

**Title of the new programme – including any year abroad/ in industry variants**

BA (Hons) Education

**Level of qualification**

Please select:

**Please indicate if the programme is offered with any year abroad / in industry variants**

Year in Industry Please select Y/N	<input type="text"/>
Year Abroad Please select Y/N	<input type="text"/>

Department(s):  
Where more than one department is involved, indicate the lead department

Lead Department	Education
Other contributing Departments:	

**Programme Leader**

Lynda Dunlop

**Purpose and learning outcomes of the programme**

Statement of purpose for applicants to the programme

Education affects people’s life chances to a very significant degree so it is important that we strive to address issues such as educational inequality, and the psychological, social and emotional needs of children in schools, in the most robust manner we can. We also need to ensure that our educational approaches and systems keep up with rapid technological change and an evermore competitive global economy. To address these important needs, the BA in Education at the University of York is designed to produce educational analysts and critical thinkers who can make significant contributions to the future of education. To achieve this, the programme will provide you with an academically rigorous foundation in educational theory, drawing on a range of disciplines including sociology, psychology, and philosophy. Your work will also be informed and underpinned by current and cutting-edge research being done by academic staff in the Department. Over the course of the programme you will take an active role in your educational experience, and take increasingly more control of your learning opportunities. Whilst the the BA in Education will not provide you with teacher qualified status, you will acquire a solid grounding in the theoretical knowledge, critical enquiry skills and professional communication skills that will enable you to take on education-related roles including teaching, consultancy, policy-making or postgraduate research.

**Programme Learning Outcomes**

Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	Graduates will be able to....
1	Draw upon and apply a broad, critical understanding of educational theory and research to policy discussions and debates at local, national and international levels.
2	Inform educational decision-making by identifying information and statistical data sources, evaluating such data in terms of its reliability, validity and appropriateness and presenting the information and data in accessible formats.
3	Support and/or challenge educational practice and policy by making recommendations based on the effective analysis of qualitative and quantitative data
4	Develop well-structured, evidenced argument and present such argument in written, oral and digital formats to support educational initiatives and projects
5	Contribute effectively to team projects and interdisciplinary groups by communicating confidently, professionally and persuasively with others.
6	Design and carry out a small-scale research project on a specific issue within the field of education.
7	Manage specific educational projects by defining the project focus, producing project plans, carrying out project tasks and 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 confident communicators, by developing them gradually from Stage 1 onwards, to progress from descriptive group presentations in Stage 1, to giving individual mini-lectures 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 experiences and how these relate to educational research, building links between research and practice.

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 programme has a Foundation year, use the toggles to the left to show the hidden rows)

On progression from the first year (Stage 0), students will be able to:				<i>Global statement</i>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Stage 1

On progression from the first year (Stage 1), students will be able to:				Students will have acquired a fundamental knowledge of education theory, perspectives, contexts and key concepts across their core modules in Stage 1. They will also have acquired strong critical enquiry skills in relation to reading and evaluating educational research. The knowledge and understanding gained forms a robust basis from which to become increasingly critical, analytical and confident in communicating their ideas in writing and orally. They have also developed towards being able to critically engage with educational research (as readers and as researchers) as required in Stages 2 and 3.			
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.	
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**Stage 2**

On progression from the second year (Stage 2), students will be able to:	<i>In Stage 2 students will have reinforced the critical enquiry skills gained in Stage 1, as well as being exposed to the application of educational theory and concepts in research, practice and policy. In Stage 2, students develop their capacity for evaluating different types of information sources and forms of data, in order to deepen their understanding of the processes by which educational research, practice and debate are shaped. Students continue to be challenged in relation to participation in different forms of working, individually and collaboratively, and with the use of multiple forms of assessment. They are well prepared to engage with more specialist modules in Stage 3 and with the dissertation, all of which require strong theoretical and conceptual knowledge, critical enquiry skills, argumentation, communication and the ability to organise time and work autonomously.</i>
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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) On progression from the third year (Stage 3), students will be able to:	
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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	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																							E			A		
30	EDU00029I	Educational Research Methods		S																							E	A				
30	EDU00026I	Psychological Practice in Schools (optional if PAT is selected)		S																							E	A				
30	EDU00025I	Psychological Aspects of Teaching (optional if PPS is selected)		S																							E		A			
30		Option module (list A)		S																							E		A			
30																																
30																																

**Stage 3**

Credits	Module		Autumn Term										Spring Term										Summer Term									
	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
40	EDU00001H	Dissertation	S																								EA					
20	EDU00014H	New Directions		S																							E			A		
20		Option module (list B)		S							E	A																				
20		Option module (list B)		S							E	A																				
20		Option module (list C)		S									S														E		A			

**Stage 4**

Credits	Module		Autumn Term										Spring Term										Summer Term									
	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



Management and Admissions Information									
This document applies to students who commenced the programme(s) in:							2017/18		
Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.									
Certificate of Higher Education (Level 4/Certificate) Generic Diploma of Higher Education (Level 5/Intermediate) Generic									
Admissions Criteria									
TYPICAL OFFERS A levels ABB for CX83, LX33 BBB for X300, X302 IB Diploma Programme 34/31 points BTEC Extended Diploma DDM									
Length and status of the programme(s) and mode(s) of study									
Programme	Length (years)	Status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or	Mode					
				Face-to-face, campus-based		Distance learning		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 assessment									
English.									
Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)									
Is the programme recognised or accredited by a PSRB									
Please Select Y/N:		if No move to next Section if Yes complete the following questions							
Name of PSRB									
Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)									
Additional Professional or Vocational Standards									
Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?									
Please Select Y/N:		if Yes, provide details							
(max 200 words)									
University award regulations									
The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.									



<b>Are students on the programme permitted to take elective modules?</b>		
<a href="https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf">https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf</a>		
Please Select Y/N:	<input type="checkbox"/>	<input type="checkbox"/>
<b>Careers &amp; Placements - 'With Placement Year' programmes</b>		
Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).		
In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.		
Programme excluded from Placement Year?	No <input type="checkbox"/>	If yes, what are the reasons for this exemption:
<b>Study Abroad (including Year Abroad as an additional year and replacement year)</b>		
Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.		
Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad		
<a href="https://www.york.ac.uk/staff/teaching/procedure/programmes/design/">https://www.york.ac.uk/staff/teaching/procedure/programmes/design/</a>		
Please Select Y/N:	No <input type="checkbox"/>	<input type="checkbox"/>
<b>Additional information</b>		
<b>Transfers out of or into the programme</b>		
ii) Transfers into the programme will be possible? (please select Y/N)	Yes <input type="checkbox"/>	<input type="checkbox"/>
Additional details:		
Requests to transfer in or out of the programme may be considered before the end of stage 1. Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional details:		
Requests to transfer in or out of the programme may be considered before the end of stage 1. Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor		
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>		
<b>Exception</b> Please detail any exceptions to University Award Regulations approved by UTC	<b>Date approved</b>	

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

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

<b>Stage 1</b>	Introduction to Contexts of Education (CORE)	Progress towards PLO	Students begin to critically read and reflect on educational theory and research about different forms and settings of education and learn new ways to apply their knowledge to current national and international debates.			Students are introduced to multi-disciplinary arguments about the reasons for staging education in different contexts, on which to model future academic argumentation.	Students are introduced to academic-level writing and oral and poster presentations about contexts of education.		
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		By working on (and if applicable, assessed through)	<p>Work= Students are introduced to ways to search, find and evaluate educational texts in online and print formats. They read and begin to critically analyse theory, making links to current educational debates.</p> <p>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 their conference poster.</p>			<p>Work= Students read and engage with existing arguments about a range of educational contexts. Assess= newspaper article and conference poster in which students begin to construct, develop and convey evidenced arguments on specific educational issues.</p>	<p>Work= participate in small and large group discussions, oral presentation and written coursework preparation. Assess= oral communication is assessed formatively through group presentations of conference posters and written communication is assessed in the newspaper article and the conference poster which require students to convey research outputs to a public and a professional audience.</p>		
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<p><b>Stage 1</b></p>	<p>Introduction to Skills for Studying Education (CORE) Note: the Autumn and Spring terms focus on research literacy, working towards PLOs 1-4, with Summer term focusing on PLOs 5-7 through groupwork, presentations and participation in projects.</p>	<p>Progress towards PLO</p>	<p>Students are introduced to critical reading and review skills, and are asked to critically read and reflect on educational research which is used in current national and international debates.</p>	<p>Students are introduced to quality criteria for qualitative and quantitative research and are asked to use these to read and critically evaluate educational research.</p>	<p>Students are asked to engage with different types of data in educational texts and evaluate the ways in which this might be used to evidence claims in educational research, policy or practice.</p>	<p>Students are introduced to expectations about and skills for developing, evidencing and conveying academic arguments about education. Students are introduced to academic-level writing and oral presentations and vodcasts about educational research.</p>	<p>Students are introduced to team projects in which they plan, organise and undertake group work on an educational research issue.</p>	<p>Students are introduced to the skills needed to carry out a small scale research project by carrying out research (using published literature) into an educational issue and using this to produce a set of recommendations.</p>	<p>Students are introduced to the management of educational projects by working in a team to plan, organise and undertake group work on an educational research issue to a deadline.</p>
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		By working on (and if applicable, assessed through)	Work= read and reflect on educational research, making links to its relevance to and use in current educational debates. Assess= critical use of educational research as it applies to current educational debates is assessed in critical review and essay in particular.	Work= search, find and evaluate educational research in online and print formats. Assess= critical use of research is assessed in critical review, essay and group presentation.	Work= identify and critically analyse different types of data that are used in educational research texts. Assess= critical use of different types of data is assessed in critical review, essay and group presentation.	Work= read and engage with educational research. Assess= critical review, essay and group presentation require students to engage with educational research to construct, develop and convey evidenced arguments.	Work= participate in small and large group discussions, oral presentation and written coursework preparation. Prepare for teamwork by developing ground rules and task lists, and manage projects 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.	Work= plan and organise a group presentation and prepare as a vodcast. Assess= collaborative working is assessed by undertaking and recording a group presentation.	Work= plan and organise a group presentation and prepare as a vodcast. Assess= collaborative working is assessed by undertaking and recording a group presentation.
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<p><b>Stage 1</b></p>	<p>Introduction to Key Concepts of Education (CORE)</p>	<p>Progress towards PLO</p>	<p>Students are asked to critically reflect on the ways in which key educational concepts are applied in current national and international debates about education.</p>	<p>Students are asked to identify, read and critically use educational literature about different key concepts, thinking about the ways in which they might reliably inform educational research and policy.</p>	<p>Students are asked to engage with different types of educational research that deals with key concepts in education, familiarising themselves with qualitative and quantitative approaches to analysing these concepts and applying them to educational policy and practice.</p>	<p>Students are introduced to research on key issues in education and are asked to use this research in constructing arguments about how we come to think about certain core concepts in education.</p>	<p>Students are asked to engage with academic-level writing and discussion about key issues in educational theory, research and practice.</p>		
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		By working on (and if applicable, assessed through)	Work= read and critically analyse theory and research on core educational concepts, reflecting on how they apply to current educational debates. Assess= making links between educational research and theoretical perspectives and contemporary political, social and educational debate is assessed through the concept paper and long essay.	Work= search, find and evaluate educational research literature in online and print formats. Assess= critical use of sources to discuss key educational concepts are assessed in concept paper and long essay.	Work= identify and critically analyse educational research which uses different types of data to analyse key educational issues. Assess= critical use of research to understand and discuss educational concepts is assessed in concept paper and long essay.	Work= read and engage with research that analyses key educational issues or seeks to develop educational concepts in order to inform thinking. Assess= concept paper and long essay require students to draw on recent and high-quality research on educational issues in order to construct, develop and convey evidenced arguments	Work= participate in small and large group discussions about key issues in education research and practice and written coursework preparation. Assess= oral communication is assessed formatively and written communication is assessed in a research paper on one major educational concept and a long essay .		
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<p><b>Stage 2</b></p>	<p>Education Policy and Society: Past &amp; Present (CORE)</p>	<p>Progress towards PLO</p>	<p>Students build on their knowledge of the disciplines of education from stage 1 and engage with educational theory and research, which allows them to expand their knowledge of current and historical national and international debates on education and policy.</p>	<p>Students will engage with different types of data in educational, archival and historical texts and consider the ways in which this might be used to evidence claims in current educational research, policy or practice.</p>	<p>Students will identify, read and critically use research and policy texts and resources, as they relate to historical and current educational policy and debate. This will prepare them to engage with contemporary research at York in the New Directions module in stage 3.</p>	<p>Students will build on existing knowledge to construct more advanced arguments about the historical evolution of education systems and educational policy.</p>	<p>Students will develop their oral and written communication by building on skills learned in stage 1. They will practice academic writing throughout the year, preparing short written pieces for seminars, and sustained writing in the essay and exam. Students will deliver an oral presentation about a policy solution to an educational issues or 'problem', at a more advanced level.</p>		<p>Working in small groups, students will plan, organise and undertake collaborative work towards a whole-class presentation on an aspect of educational policy.</p>
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		By working on (and if applicable, assessed through)	Work= students read and critically analyse theory, building from Stage 1 (particularly, Disciplines), enabling them to make more complex links to current and historical educational debates and comparisons between them. Assess= students' use of theory as it applies to current and historical educational debates is assessed in essay and exam.	Work= students will search for, read and evaluate research and policy texts and resources in online and print formats. Assess= students' critical use of more specialised sources that identifies their strengths and weaknesses is assessed in essay and exam	Work= students will identify and critically analyse different types of data and apply these to own argumentation. Assess= students' critical use and application of different types of data is assessed in essay and exam.	Work= students will develop from the literature reviewed in Stage 1 to read and engage with more advanced research literature on education history and policy to inform their own argumentation. Assess= students' ability to critically read and use research in constructing, developing and conveying evidenced arguments is assessed by essay and exam.	Work= students participate in more sustained and independent small and large groups discussions, oral presentations and written coursework preparation. Assess = students' oral communication is assessed in short presentations to the whole group, class debates with guest speakers, tutors, and other students. Students' written communication is assessed by exam and essay, which requires specialised and sustained writing.		Work= students' cooperate to plan and organise a group presentation based on wide-ranging, quality research. Assess= evidence of students' increasingly independent and collaborative working over a period of time is formatively assessed by delivering a group presentation.
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<b>Stage 2</b>	Educational Research Methods (CORE)	Progress towards PLO		Students develop their skills in the use of different types of data. They build on the foundational skills from stage 1 (Introduction to Skills for Studying Education) to identify, read and critically use research and methodological education texts, as they relate to educational research in particular.	Students develop their knowledge of data from stage 1, engaging with different types of data in their own research and in educational texts. They use this to evidence claims in educational research, policy or practice. This will prepare them to carry out their own project in stage 3.	Students build on existing knowledge to construct more advanced arguments about the suitability and validity of methods to research topics.	Students work on academic writing in different formats, and collaborative oral presentations about educational research and methodologies at a more advanced level, building on skills learned in Stage 1.	Students develop their ability to conduct small-scale research, drawing on knowledge and skills gained during stage 1 (e. g. literature searching, team work) and work as a team to carry out a project from inception to completion.	Students are asked to plan, organise and undertake multiple, successive forms of group work on several educational research issues and methodologies, including an independent team project. They have opportunities for reflection and peer feedback throughout the Spring term.
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		By working on (and if applicable, assessed through)		Work= search, find and evaluate research and methodological texts in online and print formats. Assess= online exam, group presentation and research proposal assess students' ability to find and critically use education research data and methods sources.	Work= identify and critically analyse different types of data and apply these to own argumentation. Collect and analyse data in research project and mini projects. Assess= critical use and application of different types of data is assessed in group presentation and research proposal	Work= read and engage with more advanced research and methods literature to inform their own argumentation. Assess= group presentation and research proposal assess ability to critically read and use educational research in constructing, developing and conveying evidenced arguments.	Work= students participate in more sustained small and large groups discussions, autonomous work towards collaborative oral presentations and independent written coursework preparation. Assess = oral communication is assessed in the group presentations to the whole group, class debates and discussion. Written communication is assessed by online exam and research proposal, which requires specialised and sustained writing.	Work=students undertake group and individual research projects. Assess= students undertake a small-scale group research project on an assigned topic using specified methods.	Work= students contribute to a weekly online reflection on an educational research issue. They are also asked to plan, organise and undertake group work towards a whole-class presentation on a research project, including application for ethical approval to conduct this research. Assess= Autonomous team working is summatively assessed by delivering a group presentation.
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<p><b>Stage 2</b></p>	<p>The Psychology of Teaching and Pastoral Care in Schools.</p>	<p>Progress towards PLO</p>	<p>Building on their knowledge of psychological theories gained in stage 1, students will engage with and apply theoretical perspectives on psychological interventions and critically analyse the ways in which they influence educational policy, practice and debate focusing on teaching, learning and pastoral care.</p>	<p>Students will identify and access a range of sources about circumstances affecting children and young people and psychological interventions to redress these, paying attention to the ways in which these issues are addressed in current 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.</p>	<p>Students will analyse different forms of data about complex circumstances affecting children and young people and specific data generated in and by psychological interventions focusing on teaching, learning and pastoral care.</p>	<p>Students will make evidence-based arguments about the ways in which psychological concepts inform educational interventions focusing on teaching, learning and pastoral care.</p>	<p>Students will communicate confidently and reflectively in a range of written and spoken formats, including whole-class debates and essays, with an emphasis on professional oral presentations focusing on teaching, learning and pastoral care.</p>		<p>Students will work effectively as part of a small team on a range of complex issues, contributing to whole-class discussions and providing peer feedback to individual presentations focusing on teaching, learning and pastoral care.</p>
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		<p>By working on (and if applicable, assessed through)</p>	<p>Work=by reading a range of theoretical and research literature in preparation for individual presentations and peer feedback. Issues arising will be informed through dialogic discussion. Assess= students' understanding of theoretical perspectives on psychological interventions to redress educational disadvantage will be formatively and summatively assessed in individual presentations and two essays.</p>	<p>Work=by searching research and professional databases and journals to inform their critical understanding of key issues. Assess= students' ability to identify and evaluate sources is assessed by class presentations and two essays.</p>	<p>Work=by engaging with different literatures within psychology in education to inform their critical understanding of multiple approaches to reducing educational disadvantage. Issues arising will be informed through dialogic discussion. Assess=students' critical understanding of different forms of data about the effectiveness of psychological interventions is assessed in the individual presentations and the two essays.</p>	<p>Work=by engaging with wide-ranging research on complex circumstances affecting children and young people, and psychological interventions that aim to redress these. Issues arising will be informed through dialogic discussion. Assess= argumentation skills are assessed through oral presentations and two essays.</p>	<p>Work=by engaging in weekly oral presentations on key psychological concepts underpinning effective education. Issues arising will be informed through dialogic discussion. Assess=oral and written communication are assessed in weekly presentations, small-group discussions, and two essays across the year.</p>	<p>Work= by jointly undertaking follow-up reading and preparatory tasks. Issues arising will be informed through dialogic discussion. Assess= group and individual planning, preparation and presentation is formatively assessed. In addition students' ability to work independently is assessed in two essays across the year.</p>
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<b>Stage 2</b>	Teaching, Learning and Using Language in Educational Contexts (OPTIONAL)	Progress towards PLO	Students will build on their skills in reviewing and assessing literature pertaining to language learning and teaching and develop skills in creating concise and precise literature resumes.	Students will evaluate the usefulness of texts about teaching, learning and using language using their increasingly advanced knowledge of relevant theory.	Students will extend their knowledge pertaining to key language acquisition theories and apply these to first and second language development.	Students will construct increasingly coherent arguments about teaching, learning and using language in educational contexts, and select methods and approaches to language teaching suitable for specific contexts and students.	Students will communicate assuredly and effectively on the teaching, learning and use of English within a nationally diverse student and staff body orally and in a range of written formats.		
		By working on (and if applicable, assessed through)	Work=By engaging in preparatory reading, group discussion, and student presentations	Work = By engaging in preparatory reading, group discussion, and student presentations. Assessment = through 2000 word rationale, formative reflective blog, analysis of talk data in 3000 word essay	Work=By engaging in oral presentations, preparatory reading, group discussion, and student presentations	Work = By engaging in preparatory reading, group discussion, peer-teaching activities and student presentations. Assessment = through lesson plan and 2000 word rationale, formative reflective blog, collection and analysis of talk data in 3000 word essay	Work = By participating in group discussion and weekly blogging, by preparing peer teaching activities and student presentations. Assessment = 2000 word rationale and 3000 word essay.		

<b>Stage 2</b>	Teaching and Learning Literature (OPTIONAL)	Progress towards PLO	Students read and analyse an increasing number and variety of novels, poetry, plays, short stories, multimodal and digital texts demonstrating everyday creativity, applying a range of increasingly familiar literary criticism, literary and cultural theory, with growing skill, in their increasingly sustained close-reading of texts			Students build on stage one to communicate and present information on matters relating to teaching Shakespeare and studying literature, orally and in a range of written and digital formats, to an international English-speaking audience for more sustained periods, with more style, and responding to more complex topics or tasks.	Students lead and contribute to small group projects in schools on the teaching of Shakespeare		Students work in small groups to devise a specific resource, based on the requirements of the partner school, to support the teaching of GCSE or A'Level set texts.
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		<p>By working on (and if applicable, assessed through)</p>	<p>Work = students read literary, creative and critical texts in preparation for the teaching sessions each week. They are invited to share and debate their understanding of these texts through group work and class discussion, with increasing confidence - particularly in evidencing or challenging others' views - and with easy and immediate reference to evidence. Individually and in groups, they will undertake close-reading exercises in class, applying critical knowledge to literary and creative texts with increasing sophistication and complexity. Assess= students complete a resource pack in collaboration with local schools for pupils studying a Shakespeare play, supporting pupils' interpretations of the play, accompanied by a critical rationale as the first summative piece. The second is a 2500 literary critical essay building on their shorter</p>			<p>Work = students have follow-up tasks from sessions involving communicating their thoughts on weekly reading and topics in a range of longer written and oral forms. They communicate with audiences outside the university environment e.g. pupils and teachers in schools. They receive formative feedback, written and/or oral, on draft material from their tutor, their peers - who they work with in groups to create the resource packs and oral presentations, and the wider audiences with whom they share it. Assess = They will undertake formatively assessed individual and group, oral and written work on which they will receive oral and/or written feedback from tutors, peers and schools. They will communicate</p>	<p>Work = students work in groups to prepare for their visits to school and to collaborate on the creation of resource packs, which can be given to schools at the end of the module. They undertake training on Shakespeare pedagogy and working with schools in class. Assess = resource pack and critical rationale.</p>		<p>Work = students visit partner school to observe specific group of identified pupils. Students plan and collaborate on the creation of resource packs for identified pupils. Students then present the resource back to the school and their peers, and evaluate the resource. Assess = individual, theory based, critical evaluation of group resource pack</p>
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<p><b>Stage 2</b></p>	<p>Children and Literature (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students draw upon and apply educational theory and research to discussion of representations of education in literary texts as well as to discuss the broadly educational role of literary texts aimed at young people.</p>			<p>Students will make and sustain arguments about the meaning of texts representing or aimed at children and young people, using diverse literary theories.</p>	<p>Students communicate individual insights into literature, educational and literary theory well, in oral and written formats, including creative writing. They share these with writing workshopping groups and in small and whole class discussion.</p>		
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		By working on (and if applicable, assessed through)	Work=by reading relevant educational theory and research, in preparation for and during class discussion of literary texts and in preparation for group presentations on literary texts which will help to develop and hone their discussion. Assess= students' ability to apply educational theory and research to the analysis of literary texts and their function in education broadly defined is assessed through their class contributions and in a combination of academic essay and critical reflection on creative practice.			Work=by identifying and searching subject-specific databases, journals and online texts for sources to inform their critical understanding of key issues around education, children and literature. Assess= students' ability to identify and evaluate sources is assessed formatively in class presentations and seminar discussions and summatively through a combination of essay and critical reflection on creative practice.	Work=by participating in seminar discussions, group presentations to the class and preparing handouts for their peers. Assess= students' communication to the whole class audience is assessed formatively and given peer feedback during the session.		
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<p><b>Stage 2</b></p>	<p>Educational Theory and Practice (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Advancing their knowledge of teaching and learning from stage 1, students will critically evaluate educational policies and theories of teaching, learning and development. They will apply these to practice settings and take increased independence in their selection of texts and for specialist knowledge of their relevance to a practice setting.</p>				<p>Students will develop the knowledge and skills gained in stage 1 (Key Concepts, Contexts and Skills) and apply this to an educational practice setting. They will contribute effectively to groups/teams a practice environment by communicating confidently, professionally and persuasively with them. They will develop their skills of reviewing educational research literature, presenting to peers and other colleagues.</p>		<p>Students will further develop research skills, e. g. literature searching and critical review introduced in Stage 1 (Skills) to help define the focus for an educational intervention, which they will then carry out and evaluate. They will be required to draw on learning from Stage 1 modules including Key Concepts and Contexts, and apply this to an authentic practice setting. Students will further develop their skills in managing specific educational projects within the constraints of the practice environment.</p>
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		By working on (and if applicable, assessed through)	<p>Work=in collaboration with module tutors and education professionals, students will prepare a literature review to inform practice in their setting. They will identify a particular aspect of practice, and search for, analyse and critique appropriate literature to prepare a report for the practice setting.</p> <p>Assess= students will prepare a literature review identifying the key implications of research for practice.</p>				<p>Work=following workshops and seminars on professionalism and observing in educational settings, students will work in a professional setting during 2 blocks of practice. They will be expected to inform this practice by reviewing research literature relevant to the setting, presenting this to colleagues, and using the findings to inform the design of instruction.</p> <p>Assess=cumulative assessment in response to reflective tasks on a weekly basis, a written research synthesis and a reflective report on the practice experience.</p>		<p>Work=students will participate in an educational practice in addition to lectures, seminars and workshops in which they will examine the characteristics of effective teaching, and how to design, carry out and evaluate instructional activities.</p> <p>Assess=students will carry out a synthesis of research into an aspect of practice relevant to their setting, and will report on the design and evaluation of an activity informed by this research. They will also be assessed via their participation in weekly reflective tasks.</p>
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<p><b>Stage 2</b></p>	<p>Creative Writing for Children (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>The module's varied texts and perspectives allows for a wide understanding of the distinctive parameters of creative writing and children's book publishing in the UK, and knowledge of other countries from a comparative perspective. The module cultivates strong understanding of current debates in writing for children, writing with children, and the place of children's literature in culture and society, applying educational theory and research to a specialist educational field.</p>	<p>The module is based on both students' practice of their own writing, and on the development of their understanding of what teaching creative writing for children might involve. This double purpose is based on learning by doing: by taking part in workshops, learning to give feedback, learning to spot good practice, students hone their skills at becoming leaders of creative writing workshops themselves.</p>				<p>The module's vision is to allow flexible and deep thinking about what it may mean to conduct a research project that involves creative writing and practice.</p>
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		By working on (and if applicable, assessed through)	Work = in the first two terms, students are made to think weekly about the social and political ramifications both of the texts they are studying and of their own writing practice. Assess = the critical essays must be reflective of the social, cultural and educational context (s) of writing.		Work= weekly practice of creative writing and reflection on that practice makes students increasingly aware of how they might take control of the workshops. The last term is entirely devoted to teaching creative writing and designing workshops. Assess = students are assessed if they wish on their own design and practice of creative writing workshops with children.				Work = The module offers the opportunity to work on two different projects that relate to children's writing and children's literature. Both need to be informed by recent research. The first is in part creative, the second in part pedagogical. The students must reflect on the various contexts which those projects may inform, in educational and in non-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 Stage 3.
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<p><b>Stage 3</b></p>	<p>Education Dissertation (CORE)</p>	<p>Progress towards PLO</p>	<p>Students will draw upon and apply a broad, critical understanding of educational theory, policy and research to a specific problem or question that they have identified.</p>	<p>Students will access a wide range of educational information sources in order to inform the design, implementation and analysis of their dissertation study.</p>	<p>Students will make recommendations for educational practice or policy based on the effective analysis of qualitative and/or quantitative data they have collected in their research.</p>	<p>Students will formulate and advance an argument, most often articulated in the forms of research objectives or aims. Each component of their dissertation will contribute to the development of this/these argument(s).</p>		<p>In undertaking the dissertation, students will design and carry out a research project on a pertinent educational issue.</p>	<p>Students will manage their own research project by defining their question, preparing a research proposal and plan, and carrying out tasks such as data collection and analysis independently.</p>
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		By working on (and if applicable, assessed through)	Work: students will be directed by their dissertation supervisors to appropriate sources. Students will prepare written work including a literature review and research proposal. Assess = the critical essays must be reflective of the social, cultural and educational context(s) of writing.	Work= Students will demonstrate their ability to critically evaluate these sources in the development of their research questions and in their analysis of data. Assess= one of the marking criteria for the dissertation is students' ability to evidence critical reading and application of a wide range of education information sources.	Work= all students work with 'data' in some form, whether it be collecting empirical data (e. g. quantitative or qualitative) or whether it be data in the form of texts or images. Many students work with a combination of data forms to investigate a specific educational issue. Students analyse their data and make links to past and current educational literature and debate in order to develop our understanding of a particular educational issue. Assess= a key requirement of the dissertation is students' ability to critically analyse and reflect on different forms of data.	Work= students draw on existing literature and policy documents on their topic to construct an argument for the necessity of their own study. Students develop an argument to justify the design of their study, including their choice of methods, and use their data to further develop and formulate an argument which answers their research aims/questions. Assess= the marking criteria for the dissertation specify the importance of analytical discussion and argumentation throughout.		Work= students develop research questions based on supervisors' topic suggestions, they develop a research study design, select appropriate methods, collect and/or analyse data and write up their research findings in a 9,000 word dissertation. Assess= the dissertation assesses students' ability to design and carry out an independent research project.	Work= students work independently, with support from their supervisors, to design and implement their research projects. Supervisory support is tapered such that students' working becomes increasingly independent as the dissertation advances.
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<b>Stage 3</b>	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.		

<p><b>Stage 3</b></p>	<p>Education and Social Change (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students will achieve 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 cutting-edge research</p>			<p>Students will consolidate, strengthen and enhance their ability to independently develop and present an extended, focussed, and evidenced academic argument drawing on the latest research and scholarship</p>	<p>Students will consolidate, strengthen and advance their oral and written communication skills.</p>		
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		By working on (and if applicable, assessed through)	Work = By studying 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 feedback on this.			Work = By submitting a focussed (word-limited) piece of written argumentation for in-person or written tutor feedback. Assess = Students will write an extended (5,000-word), evidenced, focussed argument which requires synthesis across several topics as well as ambition in historical and geographical scope.	Work=By participating in-class discussions and group exercises and receiving feedback from the module tutor and their peers Assess= by submitting a focussed (word-limited) piece of written work for in-person or written tutor feedback; by writing an extended (5,000-word) essay exploring an issue relating to education and social change and receiving written feedback on this.		
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<p><b>Stage 3</b></p>	<p>Language and Psychology (OPTIONAL)</p>	<p>Progress towards PLO</p>			<p>Students will be able to critically and effectively analyse evidence from advanced experimental research on language use and language learning to inform educational practice.</p>	<p>Students will consolidate, strengthen and enhance their ability to independently develop and present an extended, focussed, and evidenced academic argument drawing on the latest research and scholarship</p>			
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		By working on (and if applicable, assessed through)			Work = critically engage with papers describing original research studies on language use / language learning; peer- and tutor- feedback will be provided during in-class discussions. Assess= a summative 5k words essay will assess critical use of research to underpin extensive and evidenced discussion and recommendations for education.	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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<p><b>Stage 3</b></p>	<p>Models of Writing (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students are introduced to the history, philosophy and educational implications of the place of writing in society and in educational. Students are invited to reflect on the different forms that writing can take, including contemporary forms and new technologies, and about their implications for education.</p>				<p>The whole course revolves around understanding and practicing different kinds of writing, and their specific contexts. The theory and practice of writing is presented and offered to the analysis of students, in order to further their reasoning skills and their critical sense.</p>		<p>Students are asked to produce an essay on a research project related to the history, theory of educational role of writing, building on their previous knowledge, and incorporating the new ways of writing and of thinking about writing that they have been thinking about.</p>
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		By working on (and if applicable, assessed through)	Work=Students compose a critical survey of the teaching of writing. Asees=they may choose to study children's writing, or select a question related to the teaching of writing in schools.				Work=Each week: Students read and critically comment on complex theoretical and critical writing on the week's session. This reflection, both in groups and in pairs, contributes to advancing 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.		Work=Time in the sessions is set aside to discuss and workshop ideas on the research project. Each week, part of the students' preparation directly contributes to their reflection and research.
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<p><b>Stage 3</b></p>	<p>Philosophy, Education and Childhood (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students will critically reflect on the nature and purpose of education, and in particular of an education in philosophy. They will have a thorough understanding of different approaches to doing philosophy with children, and will have advanced knowledge of research in this field. This builds on the ideas introduced in Stage 1 (Disciplines) and developed in Stage 2 (Education, Policy and Society).</p>			<p>The course is structured around theoretical classes (focusing on classic texts in philosophy and education) and practical classes (in which students participate in philosophical dialogue in relation to education). Students will advance arguments in oral and written form. They will be able 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.</p>			
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		By working on (and if applicable, assessed through)	<p>Work: students will read and critically analyse selected philosophical texts and practice and research literature on philosophy for children. Students will complete written tasks in response to required reading. They will be required to create philosophical questions in relation to education and contribute to philosophical dialogue during practical classes.</p> <p>Assess: students will critically reflect on philosophical literature and research relating to philosophy for children to respond to a philosophical question of their own creation in a 5000 word essay.</p>			<p>Work: students will create and critique evidenced arguments during practical philosophy sessions, and through work submitted in response to reading key texts (online and on paper). Assess: Students will construct, develop and convey coherent and evidenced arguments about philosophical concepts (e.g. knowledge, ethics and/or justice) in relation to education formatively in response to tasks associated with reading key texts and summatively in a 5000 word essay.</p>			
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<p><b>Stage 3</b></p>	<p>Science, Education and Society (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students will critically reflect on the nature and purpose of education, and in particular science education. They will be expected to demonstrate a thorough understanding of contemporary issues in science education, and to apply theory, policy and international research to contemporary debates in science education. This will advance their knowledge of key 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.</p>			<p>Students will create and critique evidenced arguments in relation to science education in written and oral form. This will build on skills gained in stage 1 (Skills) and stage 2 (Educational Research Methods), and will link to other learning on advanced modules (e.g. Learning Gender).</p>			
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		By working on (and if applicable, assessed through)	Work: students will read and critically analyse selected books, articles and policy documents in relation to teaching, learning and participation in science education. Students will complete a written task in response to one of the course themes, and will participate in class 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 science education in a 5000 word essay.			Work: students will create and critique evidenced arguments in their presentation of a review of a research paper, through participation in tasks and through group discussion in class and on the VLE. Assess: Students' ability to construct, develop and convey coherent and evidenced arguments about science, education and society will be assessed via a 5000 word essay.			
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<p><b>Stage 3</b></p>	<p>Learning Gender (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students will build on foundational knowledge about key concepts, including 'gender' and 'inequality' to understand the ways in which gender organises our social, cultural, political, economic and educational lives. Students will apply a range of theoretical lenses on gender to educational research and debates about a variety of issues, including achievement, learner identities, violence and teachers/teaching.</p>			<p>Students will use evidence to construct arguments about a range of contested issues in gender and education and will develop the necessary skills to develop balanced arguments which are linked to research, policy and contemporary debate.</p>	<p>Students will further develop their communication skills, both written and oral.</p>		
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		By working on (and if applicable, assessed through)	Work= students will discuss key issues in gender and education each week and will begin to think critically about the theoretical positions adopted in these debates through small group discussion and activities, including curriculum deconstruction and policy analysis. Assess= students ability to critically reflect on and apply theory to key debates in gender and education will be assessed through a 5,000 word essay.			Work= students will be required to develop and convey arguments in order to contribute effectively to class discussions and activities, including whole-class debates. Assess= students' ability to develop and convey evidence-based argument will be formatively assessed in class participation, as well as in a detailed essay plan; summative assessment takes the form of a 5,000 word essay.	Work= students' oral communication skills will be practiced at the advanced level through active class discussion on a range of contested issues, including whole-class debates, small discussion 'teams' and individual presentations. Written skills will be developed through learning logs and a formative essay plan which helps students to prepare for writing a longer piece of work. 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)		
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<b>Stage 3</b>	Assessment in Education (OPTIONAL)	Progress towards PLO	Students will expand their 'toolkit' of educational concepts and ideas by focussing specifically on those relating to educational assessment. Students will use these new conceptual 'tools' to analyse complex assessment issues.			Students will further develop their ability to independently develop and present an extended, focussed, and evidenced academic argument.	Students will further develop their oral and written communication skills.		
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		By working on (and if applicable, assessed through)	Work= By studying research literature on assessment 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 use their assessment 'tools' to analyse an issue relating to educational assessment and receive written feedback on this.			Work= By submitting a focussed (word-limited) piece of written argumentation for in-person or written tutor feedback. Assess= by choosing their own focus area and question to be addressed and writing an extended (5,000-word), evidenced, focussed argument relating to educational assessment and receiving written feedback on this.	Work= By participating in a team debate and receiving feedback from the module tutor and their peers; by delivering a group presentation and receiving feedback from their peers; by submitting a focussed (word-limited) piece of written work for in-person or written tutor feedback. Assess= By writing an extended (5,000-word) essay exploring an issue relating to educational assessment and receiving written feedback on this.		
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<p><b>Stage 3</b></p>	<p>Landmarks in British Poetry (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>The Module will develop even further students' ability to analyse and critique poetic texts from a range of poetic genres and periods. Students will be mastering the ability to critique poetic texts through the application of various concepts, theories and literary critical approaches. They will be engaging in interrogating various educational, theoretical approaches the the pedagogy of poetry.</p>			<p>Students identify and respond to poetic texts, with mastery, using literary critical methods in education by constructing and communicating well- evidenced, researched arguments. They participate in creating, articulating and evaluating their own vision for educational resources about or using poetry.</p>	<p>Students will be expected to work in teams to devise activities, present research and respond creatively to poetic and literary critical texts. They will read and critically analyse selected poetic texts and debate and communicate increasingly sophisticated opinions with confidence, drawing on theoretical critical material. This work draws on critical, literary analysis and creative responses to texts in Stage One and Stage Two modules.</p>	<p>The module introduces to the students a wide range of poetic and critical texts,. The aim is for the students to engage analytically and independently with the various poetic texts, in order to be able to select their field of interest and conduct extensive and rigorous research in that domain for their final assessment</p>	
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		By working on (and if applicable, assessed through)	Students will encounter a series of challenging texts and a set of advanced critical theories, with which they need to engage and debate, order to improve their own argumentation. In the assessment A longer essay (5000 words) assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.			Work: students will read and critically analyse selected poetic texts during practical and theoretical classes. They will be required to identify and explore critical issues arising in these texts. Students will contribute to critical dialogue with peers and tutors to support them to develop and critique arguments. Assess: students will critically reflect on poetic texts and critical literature in a 5000 word essay. This assesses their ability to analyse primary texts and to synthesise ideas from various sources of literary and research theory..	Work = students read and discuss various poetic texts individually, in preparation for the sessions, each week. They will work in small groups or as a whole class the text, drawing on their reading of critical theory, to communicate persuasive, well-supported arguments. They will also try out pedagogic approaches to studying poetic texts in class, and critically reflect on their own, first-hand experience of them as a springboard to developing their understanding of the genre of poetry, on page and in the classroom. Assess = students are formatively assessed by individual or group oral presentations identifying and responding to poetic texts.	Work = each session requires an advanced analytical and creative engagement with a range of primary texts and critical material, commensurate with what might be expected for third-year level. Thorough discussion of the texts in class ensures understanding and critical and creative interpretations of the texts. Students close-reading of the poetic texts prior to the session is required, in order to fully assimilate the texts. Assess = the common point to all the different possible formative and summative essays is academic rigour. Students must select scholarly sources to inform and guide their individual research on their selected poet or poets.	
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<b>Stage 3</b>	New Directions (CORE)	Progress towards PLO	Students will be asked to reflect on educational theory and research spanning their course and to apply these theoretical perspectives and empirical findings to contemporary educational research and debate which will be presented to them in class			Students will construct, evidence and convey coherent arguments about the very latest educational research, in the UK and other countries.	Students will further develop their group work and team oral communication skills, communicating confidently and professionally to an audience of staff and peers.		
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		By working on (and if applicable, assessed through)	Work= students will engage with tutor input about the latest 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 empirical findings to contemporary educational research and debate will be assessed through an open-note exam.			Work= students will be asked to participate in whole-class, small group and individual activities in which they will be required to develop evidence-based arguments and to communicate these in a range of ways. These include individual online learning logs and small groups discussions on specific issues. Assess= students are asked to develop and convey arguments drawing on appropriate evidence in the summative assessment for this module, an open-note exam.	Work= in this module, students will be participating in a range of activities which will enhance their group oral communication skills. These include groups of students working to introduce the speaker for each week and to chair the Q&A session. Training will be provided for this in early sessions. Assess= formative assessment of group chairing is undertaken by the module tutor.		
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<p><b>Stage 3</b></p>	<p>Education and Development (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students develop a thorough understanding of critically reading of a range of theories of development relating to education. They will specialise on specific theories and apply these to different development issues and consider how the theoretical framework impacts on debates and decisions on international policy and practice in education and development.</p>	<p>Students will develop an advance knowledge of ways to identify, read and critically use research and policy texts and resources, as they relate to specific historical and current international educational policy-making and debate.</p>	<p>Students will have an advanced knowledge of different types of data about the process and outcomes of international development policy and the relationships between development and education. Theoretical perspectives are used to consider the ways that different evidence claims are used in educational research, policy and practice.</p>	<p>Students build on existing knowledge to construct advanced arguments about international development and education policies, looking at the ways national and international contexts impact on debates in this area</p>	<p>Students work on academic writing and oral presentations about the nature of different educational issues around the world and engage with these at a more advanced level, building on skills learned in stages 1 and 2.</p>	<p>Students are asked to plan, organise and undertake collaborative work towards a whole-class presentation on an issue in education and its relationship to international development. They also undertake extensive research on the topic of their choice for their long summative assignment.</p>	
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		By working on (and if applicable, assessed through)	Work = read and critically analyse theory, making links to current international debates in education and development. Read research in a range of contexts to develop a critical understanding of the relationships between education and development.	Work= search, find, read and evaluate research and policy texts and resources in online and print formats, including sources from international organisations and development non-governmental organisations. Assess = Conduct research into a specific development issue in a particular context, this requires students to evaluate data sources and critique available literature to inform their understanding of education in such contexts.	Work= identify and critically analyse educational research which uses different types of data to analyse key issues. Assess= critical use of research to underpin extensive discussion development and education is assessed in the long essay. Students are required to support or challenge the education in specific contexts based on the data from their research of secondary sources, this then allows them to make recommendations about education in that context.	Work=Read and engage with advanced research and theoretical literature on key educational issues to inform their own arguments on international development policies. Assess=long essays require students to critically read and engage with recent and high quality research on educational issues around the world in order to construct, develop and convey evidenced argument.	Work= participate in regular small and large group discussions about key issues in international education research and practice and written essay preparation. Assess= oral communication is assessed formatively through a group presentation on an international issues in a particular context, as well as through regular class debates. Written communication is assessed in a long essay on one major educational issue considered through a particular theoretical lens in a chosen context, which requires specialised and sustained writing.	Work= plan and organise a group presentation based on wide-ranging, quality research about a particular educational issue in one development context. Assess= more independent collaborative working over a period of time is formatively assessed by delivering a group presentation, while in depth research skills are assessed through the background understanding demonstrated in the final essay.	
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		Progress towards PLO						
		By working on (and if applicable, assessed through)	Assess = critical use of theory as it applies to current international educational debates through an extended essay.	Assess= critical use of more specialised sources that identifies strengths and weaknesses of international debates about education and development assessed in essay.				
<b>Stage 3</b>	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 (and if applicable, assessed through)		Work=Sessions on non-traditional or innovative approaches to literacy in education are scheduled, including several with guest lecturers presenting innovative methods for the study and enhancement of literacy with young people in non-educational contexts. One of the sessions' preparatory work involves designing and presenting a potential project for application in the classroom.		Work=The assessment is centred on mobilising the skills and knowledge gained about different types of literacy; some focus on their possible uses in educational settings. Through weekly workshops, the students perfect their understanding of the intricacies of decoding different types of media and engage deeply beyond theory with the key concepts of the course.			Work=Each week, time is given to workshopping different aspects of the assessment. A swap is organised where students in pairs discuss each other's work. Research skills are mobilised in every session preparation. The students are particularly encouraged to reflect on the question of literacy from the point of view of educationalists.
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<p><b>Stage 3</b></p>	<p>Education and Citizenship (OPTIONAL)</p>	<p>Progress towards PLO</p>	<p>Students should understand that Citizenship is debated in relation to 2 key traditions: the civic republican and the liberal. Whereas the former is broadly based around responsibilities and located in public contexts; the latter emphasises rights in relation to private individuals. This builds on explorations of perspectives about education and society undertaken by students at stages 1 and 2.</p>	<p>Progress towards PLO. In stage 1 students considered the nature of curriculum and in stage 2 they will have explored the role of policy. In this module we build on those insights by considering policy and practice (curricular and other) specifically applied to citizenship. The insights of Putnam, Etzioni, Giddens and others are used to contextualise the policy work of Crick and the empirical research of Kerr, Whiteley and others.</p>		<p>Progress towards PLO. In stages 2 and 3 the degree class descriptors require presentations of an academic argument that is appropriately coherent and focused. Students are now expected to have a greater range and depth to their analytical position using more ideas and evidence and doing so in a more sophisticated way. The nature of community for example is seen through data and philosophical reflection in a multifaceted manner.</p>			
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		By working on (and if applicable, assessed through)	Students are asked to consider the work of key theorists (e.g. Aristotle, Kant, Rawls) and to explore through suggestions offered by Sandel ideas about virtue, utilitarianism and the justice as achieved through decision making from behind the 'veil of ignorance'.	By working on (and if applicable assessed through) Students are asked to explore the nature of curricular (and other) change in relation to citizenship education. International examples are used and there are also debates about the National Curriculum and character education.		By working on (and if applicable assessed through). The idea of community as a panacea for social problems is challenged by reflecting on the meaning of a diverse society, the characterization of volunteering and the nature of democracy. These reflections are applied to arguments for particular perspectives on the role of teachers and other professionals who wish to support the development of citizenship education			
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<p><b>Stage 3</b></p>	<p>Transcultural Communication (OPTIONAL)</p>		<p>Progress towards PLO. Through critical analysis of texts, students will develop a thorough understanding of monolithic views of language proficiency and how these influence language 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</p>		<p>Students will critically and effectively analyse evidence from research on culture and communication transcending culture</p>		<p>Students will strengthen and add to their communication skills by discussing and generating criteria for the assessment of communication</p>		
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			<p>By working on (and if applicable assessed through) Students participate in group discussions and reading groups in which they analyse and evaluate current concepts and definitions of culture, standard English and accuracy, how this influences assessment and participant self evaluation of linguistic competence. Students participate in transcultural tasks and evaluate the influence of these ideals on their own and their peers' communicative performance. Assessment: Students complete self and group assessment reports to evaluate transcultural communicative competence</p>		<p>By working on (and if applicable assessed through). By developing a thorough understanding of the origins of "standard English" and definitions of "grammatical accuracy", students will be able to challenge concepts of effectiveness in communication which is divergent from the "native speaker model" as well as questioning the value of encouraging "non-native" pupil speakers of English to aspire to that model. Through text analysis students will develop an awareness of data to support challenges and recommendations of systems to recognise the value of the contribution of "non-native" English speaking pupils to the education of "mono-cultural" "native speakers"</p>		<p>By working on (and if applicable assessed through) By participating in bi-weekly, problem-based tasks focussing on the design of assessment criteria, students will gain advanced knowledge of communication strategies for effective transcultural communication. Assessment: Students are assessed, using criteria that they have generated, on their performance in a transcultural communication group task. Students self and peer assess transcultural communicative performance in group tasks. Through the development of a thorough understanding of effective transcultural communication, students will be able to offer counselling and advice to peers on how to</p>	
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<b>Stage 3</b>	PiE options (OPTIONAL)	Progress towards PLO	Students will develop an understanding of and ability to reflect on psychological theory and research and make links to historical and current educational policy, practice and debate	Students will develop their skills in searching for subject-specific information and build on their existing evaluative skills in making academic judgements about the reliability and validity of evidence they engage with in these modules.		Students will continue to reinforce their skills in constructing and conveying evidence-based arguments, paying particular attention to the disciplinary requirements that may be pertinent across these modules	Students will strengthen and add to their skills in communication skills in acquiring knowledge about disciplinary requirements for effective oral and written reporting		
		By working on (and if applicable, assessed through)	Work: students will independently analyse a range of sources from psychology and education. Assess: students will prepare a 5000 word assignment (essay or systematic review) or equivalent alternative assessment in which they will apply educational and psychological theory.	Work: students will evaluate findings of research, asking questions about the reliability and validity of data. Assess: students will prepare a 5000 word assignment (essay or systematic review) or equivalent alternative assessment in which they will evaluate a range of research studies in psychology and education.		Work: students will present arguments in relation to psychology in education. Assess: students will prepare a 5000 word assignment or equivalent alternative assessment in which they will create and critique arguments in relation to the discipline.	Work: students will contribute to class discussions in which they will be expected to communicate confidently, professionally and persuasively with others. Assess: students will prepare an extended essay or equivalent alternative assessment in which they will communicate written arguments in relation to psychology and education.		

<b>Stage 3</b>	Independent Study Module	Progress towards PLO	Students will draw upon and apply a broad, critical understanding of educational theory and research about their independent study topic to policy discussions and debates at local, national and international levels			Students will develop well-structured, evidenced argument about their chosen independent study topic and present such argument in written and oral formats.			Students will manage their own independent study project by defining the project focus, producing project plans, carrying out project tasks and evaluating project results
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		By working on (and if applicable, assessed through)	Work= students will research their chosen topic, drawing on and applying a broad, critical understanding of educational theory and research about their independent study topic. Assess= students will demonstrate understanding of policy, research and practice literature in an extended essay of 5000 words.			Work= students will research their chosen topic, developing their argumentation (written and oral) by writing essays using policy, practice and research literature and discussing their ideas with the study supervisor. Assess= students will develop extended arguments in a 5000 word essay.			Work= students develop a study plan on their selected topic and with the study supervisor's support, they set out key matters of interest in the field, such as issues and debates or important research questions, demonstrating wide reading of key sources (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.
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<b>Stage 3</b>	Placement Module	Progress towards PLO	Students will draw upon and apply a broad, critical understanding of educational theory and research to policy/practice settings			Students will develop well-structured, evidenced arguments and present such argument in written and oral formats to support work in a placement setting.	Contribute effectively to placement projects and interdisciplinary groups by communicating confidently, professionally and persuasively with others.		Manage a placement project by defining the focus, producing plans, carrying out tasks and evaluating the placement.
		By working on (and if applicable, assessed through)	Work: students will independently select and analyse a range of sources relating to their placement setting. Assess: students will prepare a 5000 word assignment (essay) assessment in which they will apply educational theory to their placement practice.			Work: students will present arguments in oral and written form during the placement. Students will prepare an oral presentation to the placement supervisor. Assess: a written report in which they present well-structured, evidenced arguments in relation to the placement.	Work: students will contribute to the work in their placement, taking part in interdisciplinary group work and communicating confidently and professionally with those in the setting and any associated people. Assess: Students will draw on their contributions in the 5000 word placement report.		Work: students will plan, organise, carry out and evaluate a placement project that they have organised independently. Assess: Students will draw on their placement experiences to prepare a 5000 word report.