

Liverpool John Moores University

Title: CHILDREN WITH BESD: PREVENTION AND RESPONSE
Status: Definitive
Code: **7511MASEN** (103416)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: City College University

Team	Leader
Christopher O'Brien	Y

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22

Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	21
Tutorial	1

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	This module will be assessed by a reflective practice assignment of 4,000 words which will involve application of theory to practice.	100	

Aims

*To provide opportunities for education professionals to:
Expand their knowledge and understanding of Behavioural, Emotional and Social Difficulties (BESD) through learning based on engagement with current educational theory, research, policy and practice;
Engage with this knowledge and understanding in their professional setting;
Develop professionally and personally through engagement with the module.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify their own professional development needs, and plan, work towards, monitor and review personal learning goals
- 2 Provide evidence of the capacity to critically examine and reflect on their own professional practice
- 3 Display knowledge and critical understanding of key theoretical frameworks and concepts in BESD in educational organisations
- 4 Adopt a critical practitioner enquiry approach to their professional practice
- 5 Analyse and critically reflect on and synthesise research findings and other evidence to inform their practice in BESD
- 6 Reflect on and evaluate the impact of their learning on their professional practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reflective practice	1	2	3	4	5	6
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Outline Syllabus

Key concepts and theoretical frameworks in BESD

Context of BESD: institutional, local, national and international

Emotional growth and learning

Whole-school and classroom issues

Behavioural management interventions

Resilience and connectedness theory

Emotional and multiple intelligences

The therapeutic approach

Practitioner enquiry approaches

Learning Activities

Learning activities will include tutor input, group discussion and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate and focused work based practice, as appropriate

Notes

This module, Children with BESD: Prevention and Response, provides a grounding in theory, research and practice for educational professionals with an interest in

developing their capabilities and their ability to contribute to improved educational outcomes for this group of pupils and students.