

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS				
Unit Code:	225Z6006			
Unit Name:	Applied Social Research (Student Mobility only)			
Department:				
Faculty:				
Level:	5	Credits:	15	ECTS: 7.5

UNIT DESCRIPTION	
Brief Summary:	This unit introduces students to research methods and allows them to undertake a small piece of facilitated social research. The unit prepares students for the L6 independent study unit.
Indicative Content:	Working in groups, students will present a brief summary of the key literature which supports a piece of social research (LO1) (10 minutes per group). Each student will produce a 500 word synopsis of two sources referred to in the summary. Students will be assessed as individuals. Any student who is unable to attend on the day of the presentation should make an application for their exceptional factors to be considered. If this application is successful, the student will be given another opportunity to present their part of the presentation at a later date. Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Identify and justify an appropriate topic for education or social research with reference to relevant literature.
Learning Outcome 2:	Construct and present a plan demonstrating how this research can be applied to a specific social context.
Learning Outcome 3:	
Learning Outcome 4:	
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
	Coursework	50		Analyse real world situations critically Demonstrate professionalism and ethical awareness Communicate effectively using a range of media Manage own professional development reflectively Find, evaluate, synthesise and use information
	Method of Assessment			
1	Description			
	Working in groups, students will present a brief summary of the key literature which supports a piece of social research (LO1) (10 minutes per group). Each student will produce a 500 word summary of two sources referred to in the summary. Students will be assessed individually. Any student who is unable to attend on the day of the presentation should make an application for their exceptional factors to be considered. If this application is successful, the student will be given another opportunity to present their part of the presentation at a later date. Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.			
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
	Coursework	50		Find, evaluate, synthesise and use information Analyse real world situations critically Demonstrate professionalism and ethical awareness Communicate effectively using a range of media
	Method of Assessment			
2	Report			

Description

Task 2: Report. students will also produce a brief written report (1500 words) demonstrating how the research could be applied to a specific local context (LO2). Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS			
Unit Code:	226Z6016		
Unit Name:	Children, Young People and Crime: Critical Perspectives (Student Mobility Only)		
Department:			
Faculty:			
Level:	6	Credits:	15
		ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	The unit explores crime and deviance, specifically in relation to children and young people.
Indicative Content:	The unit includes content on the social construction of deviance, media depictions of youth crime, surveillance and control, parenting, 'dysfunctional' families, substance misuse, mental health, racism, hate crime, transcarceration and inter-agency working, citizenship, volunteering, morality, crime statistics, the reporting of crime, and global patterns of youth crime. Sociological and criminological models are used to examine historical and contemporary ideas in relation to crime, children and young people. Current criminal justice and welfare policies are critically examined and discussed.

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Evaluate historical and contemporary criminological debates around children, young people and crime.
Learning Outcome 2:	Critique the notion of the 'youth crime problem' taking account of media intervention, political discourse and criminological theory
Learning Outcome 3:	
Learning Outcome 4:	
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
	Coursework	100		Communicate effectively using a range of media Find, evaluate, synthesise and use information
Method of Assessment				
Description				
1	A Group Poster Presentation (15 minutes). The poster presentation requires students to engage, inform and educate an audience on a real-life event that allows them to address the learning outcomes for this assessment (LO1, LO2). Guidance will be available to students in terms of selecting appropriate material. Students will also submit a 500 word supporting text to support the poster presentation and to allow for differentiation. Students may work in groups of up to three. Students will be assessed individually. Any student who is unable to attend on the day of the presentation should make an application for their exceptional factors to be considered. If this application is successful, the student will be given another opportunity to present their part of the presentation at a later date. Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.			

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS					
Unit Code:	225Z2111				
Unit Name:	EdLab (Level 5 - Half Unit)				
Department:					
Faculty:					
Level:	5	Credits:	15	ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	A unit which awards credit for engagement in educational enterprise projects in real-world contexts. EdLab units enable students to gain credit for project-based learning conducted in partnership with external practitioners, charities and social enterprises, educational providers and other workplaces. Their projects may be the development of products or resources, interventions or educational opportunities - but they will have real-world value, and lead to real-world impact with broad relevance to education. Tutored input for the unit will largely be facilitative and supportive, enabling students to develop, plan and evaluate projects. They will also be supported by a flexible lecture series which supports them with key aspects of project management - and which draw in guest speakers from external partner agencies, to share insights into their particular contexts and ways of working.
Indicative Content:	The different levels of EdLab unit are distinguished by the extent to which students are expected to originate and take leadership over their projects and engagements. At level 5, students will collaborate as a cross-disciplinary team in a single sustained project. They will work with staff supervision, but under their own leadership as a team. They will scope, devise and implement a project - either responding to curated briefs and challenges from community partners, or through their own analysis of a particular context to recognise an opportunity. Through their work, students will develop their understanding of the creative process, and of project management, as it applies to educational enterprise. Students undertaking a EdLab unit at level 5 will be assessed according to the unit outcomes as they are translated onto the Level 5 University Standard Descriptors in the unit's assessment-specific marking criteria.

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Evaluate experiences of engaging in educational practice as part of a structured project
Learning Outcome 2:	Act effectively on an educational notion or concept relevant to their experiences
Learning Outcome 3:	Communicate ideas in creative and accessible ways, suitable for a diverse audience
Learning Outcome 4:	
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
1	Coursework	100		Analyse real world situations critically Engage with stakeholder/interdisciplinary perspectives Demonstrate professionalism and ethical awareness Communicate effectively using a range of media Apply teamwork and leadership skills Manage own professional development reflectively Find, evaluate, synthesise and use information Work within social, environmental and community contexts Use systems and scenario thinking
	Method of Assessment			
	Film/Documentary			
	Description			
	Students will produce a short film (3 minutes), which intends to provoke the watcher to think further about a theme related to the project undertaken. Students will be given formative support through a series of 'production workshops'.			

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS			
Unit Code:	225Z2130		
Unit Name:	EDUCATION AND CULTURE (STUDENT MOBILITY ONLY)		
Department:			
Faculty:			
Level:	5	Credits:	15
		ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	This compulsory unit for incoming students on a one term exchange will explore aspects of culture and education. It will enable students to explore the Manchester area and to consider how cultural experiences impact on children's education. The unit will provide the opportunity for students to explore the Primary National Curriculum for England (2014) and current educational research and policy relating to learning outside the classroom. Through visits to a range of local places of interest, the students will consider how taking learning beyond the classroom can impact on children's learning and development. They will create a teaching and learning plan for a school group visit. Students will consider the challenges that teachers face when they take children out of school. They will reflect on the ways in which developing their own cultural awareness can improve children's education.
Indicative Content:	

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Discuss the key features of the Primary National Curriculum (2014) in relation to learning outside the classroom.
Learning Outcome 2:	Analyse how learning outside the classroom can impact on children's learning and development.
Learning Outcome 3:	Analyse the challenges that teachers face when they take children out of school.
Learning Outcome 4:	Reflect on the ways in which developing cultural awareness can improve children's education.
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
	Coursework	100		Analyse real world situations critically Engage with stakeholder/interdisciplinary perspectives Demonstrate professionalism and ethical awareness Communicate effectively using a range of media Apply teamwork and leadership skills Manage own professional development reflectively Find, evaluate, synthesise and use information
1	Method of Assessment Portfolio Description In consultation with the unit tutor students will prepare a portfolio of evidence which provides an exploration of learning outside the classroom. Working in groups they will negotiate and identify three local places of interest that they would like to visit to improve their knowledge of the history and culture of Manchester. The students will then identify one place of interest that they consider to be suitable for an educational visit. They will provide evidence of researching the location for its suitability and make reference to the areas of the National Curriculum that would be addressed by an educational visit. They would then go on to create an activity/teaching plan for a group of children. Finally they will provide a rationale for taking learning outside the classroom, demonstrating an ability to link theory to practice, and reflect on their own learning. If the assessment is not passed at the first opportunity, support for reassessment would be offered via virtual mechanisms, eg email. The portfolio must be submitted and marked as one item of assessment.			

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 55

Student-centred: 20

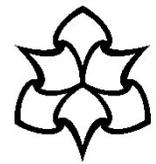
Mandatory Requirements: Attendance

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



Manchester
Metropolitan
University

UNIT DETAILS			
Unit Code:	226Z6027		
Unit Name:	Health, Well-Being and Care [Student mobility only]		
Department:			
Faculty:			
Level:	6	Credits:	15
		ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	<p>This unit examines the roles health and social care professionals play in supporting the health, well-being and care of clients. This unit introduces students to a number of key issues and skills required when working within a health, social and community context in the UK and in the student's home nation today. Students choose a health, social or community professional to evaluate during the unit. This provides a context with which to examine the requirements of that professional's role. By doing so students research the skills, values and standards of a profession which they may wish to pursue as a future career or to extend their knowledge of a professional with whom they may be required to work as part of a multi-professional team in the future. Students analyse how the concepts of client-centred practice presents both benefits and challenges for health and social care</p>
Indicative Content:	<p>professionals in seeking to support the well-being of clients. As part of the unit, students consider the policy frameworks and statutory responsibilities that define and regulate the roles of health and social care professionals working today. Students are required to familiarise themselves with the skills required for professional practice and identify areas for personal development to enhance their own employability when working within a client-centred approach to practice. Throughout the unit, students are required to engage in self-reflection in order to develop their own notion of professional identity as they examine that of their chosen health or social care professional.</p>

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Critically analyse the statutory responsibilities of health, social and community care professionals by examining the professional profile of a health, social or community care professional.
Learning Outcome 2:	Critically evaluate a range of skills required within the professional contexts of health, social and community care to support the well-being of people.
Learning Outcome 3:	
Learning Outcome 4:	
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
	Coursework	100		Find, evaluate, synthesise and use information Use systems and scenario thinking
Method of Assessment				
Description				
1	<p>Students will present an individual poster that selects a professional role from within the field of health, social and community care. They will examine the statutory responsibilities of the chosen professional (LO1) and evaluate a range of skills this professional utilises as part of their role (LO2) in supporting the well-being of people. The poster presentation will analyse the benefits and challenges health, social and community care professionals experience when developing and engaging with these skills as part of their statutory responsibilities (LO1&2) (15 minutes). Any student who is unable to attend on the day of the presentation should make an application for their exceptional factors to be considered. If this application is successful, the student will be given another opportunity to present their part of the presentation at a later date. Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.</p>			

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS			
Unit Code:	225Z6013		
Unit Name:	Perspectives of Play (Student Mobility only)		
Department:			
Faculty:			
Level:	5	Credits:	15
		ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	This unit will encourage students to explore their understanding of the nature and value of play for children, across cultures and communities. This unit will include developing students' understanding of play from a variety of perspectives. It will make reference to pedagogies of play, definitions of play, the benefits and challenges of play and contemporary debates and research around play and learning.
Indicative Content:	

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Construct meaning about the nature and value of play for learning.
Learning Outcome 2:	Analyse dominant and alternative perspectives of play.
Learning Outcome 3:	
Learning Outcome 4:	
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
1	Coursework	100		Analyse real world situations critically Demonstrate professionalism and ethical awareness Communicate effectively using a range of media Use systems and scenario thinking Apply teamwork and leadership skills Find, evaluate, synthesise and use information Work within social, environmental and community contexts
	Method of Assessment			
	Description			
	Through a variety of pieces of evidence, such as images, articles, secondary data, artefacts; students will present a Portfolio of Play which will encapsulate their own personal philosophy of the nature and value of play for learning. Their personal philosophy will be supported by links to an analysis of the dominant and alternative perspectives of play. The portfolio must be submitted as one item and marked as one piece of assessment (LO1&2) (2000 words). Formative assessment opportunities are embedded in the pedagogical approach taken in this unit. Formative feedback will be given through a variety of methods, including written and oral, during taught sessions and/or through tutorials, in order to support the students in their assessment preparations.			

LEARNING ACTIVITIES	
Breakdown of 150 hours of student learning activity	
Summative Assessment:	25
Directed Study:	25
Student-centred:	50
Mandatory Requirements:	

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements: This unit may involve guest speakers, external visits/excursions.

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS			
Unit Code:	225Z1008		
Unit Name:	Teaching Studies - Inclusion, Diversity and SEN (Student Mobility only)		
Department:			
Faculty:			
Level:	5	Credits:	15
		ECTS:	7.5

UNIT DESCRIPTION	
Brief Summary:	Concerns issues of diversity and inclusion and supports students in their development as inclusive practitioners who are sensitive and understanding of individual differences and needs and have the ability to respond to them appropriately. Central to the unit is the notion that response to diversity is a prime responsibility of all teachers and that effective teaching and learning requires appreciation and understanding of the needs and experiences of all children. The unit encourages students to recognise that overlapping developmental, social, religious, ethnic, cultural and linguistic influences impact on both learning and teaching. It promotes a strong commitment to, understanding of, and regard for the needs of individual children underpinned, where appropriate, by knowledge of relevant statutory and regulatory frameworks. Whilst the unit considers diversity in its broadest sense, the needs of particular groups of children will be addressed specifically and a particular focus of the unit will be on the inclusion of children who have Special Educational Needs and/or Disabilities (SEND). Integral to the unit is a placement where students are able to collect information on how schools cater to the needs of individuals, as this will provide data for assignment work. Formative feedback will be given during taught sessions by both tutor and peers.
Indicative Content:	

LEARNING OUTCOMES	
On successful completion of this Unit, the student will be able to:	
Learning Outcome 1:	Articulate an informed and developing perspective on challenging issues concerning inclusive practice
Learning Outcome 2:	Recognise and discuss the ways in which inclusive practice is underpinned by statutory and regulatory frameworks
Learning Outcome 3:	Apply their knowledge and understanding drawn from the unit and their experiences in school to analyse and evaluate aspects of inclusive practice
Learning Outcome 4:	Compare and contrast how particular children's needs are met in different countries, recognising the positives and negatives attached to both
Learning Outcome 5:	

ASSESSMENT				
Element	Type	Weighting	Min Pass Mark	Employability & Sustainability Outcomes
1	Coursework	100		Analyse real world situations critically Communicate effectively using a range of media Find, evaluate, synthesise and use information
	Method of Assessment			
	Reflective Account			
	Description			
Students are required to develop a 2,000-word assignment in which they critically explore approaches to inclusive practice across countries, considering the impact of regulatory or statutory documentation on both practitioners and children. Students must draw on their experiences in a primary placement to support the assignment, providing examples from practice to aid and challenge discussion. Formative feedback and peer support will be provided in taught sessions. If the assessment is not passed at the first opportunity, support for reassessment would be offered via virtual mechanisms, eg Skype				

LEARNING ACTIVITIES	
Breakdown of 150 hours of student learning activity	
Summative Assessment:	30
Directed Study:	40
Student-centred:	30
Mandatory Requirements:	

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements: