Appendix 3l

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	M23	
2.	**Title:**	Gender and Sexuality	
3.	**Credit points:**	30	
4.	**FHEQ level:**	7	
5.	**Start term:**	Autumn, Spring, Summer	
6.	**Module leader:**	Dr Jayne Osgood	
7.	**Accredited by:**		
8.	**Module restrictions:**		
	(a) Pre-requisite	None	
	(b) Programme restrictions	None	
	(c) Level restrictions	PG	
	(d) Other restrictions or requirements		
9.	**Aims:** This module is aimed at those working with children and adolescents in a range of schools, children's services and aligned organisations such as teachers, SENCOs, SMHL Leads with a particular interest in practice that responds to the intersections between gender, sexuality, (in)equality and education. It aims to stimulate and equip students with the skills and knowledge to maintain a crucial dialogue around the state of gender and sexualities equality in the contemporary educational context. The content will encourage students to deconstruct discursive practices within a very broad educational social arena encompassing children, adults, paid employees, volunteers, formal and informal spaces and compulsory and voluntary participation. Heteronormativity will provide the main framework through which specific issues that relate to the educational identities and experiences of young people who identify as lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) will be examined. Students will learn to interact with the environment in order to positively support learners and their networks by drawing on best practice and evidence based interventions.		
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* On successful completion of this module, the successful student will be able to: 1. Analyse and critically reflect on normative key life course theories relating to the gendering of sexuality and sexualisation of gender impacting on children and young people. 2. Demonstrate an in-depth understanding of the significance of gender and heteronormativity across a range of community contexts and social relations and be able to analyse, critically evaluate and develop strategies that minimise the impact of socially constructed frameworks on children and their families of choice interacting with educational settings.		

<table>
<tr><td></td><td>

3. Demonstrate and critically reflect on gender and sexuality issues affecting young people in relation to specific issues such as intimacy and relationships, body image, sexual health, sexual identities, self-harm, mental and physical wellbeing.
4. Demonstrate critical understanding of the relevance of legislative, policy and ethical imperatives that drive anti-oppressive and anti-discriminatory practice and develop and evaluate their own skills in providing enabling supportive environments and challenging harmful behaviours.
5. Develop and critically evaluate their own skills in engagement and participation of young people to develop peer support and to promote self-esteem, exploring how diversity might be reflected in the curriculum and support structures.

</td></tr>
</table>

11.	**Syllabus:**

● The legislative and policy framework relevant to promoting equality and diversity in educational settings including roles, rights and responsibilities particularly around gender, Lesbian, Gay, Bisexual, Transgender rights and the intersection of class, disability, race, ethnicity, religion and locality .
● Critical theories and models on gender, sexuality, heteronormativity, Queer theories, families of choice looking in particular at key theorists such as Michel Foucault, Judith Butler, Jeffrey Weeks, Steven Hicks.
● Exploring own identities and values in relation to gender and sexuality.
● Research and evidence on issues that affect the wellbeing of young people such as sexuality, sexual health, body image and body dysmorphia, developing intimate relationships, self-harm, gender transition.
● Interpersonal and group work skills in working with young people around sensitive issues and how to develop concepts of participation and involvement in practice.
● Partnership working and advocacy skills
● Guidance and best practice to combat discrimination that relate to the educational identities and experiences of young people who identify as lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI).

12.	**Learning and teaching strategy:**

Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:
● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
● Allows students to manage and track their progress through the activities and assessments.
● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies.
● Enables students to submit their evidence and assignments, and receive feedback from their tutors.

These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:
- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.
- Practical activities and reflection on own practice, structured through 'learning log' online entries.

Campus Online also supports a collaborative learning environment with:
- Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies.
- Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.

13.	**Assessment scheme:**
	(a) Formative assessment scheme
	All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

(b) Summative assessment scheme

Task:
Critical analysis - Analyse approaches to promoting gender equality in education settings in the light of theories about gender and sexuality

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	2000 words	*1-2*	*x No* ☐ *Yes*	*x No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task:
Describe and analyse critically, from inception to action plan, your leadership of an initiative designed to promote positive practice in relation to gender or sexuality in your setting

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*2000 words*	*3-4*	*x No* ☐ *Yes*	*x No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task:
Reflect on the impact of this module. Review knowledge gained, perspectives changed and leadership skills developed.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*2000 words*	*5*	*x No* ☐ *Yes*	*x No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
- ☐ an overall aggregate of grade 16;
- ☐ an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component
- x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component
- ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component

Seen examination	.…..…%
Unseen examination	.…..…%
Coursework (no examination)	100%

14.	**Timetabled examination required**	Yes ☐ No x
15.	**Length of exam**	……..hours
16.	**Learning materials**	The core reading list for this module can be found on the relevant module page on the Campus Online learning platform. Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. Ball, R. and Millar J. (2017) *The Gender Agenda*, London: Jessica Kingsley Brownhill, S, Warin, J. and Wernerson, I. (2015) *Men, Masculinities and Teaching in Early Childhood Education: International perspectives on gender and care*, Routledge Osgood, J. (2011) *Narratives from the Nursery: Negotiating professional identities in early childhood*, Routledge McCormick, C. and Scherer, D. (2018), *Child and Adolescent Development for Educators*: *Second Edition*, New York: The Guilford Press Blaise, M. (2005). *Playing it straight: Uncovering gender discourses in the early childhood classroom*. NY: Routledge Press.

Appendix 3I

	In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**

Please indicate summary of the following assessment types #:

COURSEWORK	……..%
EXAM	……..%
PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**

Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**

(a) Please indicate which teaching activities will be offered in this module*:

LECTURE (LEC)	YES/NO
SEMINAR (SEM)	YES/NO
LABORATORY (LAB)	YES/NO
WORKSHOP (WRK)	YES/NO
(b) Timetabled	YES/NO
(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

 # Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)