

Module Code	Module Title	Year	NTU Credits/ECTS	Delivery	Module content
EDUC16015 Type: UG	<p>What is Education?</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: A written academic 'Blog' online.</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>	1	20/10	Semester 1	<p>The purpose of this module is to develop your understanding of what education is and engage you in debates around the aims, purposes and types of education that exist in the UK.</p> <p>The module will explore a range of issues within the following educational contexts: Formal education (delivering statutory curricula) including schools, colleges and universities. Alternative forms of formal education, e.g. home schooling, Forest Schools, Playing for Success, Field Study Centres. Non-formal education including community learning, e.g. evening classes (yoga, music, cooking), driving lessons, youth clubs, play schemes, holiday camps. Informal education (contexts that are neither formal or non-formal) including museums, galleries, environmental centres– which often see their function as public education rather than education limited to a specific group (e.g. children of a school age). In addition, you will be introduced to a selected range of philosophical and sociological theoretical educational concepts and how these impact upon a range of current educational settings.</p> <p>Aims</p> <ul style="list-style-type: none"> <li>• To enable students to:</li> <li>• Explore the range of educational philosophies and sociological perspectives on education</li> <li>• Develop an awareness of the types of and purposes of education.</li> <li>• Develop an overview of what education is</li> </ul> <p><b>Assessment: A written academic 'Blog' online.</b></p>
EDUC16003 Type: UG	<p>Comparative Education</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: A written academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>	1	20/10	Semester 2	<p>The purpose of this module is to engage you with debates around differing educational philosophies and structures both nationally and internationally. As part of this module you will explore alternative approaches to formal education such as Steiner Schools, Montessori Schools and a range of non-formal and informal educational settings as well as looking at education systems in other countries.</p> <p>Aims</p> <p>To enable students to:</p> <ul style="list-style-type: none"> <li>• Explore the range of educational philosophies and structures that exist nationally and internationally</li> <li>• Develop a critical awareness of a range of pedagogical approaches to education</li> </ul> <p>Explore how educational systems and pedagogies both address the needs of the individual and of the society in which the system is situated.</p> <p><b>Assessment: A written academic essay</b></p>
EDUC16011 Type: UG	<p>Developing Learning in Education</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: Academic essay and a short, planned learning event</p> <p>Recommended or required reading:</p>	1	20/10	Semester 1	<p>This module provides an introduction to the processes associated with planning of teaching to enable learning opportunities. The module is designed to allow you to consider:</p> <p>The role of the practitioner, and theoretical approaches to, and understanding of pedagogy and andragogy</p> <p>The role of the student, and approaches to learning drawing on key theoretical approaches; for example: behaviourists, cognitivists, humanists, constructivists</p> <p>How to plan, design and organise learning, including the development of schemes of work, and lesson plans which identify learning outcomes and consider differentiated practices.</p> <p>How to manage learning in relation to a diversity of delivery methods and utilisation of</p>

	<p>Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>				<p>resources.</p> <p>Aims</p> <p>To enable students to:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of current thinking and research connected with teaching and learning practices and teaching approaches</li> <li>• Develop knowledge and understanding of key principles, purposes and strategies associated with teaching and learning</li> <li>• Understand the role of planning teaching and learning opportunities to support progressions</li> <li>• Identify an awareness of key legislation that influences teaching and learning practices and approaches</li> <li>• Become a reflective practitioner, developing a professional understanding and awareness of the value-base decisions associated with teaching and learning practices in contemporary education</li> <li>• To introduce students to the major theoretical approaches in developmental psychology as they relate to education</li> </ul> <p>Investigate and evaluate different strategies to enable learning.</p> <p><b>Assessment: Academic essay and a short, planned learning event</b></p>
<p>EDUC24106 Type: UG</p>	<p>Working with Parents &amp; Carers</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: Academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in s Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in Spoken and written English language oken and written English language</p>	2	20/10	Semester 1	<p>To consider the importance of working in partnership with carers to support the care and development of babies and young children, To reflect upon current national and local strategies in the light of working with our most vulnerable children and families, To begin to understand the skills and attributes necessary for working with families.</p> <p>The module will include the following content: The relationship between practitioners and parent/carers is vital for a child's wellbeing and progress. You will consider the approaches necessary and appropriate for involving parents, valuing and respecting diversity of family life and the notion of the reciprocal dynamic between parent, child and practitioner, evaluating the diverse means of communication we can use in our early years settings.</p> <p><b>Assessment: Academic essay</b></p>
<p>EDUC23106 Type: UG</p>	<p>Education: Aspiration, Transition and Identity</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: Academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p>	2	20/10	Semester 1	<p>The purpose of this module is to explore the concept of identity as a fluid, multi-faceted and transformative process which is both assigned and socially negotiated. Educational experience will be investigated through an interpretative lens, looking at how identity is socially constructed and negotiated within education, both positioning pupils/students into binary oppositions of success and failure while providing an arena of resistance to dominant cultural constraints.</p> <p>Aims</p> <p>To enable students to:</p> <ul style="list-style-type: none"> <li>• consider some of the main theoretical approaches to the social construction of identity in education</li> <li>• investigate and evaluate the tension between assigned identity and self-image through an interpretive lens</li> <li>• Articulate the importance of identity to educational aspirations, attainment and</li> </ul>

	All sessions delivered in spoken and written English language				participation <b>Assessment: academic essay</b>
EDUC24006 Type: UG	<p>Values and Principles of Best Practice in the Early Years</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: Academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>	2	20/10	Semester 1	<p>This module aims to enable you to understand the Early Years Foundation Stage as a single coherent phase of development for babies and young children. The module will consider the broad areas of a child's development and acknowledge the holistic nature of learning in the Early Years. It will support you to understand how the EYFS is a statutory requirement for all maintained, voluntary and independent providers of day-care in England, as part of wider working practices in Early Years provision. The module considers appropriate provision of resources (including people), environment and activities which offer opportunities for children to develop their existing skills and competencies within the Early Years.</p> <p>The module will include the following content:</p> <ul style="list-style-type: none"> <li>• The EYFS framework and associated supporting materials and literature</li> <li>• A holistic approach to working with babies and young children in the Early Years grounded in effective practice</li> <li>• Well established principles, theoretical ideas and a range of approaches when working with babies and young children in the Early Years</li> <li>• Children in a wider social context</li> </ul> <p><b>Assessment: Written academic essay</b></p>
SEDV27006 Type: UG	<p>Disability Issues</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: Academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>	2	20/10	Semester 1	<p>This module will explore the key issues that affect the lives of disabled children and adults and the impact these have on their opportunities to participate fully in society. Issues will include access to education, social and employment settings, media representations, sexuality, life transitions and society's attitudes. Links will be made to the broader concepts of human rights and social justice.</p> <p>The module will include the following content:</p> <ul style="list-style-type: none"> <li>• The range of issues that impact on disabled people's lives</li> <li>• The importance of considering disabled people's perspectives</li> <li>• Society's attitudes towards disability and how these have changed over time</li> <li>• Access to education and employment settings</li> <li>• Media representations</li> <li>• Sexuality and relationships</li> <li>• Mental health</li> <li>• Past and current disability legislation</li> </ul> <p><b>Assessment: Written academic essay</b></p>
EDUC33006 Type: UG	<p>The Educational Strait Jacket</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p>	3	20/10	Semester 1	<p>This module will further develop your understanding of the reproduction of inequality and the ways in which education contributes to patterns of disadvantage. You will develop a critical perspective on a range of educational issues and frame your understanding with key theoretical ideas.</p> <p>Aims To enable students to:</p>

	<p>Assessment: An academic poster with presentation.</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in spoken and written English language</p>				<ul style="list-style-type: none"> <li>• Consider constraints within education that reduce opportunities for particular social groups</li> <li>• Explore underpinning explanations of patterns of disadvantage</li> <li>• Become conversant with theoretical ideas that frame own perspectives on educational issues</li> </ul> <p><b>Assessment: An academic poster with presentation.</b></p>
<p>Contact information</p>	<p>For information regarding taught modules. Please contact the course leader, Dr Katherine Friend <a href="mailto:katheine.friend@ntu.ac.uk">katheine.friend@ntu.ac.uk</a></p> <p>For general enquiries email the EDU JHE Subject Team <a href="mailto:EDU.JHESubjectTeam@ntu.ac.uk">EDU.JHESubjectTeam@ntu.ac.uk</a></p>				



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PRCS10412 Type: UG	<p>Diversity and Inclusion</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: A written academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in Spoken and written English language</p>	1	40/20	Full Year	<p>This module will examine strategies to recognise and meet the diverse needs of children through promoting inclusion in a range of settings.</p> <p>This module aims to help you</p> <ul style="list-style-type: none"> <li>• to develop an understanding of the key issues in diversity and inclusion</li> <li>• to examine how policy impacts on practice across a range of settings</li> <li>• to explore diversity/inclusion themes and begin to develop a reflective approach to them to begin to identify strategies to recognise and meet diverse needs and promote inclusion in a range of settings.</li> </ul>
PRCS20212 Type: UG	<p>Childhood as a Social Construct</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: A written academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in Spoken and written English language</p>	2	40/20	Full Year	<p>This module will explore how the concept of childhood is socially constructed by the times and places in which children live and with the individuals involved in shaping their experience. You will be able to examine some key themes, in the socio-cultural context of children's lives, in relation to historical, legal and social perspectives using different types of evidence and materials.</p>
PRCS30312 Type: UG	<p>Health and Wellbeing</p> <p>Teaching Methods: Mixed including attended lectures, seminars, directed workshops and individual tutorials</p> <p>Assessment: A written academic essay</p> <p>Recommended or required reading: Posted in the individual module learning room on NOW (The NTU VLE) available on enrolment to individual students</p> <p>All sessions delivered in Spoken and written English language</p>	3	40/20	Full Year	<p>You will learn about the holistic development of children through the lens of health determinants and measures of well-being. You will explore the impact of external influences such as mass media, child public health, poverty, nutrition, diet, mental health issues and how they contribute to the development of children. You will learn how to plan health promotional activities to promote healthy lifestyles and well-being for children and families.</p>

Contact information	<p>For information regarding taught modules. Please contact the course leader, Sarah Emery <a href="mailto:sarah.emery@ntu.ac.uk">sarah.emery@ntu.ac.uk</a></p> <p>For general enquiries email the EDU BACS Subject Team <a href="mailto:EDUBACS@ntu.ac.uk">EDUBACS@ntu.ac.uk</a></p>
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