

MODULE DESCRIPTOR

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| **Module code** *(available from Student Administration)* | XBCICE6013 |
| **Module title** | Exploring Contemporary Issues in PCET |
| **Module level** | 6 |
| **Credit value** *(10, 20, etc. as appropriate)* | 30 |
| **Maximum student number** | 24 |
| **Prerequisites** (module code plus title *(italics)) (if there are no prerequisites state ‘None’)* | None |
| **Semester(s) / term(s) offered** | Year-long (Semesters) |
| **Delivery venue(s)** | Barnsley College |
| **First delivery** (this version) *(academic year only)* | 2023/24 |
| **All programmes on which this module is approved for delivery** | Professional Graduate Certificate in Education (Post-compulsory Education) |
| **School to which the module belongs** | Institute of Childhood and Education |
| **Parent Department** | School of Teacher Education |

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| **Learning outcomes** | |
| **Number** | On successful completion of the module, students will be able to: |
| 1 | Critically review a range of policy initiatives and their impact upon PCET provision and the role of the teacher within PCET. **(PS 12)** |
| 2 | Reflect upon and evaluate the underpinning values and assumptions of individual policies and how these have influenced curriculum content and delivery. **(PS 2)** |
| 3 | Critically evaluate impact data of the COVID-19 in terms of student wellbeing, inclusion and student opportunities and consider what pedagogic responses may mitigate such impact **(PS 5, 7)** |
| 4 | Critically consider specific interventions which address students’ social, emotional and mental health and how they may be incorporated in personal professional practice. **(PS 11, 13)** |

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| **Indicative Module content** |
| This module is complementary to ‘*The Role of Theory and the Use of Evidence-Informed Practice in PCET’,* and addresses some fundamental consequences of two major contemporary influences within PCET; policy and pandemic. The module begins by developing a critical understanding of policy flow and how this influences curriculum design, the student experience and concepts of quality within the PCET context. Trainees reflect upon these issues and explore the values which drive educational policy and the consequences for practice.  The module then focuses upon the impact of the COVID-19 pandemic in terms of students’ social, emotional and mental health and how this may influence maladaptive behavioural responses both in the classroom and in wider settings. It then returns to the policy context and explores the relationship between policy and how the pandemic has revealed possible differential consequences for policies along geographic and socio-economic boundaries. |

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| **Learning and teaching methods**  A summary statement of learning and teaching methods used and the time allocated to each. | | |
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| Learning and teaching method  eg. lecture, seminar, tutorial, workshop  Each must be easily classifiable into one of the three categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad | Total student hours  ie. the number of hours expected to be undertaken by each individual student, eg. actual placement hours | Intended group size  Required for timetabling planning purposes |
| Seminar/workshops | 100 | 24 |
| Guided independent study *(Balancing figure)* | 200 | 1 |
| Total hours *(10 per credit point)* | 300 |  |

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| **Learning resources**  An indicative list of essential learning resources, including journals and websites, with essential reading identified as such. |
| **Essential Reading** Alexander, R. (2021). *Education in Spite of Policy.* Routledge.  Dix, P. (2017). *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour.* Independent Thinking Press.  Jensen, F.E. (2015). *The Teenage Brain: A neuroscientist’s survival guide to raising adolescents and young adults.*  Thorsens.  Thompson, I. and Ivinson, G. (2020) *Poverty in Education Across the UK: A Comparative Analysis of Policy and Practice.* Policy Press.  **Further Reading**  Tomlinson, S. (2005). *Education in a Post- Welfare Society.*  Open University Press.  Loo, S. and Jameson, J. (Eds.). (2016) *Vocationalism in Further and Higher Education: Policy, Programmes and Pedagogy.*  Routledge.  Norwich, B. (2002). *Education and Psychology in Interaction: Working With Uncertainty in Interconnected Fields (Routledge Research in Education).*  Routledge.  **Journals**  *Journal of Education Policy*  *Journal of Critical Education Policy Studies*  *Journal of Further and Higher Education*  *Oxford Review of Education*  *Journal of Vocational Education and Training*  **Websites**  <https://epi.org.uk/>  <https://www.brookings.edu/>  <https://www.hepi.ac.uk/>  <https://www.nfer.ac.uk/>  <https://educationhub.blog.gov.uk/>  <https://www.gov.uk/coronavirus>  <https://www.youngminds.org.uk/>  <https://assets.publishing.service.gov.ukf>  <https://blog.insidegovernment.co.uk> |

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| **Assessment**  Any choices of assessment components available to students must be clearly indicated, with the alternatives detailed in separate rows. | | | | |
| Component form  (eg, Essay *or* Online test)  *Each must be entered in a separate row and be easily classifiable into one of the three categories of Written exams, Coursework and Practical exams* | Magnitude  (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing  (Which semester and approximate timing within it, eg. mid- / end) | Learning Outcomes assessed  (eg. 1, 2) |
| Seminar Delivery | 10 minutes per student | Pass/Fail | Semester 2 (beginning) | 1, 2 |
| Training Handout | 2,000 words | Pass/Fail | Semester 2 (mid) | 4 |
| Oral Poster Viva | 2,000 words equivalency | Pass/Fail | Semester 2 (end) | 3 |
| **FOR YEAR-LONG MODULES** – please indicate in the following boxes, the assessment(s), if the module is only studied for one semester. | | | | |
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| Are there any specific components that must be passed to pass the module overall? | | Yes | | |
| Details of, and rationale for, components that must be passed (if applicable) | | All components of assessment must be passed to pass the module. | | |
| Further details relating to assessment  (eg. the make-up of any portfolio, non-standard marking criteria, ‘qualifying marks’ and marking schemes, how ethical approval is obtained for any research element of the module and how any research proposal or feasibility study contributes to the assessment and grading of the module) | | | | |
| **Assessment 1: Seminar Delivery**  For an allocated policy, develop and deliver a seminar which critically reviews the policy, its aims, underpinning values, any possible assumptions it may demonstrate and its impact upon PCET provision.  **Assessment 2: Training Handout**  Drawing upon a valid, critically-evaluated evidence base, design and produce a training handout for trainee teachers and /or parents which explores and explains appropriate interventions that mitigate disruptive or maladaptive student behaviour.  **Assessment 3: Oral Poster Viva**  Design a poster which explores critically the evidence of impact that the Covid-19 pandemic has had in terms of educational progress with differing socio-economic and/or geographical groups. The poster should also offer suggestions for pedagogic interventions that may restore any potential attainment gaps or lost learning.  Each assessment task is assessed on a pass/fail basis. All assessments must be passed for the module to receive a Pass grade. | | | | |

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| **Other relevant matters**  eg. details of where the module will be available to students on other programmes not detailed in the Learning Outcomes section above | |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a semester/ term-long module? | No |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a year-long module? | No |
| If the answer is ‘yes’ to either of these questions indicate here if the form/timing of assessment will need to be adjusted and how. | N/A |