newspaper article in which they use research and policy to report on a specific issue and engage in current debates. Students use empirical research on a nissue of their choice to critically discuss how this relates to issuesevidenced arguments on specific educational issues.conference aguments on specific educational issues.newspaper adbates. Students use empirical research on a nissue of their choice to critically discuss how this relates to issues of policy and practice at different levels inevidenced arguments on specific issues.conference newspaper article and the conference poster which research outputs to convey research outputs to convey		critical use of	develop and	through group	
Image: search and policy research and policy to report on a specific issue and engage in current debates. Students use empirical research on a issue of their choice to critically discuss how this relates to issuesarguments on specific specific issues.posters and written educational issues.Image: specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss howImage: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss howImage: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss howImage: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issue issues.Image: specific issue and issue issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issue issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issues.Image: specific issue and issue.Image: specific issue and issue.Image: specific issue and issue.Image: sp		sources by writing a	convey	presentations of	
Image: specific is specifi		newspaper article in	evidenced	conference	
Image: specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issueseducational issues.communication is assessed in the newspaper article and the conference poster which require students to convey research outputs to convey research outputs to issues.Image: specific issue and engage in current debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels inImage: specific issue and issues to a public and a professional		which they use	arguments on	posters and	
Image:		research and policy	specific	written	
Image:		to report on a	educational	communication is	
debates. Students use empirical research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels inarticle and the conference poster which require students to convey research outputs to a public and a professional		specific issue and	issues.	assessed in the	
use empirical research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels inconference poster which require students to convey research outputs to a public and a professional		engage in current		newspaper	
research on an issue of their choice to critically discuss how this relates to issues of policy and practice at different levels in		debates. Students		article and the	
of their choice to require students critically discuss how to convey this relates to issues research outputs of policy and practice to a public and a at different levels in professional		use empirical		conference	
critically discuss how this relates to issues of policy and practice at different levels into convey research outputs to a public and a professional		research on an issue		poster which	
this relates to issues research outputs of policy and practice to a public and a at different levels in professional		of their choice to		require students	
this relates to issues research outputs of policy and practice to a public and a at different levels in professional		critically discuss how		to convey	
of policy and practice to a public and a at different levels in professional				research outputs	
at different levels in professional		of policy and practice			
their conference audience.		at different levels in		professional	
		their conference		audience.	
poster.		poster.			

Stage 1	Introduction to	Progress towards	Students are	Students are	Students are	Students are	Students are	Students are	Students are
	Skills for Studying	PLO	introduced to critical	introduced to	asked to engage	introduced to	introduced to	introduced to the	introduced to the
	Education (CORE)		reading and review	quality criteria	with different	expectations	team projects in	skills needed to	management of
	Note: the		skills, and are asked	for qualitative	types of data in	about and skills	which they plan,	carry out a small	educational
	Autumn and		to critically read and	and quantiative	educational texts	for developing,	organise and	scale research	projects by
	Spring terms		reflect on	research and are	and evaluate the	evidencing and	undertake group	project by	working in a
	focus on research		educational research	asked to use	ways in which	conveying	work on an	carrying out	team to plan,
	literacy, working		which is used in	these to read and	this might be	academic	educational	research (using	organise and
	towards PLOs 1-		current national and	critically evaluate	used to evidence	arguments about	research issue.	published	undertake group
	4, with Summer		international	educational	claims in	education.		literature) into an	work on an
	term focusing on		debates.	research.	educational	Students are		educational issue	educational
	PLOs 5-7 through				research, policy	introduced to		and using this to	research issue to
	groupwork,				or practice.	academic-level		produce a set of	a deadline.
	presentations					writing and oral		recommendation	
	and participation					presentations		S.	
	in projects.					and vodcasts			
						about			
						educational			
						research.			

By work	king on Work= read and	Work= search,	Work= identify	Work= read and	Work=	Work= plan and	Work= plan and
	applicable, reflect on	find and evaluate	and critically	engage with	participate in	organise a group	organise a group
assessed		educational		educational	small and large	presentation and	presentation and
through	n) research, making	research in		research. Assess=	group	prepare as a	prepare as a
	links to its relevance	online and print	are used in	critical review,	discussions, oral	vodcast. Assess=	vodcast. Assess=
	to and use in current	formats. Assess=	educational	essay and group	presentation and	collaborative	collaborative
	educational debates	critical use of	research texts.	presentation	written	working is	working is
	Assess= critical use	research is	Assess= critical	require students	coursework	assessed by	assessed by
	of educational	assessed in	use of different	to engage with	preparation	undertaking and	undertaking and
	research as it applies	critical review,	types of data is	educational	Prepare for	recording a group	recording a group
	to current	essay and group	assessed in	research to	teamwork by	presentation.	presentation.
	educational debates	presentation.	critical review,	construct,	developing		
	is assessed in critical		essay and group	develop and	ground rules and		
	review and essay in		presentation.	convey	task lists, and		
	particular.			evidenced	manage projects		
				arguments.	by producing		
					minutes of		
					meetings.		
					Assess= oral		
					communication is		
					assessed in the		
					group		
					presentation and		
					written		
					communication is		
					assessed in a		
					critical review		
					and an essay,		
					both of which		
					require students		
					to undertake		
					sustained		
					writing.		

Stage 1	Introduction to	Progress towards	Students are asked	Students are	Students are	Students are	Students are	
	Key Concepts of	-	to critically reflect on	asked to identify,	asked to engage	introduced to	asked to engage	
	Education (CORE)		the ways in which	read and critically	with different	research on key	with academic-	
			key educational	use educational	types of	issues in	level writing and	
			concepts are applied	literature about	educational	education and	discussion about	
			in current national	different key	research that	are asked to use	key issues in	
			and international	concepts,	deals with key	this research in	educational	
			debates about	thinking about	concepts in	constructing	theory, research	
			education.	the ways in	education,	arguments about	and practice.	
				which they might	familiarising	how we come to		
				reliably inform	themselves with	think about		
				educational	qualitative and	certain core		
				research and	quantitative	concepts in		
				policy.	approaches to	education.		
					analysing these			
					concepts and			
					applying them to			
					educational			
					policy and			
					practice.			

1							
	, ,	Work= read and	Work= search,	Work= identify	Work= read and	Work=	
	(and if applicable,	critically analyse	find and evaluate	and critically	engage with	participate in	
	assessed	theory and research	educational	analyse	research that	small and large	
	through)	on core educational	research	educational	analyses key	group discussions	
		concepts, reflecting	literature in	research which	educational	about key issues	
		on how they apply to	online and print	uses different	issues or seeks to	in education	
		current educational	formats. Assess=	types of data to	develop	research and	
		debates. Assess=	critical use of	analyse key	educational	practice and	
		making links	sources to	educational	concepts in order	written	
		between educational	discuss key	issues. Assess=	to inform	coursework	
		research and	educational	critical use of	thinking. Assess=	preparation.	
		theoretical	concepts are	research to	concept paper	Assess= oral	
		perspectives and	assessed in	understand and	and long essay	communication is	
		contemporary	concept paper	discuss	require students	assessed	
		political, social and	and long essay.	educational	to draw on	formatively and	
		educational debate		concepts is	recent and high-	written	
		is assessed through		assessed in	quality research	communication is	
		the concept paper		concept paper	on educational	assessed in a	
		and long essay.		and long essay.	issues in order to	research paper	
					construct,	on one major	
					develop and	educational	
					convey	concept and a	
					evidenced	long essay .	
					arguments		

Stage 2	Education Policy	Progress towards	Students build on	Students will	Students will	Students will	Students will	Working in small
	and Society: Past	PLO	their knowledge of	engage with	identify, read and	build on existing	develop their oral	groups, students
	& Present (CORE)		the disciplines of	different types of	critically use	knowledge to	and written	will plan,
			education from stage	data in	research and	construct more	communication	organise and
			1 and engage with	educational,	policy texts and	advanced	by building on	undertake
			educational theory	archival and	resources, as	arguments about	skills learned in	collaborative
			and research, which	historical texts	they relate to	the historical	stage 1. They will	work towards a
			allows them to	and consider the	historical and	evolution of	practice	whole-class
			expand their	ways in which	current	education	academic writing	presentation on
			knowledge of	this might be	educational	systems and	throughout the	an aspect of
			current and	used to evidence	policy and	educational	year, preparing	educational
			historical national	claims in current	debate. This will	policy.	short written	policy.
			and international	educational	prepare them to		pieces for	
			debates on	research, policy	engage with		seminars, and	
			education and policy.	or practice.	contemporary		sustained writing	
					research at York		in the essay and	
					in the New		exam. Students	
					Directions		will deliver an	
					module in stage		oral presentation	
					3.		about a policy	
							solution to an	
							educational	
							issues or	
							'problem', at a	
							more advanced	
							level.	

Du working or	Work= students read	Work- students	Work= students	Work= students	Work= students	Work= students'
By working or						
(and if applica			will identify and	will develop	participate in	cooperate to
assessed	theory, building from		critically analyse	from the	more sustained	plan and organise
through)	Stage 1 (particularly,		different types of	literature	and independent	a group
	Disciplines), enabling		data and apply	reviewed in Stage	-	presentation
	them to make more	policy texts and	these to own	1 to read and	groups	based on wide-
	complex links to	resources in	argumentation.	engage with	discussions, oral	ranging, quality
	current and	online and print	Assess= students'	more advanced	presentations	research. Assess=
	historical	formats. Assess=	critical use and	research	and written	evidence of
	educational debates	students' critical	application of	literature on	coursework	students'
	and comparisons	use of more	different types of	education history	preparation.	increasingly
	between them.	specialised	data is assessed	and policy to	Assess =	independent and
	Assess= students'	sources that	in essay and	inform their own	students' oral	collaborative
	use of theory as it	identifies their	exam.	argumentation.	communication is	working over a
	applies to current	strengths and		Assess= students'	assessed in short	period of time is
	and historical	weakensses is		ability to critically	presentations to	formatively
	educational debates	assessed in essay		read and use	the whole group,	assessed by
	is assessed in essay	and exam		research in	class debates	delivering a
	and exam.			constructing,	with guest	group
				developing and	speakers, tutors,	presentation.
				conveying	and other	
				evidenced	students.	
				arguments is	Students' written	
				-	communication is	
				and exam.	assessed by exam	
					and essay, which	
					requires	
					specialised and	
					sustained	
					writing.	
					writing.	

Stage 2	Educational	Progress towards	Students develop	Students develop	Students build on	Students work on	Students develop	Students are
_	Research	PLO	their skills in the	their knowledge	existing	academic writing	their ability to	asked to plan,
	Methods (CORE)		use of different	of data from	knowledge to	in different	conduct small-	organise and
			types of data.	stage 1, engaging	construct more	formats, and	scale research,	undertake
			They build on the	with different	advanced	collaborative oral	drawing on	multiple,
			foundational	types of data in	arguments about	presentations	knowledge and	successive forms
			skills from stage	theor own	the suitability	about	skills gained	of group work on
			1 (Introduction to	research and in	and validity of	educational	during stage 1 (e.	several
			Skills for Studying	educational	methods to	research and	g. literature	educational
			Education) to	texts. They use	research topics.	methodologies at	searching, team	research issues
			identify, read and	this to evidence		a more advanced	work) and work	and
			critically use	claims in		level, building on	as a team to	methodologies,
			research and	educational		skills learned in	carry out a	including an
			methodological	research, policy		Stage 1.	project from	independent
			education texts,	or practice. This			inception to	team project.
			as they relate to	will prepare			completion.	They have
				them to carry out				opportunities for
			research in	their own project				reflection and
			particular.	in stage 3.				peer feedback
								throughout the
								Spring term.

I I I							
	, .	Work= search,	Work= identify	Work= read and	Work= students	Work=students	Work= students
		find and evaluate	,	engage with	participate in	undertake group	contribute to a
		research and	analyse different	more advanced	more sustained	and individual	weekly online
	through)	methodological	types of data and	research and	small and large	research	reflection on an
		texts in online	apply these to	methods	groups	projects. Assess=	educational
		and print	own	literature to	discussions,	students	research issue.
		formats. Assess=	argumentation.	inform their own	autonomous	undertake a	They are also
		online exam,	Collect and	argumentation.	work towards	small-scale group	asked to plan,
		group	analyse data in	Assess= group	collaborative oral	research project	organise and
		presentation and	research project	presentation and	presentations	on an assigned	undertake group
		research	and mini	research	and independent	topic using	work towards a
		proposal assess	projects. Assess=	proposal assess	written	specified	whole-class
		students' ability	critical use and	ability to critically	coursework	methods.	presentation on a
		to find and	application of	read and use	preparation.		research project,
		critically use	different types of		Assess = oral		including
		education	data is assessed	research in	communication is		application for
		research data	in group	constructing,	assessed in the		ethical approval
		and methods	presentation and	developing and	group		to conduct this
		sources.	research	conveying	presentations to		research. Assess=
			proposal	evidenced	the whole group,		Autonomous
				arguments.	class debates and		team working is
					discussion.		summatively
					Written		assessed by
					communication is		delivering a
					assessed by		group
					online exam and		presentation.
					research		
					proposal, which		
					requires		
					specialised and		
					sustained		
					writing.		

Stage 2	The Psychology	Progress towards	Building on their	Students will	Students will	Students will	Students will	Students will
	of Teaching and	PLO	knowledge of	identify and	analyse different	make evidence-	communicate	work effectively
	Pastoral Care in		psychological	access a range of	forms of data	based arguments	confidently and	as part of a small
	Schools.		theories gained in	sources about	about complex	about the ways in	reflectively in a	team on a range
			stage 1, students will	circumstances	circumstances	which	range of written	of complex
			engage with and	affecting children	affecting children	psychological	and spoken	issues,
			apply theoretical	and young	and young	concepts inform	formats,	contributing to
			perspectives on	people and	people and	educational	including whole-	whole-class
			psychological	psychological	specific data	interventions	class debates and	discussions and
			interventions and	interventions to	generated in and	focusing on	essays, with an	providing peer
			critically analyse the	redress these,	by psychological	teaching,	emphasis on	feedback to
			ways in which they	paying attention	interventions	learning and	professional oral	individual
			influence	to the ways in	focusing on	pastoral care.	presentations	presentations
			educational policy,	which these	teaching,		focusing on	focusing on
			practice and debate	issues are	learning and		teaching,	teaching,
			focusing on teaching,	addressed in	pastoral care		learning and	learning and
			learning and pastoral	current			pastoral care.	pastoral care.
			care.	educational				
				policy and				
				debate. Students				
				will identify and				
				access a range of				
				sources about				
				key issues, and				
				will evaluate and				
				problematise				
				these concepts in				
				relation to				
				current				
				educational				
				policy, practice				
				and debate				
				focusing on				
				teaching,				
				learning and				
				pastoral care.				

	Work=by	Work=by	Work=by	Work=by	Work= by jointly
range of theoretical	searching	engaging with	engaging with	engaging in	undertaking
	research and	different	wide-ranging	weekly oral	follow-up reading
literature in	professional	literatures within	research on	presentations on	and preparatory
· ·	databases and	psychology in	complex	key psychological	tasks. Issues
individual	journals to	education to	circumstances	concepts	arising will be
presentations and	inform their	inform their	affecting children	underpinning	informed
peer feedback.	critical	critical	and young	effective	through dialogic
Issues arising will be	understanding of	understanding of	people, and	education. Issues	discussion.
informed through	key issues.	multiple	psychological	arising will be	Assess= group
dialogic discussion.	Assess= students'	approaches to	interventions	informed	and individual
Assess= students'	ability to identify	reducing	that aim to	through dialogic	planning,
understanding of	and evaluate	educational	redress these.	discussion.	preparation and
theoretical	sources is	disadvantage.	Issues arising will	Assess=oral and	presentation is
perspectives on	assessed by class	Issues arising will	be informed	written	formatively
psychological	presentations	be informed	through dialogic	communication	assessed. In
interventions to	and two essays.	through dialogic	discussion.	are assessed in	addition
redress educational		discussion.	Assess=	weekly	students' ability
disadvantage will be		Assess=students'	argumentation	presentations,	to work
formatively and		critical	skills are	small-group	independently is
summatively		understanding of	assessed through	discussions, and	assessed in two
assessed in		different forms of	-	two essays across	essays across the
individual		data about the	presentations	the year.	year.
presentations and		effectiveness of	and two essays.		,
two essays.		psychological	,		
,		interventions is			
		assessed in the			
		individual			
		presentations			
		and the two			
		essays.			

Stage 2	Teaching,	Progress towards	Students will build	Students will	Students will	Students will	Students will	
Stage 2	Learning and	PLO		evaluate the	extend their	construct	communicate	
	Using Language	1 20	reviewing and	usefulness of	knowledge	increasingly	assuredly and	
	in Educational		-	texts about	peraining to key	coherent	effectively on the	
	Contexts		pertaining to	teaching,	language	arguments about	teaching,	
	(OPTIONAL)		language learning	learning and	acqusition	teaching,	learning and use	
				using language	theories and	learning and	of English within	
			develop skills in	using their	apply these to	using language in	a nationally	
				increasingly	first and second	educational	diverse student	
			precise literature	advanced	language	contexts, and	and staff body	
			resumes.	knowledge of	development.	select methods	orally and in a	
				relevant theory.		and approaches	range of written	
						to language	formats.	
						teaching suitable		
						for specific		
						contexts and		
						students.		
		By working on	Work=By engaging in	Work = By	Work=By	Work = By	Work = By	
		(and if applicable,	preparatory reading,	engaging in	engaging in oral	engaging in	participating in	
		assessed	group discussion,	preparatory	presentations,	preparatory	group discussion	
		through)	and student	reading, group	preparatory	reading, group	and weekly	
			presentations	discussion, and	reading, group	discussion, peer-	blogging, by	
				student	discussion, and	teaching	preparing peer	
				presentations.	student	activities and	teaching	
				Assessment =	presentations	student	activities and	
				through 2000	presentations	presentations.	student	
				word rationale,		Assessment =	presentations.	
				formative		through lesson	Assessment =	
				reflective blog,		plan and 2000	2000 word	
				analysis of talk		word rationale,	rationale and	
				data in 3000		formative	3000 word essay.	
				word essay		reflective blog,		
						collection and		
						analysis of talk		
						data in 3000		
						word essay		

Stage 2	Teaching and	Progress towards	Students read and		Students build on	Students lead	Students work in
	Learning	PLO	analyse analyse an		stage one to	and contribute to	small groups to
	Literature		increasing number		communicate	small group	devise a specific
	(OPTIONAL)		and variety of		and present	projects in	resource, based
			novels, poetry, plays,		information on	schools on the	on the
			short stories,		matters relating	teaching of	requirements of
			multimodal and		to teaching	Shakespeare	the partner
			digital texts		Shakespeare and		school, to
			demonstrating		studying		support the
			everyday creativity,		literature, orally		teaching of GCSE
			applying a range of		and in a range of		or A'Level set
			increasingly familiar		written and		texts.
			literary criticism,		digital formats,		
			literary and cultural		to an		
			theory, with growing		international		
			skill, in their		English-speaking		
			increasingly		audience for		
			sustained close-		more sustained		
			reading of texts		periods, with		
					more style, and		
					responding to		
					more complex		
					topics or tasks.		

By working on	Work = students	Work = students	Work = students	Work = students
(and if applicable,		have follow-up	work in groups to	visit partner
assessed	creative and critical	tasks from	prepare for their	school to observe
through)	texts in preparation	sessions involving	visits to school	specific group of
	for the teaching	communicating	and to	identified pupils.
	sessions each week.	their thoughts on	collaborate on	Students plan
	They are invited to	weekly reading	the creation of	and collaborate
	share and debate	and topics in a	resource packs,	on the creation
	their understanding	range of longer	which can be	of resource packs
	of these texts	written and oral	given to schools	for identified
	through group work	forms. They	at the end of the	pupils. Students
	and class discussion,	communicate	module. They	then present the
	with increasing	with audiences	undertake	resource back to
	confidence -	outside the	training on	the school and
	particularly in	university	Shakespeare	their peers, and
	evidencing or	environment e.g.	pedgaogy and	evaluate the
	challenging others'	pupils and	working with	resource.
	views - and with easy	teachers in	schools in class.	Assess =
	and immediate	schools. They	Assess = resource	individual, theory
	reference to	receive formative	pack and critical	based, critical
	evidence.	feedback, written	rationale.	evaluation of
	Individually and in	and/or oral, on		group resource
	groups, they will	draft material		pack
	undertake close-	from their tutor,		
	reading exercises in	their peers - who		
	class, applying	they work with in		
	critical knowledge to	groups to create		
	literary and creative	the resource		
	texts with increasing	packs and oral		
	sophistication and	presentations,		
	complexity.	and the wider		
	Assess= students	audiences with		
	complete a resource	whom they share		
	pack in collaboration	it. Assess = They		
	with local schools for	will undertake		
	pupils studying a	formatively		
	Shakespeare play,	assessed		
	supporting pupils'	individual and		
	interpretations of	group, oral and		
	the play,	written work on		
	accompanied by a	which they will		
	critical rationale as	receive oral		
	the first summative	and/or written		
	piece. The second is	feedback from		
	a 2500 literary	tutors, peers and		
	critical essay building	schools. They will		
	on their shorter	communicate		

Stage 2	Children and	-	Students draw upon			Students	
	Literature	PLO	and apply		make and sustain		
	(OPTIONAL)		educational theory		arguments about	individual	
			and research to		the meaning of	insights into	
			discussion of		texts	literature,	
			representations of		representing or	educational and	
			education in literary		aimed at children	literary theory	
			texts as well as to		and young	well, in oral and	
			discuss the broadly		people, using	written formats,	
			educational role of		diverse literary	including creative	
			literary texts aimed		theories.	writing. They	
			at young people.			share these with	
						writing	
						workshopping	
						groups and in	
						small and whole	
						class discussion.	

	Work=by reading	Work=by	Work=by	
	relevant educational	identifying and	participating in	
assessed	theory and research,	searching	seminar	
	in preparation for	subject-specific	discussions,	
	and during class	databases,	group	
	discussion of literary	journals and	presentations to	
	texts and in	online texts for	the class and	
	preparation for	sources to inform	preparing	
	group presentations	their critical	handouts for	
	on literary texts	understanding of	their peers.	
	which will help to	key issues around	Assess= students'	
	develop and hone	education,	communication	
	their discussion.	children and	to the whole	
	Assess= students'	literature.	class audience is	
	ability to apply	Assess= students'	assessed	
	educational theory	ability to identify	formatively and	
	and research to the	and evaluate	given peer	
	analysis of literary	sources is	feedback during	
	texts and their	assessed	the session.	
	function in education	formatively in		
	broadly defined is	class		
	assessed through	presentations		
	their class	and seminar		
	contributions and in	discussions and		
	a combination of	summatively		
	academic essay and	through a		
	critical reflection on	combination of		
	creative practice.	essay and critical		
		reflection on		
		creative practice.		

Stage 2	Educational	Progress towards	-		Students will	Students will
	Theory and	PLO	knowledge of		develop the	further develop
	Practice		teaching and		knowledge and	research skills, e.
	(OPTIONAL)		learning from stage		skills gained in	g. literature
			1, students will		stage 1 (Key	searching and
			critically evaluate		Concepts,	critical review
			educational policies		Contexts and	introduced in
			and theories of		Skills) and apply	Stage 1 (Skills) to
			teaching, learning		this to an	help define the
			and development.		educational	focus for an
			They will apply these		practice setting.	educational
			to practice settings		They will	intrevention,
			and take increased		contribute	which they will
			independence in		effectively to	then carry out
			their selection of		groups/teams a	and evaluate.
			texts and for		practice	They will be
			specialist knowledge		environment by	required to draw
			of their relevance to		communicating	on learning from
			a practice setting.		confidently,	Stage 1 modules
					professionally	including Key
					and persuasively	Concepts and
					with them. They	Contexts, and
					will develop their	apply this to an
					skills of reviewing	authentic
					educational	practice setting.
					research	Students will
					literature,	further develop
					presenting to	their skills in
					peers and other	managing specific
					colleagues.	educational
						projects within
						the constraints of
						the practice
						environment.

By working on	Work=in		Work=following	Work=students
(and if applicable,	collaboration with		workshops and	will participate in
assessed	module tutors and		seminars on	an educational
through)	education		professionalism	practice in
	professionals,		and observing in	addition to
	students will prepare		educational	lectures,
	a literature review to		settings, students	seminars and
	inform practice in		will work in a	workshops in
	their setting. They		professional	which they will
	will identify a		setting during 2	examine the
	particular aspect of		blocks of	characteristics of
	practice, and search		practice. They	effective
	for, analyse and		will be expected	teaching, and
	critique appropriate		to inform this	how to design,
	literature to prepare		practice by	carry out and
	a report for the		eviewing	evaluate
	practice setting.		research	instructional
	Assess= students will		literature	activities.
	prepare a literature		relevant to the	Assess=students
	review identifying		setting,	will carry out a
	the key implications		presenting this to	synthesis of
	of research for		colleagues, and	research into an
	practice.		using the findings	aspect of practice
			to inform the	relevant to their
			design of	setting, and will
			instruction.	report on the
			Assess=cumulativ	design and
			e assessment in	evluation of an
			response to	activity informed
			reflective tasks	by this research.
			on a weekly	They will also be
			basis, a written	assessed via their
			research	participation in
			synthesis and a	weekly reflective
			reflective report	tasks.
			on the practice	
			experience.	

Stage 2	Creative Writing	Progress towards	The module's varied	The module is		The module's
	for Children	PLO	texts and	based on both		vision is to allow
	(OPTIONAL)		perspectives allows	students'		flexible and deep
			for a wide	practice of their		thinking about
			understanding of the	own writing, and		what it may
			distinctive	on the		mean to conduct
			parameters of	development of		a research
			creative writing and	their		project that
			children's book	understanding of		involves creative
			publishing in the UK,	what teaching		writing and
			and knowledge of	creative writing		practice.
			other countries from	for children		
			a comparative	might involve.		
			perspective. The	This double		
			module cultivates	purpose is based		
			strong	on learning by		
			understanding of	doing: by taking		
			current debates in	part in		
			writing for children,	workshops,		
			writing with children,	learning to give		
			and the place of	feedback,		
			children's literature	learning to spot		
			in culture and	good practice,		
			society, applying	students hone		
			educational theory	their skills at		
			and research to a	becoming leaders		
			specialist	of creative		
			educational field.	writing		
				workshops		
				themselves.		

Duunenking on	Mork - in the first		Work = The
By working on	Work = in the first	Work= weekly	
(and if applicabl		practice of	module offers
assessed	are made to think	creative writing	the opportunity
through)	weekly about the	and reflection on	to work on two
	social and political	that practice	different projects
	ramifications both of		that relate to
	the texts they are	increasingly	children's writing
	studying and of their	aware of how	and children's
	own writing practice.	they might take	literature. Both
	Assess = the critical	control of the	need to be
	essays must be	workshops. The	informed by
	reflective of the	last term is	recent research.
	social, cultural and	entirely devoted	The first is in part
	educational context	to teaching	creative, the
	(s) of writing.	creative writing	second in part
		and designing	pedagogical. The
		workshops.	students must
		Assess = students	reflect on the
		are assessed if	various contexts
		they wish on	which those
		their own design	projects may
		and practice of	inform, in
		creative writing	educational and
		workshops with	in non-
		children.	educational
			contexts. Assess
			= the formative
			and summative
			assessments are
			evaluated
			according to both
			rigour of
			research and the
			creativity/
			independence of
			the individual
			projects. They
			must
			demonstrate the
			kind of original
			thinking
			expected at
			expected at Stage 3.

Stage 3	Education	Progress towards	Students will draw	Students will	Students will	Students will	In undertaking	Students wil
	Dissertation	PLO	upon and apply a	access a wide	make	formulate and	the dissertation,	manage their
	(CORE)		broad, critical	range of	recommendation	advance an	students will	own research
			understanding of	educational	s for educational	argument, most	design and carry	project by
			educational theory,	information	practice or policy	often articulated	out a research	defining their
			policy and research	sources in order	based on the	in the forms of	project on a	question,
			to a specific problem	to inform the	effective analysis	research	pertinent	preparing a
			or question that they	design,	of qualitative	objectives or	educational	research
			have identified.	implementation	and/or	aims. Each	issue.	proposal and
				and analysis of	quantitative data	component of		plan, and
				their dissertation	they have	their dissertation		carrying out tasks
				study.	collected in their	will contribute to		such as data
					research.	the development		collection and
						of this/these		analysis
						argument(s).		independently.

	By working on	Work: students will	Work= Students	Work= all	Work= students	Work= students	Work= students
	and if applicable,	be directed by their	will demonstrate	students work	draw on existing	develop research	work
	assessed	dissertation	their ability to	with 'data' in	literature and	questions based	independently,
t	hrough)	supervisors to	critically evaluate	some form,	policy documents	on supervisors'	with support
		appropriate sources.	these sources in	whether it be	on their topic to	topic	from their
		Students will prepare	the development	collecting	construct an	suggestions, they	supervisors, to
		written work	of their research	empirical data (e.	argument for the	develop a	design and
			questions and in	g. quantitative or	necessity of their	research study	implement their
		review and research	their analysis of	qualitative) or	own study.	design, select	research
		proposal. Assess =	data. Assess= one	whether it be	Students develop	appropriate	projects.
		the critical essays	of the marking	data in the form	an argument to	methods, collect	Supervisory
		must be reflective of	criteria for the	of texts or	justify the design	and/or analyse	support is
		the social, cultural	dissertation is	images. Many	of their study,	data and write up	tapered such that
		and educational	students' ability	students work	including their	their research	students'
		context(s) of writing.	to evidence	with a	choice of	findings in a	working becomes
			critical reading	combination of	methods, and	9,000 word	increasingly
			and application	data forms to	use their data to	dissertation.	independent as
			of a wide range	investigate a	further develop	Assess= the	the dissertation
			of education	specific	and formulate an	dissertation	advances.
			information	educational	argument which	assesses	
			sources.	issue. Students	answers their	students' ability	
				analyse their	research	to design and	
				data and make	aims/questions.	carry out an	
				links to past and	Assess= the	independent	
				current	marking criteria	research project.	
				educational	for the		
				literature and	dissertation		
				debate in order	specify the		
				to develop our	importance of		
				understanding of	analytical		
				a particular	discussion and		
				educational	argumentation		
				issue. Assess= a	throughout.		
				key requirement			
				of the			
				dissertation is			
				students' ability			
				to critically			
				analyse and			
				reflect on			
				different forms of			
				data.			
				uutu.			

Stage 3 Drama and Education (OPTIONAL)	Progress towards PLO	Students will evaluate the usefulness of, texts and resources for teaching and learning drama in diverse settings and for diverse learners at an advanced level.	Students will construct, evidence and convey coherent arguments about the teaching (past, present and future) of drama in English, in the UK and other countries.	Students will communicate assuredly and effectively during group performed readings of the dramatic text for each week.	
	By working on (and if applicable, assessed through)	Work = by reading widely and independently in preparation for presentations and small group discussion, by offering feedback on classmates' presentations and the texts and resources used therein . Assess = formative presentations and plans for assessed piece, summatively by lesson plan and rationale or essay.	Work = by reading widely and independently in preparation for presentations and small group discussion, by offering feedback on classmates' presentation . Assess = formative presentations and plans for assessed piece, summatively by lesson plan and rationale or essay.	Work = not just by reading extracts from the text as a group but by interpolating questions to the group and pulling together to answer them and/or debate responses.	

Stage 3	Education and Social Change (OPTIONAL)	Progress towards PLO	Students will acheive more advanced theoretical understanding about the relationship between the development of education systems, society and social change. They will consolidate and extend their existing knowledge through new theories, applying these ideas to prominent trends in education and society informed by		Students will consolidate, strengthen and enchance their ability to independently develop and present an extended, focussed, and evidenced academic argument drawing on the latest research and scholarship	Students will consolidate, strengthen and advance their oral and written communication skills.	
			education and society, informed by cutting-edge research				

-							
				-			
	empirical literature						
				limited) piece of	and group		
	social change and			written	exercises and		
	completing			argumentation	receiving		
	associated reading			for in-person or	feedback from		
	tasks. Applying			written tutor	the module tutor		
	concepts during in-			feedback. Assess	and their peers		
	class discussion and			= Students will	Assess= by		
	receiving feedback			write an	submitting a		
	on their ideas and			extended (5,000-	focussed (word-		
	conceptual			word),	limited) piece of		
	understanding from			evidenced,	written work for		
	the tutor and their			focussed	in-person or		
	peers. Assess = by			argument which	written tutor		
	writing an extended			requires	feedback; by		
	(5000-word) essay in			synthesis across	writing an		
	which they				extended (5,000-		
	synthesise their				word) essay		
	ideas and receive			in historical and			
	written feedback on						
					-		
					-		
	and if applicable, ssessed hrough)	and if applicable, issessed through) theoretical and empirical literature on education and social change and completing associated reading tasks. Applying concepts during in- class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by writing an extended (5000-word) essay in which they synthesise their ideas and receive	and if applicable, issessed hrough) in education and social change and completing associated reading tasks. Applying concepts during in- class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by writing an extended (5000-word) essay in which they synthesise their ideas and receive written feedback on	and if applicable, issessed empirical literature hrough) on education and social change and completing associated reading tasks. Applying concepts during in- class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by writing an extended (5000-word) essay in which they synthesise their ideas and receive written feedback on	and if applicable, ssessed hrough) theoretical and empirical literature on education and social change and completing associated reading tasks. Applying concepts during in- class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by writing an extended (5000-word) essay in which they synthesise their ideas and receive written the tutor social change and completing argumentation for in-person or written tutor feedback. Assess = Students will write an extended (5,000- word), understanding from the tutor and their peers. Assess = by writing an extended (5000-word) essay in which they synthesise their ideas and receive written feedback on this. scope.	and if applicable, issessedtheoretical and empirical literaturesubmitting a focussed (word- limited) piece of argumentationparticipating in- class discussions and group exercises and receiving feedback from the module tutor associated reading tasks. Applying class discussion and receiving feedbackparticipating in- class discussion and group exercises and receiving feedback Assess and their peersassociated reading tasks. Applying class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by written an extended (5000-word) essay in which they synthesise their ideas and receive written feedback onsubmitting a submitting a focussed write an extended (5,000- word), written tutor feedback; by written tutor written work for in-person or argument which written and their peers. Assess = by writen tutor feedback; by writen tutor in-person or argument which writen tutor feedback; by writen tutor feedback; by writen tutor several topics as writing an extended (5,000- word) essay in writen feedback on	and if applicable, seessed empirical literature on education and social change and completing associated reading tasks. Applying concepts during in- class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers. Assess = by writen understand their peers. Assess = by writen writing an extended (5000-word) essay in which they synthesise their ideas and receive written ideas and receive written ideas and receive written scope. brow written brow

	Language and Psychology (OPTIONAL)	Progress towards PLO		able to critically and effectively analyse evidence from advanced experimental research on language use and language learning			
					argument drawing on the latest research and scholarship		

	By working on (and if applicable, assessed through)	enga pap orig rese on la lang lear and feec will duri disc Asse sum wor essa criti rese und exte evid disc and tion	gage with pers describing ginal earch studies language use / guage rning; peer- d tutor- edback l be provided ring in-class cussions. sess= a mmative 5k	Work= By submitting a focused (word- limited) piece of written argumentation for in-person or written tutor feedback. Assess = Students will write an extended (5,000-word) evidenced, focused argument on a topic of language use / language learning.			
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Stage 3	Models of	Progress towards	Students are		The whole course	Students are
	Writing	PLO	introduced to the		revolves around	asked to produce
	(OPTIONAL)		history, philosophy		understanding	an essay on a
			and educational		and practicing	research project
			implications of the		different kinds of	related to the
			place of writing in		writing, and their	history, theory of
			society and in		specific contexts.	educational role
			educational.		The theory and	of writing,
			Students are invited		practice of	building on their
			to reflect on the		writing is	previous
			different forms that		presented and	knowledge, and
			writing can take,		offered to the	incorporating the
			including		analysis of	new ways of
			contemporary forms		students, in order	writing and of
			and new		to further their	thinking about
			technologies, and		reasoning skills	writing that they
			about their		and their critical	have been
			implications for		sense.	thinking about.
			education.			

By working on	Work=Students		Work=Each	Work=Time in
(and if applicable,	compose a critical		week: Students	the sessions is set
assessed	survey of the		read and critically	aside to discuss
through)	teaching of writing.		comment on	and workshop
through	Asess=they may		complex	ideas on the
			-	
	choose to study		theoretical and	research project.
	children's writing, or		critical writing on	Each week, part
	select a question		the week's	of the students'
	related to the		session. This	preparation
	teaching of writing in		reflection, both	directly
	schools.		in groups and in	contributes to
			pairs, contributes	their reflection
			to advancing	and research.
			their knowledge	
			both of the topic	
			itself and of	
			questions	
			germane to	
			education, such	
			as what it means	
			to incorporate	
			one's own	
			practice into	
			one's thinking.	
			one s unitking.	

Stage 3	Philosophy,	Progress towards	Students will		The course is		
	Education and	PLO	critically reflect on		structured		
	Childhood		the nature and		around		
	(OPTIONAL)		purpose of		theoretical		
			education, and in		classes (focusing		
			particular of an		on classic texts in		
			education in		philosophy and		
			philosophy. They		education) and		
			will have a thorough		practical classes		
			understanding of		(in which		
			different approaches		students		
			to doing philosophy		participate in		
			with children, and		philosophical		
			will have advanced		dialogue in		
			knowledge of		relation to		
			research in this field.		education).		
			This builds on the		Students will		
			ideas introduced in		advance		
			Stage 1 (Disciplines)		arguments in oral		
			and developed in		and written form.		
			Stage 2 (Education,		They will be able		
			Policy and Society).		to critique		
					arguments,		
					identify fallacies		
					and errors in		
					reasoning. This		
					builds on the		
					work done on		
					argumentation		
					and research		
					literacy in Stage		
					1, and on skills		
					developed in		
					research		
					methods in stage		
					2.		

By working on	Work: students will	Work: students	
(and if applicable		will create and	
assessed	analyse selected	critique	
through)	philosophical texts	evidenced	
	and practice and	arguments during	
	research literature	practical	
	on philosophy for	philosophy	
	children. Students	sessions, and	
	will complete written	through work	
	tasks in response to	submitted in	
	required reading.	response to	
	They will be required	reading key texts	
	to create	(online and on	
	philosophical	paper). Assess:	
	questions in relation	Students will	
	to education and	construct,	
	contribute to	develop and	
	philosophical	convey coherent	
	dialogue during	and evidenced	
	practical classes.	arguments about	
	Assess: students will	philosophical	
	critically reflect on	concepts (e.g.	
	philosophical	knowledge,	
	literature and	ethics and/or	
	research relating to	justice) in	
	philosophy for	relation to	
	children to respond	education	
	to a philosophical	formatively in	
	question of their	response to tasks	
	own creation in a	associated with	
	5000 word essay.	reading key texts	
		and summatively	
		in a 5000 word	
		essay.	

Stage 3	Science,	Progress towards	Students will		Students will		
	Education and	PLO	critically reflect on		create and		
	Society		the nature and		critique		
	(OPTIONAL)		purpose of		evidenced		
			education, and in		arguments in		
			particular science		relation to		
			education. They will		science		
			be expected to		education in		
			demonstrate a		written and oral		
			thorough		form. This will		
			understanding of		build on skills		
			contemporary issues		gained in stage 1		
			in science education,		(Skills) and stage		
			and to apply theory,		2 (Educational		
			policy and		Research		
			international		Methods), and		
			research to		will link to other		
			contemporary		learning on		
			debates in science		advanced		
			education. This will		modules (e.g.		
			advance their		Learning		
			knowledge of key		Gender).		
			concepts in				
			education (linking to				
			stage 1 Key Concepts				
			and stage 2				
			Educational				
			Research Methods)				
			such as teaching and				
			learning, and apply				
			them to a new and				
			specialised context.				

By working on (and if applicable, read and criticallyWork: students(and if applicable, assessedanalyse selectedcritiqueassessedanalyse selectedcritiquebooks, articles and policy documents in relation to teaching, learning and science education in science educationarguments in review of a review of a review of a science education.Students will complete a written task in response to of of through participation in task in response to to teaching, complete a written task in response to discussion in relation to the course themes, and will discussion in relation to the course through group discussion in relation for? why develop and are women under- represented in some science, education for? why develop and education and education and science, students will education and research in science education in a 5000Work: students science arguments about assessed via a a science in science, science, science in science, science in science in science, science in science in science, science in science, science in science in science, science in science, science in science in science, science in science in science, science in science in science, science in science in science in science in sci				
assessed analyse selected critique through) books, articles and evidenced policy documents in arguments in relation to teaching, their learning and preview of a participation in review of a science education. research paper, Students will through complete a written participation in task in response to tasks and one of the course through group themes, and will discussion in participate in class class and on the discussion in relation VLE. Assess: to the course themes Students' ability (e.g. what is science to construct, education for? why develop and are women under- represented in some represented in some and evidenced scientific arguments about disclipine?. Assess: science, students will education and critique critique idisclipine?. Assess: science, students will education and			Work: students	
through) books, articles and policy documents in relation to teaching, learning and participation in science education. evidenced arguments in presentation of a review of a science education. Students will complete a written task in response to one of the course themes, and will participate in class through through group themes, and will participate in class Image: I	(and if applicable,		will create and	
policy documents in relation to teaching, learning and participation in science education.arguments in theirStudents will complete a written tasks in response to one of the course themes, and will participation in relationresearch paper, tasks and discussion in class through group through group three, and will discussion in class the course themesVLE. Assess: education for? why are wome nuder- represented in some scientificConstruct, develop and arguments about discussion in class science, students will education and science, students will education and arguments about discussion in class science, students will education and sciencediscussion will complete a written to the course themes scientific arguments about discussion for? arguments about discussion in sciencediscussion for? why are wome under- represented in some scientific arguments about 	assessed	analyse selected	critique	
relation to teaching, learning and aparticipation in science education.their presentation of a presentation o	through)	books, articles and	evidenced	
learning and participation in science education.presentation of a review of a review of aStudents will complete a writtenthrough participation in tasks andtask in response to one of the coursethrough group through groupthemes, and will discussion in relationdiscussion in class and on the discussion in relationto the course themes discussion in relation to the course themesStudents' ability develop and are women under- represented in some scientificeducation for? why are women under- represented in some scientificand will education and science, students will education and science, students will critically reflect on theory, policy and theory, policy and ereserch in scienceconvey coherent arguments about theory, policy and theory, policy and theory, policy and tresersent in sciencescience, science, science, science, science, science, science, students will critically reflect on theory, policy and theory, policy and theory, policy and teresersent in sciencesociety will be science, <br< td=""><td></td><td>policy documents in</td><td>arguments in</td><td></td></br<>		policy documents in	arguments in	
participation in science education.review of a research paper, through participation in task in response to one of the course themes, and will participate in classthrough participation in tasks and discussion in participate in classv Berlin (1)task in response to one of the course themes, and will participate in classtasks and discussion in participate in classv Berlin (2)task in response to one of the course themes, and will participate in classtasks and discussion in participate in classv Berlin (2)task in response to themes, and will participate in classtasks and discussion in participate in classv Berlin (2)task in response to themes, and will participate in classtasks and on the v Berlin (2)v Berlin (2)task in response to the course themestask and on the v Berlin (2)v Berlin (2)task in response to discussion in relationv E. Assess: to construct, develop and are women under- represented in some scientific discipline?. Assess: science, science, students will critically reflect on troically reflect on research in sciencesociety will be assessed via a a research in sciencev Berlin (2)task will research in scienceassessed via a a research in sciencev Berlin (2)task will research in sciencesociety will be assessed via a a research in science		relation to teaching,	their	
science education.research paper, throughStudents willthroughcomplete a writtenparticipation in task in response totask in response totasks andone of the coursethrough groupthemes, and willdiscussion in participate in classparticipate in classclass and on the discussion in relationto the course themesStudents' ability (e.g. what is science(e.g. what is scienceto construct, education for? whyare women under- represented in some scientificarguments about disciplines?. Assess: science, students willdisciplines?. Assess:science, students will disciplines?. Assess: students will disciplines?. Assess: science, students will critically reflect on theory, policy and research in scienceto theourse themesscience, students about disciplines?. Assess: science, and evidenced assessed via a a research in scienceto theour the ourse themes represented in some scientific disciplines?. Assess: students will critically reflect on theory, policy and research in sciencestudents will research in sciencesould assessed via a a research in sciencestudents will research in sciencesould assessed via a a research in sciencestudents will research in sciencesould assessed via a a research in sciencestudents will research in sciencesould assessed via a research in sciencestudents will research in sciencesould assessed via a research in sciencestudents will research in sciences		learning and	presentation of a	
Students willthroughcomplete a writtenparticipation intask in response totasks andone of the coursethrough groupthemes, and willdiscussion inparticipate in classclass and on thediscussion in relationVLE. Assess:to the course through groupto construct,education for? whydevelop andare women under-convey coherentrepresented in someand evidencedscientificarguments aboutscientificarguments aboutscientificscience,students willeducation andcritically reflect onsociety will betheory, policy andassest via aresearch in science5000 word essay.		participation in	review of a	
complete a writtenparticipation intask in response totasks andone of the coursethrough groupthemes, and willdiscussion inparticipate in classclass and on thediscussion in relationVLE. Assess:to the course themesStudents' ability(e.g. what is scienceto construct,education for? whydevelop andare women under-convey coherentrepresented in someand evidencedscientificarguments aboutdisciplines?. Assess:science,students willeducation andcritically reflect onsociety will betheory, policy andassessed via a aresearch in science5000 word essay.		science education.	research paper,	
task in response to one of the coursetasks and through groupthemes, and willdiscussion in discussion in participate in classdiscussion in relationVLE. Assess: Students' abilityto the course themesStudents' ability(e.g. what is science education for? whydevelop and are women under- represented in some scientificrepresented in some scientificand evidenced science, students willdisciplines?. Assess: students will critically reflect on theory, policy and research in sciencescience, sciency in a sciency will be sciency will be scientific a spone science, science, science, science, science, science, science, students will critically reflect on theory, policy and research in sciencescience, sc		Students will	through	
one of the coursethrough groupthemes, and willdiscussion inparticipate in classclass and on thediscussion in relationVLE. Assess:to the course themesStudents' ability(e.g. what is scienceto construct,education for? whydevelop andare women under-convey coherentrepresented in someand evidencedscientificarguments aboutdisciplines?. Assess:science,students willeducation andcritically reflect onsociety will betheory, policy andassessed via a aresearch in science5000 word essay.		complete a written	participation in	
Image: second		task in response to	tasks and	
participate in classclass and on thediscussion in relationVLE. Assess:to the course themesStudents' ability(e.g. what is scienceto construct,education for? whydevelop andare women under-convey coherentrepresented in someand evidencedscientificarguments aboutscientificscience,students willeducation andcritically reflect onsociety will betheory, policy andassessed via a aresearch in science5000 word essay.		one of the course	through group	
discussion in relation to the course themes (e.g. what is science education for? why are women under- represented in some scientific disciplines?. Assess: students will critically reflect on theory, policy and research in scienceVLE. Assess: Students' ability to construct, develop and and evidenced arguments about science, education and society will be assessed via a a 5000 word essay.		themes, and will	discussion in	
to the course themesStudents' ability(e.g. what is scienceto construct,education for? whydevelop andare women under-convey coherentrepresented in someand evidencedscientificarguments aboutdisciplines?. Assess:science,students willeducation andcritically reflect onsociety will betheory, policy andassessed via a aresearch in science5000 word essay.		participate in class	class and on the	
(e.g. what is science education for? why are women under- represented in some scientific disciplines?. Assess: students will critically reflect on theory, policy and research in scienceto construct, develop and convey coherent and evidenced science, education and society will be assessed via a a 5000 word essay.		discussion in relation	VLE. Assess:	
education for? why are women under- represented in some scientificdevelop and convey coherent and evidenced arguments abouti i i i i i i i i i i i i i i i i i i		to the course themes	Students' ability	
Image: specific specifi		(e.g. what is science	to construct,	
represented in some and evidenced scientific arguments about disciplines?. Assess: science, students will education and critically reflect on society will be theory, policy and assessed via a a research in science 5000 word essay.		education for? why	develop and	
scientific arguments about disciplines?. Assess: science, students will education and critically reflect on society will be theory, policy and assessed via a a research in science 5000 word essay.		are women under-	convey coherent	
disciplines?. Assess: science, students will education and critically reflect on society will be theory, policy and assessed via a a research in science 5000 word essay.		represented in some	and evidenced	
students will education and critically reflect on society will be theory, policy and assessed via a a research in science 5000 word essay.		scientific	arguments about	
critically reflect on society will be theory, policy and assessed via a a research in science 5000 word essay.		disciplines?. Assess:	science,	
theory, policy and research in science assessed via a a 5000 word essay.		students will	education and	
theory, policy and research in science assessed via a a 5000 word essay.		critically reflect on	society will be	
research in science 5000 word essay.			assessed via a a	
			5000 word essay.	
		education in a 5000		
word essay.		word essay.		

Stage 3	Learning Gender	Progress towards	Students will build		Students will use	Students will	
Stage 5	(OPTIONAL)	PLO	on foundational		evidence to	further develop	
		PLO					
			knowledge about key		construct	their	
			concepts, including		-	communication	
			'gender' and		a range of	skills, both	
			'inequality' to		contested issues	written and oral.	
			understand the ways		in gender and		
			in which gender		education and		
			organises our social,		will develop the		
			cultural, political,		necessary skills		
			economic and		to develop		
			educational lives.		balanced		
			Students will apply a		arguments which		
			range of theoretical		are linked to		
			lenses on gender to		research, policy		
			educational research		and		
			and debates about a		contemporary		
			variety of issues,		debate.		
			including				
			achievement, learner				
			identities, violence				
			and				
			teachers/teaching.				

By working		Work= students	Work= students'
(and if appl		will be required	oral
assessed	gender and	to develop and	communication
through)	education each week	convey	skills will be
	and will begin to	arguments in	practiced at the
	think critically about	order to	advanced level
	the theoretical	contribute	through active
	positions adopted in	effectively to	class discussion
	these debates	class discussions	on a range of
	through small group	and activites,	contested issues,
	discussion and	including whole-	including whole-
	activities, including	class debates.	class debates,
	curriculum	Assess= students'	small discussion
	deconstruction and	ability to develop	'teams' and
	policy analysis.	and convey	individual
	Assess= students	evidence-based	presentations.
	ability to critically	argument will be	Written skills will
	reflect on and apply	formatively	be developed
	theory to key	assessed in class	through learning
	debates in gender	participation, as	logs and a
	and education will	well as in a	formative essay
	be assessed through	detailed essay	plan which helps
	a 5,000 word essay.	plan; summative	students to
		assessment takes	prepare for
		the form of a	writing a longer
		5,000 word	piece of work.
		essay.	Assess= Students'
			understanding of
			the range of
			perspectives on
			different topics,
			the importance
			of using credible
			sources and
			critical evaluation
			of a range of
			sources will be
			applied and
			evidence in the
			summative
			assessment for
			this module
			(5000 word
			essay)

Stage 3	Assessment in	Progress towards	Students will expand		Students will	Students will	
	Education	PLO	their 'toolkit' of		further develop	further develop	
	(OPTIONAL)		educational concepts		their ability to	their oral and	
			and ideas by		independently	written	
			focussing specifically		develop and	communication	
			on those relating to		present an	skills.	
			educational		extended,		
			assessment.		focussed, and		
			Students will use		evidenced		
			these new		academic		
			conceptual 'tools' to		argument.		
			analyse complex				
			assessment issues.				

By working on	Work= By studying	Work=			
(and if applicable		submit			
assessed	on assessment and		ed (word- team debate and	ł	
through)	completing	limited) piece of receiving		
	associated reading	writter	n feedback from		
	tasks; applying	argum	entation the module tuto	r	
	concepts during in-	for in-p	person or and their peers;		
	class discussion and	writter	tutor by delivering a		
	receiving feedback	feedba	ck. group		
	on their ideas and	Assess	= by presentation and	k	
	conceptual	choosi	ng their receiving		
	understanding from	own fo	cus area feedback from		
	the tutor and their	and qu	estion to their peers; by		
	peers. Assess=By	be add	ressed and submitting a		
	writing an extended	writing	an focussed (word-		
	(5000-word) essay in	extend	ed (5,000- limited) piece of		
	which they use their	word),	written work for		
	assessment 'tools' to	eviden	ced, in-person or		
	analyse an issue	focusse	ed written tutor		
	relating to	argum	ent feedback.		
	educational	relating	g to Assess= By		
	assessment and	educat	ional writing an		
	receive written	assessi	ment and extended (5,000	-	
	feedback on this.	receivi	ng written word) essay		
		feedba	ck on this. exploring an		
			issue relating to		
			educational		
			assessment and		
			receiving writter	n	
			feedback on this		

Stage 3	Landmarks in	Progress towards	The Module will		Students identify	Students will be	The module	
	British Poetry	PLO	develop even		and respond to	expected to work	introduces to the	
	(OPTIONAL)		further students'		poetic texts, with	in teams to	students a wide	
			ability to analyse and		mastery, using	devise activities,	range of poetic	
			critique poetic texts		literary critical	present research	and critical texts,.	
			from a range of		methods in	and respond	The aim is for the	
			poetic genres and		education by	creatively to	students to	
			periods. Students		constructing and	poetic and	engage	
			will be mastering the		communicating	literary critical	analytically and	
			ability to critique		well- evidenced,	texts. They will	independently	
			poetic texts through		researched	read and critically	with the various	
			the application of		arguments. They	analyse selected	poetic texts, in	
			various concepts,		participate in	poetic texts and	order to be able	
			theories and literary		creating,	debate and	to select their	
			critical approaches.		articulating and	communicate	field of interest	
			They will be		evaluating their	increasingly	and conduct	
			engaging in		own vision for	sophisticated	extensive and	
			interrogating various		educational	opinions with	rigorous research	
			educational,		resources about	confidence,	in that domain	
			theoretical		or using poetry.	drawing on	for their final	
			approaches the the			theoretical	assessment	
			pedagogy of poetry.			critical material.		
						This work draws		
						on critical,		
						literary analysis		
						and creative		
						responses to		
						texts in Stage		
						One and Stage		
						Two modules.		

, 0	Students will		Work: students	Work = students	Work = each	
· · · ·	encounter a series of		will read and	read and discuss	session requires	
	challenging texts and		critically analyse	various poetic	an advanced	
σ,	a set of advanced		selected poetic	texts individually,	analytical and	
	critical theories, with		texts during	in preparation for	creative	
	which they need to		practical and	the sessions,	engagement with	
	engage and debate,		theoretical	each week. They	a range of	
	order to improve		classes. They will	will work in small	primary texts and	
	their own		be required to	groups or as a	critical material,	
	argumentation.		identify and	whole class the	commensurate	
	In the assessment A		explore critical	text, drawing on	with what might	
	longer essay (5000		issues arising in	their reading of	be expected for	
	words) assesses		these texts.	critical theory, to	third-year level.	
	students' ability to		Students will	communicate	Thorough	
	critically read and		contribute to	persuasive, well-	discussion of the	
	use more numerous		critical dialogue	supported	texts in class	
	and sophisticated		with peers and	arguments. They	ensures	
	research in		tutors to support	will also try out	understanding	
	constructing,		them to develop	pedagogic	and critical and	
	evidencing and		and critique	approaches to	creative	
	conveying		arguments.	studying poetic	interpretations of	
	arguments.		Assess: students	texts in class, and	the texts.	
			will critically	critically reflect	Students close-	
			reflect on poetic	on their own,	reading of the	
			texts and critical	first-hand	poetic texts prior	
			literature in a	experience of	to the session is	
			5000 word essay.	them as a	required, in order	
			This assesses	springboard to	to fully assimilate	
			their ability to	developing their	the texts. Assess	
			analyse primary	understanding of	= the common	
			texts and to	the genre of	point to all the	
			synthesise ideas	poetry, on page	different possible	
			from various	and in the	formative and	
			sources of	classroom.	summative	
			literary and	Assess = students	essays is	
			, research theory	are formatively	, academic rigour.	
			,	assessed by	Students must	
				individual or	select scholarly	
				group oral	sources to inform	
				presentations	and guide their	
				identifying and	individual	
				responding to	research on their	
				poetic texts.	selected poet or	
					poets.	
					p - 0.00.	

Stage 3	New Directions	Progress towards	Students will be		Students will	Students will	
	(CORE)	PLO	asked to reflect on		construct,	further develop	
			educational theory		evidence and	their group work	
			and research		convey coherent	and team oral	
			spanning their		arguments about	communication	
			course and to apply		the very latest	skills,	
			these theoretical		educational	communicating	
			perspectives and		research, in the	confidently and	
			empirical findings to		UK and other	professionally to	
			contemporary		countries.	an audience of	
			educational research			staff and peers.	
			and debate which				
			will be presented to				
			them in class				

By working on (and fraphicable, engage with turor assessed input about thelatest unduets educational research and debate and will be asked to make be asked to make key issues that have been discussed of their programme of their programme of their programme theoretical and develop skills. These eraquied to communicate to introduce their agruments and test set. Students' ability to of their programme theoretical and across the duration of ways. These include individual these in a range of theoretical and across the duration of ways. These include individual theretical and across the duration of ways. These include individual theretical and across the duration assessent through assessent through arguments arguments arguments drawing on arguments arguments arguments arguments arguments arguments arguments arguments drawing on appropriate evidence in the summative assessment for this module, an appropriate avide assessment for this module, an appropriate avide assessment for this module, an appropriate avide assessment for th						
assessed input about thelatest through) participate in educational research and debate and will be asked to make participating in small group and individual participating in grauge of activities be asked to make individual which will activities in which key issues that have been discussed the wy will be group oral group oral communication of their programme evidence-based individual groups of individual activities and skills. These of their programme of their programme evidence-based individual groups of individual groups of students' ability to apply a range of theoretical and empircal findings to contemporary educational research and debate will be assessed through an open-note exam. of ways. These week and to week and to discussions on group chairing is develop and undertaken by convey the provided the provided are asked to group chairing is develop an undertaken by convey will be provided the module are asked to group chairing is develop an undertaken by convey item odule are asked to group chairing is develop an undertaken by convey		-				
through)educational research and debate and will be asked to make links to theories and key issues that have been discussed across the duration of their programme of study. Assess- students' ability to apply a range of theoretical and educational research and debate will be ssessent for assessent tor assessent for assessent for are same for assessent for approvinte approvinte approvinte approvinte approvinte approvinte assessent for approvinte approvinte approvinte approvinte approvinte approvinte approvinte approvinte approvinte assessent for approvinte apa						
and debate and willsmall group and individualrange of activitiesbe asked to makeindividualwhich willlinks to theories and key issues that haveactivities in whichenhance theirbeen discussedthey will be group oralgroup oralcommunicationacross the durationdevelopskills. Theseof study. Assess- students' ability toarguments and tostudents workingcommunicationdevelopspeaker for eachapply a range of theoretical and empirical findings to contemporaryof study. Assess- sessent for ativitiessession. Trainingeducational research and debate will be assessed through an open-note exam.glogs and small discussions on session. Statess= specific issue.will be provided for this in earlyare asked to are asked		-	st			
be asked to make individual which will links to theories and activities in which enhance their key issues that have they will be group oral been discussed communication communication across the duration evidence-based include groups of of their programme evidence-based include groups of of study, Assess arguments and to students' ability to apply a range of these in a range spaker for each of theoretical and include individual chair the Q&A contemporary online learning session. Training educational research and debate will be groups for this in early assessed through an open-note exam. spession sessions. Assess- for this in early open-note exam. assessent of are asked to are asked to develop and underken by convey the module arawing on appropriate evidence in the session. Taining group chairing is assessed through an open-note exam. assessent of arawing on apapropriate	thro					
links to theories and key issues that have been discussed across the duration of their programme of study. Assess= students' ability to apply a range of theoretical and educational research and debeta will be groupsexited the equivation develop students' working to introduce the speaker for each week and to theoretical and educational research and debeta will be groupsfor their programme include from the equivation include individual discussions contemporary online learning discussions contemporary open-note exam.include groups of students working to introduce the speaker for each week and to theoretical and empirical findings to contemporary online learning discussions contemporary open-note exam.include individual discussions contemporary educational research are asket do are asket do groups assessed through an open-note exam.include individual discussions contemporary educational research are asket do are asket do are asket do are asket do are asket do group chiring is undertaken by convey the module arguments are asket do indicating is undertaken by tor.develop and appropriate evidence in the summative assessent for assessent for this module, an		and debate and will		small group and	range of activities	
key issues that have been discussed across the duration of their programme of study. Assess- students' ability to apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an assessed through an open-note exam.they will be required to communication develop willis. These evidence-based include groups of students working toroduce the week and to include individual draining session. Training welk and to his in early assessed through an addebate will be assessed through an open-note exam.file by will be required to communication discussions on sessions. Assess- specific issues. are asked to groups for this in early discussions on assessent for are asked to are asked to arguments theoretical is theoretical is arguments theoretical is the open-note exam.they will be required to theoretical is the open-note exam.is be be be the open-note exam.they will be open-note exam.groups accossions on sessions. Assess- specific issues. are asked to arguments the ordel arguments the ordel arguments the ordel arguments the ordel arguments the ordel arguments the ordel assessment for this module, an		be asked to make		individual	which will	
been discussed across the duration of their programme of study. Assess= students' ability to apply a range of theoretical and empirical findings to contemporaryrequired to skills. These arguments and to to introduce the to introduce the these in a range of ways. These ucational research and debate will be assessed through an open-note exam.arguire and of ways. These include individual of ways. These these in a range of their provided groups of these in a range of their provided groups of the section and the arguired to include individual online learning section. Training discussions on section. Training include and leater will be assessed through an open-note exam.online learning groups for this in early assessed through an open-note exam.section and section. Training include individual include indindividual include i		links to theories and	1	activities in which	enhance their	
across the duration of their programme of study. Assess= students' ability to apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an open-note exam.develop educational contemporary educational research assessed through an open-note exam.develop educational contemporary educational discussions on specific issues.session. Training for this in early session. Training for this in early assessent of are asked to are asked to argumentsdiscussions on session. Assess= sessent of are asked to arguments argumentsacross the duration develop educational research and debate will be assessed through an open-note exam.discussions on session. Assess= session. Assess= session. Assess= turd argumentsacross the duration argumentsdiscussions on arguments are asked to arguments arguments turd.session. Assess= session. Assess= turd.across the duration argumentsdiscussions on assessment of arguments arguments arguments turd.session. Assess= session. Assess= turd.across the duration argumentsdiscussions on assessment of arguments arguments turd.discussion on assessment of arguments arguments argumentsacross the duration argumentsdiscussion on assessment of arguments turd.discussion on assessment of arguments arguments turd.across the duration arguments argumentsdiscussion on assessment of arguments turd.discussion on assessment of arguments turd.across the durat		key issues that have		they will be	group oral	
of their programme of study. Assess= students' ability to apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an open-note exam.evidence-based arguments and to speaker for each of ways. These include individual groups for this in early session. Training will be provided groups for this in early assessment of are asked to underken by converyopen-note exam.open-note exam.open-note exam.session. Assess= specific issues. are asked to underken by converyconvery assessment for appropriate evidence in the summative assessment for this module, antutor.the module are assessment for this module, an		been discussed		required to	communication	
of study. Assess= students' ability to apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an open-note exam.arguments and to students' ability to these in a range include individual (chair the Q&A session. Training week and to include individual (chair the Q&A session. Training will be provided for this in early assessed through an open-note exam.logs and small session. Training will be provided for this in early assesses for this in early assesses are asked to groupsfor this in early session. Assess- session. Assess- for this in early assessement of are asked to group chairing is develop and undertaken by convey the module arguments drawing on appropriate evidence in the summative assessement for this module, an evidence in the summativesummative assessement for this module, an this module, anarguments are asket to assessment for this module, an evidence in the summative		across the duration		develop	skills. These	
students' ability to apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an open-note exam.communicate these in a range of ways. These unclude individual online learning groupssession. Training weik and to session. Training will be provided for this in early sessions. Assess= assessment of are asked to group chairing is develop and undertaken by convey the module arguments tutor.develop and appropriate evidence in the summative assessment for this module, anundertaken by tutor.		of their programme		evidence-based	include groups of	
apply a range of theoretical and empirical findings to contemporary educational research and debate will be assessed through an open-note exam.include individual include individual include individual chair the Q&A online learning groupsweek and to include individual chair the Q&A week and to include individual include individual will be provided groupsweek and to include individual chair the Q&A week and to this in early session. Training will be provided groupsand debate will be assessed through an open-note exam.groups sessions. Assess- sesser assessment of are asked to group chairing is undertaken by tutor.develop and anguments drawing on appropriate evidence in the summative assessment for appropriate evidence in the summative assessment for appropriate evidence in the summative assessment for this module, an		of study. Assess=		arguments and to	students working	
theoretical and empirical findings to contemporaryof ways. These include individual online learning session. Training will be provided for this in early assessed through an open-note exam.week and to include individual bases groupsopen-note exam.groups sessions. for this in early discussions on sessions. Assess= group chairing is develop and undertaken by conveyfor mative assessent of are asked to group chairing is develop and undertaken by conveyundertaken by conveythe module arguments drawing on appropriate evidence in the summative assessment for this module, anundertaken by conveythe module arguments tutor.undertaken by co		students' ability to		communicate	to introduce the	
empirical findings to contemporary educational research and debate will be assessed through an open-note exam.include individual online learning groupschair the Q&A online learning session. Training for this in early discussions on sessions. Assess= specific issues.Assess= tudents are asked to group chairing is develop and undertaken by conveyfor this in early discussions on sessions. Assess= draiting is develop and undertaken by tutor.drawing on appropriate evidence in the summative assessent for this module, anassessment for this module, and this module, and		apply a range of		these in a range	speaker for each	
contemporary online learning session. Training educational research logs and small will be provided and debate will be assessed through an open-note exam. open-note exam. session. Training formative assessed through an sessions. Assess- formative assessed through an session. Training sessions. Assess- open-note exam. Assess-students assessment of are asked to group chairing is undertaken by convey the module arguments drawing on appropriate evidence in the summative assessment for this module, an		theoretical and		of ways. These	week and to	
educational research and debate will be assessed through an open-note exam.logs and small groupswill be provided for this in early discussions on sessions. Assess= formative Assess-studentsAssess-students advelop and undertaken by conveymodeltaken by tor.Convey arguments drawing on appropriate evidence in the summative assessment for this module, anwill be provided for this in early discussions on sessions. Assess= sasessment of arguments tutor.		empirical findings to		include individual	chair the Q&A	
and debate will be assessed through an open-note exam.		contemporary		online learning	session. Training	
assessed through an open-note exam. discussions on sessions. Assess= open-note exam. specific issues. Assess= students assessment of are asked to group chairing is develop and undertaken by convey the module arguments tutor. drawing on appropriate evidence in the summative assessment for this module, an		educational researc	h	logs and small	will be provided	
open-note exam. specific issues. formative Assess= students assessment of are asked to group chairing is develop and undertaken by convey the module arguments tutor. drawing on appropriate evidence in the summative assessment for this module, an		and debate will be		groups	for this in early	
Assess= students are asked to group chairing is undertaken by the module arguments tutor. drawing on appropriate evidence in the summative assessment for this module, an		assessed through a	1	discussions on	sessions. Assess=	
Image: second		open-note exam.		specific issues.	formative	
develop and undertaken by convey the module arguments tutor. drawing on appropriate evidence in the summative summative assessment for this module, an this module, an				Assess= students	assessment of	
Image: state in the state				are asked to	group chairing is	
arguments tutor. drawing on appropriate evidence in the summative assessment for this module, an				develop and	undertaken by	
drawing on appropriate evidence in the summative assessment for this module, an				convey	the module	
appropriate evidence in the summative assessment for this module, an				arguments	tutor.	
evidence in the summative assessment for this module, an				drawing on		
summative assessment for this module, an				appropriate		
assessment for this module, an				evidence in the		
this module, an				summative		
				assessment for		
				this module, an		
open-note exam.				open-note exam.		

Stage 3	Education and	Progress towards	Students develop a	Students will	Students will	Students build on	Students work on	Students are	
_	Development	PLO	thorough	develop an	have an	existing	academic writing	asked to plan,	
	(OPTIONAL)		understanding of	advance	advanced	knowledge to	and oral	organise and	
			critically reading of a	knowledge of	knowledge of	construct	presentations	undertake	
			range of theories of	ways to identify,	different types of	advanced	about the nature	collaborative	
			development	read and critically	data about the	arguments about	of different	work towards a	
			relating to	use research and	process and	international	educational	whole-class	
			education. They will	policy texts and	outcomes of	development and	issues around the	presentation on	
			specialise on specific	resources, as	international	education	world and	an issue in	
			theories and apply	they relate to	development	policies, looking	engage with	education and its	
			these to different	specific historical	policy and the	at the ways	these at a more	relationship to	
			development issues	and current	relationships	national and	advanced level,	international	
			and consider how	international	between	international	building on skills	development.	
			the theoretical	educational	development and	contexts impact	learned in stages	They also	
			framework impacts	policy-making	education.	on debates in this	1 and 2.	undertake	
			on debates and	and debate.	Theoretical	area		extensive	
			decisions on		perspectives are			research on the	
			international policy		used to consider			topic of their	
			and practice in		the ways that			choice for their	
			education and		different			long summative	
			development.		evidence claims			assignment.	
					are used in				
					educational				
					research, policy				
					and practice.				

			,	Work= identify	Work=Read and	Work=	Work= plan and	
		, ,	· ·		engage with	participate in	organise a group	
asses				analyse	advanced	-	presentation	
throu	ugh) to cu			educational	research and		based on wide-	
	inter	ernational				discussions about	ranging, quality	
	deba	bates in education	resources in	uses different	literature on key	key issues in	research about a	
	and	development.	online and print	types of data to	educational	international	particular	
	Read	d research in a	formats,	analyse key	issues to inform	education	educational issue	
	range	ge of contexts to i	including sources	educational	their own	research and	in one	
	deve	elop a critical	from	issues. Assess=	arguments on	practice and	development	
	unde	lerstanding of the i	international	critical use of	international	written essay	context. Assess=	
	relat	ationships	organisations and	research to	development	preparation.	more	
	betw	ween education	development	underpin	policies.	Assess= oral	independent	
	and				Assess=long	communication is	collaborative	
		1	governmental	discussion	essays require	assessed	working over a	
			organisations.			formatively	period of time is	
			Assess = Conduct	education is	critically read and	through a group	formatively	
		1	research into a	assessed in the	engage with	presentation on	assessed by	
		2	specific	long essay.	recent and high	an international	delivering a	
			development	Students are	quality research	issues in a	group	
		i	issue in a	required to	on educational	particular	presentation,	
			particular	support or	issues around the	context, as well	while in depth	
			context, this	challenge		as through	research skills are	
			requires students		construct,		assessed through	
					develop and	debates. Written	the background	
				based on the	convey		understanding	
			critique available	data from their	evidenced		demonstrated in	
				research of	argument.	essay on one	the final essay.	
		i		secondary	-	major	,	
				sources, this then		educational issue		
				allows them to		considered		
				make		through a		
				recommendation		particular		
				s about		theoretical lens		
				education in that		in a chosen		
				context.		context, which		
						requires		
						specialised and		
						sustained		
						writing.		

		Progress towards PLO					
		By working on (and if applicable, assessed through)	applies to current international	Assess= critical use of more specialised sources that identifies strengths and weaknesses of international debates about education and development assessed in essay.			
Stage 3	Perspectives on literacy (OPTIONAL)	Progress towards PLO		The course spans a number of approaches to literacy and the complex understandings of that term in contemporary educational settings. As a stage 3 module, students are invited to perfect their reflection on the applications of the knowledge and skills gathered in the course for potential uses in classrooms.	Students explore various conceptual frameworks in which to think about literacy in theory and practice. Building on knowledge from previous core and optional modules, they are asked to think critically about the ways in which medium, formats, modes of distribution and places of production might modify or nuance traditional understandings of literacy.		Students are required to undertake a complex critical evaluation of one aspect of literacy in education. They may choose a historical, sociocultural, philosophical or educational perspective. The assessment should both draw upon the course and their independent research.

By working on	Work=Sessions	Work=The	Work=Each
(and if applicable,	on non-	assessment is	week, time is
assessed	traditional or	centred on	given to
through)	innovative	mobilising the	workshopping
	approaches to	skills and	different aspects
	literacy in	knowledge	of the
	education are	gained about	assessment. A
	scheduled,	different types of	swap is organised
	including several	literacy; some	where students
	with guest	focus on their	in pairs discuss
	lecturers	possible uses in	each other's
	presenting	educational	work. Research
	innovative	settings. Through	skills are
	methods for the	weekly	mobilised in
	study and	workshops, the	every session
	enhancement of	students perfect	preparation. The
	literacy with	their	students are
	young people in	understanding of	particularly
	non-educational	the intricacies of	encouraged to
	contexts. One of	decoding	reflect on the
	the sessions'	different types of	question of
	preparatory work	media and	literacy from the
	involves	engage deeply	point of view of
	designing and	beyond theory	educationalists.
	presenting a	with the key	
	potential project	concepts of the	
	for application in	course.	
	the classroom.		

Stage 3	Education and	Progress towards	Students should	Progress towards	Progress	towards	
Ŭ	Citizenship	PLO		PLO. In stage 1	PLO. In s		
	(OPTIONAL)			students		e degree	
			debated in relation	considered the	class des	scriptors	
			to 2 key traditions:	nature of	require		
			the civic republican	curriculum and in	presenta	ations of	
			and the liberal.	stage 2 they will	an acade	emic	
			Whereas the former	have explored	argumer	nt that is	
			is broadly based	the role of policy.	appropri	iately	
			around	In this module	coheren	t and	
			responsibilities and	we build on	focused.		
				those insights by		s are now	
				considering	expected	d to have	
			emphasises rights in	policy and	a greate	5	
				practice	and dept		
				(curricular and	their and	· ·	
			builds on	other) specifically	position	-	
				applied to	more ide		
				citizenship. The	evidence	e and	
			education and	insights of	doing so	in a	
				Putnam, Etzioni,	more		
			by students at stages		sophistic		
				others are used	way. The		
				to contextualise		nunity for	
				the policy work	example		
				of Crick and the	-	data and	
				empirical	philosop		
				research of Kerr,	reflectio		
				Whiteley and	multifac		
				others.	manner.		

			Dumenting on		Duunarlingon		
	, ,		By working on		By working on		
		to consider the work	(and if applicable		(and if applicable		
		, , , , , , , , , , , , , , , , , , , ,	assessed		assessed		
t			through)		through). The		
		,	Students are		idea of		
			asked to explore		community as a		
		••	the nature of		panacea for		
			curricular (and		social problems is		
			other) change in		challenged by		
	u	utilitarianism and	relation to		reflecting on the		
			citizenship		meaning of a		
		0	education.		diverse society,		
			International		the		
	f	from behind the 'veil	examples are		characterization		
	C	of ignorance'.	used and there		of volunteering		
			are also debates		and the nature of		
			about the		democracy.		
			National	·	These reflections		
			Curriculum and		are applied to		
			character		arguments for		
			education.		particular		
					perspectives on		
					the role of		
					teachers and		
					other		
					professionals		
					who wish to		
					support the		
					development of		
					citizenship		
					education		

Stage 3	Transcultural	Progress towards	Students will	Students will	
	Communication	PLO. Through critical	critically and	strengthen and	
	(OPTIONAL)	analysis of texts,	effectively	add to their	
		students will develop	analyse evidence	communication	
		a thorough	from research on	skills by	
		understanding of	culture and	discussing and	
		monolithic views of	communication	generating	
		language proficiency	transcending	criteria for the	
		and how these	culture	assessment of	
		influence language		communication	
		education theory			
		and policy and			
		assessment design at			
		national and			
		international levels.			
		This specialised			
		knowledge will equip			
		students to			
		contribute to			
		discussions and			
		debates on			
		communicative			
		competence			

	-	
By working on (and if	By working on	By working on
applicable assessed	(and if applicable	(and if applicable
through) Students	assessed	assessed
participate in group	through). By	through) By
discussions and	developing a	participating in
reading groups in	thorough	bi-weekly,
which they analyse	understanding of	problem-based
and evaluate current	the origins of	tasks focussing
concepts and	"standard	on the design of
defintions of culture,	English" and	assessment
standard English and	definitions of	criteria, students
accuracy, how this	"grammatical	will gain
influences	accuracy",	advanced
assessment and	students will be	knowledge of
participant self	able to challenge	communication
evaluation of	concepts of	strategies for
linguistic	effectiveness in	effective
competence.	communication	transcultural
Students participate	which is	communication.
in transcultural tasks	divergent from	Assessment:
and evaluate the	the "native	Students are
influence of these	speaker model"	assessed, using
ideals on their own	as well as	criteria that they
and their peers'	questioning the	have generated,
communicative	value of	on their
performance.	encouraging	performance in a
Assessment:	"non-native"	transcultural
Students complete	pupil speakers of	communication
self and group	English to aspire	group task.
assessment reports	to that model.	Students self and
to evaluate	Through text	peer assess
transcultural	analysis students	transcultural
communicative	will develop an	communicative
competence	awareness of	performance in
	data to support	group tasks.
	challenges and	Through the
	recommendation	development of a
	s of systems to	thorough
	recognise the	understanding of
	value of the	effective
	contribution of	transcultural
	"non-native"	communication,
	English speaking	students will be
	pupils to the	able to offer
	education of	counselling and
	"mono-cultural"	advice to peers
	"native speakers"	on how to

Stage 3	PiE options (OPTIONAL)	Progress towards PLO	develop an understanding of	Students will develop their skills in searching for subject- specific information and build on their existing evaluative skills in making academic judgements about the	Students will continue to reinforce their skills in constructing and conveying evidence-based arguments, paying particular attention to the disciplinary requirements that may be	Students will strengthen and add to their communication skills in acquiring knowledge about disciplinary requirements for effective oral and written reporting	
		By working on (and if applicable,		reliability and validity of evidence they engage with in these modules. Work: students will evaluate	pertinent across these modules Work: students will present	Work: students will contribute to	
		assessed through)	analyse a range of sources from psychology and education. Assess: students will prepare a 5000 word assignment (essay or systematic review)	findings of research, asking questions about the reliability and validity of data. Assess: students will prepare a 5000 word	arguments in relation to psychology in education. Assess: students will prepare a 5000 word assignment or	class discussions in which they will be expected to communicate confidently, professionally and persusaively with others.	
			or equivalent alternative assessment in which they will apply educational and	assignment (essay or systematic review) or equivalent alternative assessment in	equivalent alternative assessment in which they will create and critique arguments in	Assess: students will prepare an extended essay or equivalent alternative assessment in which they will	
				which they will evaluate a range of research studies in psychology and education.	relation to the discipline.	communicate written arguments in relation to psychology and education.	

Stage 3	Independent	Progress towards	Students will draw		Students will		Students will
	Study Module	PLO	upon and apply a		develop well-		manage their
			broad, critical		structured,		own independent
			understanding of		evidenced		study project by
			educational theory		argument about		defining the
			and research about		their chosen		project focus,
			their independent		independent		producing project
			study topic to policy		study topic and		plans, carrying
			discussions and		present such		out project tasks
			debates at local,		argument in		and evaluating
			national and		written and oral		project results
			international levels		formats.		

By working on	Work= students will	Work= students	Work= students
(and if applicable,		will research	develop a study
assessed	chosen topic,	their chosen	plan on their
through)	drawing on and	topic, developing	selected topic
	applying a broad,	their	and with the
	critical	argumentation	study
	understanding of	(written and oral)	supervisor's
	educational theory	by writing essays	support, they set
	and research about	using policy,	out key matters
	their independent	practice and	of interest in the
	study topic. Assess=	research	field, such as
	students will	literature and	issues and
	demonstrate	discussing their	debates or
	understanding of	ideas with the	important
	policy, research adn	study supervisor.	research
	practice literature in	Assess= students	questions,
	an extended essay of	will develop	demonstrating
	5000 words.	extended	wide reading of
		arguments in a	key sources
		5000 word essay.	, (substantive and
		, ,	, methodological
			research, theory
			and policy, as
			appropriate) to
			give a critical and
			balanced
			account. Assess=
			a 5000 word
			essay on the
			independent
			study topic that
			reflects the key
			matters of
			interest in the
			field and the
			study plan.

Stage 3	Placement	Progress towards	Students will draw	Students will	Contribute	Manage a
	Module	PLO	upon and apply a	develop well-	effectively to	placement
			broad, critical	structured,	placement	project by
			understanding of	evidenced	projects and	defining the
			educational theory	arguments and	interdisciplinary	focus, producing
			and research to	present such	groups by	plans, carrying
			policy/practice	argument in	communicating	out tasks and
			settings	written and oral	confidently,	evaluating the
				formats to	professionally	placement.
				support work in a	and persuasively	
				placement	with others.	
				setting.		
		By working on	Work: students will	Work: students	Work: students	Work: students
		(and if applicable,	independently select	will present	will contribute to	will plan,
		assessed	and analyse a range	arguments in oral	the work in their	organise, carry
		through)	of sources relating to	and written form	placement,	out and evaluate
			their placement	during the	taking part in	a placement
			setting. Assess:	placement.	interdisciplinary	project that they
			students will prepare	Students will	group work and	have organised
			a 5000 word	prepare an oral	communicating	independently.
			assignment (essay)	presentation to	confidently and	Assess: Students
			assessment in which	the placement	profesionally	will draw on their
			they will apply	supervisor.	with those in the	placement
			educational theory	Assess: a written	setting and any	experiences to
			to their placement	report in which	associated	prepare a 5000
			practice.	they present	people. Assess:	word report.
				well-structured,	Students will	
				evidenced	draw on their	
				arguments in	contributions in	
				relation to the	the 5000 word	
				placement.	placement	
					report.	