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| Title of the new programme – including any year abroad/ in industry variants | | |
| BA (Hons) English in Education | | |
| Level of qualification | | |
| Please select: | Level 6 | |
| Please indicate if the programme is offered with any year abroad / in industry variants | | Year in Industry Please select Y/N |
| | | Year Abroad Please select Y/N |
| Department(s): Where more than one department is involved, indicate the lead department | | |
| Lead Department | Education | |
| Other contributing Departments: | | |
| Programme leadership and programme team | | |
| Amanda Naylor | | |
| Purpose and learning outcomes of the programme | | |
| Statement of purpose for applicants to the programme | | |
| <p>The BA English in Education bridges the gap between the humanities and social sciences by exploring English language and literature with a focus on their place in diverse education policy and practices. Students will be able to navigate and use theory, research literature and methods from relevant humanities and social sciences disciplines (English, Education, Cultural Studies, Linguistics and Sociology) to conduct their own investigations into issues of English in education. The aims of the programme are two-fold. Firstly, to generate fearless readers, critics and authors of a wide range of texts, including those that contain representations of education, those that are used in educational settings, and those that are written for audiences of children and young people. Secondly, to enable students to understand, analyse and undertake their own research into educational theory, policy and practice concerning English language and literature. Graduates from the programme will be remarkable among their peers for their versatile multidisciplinary knowledge and skills. Specifically, making fruitful connections between disciplines will enable them to rise to the challenges facing policy, pedagogy and practice relating to English language and literature in the UK and internationally. Successful completion of the programme could be followed by a teaching qualification such as a PGCE in Secondary English or Primary or participation in another teacher-training scheme. However, the majority of graduates from English in Education go on to employment in non-teaching roles, typically those demanding high-level communication, critical and creative thinking skills, or postgraduate study in a related Humanities or Social Sciences subject. Outside the education sector, recent graduates have taken up careers in public relations, human resources, journalism, events organisation and arts management.</p> | | |

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| <p>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.</p> | |
| PLO | Graduates will be able to |
| 1 | confidently analyse and critique literary and creative texts in English, using a broad knowledge of texts, concepts, theories and literary criticism. |
| 2 | articulate critical insights into the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings. |
| 3 | identify and respond to key issues in educational practice by constructing and communicating well- evidenced, researched arguments. |
| 4 | create and evaluate the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners. |
| 5 | communicate and present information effectively on matters relating to education, English language and/or literature, orally and in a range of written and digital formats, to an international English- speaking audience. |
| 6 | plan, lead and contribute to specific education, English language and/or literature projects in a range of settings. |
| 7 | plan, organise and undertake research on educational, literary and linguistic topics by defining research questions, utilising a range of appropriate methodologies, collecting and analysing data, drawing conclusions and reporting results in a professional manner. |
| <p>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.</p> | |
| N/A | |
| <p>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.</p> | |
| N/A | |
| <p>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:</p> | |
| i) Why the PLOs are considered ambitious or stretching? | |
| The PLOs are suitably ambitious and stretching in that students will be expected to read, analyse, evaluate and (where appropriate) draft their own literary and creative texts in English, as well as theories, research and resources concerning English language and education. In addition, they are expected to communicate confidently and argue persuasively, orally and in writing, about topics relating to English language, literature and education. Finally, they are expected to be able to undertake, and ultimately lead, project work in these three areas. | |
| ii) The ways in which these outcomes are distinctive or particularly advantageous to the student: | |

The English in Education programme gives students a strong base in English language, literature and education which they can use to analyse and create literary, creative, pedagogic, and policy texts and engage in related project and research work. This will allow students to undertake specific, focussed engagement with schools, other education institutions, arts organisations and creative industries. The PLOs for the BA English in Education focus on the acquisition of academic skills and knowledge about English language, literature and education, that can sit alongside practical experience of working within creative or educational settings. Consequently, our graduates are able to engage with English in Education in ways that extend beyond classroom practice and are able to apply their knowledge about the social, political, historical and economic factors that shape, inform and influence research, policy, debate and practice about English in Education. The programme is distinctive in terms of its plural focus on knowledge and facility with English language and texts as well as education policy and pedagogy.

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)?

Students are required to find, read (or view) and respond to a variety of multimedia literary, creative, critical and educational research texts which may be accessed online. The analysis of these texts may involve using qualitative (and sometimes quantitative) software packages, with skills in these packages being progressively advanced through skills, research methods and dissertation training. This same training sees students introduced to online referencing software supported by the university such as Endnote and Paperpile. Students also author texts using a variety of digital technologies: the VLE, Wordpress, micro-blogging sites etc. as part of their creative and critical work. Their educational activities and oral communication is supported by use of Powerpoint, Prezi, and interactive whiteboard technology.

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 link students' fundamental knowledge in and about English in Education with employability, including the ability to create and critically evaluate diverse kinds of texts and information, the ability to work with different kinds of data, communicate in various media, conduct project work and independent research. This aim is supported by our summer-term 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 educational resources for children with communication difficulties in a local special school. Students have the option to undertake an education-related placement module in stage 3.

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 writing and numeracy support services. Supervisors are provided with a checklist for each term's supervision which asks supervisors to make students aware of support for and opportunities to advance their academic and transferable skills (through, for e.g. LFA, entrepreneurship, public lectures). The department implements supportive communications and meetings with key members of the UG team and department for students whose engagement and achievement on the programme is a cause for concern. This is identified by regularly reviewing attendance registers and students' summative marks. All module tutors undertake at least one formative assessment with students on their modules during term, ahead of summative assessment, enabling an opportunity to feedback on areas for improvement and to recommend useful resources and services (such as those provided by our academic liaison librarian) that will enable students to make these improvements.

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

Almost all of the staff teaching on the BA English 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 English in 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. The stage 3 New Directions in Educational Research offers students an insight into recent or ongoing research by an extremely wide selection of staff in the department, including those who lead research therein - e.g. the Director of Research and Head of Department. Staff frequently evolve research projects on which students may apply to work as part of the Student Internship Bureau and @Work schemes. Students have the opportunity to publish their work and have it read by a variety of researchers and educators through the department's connections with the British Shakespeare Association as well as through a departmental journal edited by the department's PhD students. Students may also choose to gain experience of research projects through the lens of a research participant through paid and unpaid participation on staff and PhD student projects advertised in the department (all of which have been through the department's ethical approval process).

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:

Global statement

| 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:

- draw on research and theory to construct and communicate well-evidenced, researched arguments;
- use relevant digital resources in the creation and production of work
- assess the reliability of online sources

| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
|-------|-------|-------|-------|-------|-------|-------|-------|
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|---|--|--|---|---|---|--|-------|
| - analyse and critique literary and creative texts at a basic level using knowledge of fundamental texts, concepts, theories and literary criticism | - identify some key factors in the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings, increasingly showing criticality i. e. awareness of different perspectives, use of evidence. | -identify and respond to some key issues in educational practice by constructing and communicating arguments which draw increasingly on multiple perspectives, criteria and evidence from the research, and go beyond personal experience. | -create short texts and resources for teaching and learning English language and literature for diverse learners. Evaluate resources created by others in an increasingly coherent and sustained way. | -communicate and present information on matters relating to education, English language and/or literature, orally and in a range of written and digital formats, to an international English- speaking audience, in brief texts or presentations. | - plan and undertake project work with supervision; | - undertake small-scale, discrete data collection and analysis | |
| Stage 2 | | | | | | | |
| On progression from the second year (Stage 2), students will be able to: | | | <i>Choose the texts and subjects for investigation increasingly independently, from a range offered by module tutors.</i> | | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |

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|--|--|--|--|---|--|--|--|
| Analyse and critique literary and creative texts in English with growing confidence, using a broader knowledge of texts, concepts, theories and literary criticism | Articulate increasingly critical insight into the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings drawing on lecture content, essential and further reading. | Construct arguments about educational practice that are increasingly supported by reference to evidence from multiple sources and that they have sought out in addition to essential reading. The educational issues they address are broader and increasingly independently identified. | Create and evaluate more sophisticated texts and resources for teaching and learning English language and literature, over greater lengths of time or word counts. | practice communication in new and additional forms or media to those encountered in first year, with increasing levels of assuredness | Take more of a leadership role in project work, which is increasingly oriented around their own emerging interests in the subject area | Produce a credible design for a student research project and explain their design choices with a coherent rationale. | |
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Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to: *Global statement*

| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|
| <i>Individual statements</i> | | | | | | | |

Programme Structure

Module Structure and Summative Assessment Map

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

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

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

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

| Stage 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|-----------|--|-------------|---|---|---|---|---|---|---|---|----|-------------|---|---|---|---|---|---|---|---|----|-------------|---|---|---|---|---|---|---|---|----|--|--|--|--|--|--|
| Credits | Module | | Autumn Term | | | | | | | | | | Spring Term | | | | | | | | | | Summer Term | | | | | | | | | | | | | | | |
| | | | 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 | EDU00005C | Introduction to Language and Literature in Education | | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | EDU00003C | Key Contexts of Education | | S | | | | | | | | | | | A | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | EDU00001C | Disciplines of Education | | S | | | | | | | | | | | A | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | EDU00008C | Skills for Studying English in Education | | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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 |
| 30 | EDU00024I | Education Policy and Society: Past and Present | | S | | | | | | | | | | | | | | | | | | | | | | E | | | A | | | |
| 30 | EDU00029I | Educational Research Methods | | S | | | | | | | | | | | | | | | | | | | | | | E | A | | | | | |
| 30 | | Two choices from option module (list A) | | S | | | | | | | | | | | | | | | | | | | | | | E | A | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | E | | A | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | E | | A | | | | |
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| Stage 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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 C) | | S | | | | | | | | E | A | | | | | | | | | | | | | | | | | | | |
| 20 | | Option module (list D) | | S | | | | | | | | | | S | | | | | | | | | | | | E | | A | | | | |

| Children and Literature | Drama and Education | Perspectives on Literacy | Science, Education and Society | | | | |
|-------------------------------|---------------------|--------------------------|---|--|--|--|--|
| Creative writing for Children | | | Philosophy, Education and Childhood | | | | |
| | | | Supporting Pupils' Psychological Development in Schools | | | | |
| | | | The Psychology of Social Pedagogy | | | | |
| | | | Assessment in Education | | | | |
| | | | Education and Citizenship | | | | |
| | | | Genetics and Education | | | | |
| | | | How children learn mathematic | | | | |
| | | | Independent module | | | | |
| | | | Placement module | | | | |
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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) Please select | Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year) | Mode | | | | |
|-----------------------------------|----------------|---|---|----------------------------|-----|-------------------|----|-------|
| | | | | Face-to-face, campus-based | | Distance learning | | Other |
| BA (Hons) in English in Education | 3 | Full-time | n/a | Please select Y/N | Yes | Please select Y/N | No | n/a |

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:

No

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: No 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.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N: No

Careers & Placements - 'With Placement Year' programmes

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 If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

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

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N: Yes

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)

Yes

Additional details:

Requests to transfer in or out of the programme may be considered before the end of stage 1 (in the case of transferring in, this will usually need to be before week 5 of Autumn term). 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

Additional details:

Requests to transfer in or out of the programme may be considered before the end of stage 1 (in the case of transferring in, this will usually need to be before week 5 of Autumn term). Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor

Requests to transfer in or out of the programme may be considered before the end of stage 1 (in the case of transferring in, this will usually need to be before week 5 of Autumn term). Students wh

Exception

Please detail any exceptions to University Award Regulations approved by UTC

Date approved

Date on which this programme information was updated:

18/11/2017

Please note:

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

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

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

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

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 | | | | | | |
|-------|--------|--|--|--|--|--|---|--|
| | | <p>PLO1 Confidently analyse and critique literary and creative texts in English, using a broad knowledge of texts, concepts, theories and literary criticism.</p> | <p>PLO2 Articulate critical insight into the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings.</p> | <p>PLO3 Identify and respond to key issues in educational practice by constructing and communicating well- evidenced, researched arguments.</p> | <p>PLO4 Create and evaluate the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners.</p> | <p>PLO5 Communicate and present information effectively on matters relating to education, English language and/or literature, orally and in a range of written and digital formats, to an international English- speaking audience.</p> | <p>PLO6 Plan, lead and contribute to specific education, English language and/or literature projects in a range of settings.</p> | <p>PLO7 Plan, organise and undertake research on educational, literary and linguistic topics by defining research questions, utilising a range of appropriate methodologies, collecting and analysing data, drawing conclusions and reporting results in a professional manner.</p> |

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|----------------|---|---|--|--|--|---|---|--|--|
| Stage 1 | Introducti on 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 through which to consider English language and literature in diverse settings. | Students are introduced to academic-level writing and oral presentations covering substantial philosophical, pscyhological, political, economic, historical and sociological questions and issues relating to education. | | |
| | | By working on (and if applicabl e, assessed through) | | | Work= 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= 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. | | |

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| Stage 1 | Introductory to Contexts of Education (CORE) | Progress towards PLO | | | 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 presentations about contexts of education and in a range of formats. | | |
| | | By working on (and if applicable, assessed through) | | | Work= Students begin to read and engage with existing arguments about a range of educational contexts and through a variety of literatures. Assessment= newspaper article and conference poster in which students begin to construct, develop and convey evidenced arguments on specific educational issues. | | Work= participate in small and large group discussions, oral presentation and written coursework preparation. Assessment= 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 international English speaking audience. | | |

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| <p>Stage 1</p> | <p>Introduction to Skills for Studying in English in Education (CORE)</p> | <p>Progress towards PLO</p> | <p>As a module concerned with method and skills in English in Education, the course introduces the students to the core literary and critical theories and tools they will be expected to use in future years. Students are also given a grounding in the history of theory and criticism. In term 3, connections are made with the teaching of English.</p> | | <p>The module is geared towards the acquisition by students of a solid grounding of critical and argumentative skills in relation both to English and to English-related question within and outside of education. Specific sessions in term 2 focus on writing, arguing and editing. Students are expected to reflect on their own writing practices and on what constitutes a good argument. Other sessions tackle research skills specifically, and the distinction between scholarly and non-scholarly research.</p> | | | | <p>The module introduces students to the central features of a research topic, including literature review, methodology, research design, epistemological considerations, questions of sampling, etc. Students are expected to leave the module having understood what is a good research project and being able to spot the features of quality research in other works.</p> |
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| | By working on (and if applicable, assessed through) | Work = in term 2, each week, students are expected to read about a different theoretical or critical position. The session puts that knowledge into practice with applied examples. Assess = formative and summative assessment must demonstrate mastery of the basic aspects of the theories and critical perspectives tackled in class | | Work = with each preparatory reading and session discussion, students must hone their skills at spotting the features of good writing and argument. They are regularly required to research topics in class and outside of class, in order to become increasingly critical readers of academic and non-academic sources. Assess = solidity of argument, quality of writing and rigour of research form a considerable part of the attention paid to and the feedback given for both formative and summative assessments | | | | Work = different sessions focus on different parts of a research project with the requirements of each. Students must read up on, and present their own ideas of, those subparts of research projects. Assess = the second-term assessment is a literature review, in which students must display understanding of what constitutes a research project. |
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| <p>Stage 1</p> | <p>Introduction to Language and Literature in Education (CORE)</p> | <p>Progress towards PLO</p> | <p>Students read and begin to analyse novels, poetry, plays multimodal and digital texts demonstrating everyday creativity, applying a wide range of (often) unfamiliar literary criticism, literary and cultural theory in their close-reading of texts.</p> | <p>Students begin to read research on and discuss in class the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings. They are encouraged to begin to demonstrate a critical understanding of English acquisition and use by showing awareness of multiple perspectives on it, informed by their reading.</p> | <p>Students begin to identify key issues in educational practice relating to English language and literature as represented in media, policy and research texts. They posit tentative responses to these issues from personal experience and their reading.</p> | <p>Students begin to evaluate the usefulness of policy texts relating to teaching and learning English language and literature in formal education, modeling their criticism on relevant published examples e.g. reports on the teaching of English.</p> | <p>Students begin to communicate and present information on matters relating to English language, literature and education, orally and in a range of written and digital formats, to an international English-speaking audience.</p> | | |
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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. They are invited to share and debate their understanding of them through group work and class discussion. Individually and in groups, they will undertake close-reading exercises in class, experimenting with applying critical knowledge to literary and creative texts. Assess= students complete a sustained piece of literary criticism on one of the set texts and write a bibliographical essay, demonstrating their facility with 5 critical works, for summative assessment. They build towards these assessments by orally presenting literary criticism of a text of their choice in formative peer teaching exercises.</p> | <p>Work = students read critical texts and published research on the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings - including in text (SMS) format and txtspeak. They are invited to share and debate their understanding of them through group work and class discussion. Individually and in groups, they will draw on personal experiences of learning and using English and relate these to their reading about it. Assess= formative: students present their personal research into an identified area of standard English, world English or dialect. A summative bibliographical essay requires students to demonstrate critical insight through identifying research and critical publications in the area of debates over the future of</p> | <p>Work = students read media, policy and research texts dealing with key issues in educational practice relating to English language and literature, historically and in the digital age. They use these texts to discuss and debate the issues in class, with a focus on elaborating multiple perspectives on the issues. They articulate tentative solutions through, e. g., group brainstorming sessions and individual drafting of mock policy documents. They will begin to draw on evidence to support their posited solutions. Assess = A variety of formative assessments allow students to explore different writing styles and types of argument, informed by academic research. For the Creativity unit, for instance, students have the opportunity to reflect critically on their own practice of creative writing. These skills will be</p> | <p>Work = students will read examples of texts evaluating subject English education policy in preparation for sessions. They will discuss their agreement of disagreement with published authors' arguments in class, drawing on personal experience and other reading. Class activities will involve close reading and analysis of policy documents. Assess = students demonstrate their ability to identify appropriate evaluation of past and current English education policy in their summative bibliographical essay. Formative assignments in every module give the opportunity for those students who are particularly interested in policy to explore and research those topics in depth, preparing them for second- and third-year modules on the matter.</p> | <p>Work = students will have follow-up tasks from sessions involving communicating their thoughts on weekly reading and topics in a range of short written forms: bullet points, mindmaps, life-writing, creative writing. They will receive formative feedback, written and/or oral, on these pieces from their tutor as well as orally from their peers through class discussion of follow-up pieces. In class, they will be called on to orally communicate to the whole class as individuals and groups. Assessment = They will undertake formatively assessed peer-teaching activities, involving forward planning of communication, receiving oral and written feedback on these. Written feedback will be given on formative and summative writing submitted in print and/or electronically.</p> | | |
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| <p>Stage 2</p> | <p>Education Policy & Society: Past & Present (CORE)</p> | <p>Progress towards PLO</p> | | | <p>Students will engage with education theory, research and policy documents to expand their knowledge of key issues in educational practice. Students will offer responses to these issues, by constructing and communicating well- evidenced, researched arguments that integrate a variety of sources (theory, research, policy).</p> | | <p>Students will work on 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, building on skills learned in Stage 1. For the oral presentation, students are encouraged to include carefully chosen visual aids.</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. Students' are asked to identify a current issue or problem in education, and prepare a solution to assist policy makers and other relevant stakeholders. Students are encouraged to share their solutions by drafting a post for the undergraduate blog.</p> | |
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| | | <p>By working on (and if applicable, assessed through)</p> | | <p>Work= students read and critically analyse theory, research and policy to identify historic and current key educational issues. Students' critical reflections of these issues will be developed in both class and seminar discussion, with an emphasis on acknowledging multiple or contrasting perspectives on an issue. Assess= students are assessed on their construction and communicating of well- evidenced, researched arguments pertaining to issues in education practice in both the essay and exam</p> | | <p>Work= students participate in more sustained and independent small and large groups discussions, oral presentations and written coursework preparation. Assess = Students' written communication is assessed by exam and essay, which requires specialised and sustained writing. Students' oral communication is assessed in short presentations to the whole group, class debates with guest speakers, tutors, and other students.</p> | <p>Work= students cooperate to plan and organise a group presentation based on wide-ranging, quality research. Assess= evidence of students' increasing ability to contribute to ideas and solutions to current debates in education policy is formatively assessed by delivering a group presentation.</p> | |
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| Stage 2 | Educational Research Methods (CORE) | Progress towards PLO | | Students identify key issues in educational practice and policy, critically evaluate the robustness of educational research evidence supporting current and proposed practices and policies, and communicate their arguments to specialist and non-specialist audiences. | | 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 are asked to plan, organise and undertake multiple, successive forms of group work on several educational research issues and methodologies | Students begin to acquire the ability to conduct small-scale research |
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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, using these to define areas of interest in education, and assess claims in educational research, policy or practice. Assess= online exam assesses students' ability to find and critically use education research and methods sources, while group presentation and research proposal assess ability to communicate 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 contribute to a weekly group 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 proposed research project. Assess=more independent and sustained collaborative work is assessed through the completion of a weekly group online reflection through the term. Autonomous team working is also summatively assessed by delivering a group presentation. | Work=students undertake group and individual research projects. Assess= students undertake a small-scale group research project on an assigned topic using specified methods. |
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| <p>Stage 2</p> | <p>Teaching, Learning and Using language (OPTIONAL)</p> | <p>Progress towards PLO</p> | | <p>Students extend their knowledge pertaining to key language acquisition theories and apply these to first and second language development. This builds directly on the Stage One Introduction to Studying Language module.</p> | <p>The module develops students' understanding of the different contexts and influences on language acquisition and the impact that this has on pedagogy and planning for teaching. The module also reviews the debates with regard to dialogic teaching and the significance of this in enhancing pedagogical practice in educational contexts.</p> | <p>Students evaluate the usefulness of texts about teaching, learning and using language using their increasingly advanced knowledge of relevant theory.</p> | <p>Students 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</p> | <p>Students will plan and undertake independent research into talk in educational contexts. Building on critical analysis of literature gained in Stage One, and also using skills gained in research methods modules in Stage Two, students will search for relevant literature, collect data in the field and present an analysis of their findings regarding the use of talk in Educational Contexts.</p> |
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| | By working on (and if applicable, assessed through) | | Work=By engaging in oral presentations, preparatory reading, group discussion, and student presentations around research topics and critical theory of language acquisition. | Work = By engaging in advanced, critical preparatory reading, group discussion of theories and and student presentations. The students also micro-teach a short session and evaluate their work. Assessment = through a 2000 word rationale of a teaching plan/resource, a a formative reflective blog, and analysis of talk data in 3000 word which assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments. | Work = By engaging in advanced, critical preparatory reading, group discussion of theories and and student presentations. The students also micro-teach a short session and evaluate their work, which feeds directly into enhancing their employability skills. Assessment = through a 2000 word rationale of a teaching plan/resource, a formative reflective blog, and analysis of talk data in 3000 word which assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments. | 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 | | How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments. |
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| Stage 2 | 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 demonstrate critical insight into the use of standard English, world and dialect Englishes by a range of authors, considering the context for their choice, use and effect of English/es on the reader. | Students identify key issues in teaching Shakespeare in schools through reading, observation, dialogue with teachers and pupils. | Students create and evaluate the usefulness of texts and resources for teaching and learning Shakespeare in schools, for GCSE and/or A-level students | 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. | |
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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</p> | <p>Work = students consider Shakespeare's use of English in the construction of meaning as well as the challenges his use of English poses for pupils, educators and theatre practitioners in the present in class discussion and through drama-based and practical approaches to his plays. They observe and practice explaining his use of English to pupils, orally, in writing and using digital resources. Students stylistically analyse the writing of native and EAL (English-as-an-additional-language) writers in English and multimedia texts in small group work during class. Assess = students support pupils' learning of Shakespeare's language in the resource packs they create and reflect on the challenges of doing so in the accompanying rationale, for summative assessment. Students are expected to attend</p> | <p>Work = They consider others' responses to these in the existing literature and by liaising with teachers and other practitioners. Assess = They use this to evolve their own responses which they put into practice in the resource packs, explain and justify with reference to first-hand experience and research in the rationale.</p> | <p>Work = They consider the usefulness of texts and resources for teaching Shakespeare by reading the existing literature and by liaising with teachers and other practitioners. Assess = They use this to evolve their own resource packs, which try to fill gaps or shortfalls in existing provision, and analyse the strengths and weaknesses of existing texts and resources in the accompanying rationale. They seek feedback from teachers and pupils on their resource packs which acts as an impetus for them to evaluate their own work and reflect on it in the rationale.</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 their ideas about teaching and studying Shakespeare and other literary texts</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> | |
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| <p>Stage 2</p> | <p>Creative writing for children (OPTIONAL)</p> | <p>Progress towards PLO</p> | <p>The module's pedagogy is based on students being made to analyse the specific formal, aesthetic and generic features of children's texts to inform and support their own writing. Children's literature theory and criticism will be extensively drawn on. The module mobilises skills of textual criticism acquired in previous years but builds on them by focusing on the specificities of children's literature</p> | | <p>The question of the place of creative writing within both educational and non-educational contexts is at the heart of the module. Students are expected to reflect at a deep and specialised level, using competences developed at earlier stages, on the particular demands and benefits of creative writing within the classroom and of children's literature outside of it.</p> | | | <p>The module allows students to engage in devising, creating and evaluating creative writing workshops for use in non-educational or educational contexts.</p> | |
| | | <p>By working on (and if applicable, assessed through)</p> | <p>Work= weekly preparation involves close reading of children's texts. Assess = students are assessed on their academic understanding of text and reflection informed by that understanding regarding their own creative writing.</p> | | <p>Work = students' critical writing and their own creative writing practice are at the heart of discussions and feedback each week. The preparatory reading always tackles one aspect of the presence of English literature and creative writing in context. Assess = the critical piece accompanying creative pieces must give insights on the key issues surrounding creative writing's place in children's lives and/or in society.</p> | | | <p>Work = weekly workshops offer reflection on the possible modalities of creative writing workshops with adults and children. Assess= the last term's assessment revolves around the creation of creative writing workshops with children.</p> | |

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| <p>Stage 2</p> | <p>Children and Literature (OPTIONAL)</p> | <p>Progress towards PLO</p> | <p>Students read and analyse an increasing number and variety of novels, plays, and life-writing for children, young people and adults, applying a range of increasingly familiar literary criticism, literary, educational and cultural theory, with growing skill, in their increasingly sustained close-reading of texts.</p> | <p>Students demonstrate critical insight into the use of standard English, world and dialect Englishes by a range of authors writing about or for children, considering the context for their choice, use and effect of English/es on the reader.</p> | | <p>Students consider the relationship between children's fiction and how they might inform young readers' relationships, responses to major life events or everyday interactions.</p> | <p>Students build on stage one to communicate and present information on matters relating to childhood and children's 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.</p> | | |
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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 either two literary critical essays on representations of children and/or education in literature and young adult fiction OR a literary critical essay on representations of children and/or education and a piece of creative writing for children</p> | <p>Work = students consider authors' use of English to represent or for reading by children in whole class discussion and small group work during class. Assess = Students are expected to attend to authors' use of the English language in the summative essay/s they write in more detail and with greater nuance than at stage one. If they choose the creative writing option, they carefully consider and critically reflect on their own use of language in the creative acts and the exegesis. They build up to this through formative drafting, free-writing in class and as follow-up work, and oral presentation exercises, responding to tutor and peer feedback in their evolution of the final piece.</p> | | <p>Work = students read, analyse and evaluate children's literature on a weekly basis and use this as a starting point for class discussion. They similarly engage with criticism and research concerning children's literature, and its useful (or potentially problematic) mediation of key and everyday life events for them, as part of their preparatory and follow-up work from sessions. Assess = students practice presenting creative material on key and everyday life events to children if they choose the creative summative assessment. All students, in their summative essay or exegesis, engage in evaluating pieces of children's literature as forms of education through vicarious and empathetic experience, using, critiquing, adapting and adding to criteria established in existing literature and research.</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, critical and creative forms. They receive formative feedback, written and/or oral, on draft material from their tutor and their peers. Assess = They undertake formatively assessed individual and group, oral and written work on which they will receive oral and/or written feedback from tutors and peers. They communicate their ideas about childhood and children's literature in a summative essay or creative piece with critical exegesis with greater efficacy and style than is expected in stage 1, receiving detailed written feedback on these.</p> | | |
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| <p>Stage 3</p> | <p>Dissertation (CORE)</p> | <p>Progress towards PLO</p> | <p>Students read and confidently analyse literary and creative texts in English, of their own choosing, independently, linking these to the particular educational issues and debates they are handling in their dissertation.</p> | <p>Students engage with a diverse range of sources (relevant to their dissertation topic) to expand their knowledge of key issues in educational practice and respond to these through a well-evidenced and sustained argument. Students present justify the aims and necessity of their dissertation in relation to existing literature. Students similarly justify the approach for collecting and analysing data with reference to theory and research. Students develop an argument to answer each research question, and will draw out any implications for educational practice arising from their dissertation research.</p> | | <p>Students will communicate and present information from a hitherto unprecedented (in their studies) quantity and variety of sources relating to English language and literature in the form of a written 9,000 word dissertation.</p> | | <p>In undertaking the dissertation, students will independently design and carry out a research project on a pertinent English in education issue, with the supervision of an academic.</p> |
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| | By working on (and if applicable, assessed through) | Work= in completing the literature review for their dissertation, students undertake a thorough review of the relevant texts; to include concepts, theories and literary criticism. They will demonstrate a close reading of these texts and critically evaluate them in relation to their research question (s). Assess= one of the assessment requirements of the dissertation is for students' to demonstrate critical discussion and analysis of literary and creative texts, through the integration of relevant concepts, theories and literary criticism. | | Work= in writing their dissertation (and particularly, in developing literature review and discussion chapters) students closely and critically engage with a range of sources related to current educational issues. Their responses to these will be developed through engagement in dissertation workshops, supervision meetings, and in their academic writing. Assess= one of the assessment requirements of the dissertation is the construction and clear communication of well-evidenced academic arguments. | | Work= students draw on a wide range of sources relevant to their dissertation topic, from which they must convey key information (which may be literary, empirical or theoretical in nature) in order to locate and justify their dissertation study. Assess= the marking criteria for the dissertation specify the importance of presenting and communicating information from both relevant literature and the students' own research findings and conclusions. | | 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. Students will develop a study that is focused on either an educational, literary or linguistic topic. Assess= the dissertation assesses students' ability to design and carry out an independent research project appropriate to the focus of their degree programme. |
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| <p>Stage 3</p> | <p>Drama in Education (OPTIONAL)</p> | <p>Progress towards PLO</p> | <p>Students read and confidently analyse a play a week along with articles or chapters of criticism, educational and cultural theory, which they apply in their advanced close-reading of texts over longer word or presentation lengths. They will engage with research methodologies and critical literature from performance studies and performance history related to drama in education to a far greater extent than previously on the programme through independent study and class discussion.</p> | <p>Students demonstrate critical insight into the use of standard English, world and dialect Englishes by a range of dramatists, considering the context for their choice, use and effect of English/es on the reader. In particular, students attend to the pleasures and challenges presented by dramatists' use of language in educational settings.</p> | <p>Students identify and respond to issues in drama education and using drama methods in education by constructing and communicating well- evidenced, researched arguments. They participate in creating, articulating and evaluating their own vision of drama education and drama methods in schools.</p> | <p>Students identify and respond to resources for drama education and using drama 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 drama.</p> | <p>Students communicate and present information effectively on matters relating to drama in education, orally and in a range of written and digital formats, to an international English- speaking audience.</p> | | |
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| By working on (and if applicable, assessed through) | <p>Work = students read dramatic literature, critical texts and educational research in preparation for the teaching sessions each week. They use digital databases of theatrical performances, digitised archives, and websites like Digital Theatre Plus, Globe on Screen and YouTube. They are invited to share and debate their understanding of these texts through group work, individual or group presentations, and student-led class discussion, showing confidence and flair - particularly in evidencing or challenging others' views - and with easy and immediate reference to evidence. They undertake whole group dramatic reading and individual or small group close-reading exercises in class, applying critical knowledge to drama texts with sophistication and complexity. Oral feedback from peers</p> | <p>Work = students consider dramatists' use of English in whole class discussion and small group work during class. The issues covered will be increasingly determined by students' interests and contributions, with the tutor as facilitator. Students pause during dramatic readings to interpolate critical questions or comments about it. Assess = Students attend to dramatists' use of the English language in the summative essay or lesson plan and rationale they write with greater nuance, at greater length, and drawing on more critical literature and educational research than previously. They build up to this through formative drafting in class and as follow-up work, and oral presentation exercises, responding to tutor and peer feedback in their evolution of the final piece.</p> | <p>Work = students read and discuss education policy and read educational research about using dramatic texts or methods in educational settings or for educational purposes individually, in preparation for the sessions, each week. They discuss in small groups or as a whole class the strengths and weaknesses of various approaches, drawing on their reading to communicate persuasive, well-supported arguments. They will also try out pedagogic approaches to studying dramatic texts in class, and critically reflect on their own, first-hand experience of them as a springboard to their evaluation. Assess = students are formatively assessed by individual or group oral presentations identifying and responding to set questions about issues concerning drama in education. Students who choose the lesson</p> | <p>Work = students individually read, use and critically evaluate educational resources in preparation for the sessions, each week. They discuss in small groups or as a whole class the strengths and weaknesses of various resources, drawing on their reading to communicate persuasive, well-supported arguments. They will reflect on their own, first-hand experience of them as a springboard to their evaluation. Assess = students are formatively assessed on individual or group oral presentations about resources for drama in education. Students who choose the lesson plan and rationale as their summative assessment identify and evaluate resources to support their lesson, identify gaps or shortfalls in provision and possible solutions with convincing reference to supporting research.</p> | <p>Work = students communicate and present information on drama in education, orally, through individual and group presentations to an international English-speaking audience. They practice creative, oral and physical communication through dramatic readings of sections of plays in class. They use advanced models of dramatic performance, critical writing and educational research - found independently - to improve the effectiveness of their own communication in preparing for and following up classwork. Assess = students are formatively assessed on oral and written communication skills through presentations in class and drafts or plans for their assessments. Students are summatively assessed on their written communication skills through</p> | | |
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| Stage 3 | Education and social change (OPTIONAL) | Progress towards PLO | | | | Students will consolidate, strengthen and advance their oral and written communication skills. | | |
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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. Assess = applying concepts during in-class discussion and receiving feedback on their ideas and conceptual understanding from the tutor and their peers; and by writing an extended (5000-word) essay in which they synthesise their ideas and receive written feedback on this. | | 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. | | |
| Stage 3 | Language and Psychology (OPTIONAL) | Progress towards PLO | | Students will consolidate, strengthen and enhance their critical insight into language learning and use (including English as a first and second language). | Students will enhance their ability to critically and effectively analyse evidence from advanced experimental research on language use and language learning to independently develop an academic argument that can inform educational practice. | | | | |

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| | | By working on (and if applicable, assessed through) | | Work = Students will critically engage with advanced papers describing original research studies on language use / language learning; guided reading questions, as well as peer- and tutor-feedback will be provided during in-class discussions. Assess= Students will write an extended (5,000-word) evidenced, focused argument on a topic of language use / language learning | 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 | | | | |
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| Stage 3 | Philosophy, Education and Childhood (OPTIONAL) | Progress towards PLO | | | Students identify and respond to key issues in educational practice by constructing and communicating well-evidenced, researched arguments. Their specialist knowledge will be applied to the use of texts including picture books, folk tales and philosophical texts for the development of practice in philosophy for children. This builds on the ideas introduced in Stage 1 (Disciplines) and developed in Stage 2 (Education, Policy and Society). | Students evaluate the usefulness of texts and resources for teaching and learning in diverse settings and for diverse learners. This advanced knowledge will be applied to the use of texts for doing philosophy with children. This builds on the work done on argumentation and research literacy in Stage 1. | | | |
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| <p>By working on (and if applicable, assessed through)</p> | | | <p>Work: students will read and critically analyse selected philosophical texts and practice and research literature on philosophy for children. Students will complete weekly written tasks in response to required reading to enable them to critique and create their own arguments. They will be expected to engage with materials on the VLE, including discussion fora and videos to extend their understanding of philosophical practice with children. Students will be required to create philosophical questions in relation to education and contribute to philosophical dialogue during practical classes. 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. This assesses their</p> | <p>Work: students will read and critically analyse selected texts during practical and theoretical classes. They will be required to identify and explore philosophical issues arising in these texts. Students will contribute to philosophical dialogue with peers and tutors to support them to develop and critique arguments. 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. This assesses their ability to draw ideas from education and philosophy and apply them in a new context, and to consider the philosophical potential of children's texts.</p> | | | |
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| Stage 3 | Science, Education and Society (OPTIONAL) | Progress towards PLO | | | Students will identify and respond to key issues in educational practice in science by constructing and communicating well-evidenced, researched arguments. They will be expected to demonstrate a thorough understanding of contemporary issues in science education and to apply theory and research to contemporary debates in science education. This will advance their knowledge of key concepts in education (e.g. teaching and learning) to a new and specialist context. | | | |
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| | By working on (and if applicable, assessed through) | | Students will read and critically analyse selected books, articles and policy documents relating to teaching, learning and participation in science education. Students will complete a written task in relation to one of the course themes, and will contribute to the VLE via the discussion board. Assess= students will be assessed via an extended essay that requires them to critically reflect on theory, policy and research in science education | | | | |
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| Stage 3 | Learning Gender (OPTIONAL) | Progress towards PLO | How the module will contribute to the development of the skill. How the module will contribute to progression of that skill. Please specify clearly which specific sub-skills are introduced, practised or mastered. | Students will engage with a range of texts, including online and digital, textual and visual to gain insight into the use of English language in the ways that it specifically produces, reinforces or challenges gender norms and expectations. Students will be analysing language in texts at an advanced level, building on knowledge from Stage 2 policy and textual analysis.. | How the module will contribute to the development of the skill. How the module will contribute to progression of that skill. Please specify clearly which specific sub-skills are introduced, practised or mastered. | How the module will contribute to the development of the skill. How the module will contribute to progression of that skill. Please specify clearly which specific sub-skills are introduced, practised or mastered. | Students will further develop their communication skills, both written and oral, building on their solid grounding in a range of presentational formats. Students have been supported to build confidence in their communication skills, including appropriate tone and style since Stage 1 and they will be applying these skills to specialised and contested issues in this module. | How the module will contribute to the development of the skill. How the module will contribute to progression of that skill. Please specify clearly which specific sub-skills are introduced, practised or mastered. | How the module will contribute to the development of the skill. How the module will contribute to progression of that skill. Please specify clearly which specific sub-skills are introduced, practised or mastered. |
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| | <p>By working on (and if applicable, assessed through)</p> | <p>How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.</p> | <p>Students will engage with research literature that draws on a range of disciplines, including cultural and media studies, sociology and women's studies, to understand the ways in which (English) language is used in a range of contexts, educational and non-educational. These include online and print media, visual and artistic representations of education, culture and society, educational policy (national and local) and texts in and around schools e.g. dress/uniform policies. Students will be required to draw on their multi-disciplinary understanding of language to inform their summative assessment (5000 word essay).</p> | <p>How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.</p> | <p>How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.</p> | <p>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).</p> | <p>How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.</p> | <p>How what students will do is structured to be progressive and challenging e.g. Work = students read and engage with more advanced more research literature to inform their own argumentation. Assess = the longer essay assesses students' ability to critically read and use more numerous and sophisticated research in constructing, evidencing and conveying arguments.</p> |
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| Stage 3 | Assessment in Education (OPTIONAL) | Progress towards PLO | | | <p>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 identify possible responses to complex assessment issues.</p> | | <p>Students will further develop their oral and written communication skills both written and oral, building on their solid grounding in a range of presentational formats. Students have been supported to build confidence in their communication skills, including appropriate tone and style since Stage 1 and they will be applying these skills to specialised and contested issues in this module.</p> | | |
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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. | | 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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| Stage 3 | Landmarks in British Poetry (OPTIONAL) | Progress towards PLO | The module will develop 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. | | | | Students identify and respond to poetic texts 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. | | 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. |
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| | By working on (and if applicable, assessed through) | Students encounter a series of more 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 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 = each session requires an 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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| Stage 3 | New Directions (CORE) | Progress towards PLO | Students confidently analyse and critique literary and creative texts in English, using a broad knowledge of texts, concepts, theories and literary criticism. | Students demonstrate critical insight into the acquisition and use of standard English, world and dialect Englishes by a range of speakers, within and beyond educational settings. | Students identify and respond to key issues in educational practice relating to English language and literature by constructing and communicating well- evidenced, researched arguments. | Students evaluate the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners. | Students communicate and present information effectively on matters relating to English language, literature and education, orally and in a range of written and digital formats, to an international English- speaking audience. | | |
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| <p>By working on (and if applicable, assessed through)</p> | <p>Work = students complete preparatory reading on literary texts and criticism for multiple sessions. They engage with staff members showcasing their own recent or ongoing research on literature and use it to model their own inquiry and writing. They ask strong questions about the staff members' chosen texts and interpretative techniques in a collegiate, professional manner. Assess = students have the option to answer a question on literature in the formative and summative exams. Students are assessed on their VLE microblogging about the literary sessions and the groups chairing sessions on literature will be assessed on their introduction of the topic and facilitation of relevant group discussion.</p> | <p>Work = students complete preparatory reading on key issues in educational practice relating to English language and literature for multiple sessions. They engage with staff members showcasing their own recent or ongoing research on key issues in educational practice relating to English language and literature and use it to model their own inquiry and writing. They ask strong questions about the staff members' research on key issues in educational practice relating to English language and literature in a collegiate, professional manner. Assess = students answer a question on key issues in educational practice relating to English language and literature in the formative and summative exams. Students are assessed on their VLE microblogging about the key issues in educational practice relating to</p> | <p>Work = students complete preparatory reading on literary texts and criticism for multiple sessions. They engage with staff members showcasing their own recent or ongoing research on literature and use it to model their own inquiry and writing. They ask strong questions about the staff members' chosen texts and interpretative techniques in a collegiate, professional manner. Assess = students have the option to answer a question on literature in the formative and summative exams. Students are assessed on their VLE microblogging about the literary sessions and the groups chairing sessions on literature will be assessed on their introduction of the topic and facilitation of relevant group discussion.</p> | <p>Work = students complete preparatory reading on the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners for multiple sessions. They engage with staff members showcasing their own recent or ongoing research on the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners and use it to model their own inquiry and writing. They ask strong questions about the staff members' research on the usefulness of texts and resources for teaching and learning English language and literature in diverse settings and for diverse learners in a collegiate, professional manner. Assess = students answer a question on the usefulness of texts and resources for</p> | <p>Work = students revise for their exams, practising their written communication skills. Students use the VLE to microblog concisely one new and one familiar idea they have encountered in each session. Students collaborate in groups to prepare a professional introduction of their allocated speaker and topic and to plan ways to facilitate a lively Q&A session, at the end of the talk. Assess = students complete two formative and one summative exam, testing their ability to communicate ideas and arguments well under time constraints and with minimal reference material to hand. have the option to answer a question on literature in the formative and summative exams. Students are assessed on their VLE microblogging about the literary sessions, encouraging them to communicate</p> | | |
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| Stage 3 | Education and development (OPTIONAL) | Progress towards PLO | | | 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. | | Students plan, organise and undertake collaborative work towards a whole-class presentation on an issue in education and its relationship to international development. They undertake extensive research on an independently chosen topic. | | |
| | | By working on (and if applicable, assessed through) | | | 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= 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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| <p>Stage 3</p> | <p>Education and citizenship (OPTIONAL)</p> | <p>Progress towards PLO</p> | | <p>Advanced knowledge about citizenship is required for students to identify the key issues about language and identity. Students will specialise by achieving thorough understanding of issues about the use of language by officials and citizens. We will explore at an advanced level issues about digital literacy in the development of e-citizens. The level of analysis required is directly related to employment issues and develops skills for employability.</p> | | <p>Advanced understanding of citizenship and citizenship education is required in relation to the essence of language and literature as part of pedagogical strategies that rely on infusion. Teaching citizenship through language requires consideration of the nature of dialogue which is framed in specific ways for particular social and political purposes. Similarly, advanced understanding of the citizenship potential of literature is developed. The nature and purpose of literature is considered (and, of course, the content of literature is aligned with citizenship).</p> | | | |
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| | By working on (and if applicable, assessed through) | | | <p>A high level of understanding and critique of official strategies such as Prevent will be developed. The role of language in framing citizenship issues in diverse societies will be analysed in relation to identities in relation to ethnic/religious/digital communities. Assessment of these understandings will be achieved formatively through seminar activities and short pieces of writing and summatively through written assignment.</p> | | <p>Students will specialise at a high level by analysing language and literature. Almost all texts (plays, poems, novels and expressed in the form of digital interaction) have potential for citizenship issues of power, justice, authority, democracy to be considered. We examine specific texts in order to develop thorough understanding of those issues. Students will develop a sophisticated understanding of language and advanced skills of language use and there is an obvious connection made with employability. Assessment of these understandings will be achieved formatively through seminar activities and short pieces of writing and summatively through written assignment.</p> | | | |
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| <p>Stage 3</p> | <p>Perspectives on Literacy (OPTIONAL)</p> | <p>Progress towards PLO</p> | | | | <p>The module introduces students to a wide variety of understandings of the term 'literacy', broadening their conceptual map of the term from their knowledge of the term in previous years. The module pays particular attention to the ways in which medium, formats, modes of distribution and places of production might modify or nuance traditional understandings of literacy, and which consequences this may have for education. A key theme is the entanglement of language, literature and pedagogy in the understanding of literacy as a working concept in schools and beyond</p> | | <p>One of the central tenets of the module is the multiplicity of formats which may encourage and develop different types of literacy. Students are urged to widen their understandings of what it may mean to 'read' and be 'literate' in one domain, thus building on and connecting the different literacies developed in previous years, including digital literacies. Students must thoroughly engage with those formats and perfect their skills at using and presenting them.</p> | <p>The module requires students 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. It should also build on previous modules revolving around literature, language and education.</p> |
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| | By working on (and if applicable, assessed through) | | | | <p>Work = Weekly preparation and discussion revolves around educational practice. Sessions on non-traditional or innovative approaches to literacy in education are scheduled with guest lecturers familiar with understandings of literacy in minority settings and using specific techniques. One of the sessions' preparatory work involves designing and presenting a potential project for application in the classroom. Assess = In formative as in summative assessments, students must reflect upon gathered in the course for potential uses in classrooms.</p> | | <p>Work = Each session of the second part of the module involves engagement with a different type of format or genre which calls for its own understanding of literacy. The first and third parts of the course establish connections and allow for theoretical thinking about those different formats. Group presentations and presentations in pairs at key points of the course ensure the assimilation and sharing of knowledge. Assess = both formative and summative assessment require in-depth thinking about format and genre, and criteria for high grades include effective presentation of their different uses and worth</p> | <p>Work = throughout the long module, students are given plenty of time to explore and understand texts with increasing complexity and sophistication in the field of literacy. Guided reading sheets ensure assimilation of knowledge. Varied exercises and preparations - from creative pieces to group presentations - allow for students' understanding to be made explicit in various contexts, each calling for context-specific research and referencing. Assess = Independent thinking and research are core criteria of assessment. Students' choice of assessment in a wide range of topics ensure that their decision espouses their longer-term plans.</p> |
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| Stage 3 | Psychology of social pedagogy (OPTIONAL) | Progress towards PLO | | | Students identify and respond to key issues in educational practice by constructing and communicating well-evidenced, researched arguments about social pedagogy. | | Students communicate and present information effectively on matters relating to social pedagogy, orally and in a range of written and digital formats, to an international English-speaking audience. | | |
| | | By working on (and if applicable, assessed through) | | | Work = through a critical dialogic discussion of research papers, student powerpoint presentations (formative assessment), and video-recordings that look at the educational practice of social pedagogy. | | Work = students communicate complex critical ideas through student powerpoint presentations and dialogic discussion of student powerpoint presentations (formative assessment), as well as through critical dialogic discussion of research papers and video-recordings. | | |

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| Stage 3 | Transcultural Communication (OPTIONAL) | Progress towards PLO | | 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 | Students will critically and effectively analyse evidence from research on culture and communication transcending culture | | Students will strengthen and add to their communication skills by discussing and generating criteria for the assessment of communication | | |
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| | By working on (and if applicable, assessed through) | | <p>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.</p> <p>Students participate in transcultural tasks and evaluate the influence of these ideals on their own and their peers' communicative performance.</p> <p>Assessment: Students complete self and group assessment reports to evaluate transcultural communicative competence</p> | <p>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.</p> <p>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" of the language.</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.</p> <p>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.</p> <p>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 improve their transcultural communication skills</p> | | |
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| Stage 3 | Genetics and Education (OPTIONAL) | Progress towards PLO | | | Students identify and respond to key issues in genetics and education by constructing and communicating well- evidenced, researched arguments. | | | Students communicate and present information effectively on genetics and education, orally and in a range of written and digital formats. | |
| | | By working on (and if applicable, assessed through) | | | Work= Students engage with current debates about the benefits and risks entailed in taking biological explanations of behaviour into account in educational policy and practice. Students are exposed to complex evidence and communicate their arguments in in-class discussions, presentations and a written assignment (=assess). | | | Assess= students present their learning and their developing arguments in class discussions as well as in a presentation and an essay. | |

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| Stage 3 | Disorders of language and cognition (OPTIONAL) | Progress towards PLO | | Students will demonstrate critical insight into cognitive disorders, including those affecting language. | Students will be introduced to current research underpinning effective educational interventions for developmental disorders and think about what this might mean for practice. | | | Students employ the most effective means of communication, building on skills at stages 1 and 2 | |
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| | By working on (and if applicable, assessed through) | | By engaging in preparatory reading and class discussion of relevant literature | Work: By engaging in preparatory reading and class discussion of relevant literature assessment? Assess: students will conduct a systematic literature search investigating the effectiveness of available interventions for specific disorders, and will use this knowledge to make informed suggestions for action to support children with developmental disorders. | | | Work: students will prepare presentations for lectures on a weekly basis students developing skills that will help them to read, digest and disseminate information within a limited time period. By ensuring the presentations meet a set time limit, students are learning to extract and present the most salient information. Assess=Students will produce a 5000 word summative assessment, further developing written communication skills, learning to produce longer pieces of writing while still maintaining coherence, structure and form | |
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| Stage 3 | Supporting students' psychological development in school (OPTIONAL) | Progress towards PLO | | | Students identify and respond to key issues in school practice by constructing and communicating well-evidenced, researched arguments. | | | Students communicate and present information effectively on matters relating to supporting students' psychological development in schools, orally and in a range of written and digital formats. | |
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| | | <p>By working on (and if applicable, assessed through)</p> | | <p>Work = Students are asked to read preparatory material about students' psychological development in school before each class and to come prepared for discussion in class. Students take turns to lead class discussions on essential readings. Assess = Students are asked to write a mini 1,000 word essay for their formative assessment and a 5,000 word essay for summative assessment. Each of these assessments require the students to critically evaluate the literature and to present well-evidenced research arguments on current topics in educational psychology.</p> | | | <p>Work=students are required to take an active role in all class discussions and to present their ideas to the class for developing a psychological intervention at the end of the module (final class). Assess=Students are asked to prepare formative and summative assessment essays, which communicate relevant and key information pertaining to the essay titles for each assessment.</p> | |
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| Stage 3 | How Children Learn Mathematics (OPTIONAL) | Progress towards PLO | | | Students will evaluate current evidence regarding the application of theory to the practice of teaching of mathematics | | | Students will consolidate their communication skills, building on skills learned at stages 1 and 2 and extending them to a less familiar subject matter | |
| | | By working on (and if applicable, assessed through) | | | Work=By engaging in discussion and conducting a systematic literature search about the implication of research findings as well as about the effectiveness of policy decisions, curriculums, and available interventions | | | By engaging in critical evaluation of research articles during class discussions, participating in organized debates about policy issues Assess= writing an essay for an academic audience | |
| | Placement module (OPTIONAL) | Progress towards PLO | | | Identify and respond to key issues in an education related workplace or organisation, constructing and communicating about that setting with first hand experience and research evidence. | | Communicate and present information effectively in a range of written and oral formats. | Plan and contribute to specific education-related project/s in the chosen setting. Depending on the setting, there may be an appropriate opportunity for the student to lead a short term, small scale project. | |

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| | | By working on (and if applicable, assessed through) | | | Work = identifying an appropriate setting, negotiating access to it and undertaking a term's placement there with the support of a supervisor from the department. Assessment = a summative, critical report of 5000 words on the experience. | | Work = communicating orally and in writing with the organisation to set up the placement, communicate orally and in writing with the supervisor throughout. Assess = communicate effectively about the placement experience in a 5000 word report. | Work = identifying with staff in the setting an appropriate existing or new project to work on or lead. | |
| | Independent module (OPTIONAL) | Progress towards PLO | | | | | Communicate and present information effectively on matters relating to education, English language and/or literature. | | Plan, organise and undertake research on educational, literary and linguistic topics by defining research questions, utilising a range of appropriate methodologies, collecting and analysing data, drawing conclusions and reporting results in a professional manner. |

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| | By working on (and if applicable, assessed through) | | | | | | | | | | | <p>Work= students draw on a wide range of sources relevant to their chosen topic, from which they must convey key information (which may be literary, empirical or theoretical in nature) in order to locate and justify their independent study.</p> <p>Assess= presenting and communicating information from both relevant literature and the students' own research findings and conclusions in a 5000 word essay.</p> | | | | <p>Work= students develop a topic and research questions with the supervisors' support, they develop a research study design, select appropriate methods, collect and/or analyse data and write up their research findings in a 5,000 word research report. Students will develop a study that is focused on either an educational, literary or linguistic topic. Assess= the research report assesses students' ability to design and carry out an independent research project appropriate to the focus of their degree programme.</p> |
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