



**School of Arts, Media and Education**

**ACADEMIC STUDIES IN EDUCATION**

**UNDERGRADUATE SCHEME**

**BA (Professional Development in Education)  
BEd (Professional and Vocational Education)**

**PROGRAMME HANDBOOK**

“Our focus is education and its significance in the widest sense. Our purpose is to create a safe and ethical environment where we can use our differences to engage in critical and creative thinking and thoughtful action. We aspire to encourage learning through challenge, opportunity, curiosity and inspiration within a community of enquiry” (Undergraduate team for Education)

BA (Professional Development in Education)  
BEd (Professional and Vocational Education)  
**PATHWAY HANDBOOK**

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## 1 WELCOME FROM THE UNDERGRADUATE TEAM EDUCATION

This handbook explains the aims, structures, mechanisms and regulations of two pathways within the Undergraduate Scheme. These pathways are:

BA Professional Development in Education

B.Ed. Professional and Vocational Education

Throughout the document these two pathways will be referred to as "the BA / B.Ed. Pathways". However, where there are distinct differences in, for example, structures or regulations, these will be clearly marked. Therefore please take care to note any explanation about how your own pathway will operate.

## 2 ABOUT THIS PROGRAMME HANDBOOK

You should read this Programme Handbook, together with the following:

- The AME School Handbook available at <http://www.bolton.ac.uk/ame/>
- The University of Bolton Student Handbook
- The University of Bolton Web Site <http://www.bolton.ac.uk>

These constitute the definitive information about your course.

This Programme Handbook contains information specific to your course. Other important information, which applies to other courses in the School also, is presented elsewhere as follows:

| Topic                                     | Relating to   | Refer to  |
|---|---|---|
| General information on relevant personnel | Academic and administrative staff   | AME School Handbook   |
| Opening Hours of relevant offices         |   | AME School Handbook   |
| Policies and procedures                   | Those specific to your programme are presented in this handbook<br><br>Those that also apply to other courses, see ...<br><br>Those that apply to the whole University, see ... | AME School Handbook<br><br>The University of Bolton Student Handbook<br><br>and<br><br><a href="http://www.bolton.ac.uk">www.bolton.ac.uk</a> |

|  |   |                     |
|--|---|---------------------|
| Communication systems                    | Location of staff and their contact details   | AME School Handbook |
| Pastoral support and guidance            | Information about Personal Tutors   | AME School Handbook |
| Assessment procedures                    | Handing-in procedures, extension requests, submission of personal mitigating circumstances (matters affecting your performance in the assessments), marking and feedback policies and procedures, official publication of results | AME School Handbook |
| Attendance rules and withdrawal guidance |   | AME School Handbook |

### 3 PROGRAMME MANAGEMENT AND ORGANISATION

Each pathway has a course team, which is composed of tutors, administrators and support staff who work closely together. Each pathway has a Pathway Leader.

The pathway leader for the BEd. Professional and Vocational Education is Chris Smith

The pathway leader for the BA (Hons) Professional Development in Education is Karen Gomoluch.

For each of the modules that you undertake you will be assigned a *module tutor* from the course team who will teach and assess the module. Sometimes more than one tutor will teach a module. Most of the modules are taught in groups, led by the tutor, but some modules are taught through one-to-one or small group tutorial appointments. An example of this is the dissertation.

Each pathway belongs to the Undergraduate Scheme which is managed by the Undergraduate Scheme Leader, Karen Gomoluch.

Our administrators are a key part of the course team and they play a vital role. They will be important to course members in many ways, for example in enrolment and registration, module selection, record keeping, correspondence, and advice on administrative matters.

You will also be assigned a personal tutor, as explained in the AME School Handbook. The person will be a member of the course team, but will not necessarily be someone who teaches you for a module.

If you are in doubt about any aspect of your pathway within the Undergraduate Scheme please do not hesitate to contact one of the course team.

### 4 TEACHING ROOMS AND LEARNING RESOURCES

You will find that we use a variety of teaching rooms and a range of learning and teaching resources.

You are expected to make full use of on-line resources through WebCT and the range of facilities that are offered in the University library – which includes dedicated learning support personnel.

You will find that most modules are taught by blended Learning -, which combines face-to-face sessions and electronic-based resources, communications and discussions.

The emphasis on professional development - which is fundamental to the course – means that *you* are considered to be an important resource too. You will be expected to draw on your experiences and share these with co-professionals. In this way we are able to enjoy a wide range of knowledge through the exchange of useful information.

## **5 PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES**

The Education subject group have an agreed philosophical statement which guides and informs our purpose and practices. We state that:

“Our focus is education and its significance in the widest sense. Our purpose is to create a safe and ethical environment where we can use our differences to engage in critical and creative thinking and thoughtful action. We aspire to encourage learning through challenge, opportunity, curiosity and inspiration within a community of enquiry”

Academic studies at the University of Bolton are designed to meet the personal and professional development needs of practitioners in learning and teaching situations who work in diverse contexts and who have varied backgrounds in terms of their existing experience and qualifications. Professional development is integral to the way in which the programme is presented in terms of content and assessment, with emphasis being placed on the integration of theory and practice alongside the development of important skills such as critical, reflective thinking, thoughtful enquiry and academic rigour.

We believe that learning is an essential part of continuous professional development and, we encourage open mindedness, wholeheartedness and commitment to study. Our curriculum approach has been informed by benchmark standards which have, in turn, directed the educational aims of the programme.

### **5.1 Programme overall educational aims**

To enable course members to continue their professional development as educationalists by acquiring, understanding and contextualising knowledge, skills and abilities which are relevant to the field of education in its widest sense.

On successful completion of their programme of studies, course members will have:

1. Acquired the skills and abilities necessary for study at undergraduate level.
2. Demonstrated a reflective and reflexive approach to their personal and professional development and the research they undertake.
3. Demonstrated their awareness of current issues and practices within learning and teaching.
4. Made informed comment on the applicability, relevance and usefulness of a range of theories, concepts, and models applied to educational practice.
5. Demonstrated high levels of proficiency in key skills commensurate with their individual development and professional circumstances.
6. Confirmed their ability to take responsibility for the initiation, planning and development of chosen lines of enquiry.
7. Evaluated educational policies and analysed the ways that these may affect practice within specific educational environments.

8. Monitored their own progress through reviewing, reflecting, action planning and target setting as part of their Personal Development Planning (PDP).

## 6 PROGRAMME STRUCTURE AND CONTENT

The programmes are designed to support your personal, professional and academic development in a gradual and timely fashion.

You will find that the structure of the course introduces you to essential skills such as essay writing, research, reflective, critical thinking and analysis, and then provides the opportunity for you to return to these skills at a higher academic level so that you can build on previous experience and knowledge.

You will find that there is emphasis on contextualising learning and teaching and you will be asked to draw on your own experience and knowledge of educational practice in order to question, analyse and make informed critiques on theories and existing literature.

The modules are set out in a table below. Please note that C indicates a 'core' module, which must be taken, and O indicates optional modules where you may select the subject you will study\*.

| Code    | Level | Credits | Module title  | BA | BEd. |
|---------|-------|---------|---|----|------|
| EDU1200 | HE4   | 20      | Reflection, Critical Thinking and Academic Skills             | C  | C    |
| EDU1201 | HE4   | 20      | About Learning: theories, strategy and myth                   | O  | O    |
| EDU1202 | HE4   | 20      | Telling Tales out of school: schooling history and experience | O  | O    |
| EDU1203 | HE4   | 20      | An Introduction to the Psychology of Education                | O  | O    |
| EDU1207 | HE4   | 20      | Education, Health and Development                             | O  | O    |
| EDU2200 | HE5   | 20      | Observing and Analysing Learning and Teaching                 | O  | O    |
| EDU2201 | HE5   | 20      | Educational Heroes  | O  | O    |
| EDU2202 | HE5   | 20      | Equality, Diversity, Difference                               | O  | O    |
| EDU2203 | HE5   | 20      | Policy, Practice and Research in Education                    | C  | C    |
| EDU2204 | HE5   | 20      | Educating Rita  | O  | O    |
| EDU3200 | HE6   | 40      | Dissertation  | C  | C    |
| EDU3201 | HE6   | 20      | The Illusion of Inclusion                                     | O  | O    |
| EDU3202 | HE6   | 20      | Mentoring: concepts, theories and strategies Level 6          | O  | O    |
| EDU3203 | HE6   | 20      | Investigating the English Language                            | O  | O    |
| EDU3204 | HE6   | 20      | Philosophy of Education                                       | O  | O    |
| EDU3205 | HE6   | 20      | Education, Technology and Pedagogy                            | O  | O    |
| EDU3206 | HE6   | 20      | Global Perspectives on Education                              | O  | O    |
| EDU3207 | HE6   | 20      | Management in Education                                       | O  | O    |
| EDU3208 | HE6   | 20      | Performance, Presence and Professional Development            | O  | O    |
| EDU3209 | HE6   | 20      | Outcomes, Performance and Competency                          | O  | O    |

\* Module selection is usually dependent on a minimum number of students. We cannot, therefore, guarantee that your first choice of module will always be available.

The full specification of each of these is presented later in this handbook, along with assessment specifications.

Your programmes of study are represented in the following tables:

### **BEd. Professional and Vocational Education**

| Sem-ester            | Level | APL credits | Modules   | Total credits   | Sem-ester   |
|----------------------|-------|-------------|---|---|---|
| 1                    | HE4   | 80          | Core module<br>EDU1200<br><br><b>20 credits</b>                       | <b>One</b> option module<br>at HE4<br><br><b>20 credits</b> | <b>120 credits at HE4</b>                                   |
| 1                    | HE5   | 20          | Core module<br>EDU2203<br><b>20 credits</b>                           | <b>One</b> option module<br>at HE5<br><b>20 credits</b>     | <b>60 credits at HE5</b>                                    |
| 2                    | HE5   | 20          | <b>Two</b> option modules<br>At HE5<br><br><b>2 X 20 = 40 credits</b> |   | <b>+ 60 credits</b><br><br><b>=120 credits at HE5</b>       |
| 2                    | HE6   | 0           | <b>Two</b> option modules<br>At HE6<br><b>2 X 20 = 40 credits</b>     |   | <b>40 credits at HE6</b>                                    |
| 2                    | HE6   | 0           | <b>Dissertation</b>   |   | <b>+40 credits at HE6</b><br><br><b>= 80 credits at HE6</b> |
| <b>Total Credits</b> |       |             |   |   | <b>300</b>  |

## BA ( Hons) Professional Development in Education

| Sem-ester            | Level | APL credits | Modules   |   | Total credits  |
|----------------------|-------|-------------|---|---|--|
| 1                    | HE4   | 80          | Core module<br>EDU1200<br><b>20 credits</b>                       | <b>One</b> option module<br>at HE4<br><b>20 credits</b> | <b>120 credits at HE4</b>                                |
| 2                    | HE5   | 20          | Core module<br>EDU2203<br><b>20 credits</b>                       | <b>One</b> option module<br>at HE5<br><b>20 credits</b> | <b>60 credits at HE5</b>                                 |
| 3                    | HE5   | 20          | <b>Two</b> option modules<br>At HE5<br><b>2 X 20 = 40 credits</b> |   | <b>+ 60 credits</b><br><b>=120 credits at HE5</b>        |
| 4                    | HE6   | 0           | <b>Two</b> option modules<br>At HE6<br><b>2 X 20 = 40 credits</b> |   | <b>40 credits at HE6</b>                                 |
| 5                    | HE6   | 0           | <b>Two</b> option modules<br>At HE6<br><b>2 X 20 = 40 credits</b> |   | <b>+ 40 credits at HE6</b>                               |
| 6                    | HE6   | 0           | <b>Dissertation</b>   |   | <b>+40 credits at HE6</b><br><b>= 120 credits at HE6</b> |
| <b>Total credits</b> |       |             |   |   | <b>360</b>   |

## 7 ASSESSMENT

### 7.1 Assessment strategy for the programme

Continuous assessment of course members will be the norm across all modules, with assessment tasks being set and completed normally within the time a module is being taught.

Assessment and attendance regulations will be in accordance with the University's *Assessment Regulations for the Undergraduate Modular Framework*.

Full attendance of all classes is expected. Attendance for taught modules should normally be at least 70%. If it is likely that your attendance may approach this threshold, you must make an appointment with your Personal Tutor and / or the Scheme Manager for advice and guidance. See also the section on Mitigating Circumstances for Poor Performance in Assessment in the AME School Handbook.

#### The Discretion of the Assessment Board

Although initial calculations are performed mechanically, their indications are not binding on the Board, which always retains discretion.

#### The Status of Marks Awarded by a Tutor

All work assessed by a module tutor is subject to moderation by the External Examiners and to final confirmation by the Assessment Board. Thus all marks given by a tutor before the Assessment Board can only be provisional. It is the role of the External Examiner to ensure that

a tutor's marking is comparable to marks being awarded for similar work elsewhere in Higher Education.

### Honours Classification

The degree classification for the BA (Hons.) is determined in a way which is slightly different from that used for the University's other undergraduate programmes. Percentage grades are only used on the level HE6 modules for reasons partly to do with APL granted to holders of PGCE / Cert. Ed. Teaching Qualifications which are generally not graded with percentages.

The Award Board arrives at a classification based on the average of level HE6 marks for 120 credits at this level:

|      |                 |
|------|-----------------|
| 1st  | 70.00% - 100%   |
| 2i)  | 60.00% - 69.99% |
| 2ii) | 50.00% - 59.99% |
| 3rd  | 40.00% - 49.99% |

The average level HE6 mark for the 120 credits is determined by adding together the individual percentage grades for the overall module percentage results<sup>1</sup> for each of the level HE6 modules. The dissertation, a double module worth 40 credits, counts as TWO modules so its mark is counted in twice. Thus, to calculate the average level HE6 mark yourself, you can write down the dissertation mark twice, write down the four other level HE6 overall module percentages, add these six numbers together, and divide the result by six.

### Upgrading

Roughly speaking, if your average is in a band 2% below a particular classification, but the majority of your module marks are in the higher classification (see the table above), you are normally awarded the higher classification.

In more detail, where the average level HE6 mark for 120 credits falls unequivocally into one of the following bands:

48.00 – 49.99      58.00 – 59.99      68.00 – 69.99

and a student has achieved marks clearly in an honours classification category higher than their average level HE6 mark for the 120 credits for modules worth at least 80 credits counted as four modules each worth 20 credits (with the dissertation counting as two such modules), then a student shall be awarded an honours degree in the classification category one higher than that indicated by their average level HE6 mark.

Sometimes students are disappointed because, as they see it, they miss a higher classification by a very small margin. Unfortunately, that is the nature of the honours classification system. If the calculations are changed to admit further "near misses" into the higher classification, it simply moves a new group of students into the new "near miss" position.

In the case of BEd. Awards: Where a student has less than 80 credits at level HE5 in their profile, then their final classification will be based exclusively on a calculation of their marks at level HE6.

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<sup>1</sup> Overall module percentage results are obtained by combining the individual assessment components for the module in a way which your tutor will explain.

## Awards Available Within the BA / B.Ed. Pathway

Note that Professional Diploma in Education or Certificate in Education holders are granted 120 credits APL (Accreditation of Prior Learning) made up of:

80 credits at level HE4 and 40 credits at Level HE5 in most cases

The following awards are available:

A Diploma of Higher Education (Professional Development) may be obtained on the successful completion of 120 credits at Level HE4 and 120 credits at Level HE5. In most cases, this means course members need a further 80 credits at level HE4 and 80 credits at HE5, to add to their APL credits for Professional Diploma in Education or Certificate in Education .

A BA or B.Ed. (Unclassified) may be obtained on successful completion of 300 credits comprising 120 credits at Level HE4, 100 credits at Level HE5, and 80 at Level HE6. In most cases, this means course members need a further 80 credits at level HE4, 60 credits at level HE5, and 80 credits at level HE6, to add to their APL credits for Professional Diploma in Education or Certificate in Education.

A BA or B.Ed. (Hons.) may be obtained on successful completion of 360 credits comprising 120 credits at Level HE4, 120 credits at level HE5 and 120 credits at Level HE6. In most cases, this means course members need a further 80 credits at level HE4, 80 credits at level HE5, and 120 credits at level HE6, to add to their APL credits for Professional Diploma in Education or Certificate in Education.

### **7.2 Forms of assessment that will be encountered on the programme**

Assessment strategies vary from module to module. You may be assessed through any of the following: essay, report, individual or group presentation, research proposal, observational analysis, electronic discussion, or short answer questions.

### **7.3 Relevant University assessment regulations**

The assessment regulations that apply to this programme are those of the University's Undergraduate Modular Framework currently in force located at:

<http://www.bolton.ac.uk/studentcentre/>

under the section on "Regulations Policy and procedures".

See the section in the AME School Handbook for procedures on handing-in, extensions, mitigating circumstances etc.

### **7.4 Approved variations on University Assessment Regulations**

The following regulations are specific to your programme and are approved variations to the University's regulations above. They are regulations which are necessary because of the particular nature of the programme you are following.

Approved variation – The degree classification for the BA Hons. is determined in a way which is slightly different from that used for the University's other undergraduate programmes. Percentage grades are only used on the level HE6 modules for reasons partly to do with APL granted to holders of PGCE / Cert. Ed. Teaching Qualifications which are generally not graded with percentages

## **8 ACADEMIC SUPPORT AND GUIDANCE**

Every student has a "Personal Tutor" and the role performed by such tutors is explained in the AME School Handbook. You will be introduced to your personal tutor at induction or shortly afterwards.

## **9 STUDENT REPRESENTATION AND FEEDBACK**

This programme forms a part of the Education's Undergraduate Scheme. Scheme Committee meets periodically and includes student representatives chosen by the students themselves.

Information about being a student representative is available on the Student's Union web site at:

<http://www.ubsu.org.uk/>

(Click "Course Reps")

The Education Undergraduate Scheme is led by an identified *Scheme Manager*, Karen Gomoluch.

The Scheme Manager chairs the Undergraduate Scheme Committee (a "course committee" as defined in the University's academic regulations). Membership of the Scheme Committee includes at least one course member representative from each pathway.

This body oversees the running of the Scheme, formulates policy and provides an important place for any issues to be raised relating to the Scheme and its Pathways. One course member representative from each Pathway is elected to the Scheme Committee.

The pathway leaders will hold pathway committees scheduled to occur prior to the Scheme Committee which will:

- a) Include three course member representatives from course members on the pathway, one course member for each of the three levels HE4, HE5 and HE6.
- b) Concentrate on matters affecting the day-to-day operation of the pathway and
- c) Report to Scheme Committee those matters which have implications for the Scheme as a whole.

Scheme Committee will meet at least once per semester.

## 10 MODULES AND THEIR ASSESSMENT SPECIFICATIONS

### 10.1 Modules for three year programme

Modules are presented as level HE4, HE5 and HE6 – which equate to first, second and third year of study respectively. Each module description provides you with an outline of the module. Your tutor will provide you with further details about the module content and the assessment(s).

### 10.2 Modules at Level HE4

There are five modules offered at this level one of which is CORE (EDU 1200). That is, you must take this module before moving on to study a module at the next level.

|          |   |
|----------|---|
| EDU 1200 | Reflection, Critical Thinking and Study Skills ( <b>Core Module</b> ) |
| EDU1201  | About Learning: theory, strategy and myth                             |
| EDU1202  | Telling Tales out of School   |
| EDU1203  | The Psychology of Education   |
| EDU 1207 | Education, Health and Development                                     |

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#### **EDU1200 Reflection, Critical Thinking and Academic Skills**

20 credits at level HE4

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#### **Description and Purpose of Module**

This module offers you the opportunity to assess your existing skills in terms of personal and professional development and to consider your aspirations and set yourself goals, thus forming the foundations of your Personal Development Planning (PDP). You will develop the academic reading and writing skills necessary for study at degree level and begin to read for the purposes of analysis and evaluation of an argument. You will also develop your skills in writing in the appropriate academic style and register and begin to develop research techniques. Reflective and critical thinking are fundamental to academic study and this module introduces you to these important skills.

#### **Indicative Syllabus Content**

Academic writing  
The Harvard system of referencing  
English for academic purposes, including standard forms of grammar, punctuation and spelling  
Reading critically  
Critical thinking: identifying arguments and non-arguments. Assumptions and implicit arguments; identifying flaws  
Reflective thinking and writing  
Journal writing  
Meta-cognition  
Personal Development Planning

#### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications. The development of study skills will be supported through individual learning and independent research. Lectures, seminars and group work will also be used to support teaching and learning. There are four separate assessments for this module which are designed to monitor and support progress.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>                | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>        |
|--|--|
| 1. Be able to reflect, analyse and plan in terms of the skills needed for successful study at degree level | Present a detailed Personal Development Plan   |
| 2. Be able to write a reflective journal   | Present an extract from a reflective learning journal  |
| 3. Be able to analyse an essay title and construct an argument in response to the title                    | Develop an argument which demonstrates a logical structure and relevance to the title                          |
| 4. Have researched topics of relevance to the module in print and electronic format                        | Produce an essay which demonstrates evidence of research   |
| 5. Be able to write in the appropriate academic style and register   | Write an essay using the appropriate academic register and standard forms of grammar, punctuation and spelling |
| 6. Understand the Harvard referencing system   | Use the Harvard system correctly   |
| 7. Be able to identify the strengths and weaknesses in arguments   | Produce an essay which evaluates and synthesises information from a variety of sources                         |
| 8. Understand the significance of critical thinking in academic work                                       | Critically analyse a range of ideas and concepts   |

### Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| <b>Type</b>              | CW   | CW          | CW                        | CW                                |
|--------------------------|--|-------------|---------------------------|-----------------------------------|
| <b>Description</b>       | 500 word critical analysis of a selected extract | Essay       | Personal development Plan | Extract from a reflective journal |
| <b>%age</b>              | 25   | 50          | 10                        | 15                                |
| <b>Learning Outcomes</b> | 5,7,8  | 3,4,5,6,7,8 | 1                         | 2,4,5                             |

### Prerequisite Module(s)

There are no prerequisites for this module.

### Barred Combinations

No restrictions apply.

### Indicative Reading

Boud, D. Keogh, R. and Walker (eds.) Reflection: Turning Experience into Learning London: Kogan Page

Bowell, T. and Kemp, G. (2002) Critical Thinking: A Concise Guide. London: Routledge

Cottrell, S (2003) The Study Skills Handbook (2nd ed.) Basingstoke: Palgrave Macmillan

Cottrell, S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument. Basingstoke: Palgrave

De Bono, E. (1985) Six Thinking Hats London: Penguin

Fisher, A. (2001) Critical Thinking: An Introduction. Cambridge: Cambridge University Press

Greetham, B (2001) How to Write Better Essays. Basingstoke: Palgrave Macmillan

Moon, J. (1999) Learning Journals. A handbook for academics, students and professional development London, Kogan Page

Moon, J. (1999) Reflection in Learning and Professional Development: theory and practice London: Kogan Page

Peck, J and Coyle, M (2005) The Student's Guide to Writing. Basingstoke: Palgrave Macmillan

Peck, J. and Coyle, M. (2005) Write it Right: A Handbook for Students. Basingstoke: Palgrave

Shand, J. (2000) Arguing Well. London: Routledge

Wyse, D. (2006) The Good Writing Guide for Education Students. London: Sage

**Module Type:** CORE

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## EDU1201 About learning: theory, strategy and myth

20 credits at level HE4

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### Description and Purpose of Module

The focus of this module is upon learning about learning. You will begin by examining the context of learning, that is the where, when and why of learning, then move on to consider how people learn. We will examine a number of different theories and approaches to learning, which will include – the behaviourist, the humanist, the cognitive and the social/situational. This module will provide you with an overview of new insights about learning emerging from brain science. You will be encouraged to think critically about the idea of learning styles. A key purpose of the module is to provide you with the opportunity to reflect upon, and evaluate, your own approaches to learning – and thereby link theory to practice and personal experience

### Indicative Syllabus Content

Factors contributing to positive and negative learning experiences  
Formal and informal learning, barriers to learning, the social benefits of learning  
Characteristics of adults who participate in formal learning  
Critical examination of learning style theory  
Experiential learning, deep and surface approaches to learning  
Theories of learning to include - the behaviourist, the cognitivist, the humanist and the situated  
Communities of practice approach to learning  
Learning and the emerging findings from brain science.

### Learning, Teaching and Assessment

Teaching and learning will be highly interactive, and will involve a variety of participative methods and activities. It will be supported through blended learning (a combination of face-to-face and electronic based resources and communications), lectures, seminars and individual/group tutorials. There will be an emphasis on trying out some of the learning approaches to be examined. Assessment will involve an analytical and reflective account of individual personal learning 'journeys' and the production of an associated action plan.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. Understand the concepts of 'formal' and 'informal' learning                              | Explain the difference between formal and informal learning   |
| 2. Understand the social benefits of learning and the potential barriers to learning        | 22.1 Explain the ways in which learning is linked to social benefit<br>2.2 Identify barriers affecting learning   |
| Critically understand the principles and application of the learning style approach         | 3.1 Identify a range of learning style approaches<br>3.2 Evaluate a learning style approach with reference to personal learning<br>3.3 Identify the arguments in support of, and against, work exploring individual learning styles |
| 4. Understand the application of a range of theories and principles of learning             | 4.1 Identify a range of theories and principles of learning<br>4.2 Analyse and compare different theories and principles of learning  |

- |   |   |
|---|---|
| 5. Have an overview of the ways in which neuroscientific insights can inform our understanding about learning | 5.1 Explain what is meant by the term 'neuroscience'<br>5.2 Identify a number of 'neuromyths'                                   |
| 6. Be able to critically reflect upon personal approaches to learning   | 6.1 Identify personal approaches to learning<br>6.2 Evaluate personal approaches to learning and identify areas for development |
| 7. Be able to plan effectively based on critical reflections about learning                                   | Devise a realistic action plan based on sound, critical reflection  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | CW               | PRE                                     |
|--------------------------|------------------|---|
| <b>Description</b>       | 2,000 word essay | 15 minute presentation with action plan |
| <b>%age</b>              | 90               | 10                                      |
| <b>Learning Outcomes</b> | 1,2,4,5          | 3,6,7                                   |

### Prerequisite Module(s)

There are no prerequisites for this module.

### Barred Combinations

You cannot take this module if you are taking or have taken:

EDU1203

### Indicative Reading

Blakemore, S.J. and Frith, U. (2005) *The Learning Brain: lessons for education*. Oxford: Blackwell Publishing

Bransford, J. D. Brown, A. L. and Cocking, R. R. (Eds.) (2000) *How people learn: brain, mind, experience and school*. Washington DC: National Academy Press [online] Available at: <http://www.nap.edu/openbook/0309065577/html/index.html> (full research volume)

Brynner, J. et al (2003) *Revisiting the wider benefits of higher education* London: IoE/ HEFCE [online] Available at: [http://www.hefce.ac.uk/Pubs/RDreports/2003/rd05\\_03/rd05\\_03.doc](http://www.hefce.ac.uk/Pubs/RDreports/2003/rd05_03/rd05_03.doc)

Coffield et al (2004) *Should we be using learning styles? What research has to say to practice* London: LSRC

Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. London: FEU

Maxted, P. (Ed) (1996) *From the Ivory Tower... to the Street: Putting learning theory into practice*. London: Campaign for Learning

Maxted, P. (1999) *Understanding Barriers to Learning: A guide to. research and current thinking*. London: Campaign for Learning

Moon, J. (2004) *A Handbook of Reflective and Experiential Learning. Theory and Practice* London: RoutledgeFalmer

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education  
**Version Number::** 0.1

## EDU1202 Telling Tales out of School: schooling history and experience

20 credits at level HE4

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### Description and Purpose of Module

The module will introduce you to the history of education and help you to understand how and why education has developed into the 21st century system with which we are familiar. You will interview a friend or member of your family about their school life in order to learn how these experiences fit into the context of the history of education. You will also learn about the methods which historians use to study education and discuss the reliability of oral history and the interview which you have conducted.

### Indicative Syllabus Content

Introduction of compulsory elementary education in the 19th century.

1944 Education Act: compulsory secondary education; selection, the 11+ exam and the 'tripartite' system.

1950-1960: development of comprehensive education. Widening participation in further and higher education.

1970-1990: influences of changing labour market and technology on education system; equal opportunities; expansion of 'new' universities.

Research methods in history: reliability of oral and written evidence

### Learning, Teaching and Assessment

There will be a combination of teaching and learning strategies, comprising lectures to introduce and develop themes, together with structured exercises, discussions and group work. Individual support will be given in tutorials.

Semi-structured interview and 2000 word report which analyses the interview data in the context of the history of education.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b> |
|---|---|
| 1. have a knowledge of the methodology used in the historical study of education            | interpret and analyse primary and secondary sources   |
| 2. understand the problems involved in interpreting primary sources                         | discuss the reliability of oral and written evidence  |
| 3. research topics of relevance to the module in print and electronic format                | produce a report which includes evidence of research using both primary and secondary sources           |
| 4. understand the role of oral history as a research method                                 | formulate questions for and conduct an interview  |
| 5. demonstrate a knowledge of the outline of the history of compulsory education            | situate the interview data and analysis in their historical context                                     |

### Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                    |                   |
|--------------------|-------------------|
| <b>Type</b>        | CW                |
| <b>Description</b> | 2,000 word report |
| <b>%age</b>        | 100               |

**Learning Outcomes** 1,2,3,4,5

### **Prerequisite Module(s)**

There are no prerequisites for this module.

### **Barred Combinations**

No restrictions apply.

### **Indicative Reading**

Aldrich, Richard (ed.) (2002) *A Century of Education*. London: Routledge  
Fieldhouse, Roger (1996) *A History of Modern British Adult Education*. Leicester: NIACE  
Kelly, Thomas (1992) *A History of Adult Education in Great Britain*. (3rd edition) Liverpool: Liverpool University Press  
Maclure, J. Stuart (1986) *Educational documents : England and Wales: 1816 to the present day*. (5th edn.) London: Methuen  
McCullough, Gary (ed.) (2005) *The RoutledgeFalmer Reader in History of Education*. London: Routledge  
McKibbin, Ross (1998) *Classes and Cultures: England 1918-1951*. Oxford: Oxford University Press  
Purvis, June (1991) *A history of women's education in England*. Milton Keynes: Open University Press  
Thompson, Paul (2000) *The Voice of the Past: Oral History*. (3rd edn.) Oxford: Oxford University Press

**Module Type:** CORE

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU1203 An Introduction to the Psychology of Education**

20 credits at level HE4

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### **Description and Purpose of Module**

You will be introduced to the application of psychology in education through an examination of some of the key concepts, theories and approaches which are characteristic of the field. This will allow you to draw on the discipline of psychology in order to investigate practice and issues in contemporary education.

### **Indicative Syllabus Content**

Key themes and concepts in Behaviourism (Classical and Operant Conditioning, Neo behaviourism)

Key themes in Cognition (Development, Perception, Categorisation, Memory, Thinking, Language acquisition)

Key Themes in Humanistic Psychology (Postulates, Hierarchy of needs, Congruence, Educational practice)

An illustrative theme from the Psychology of Education: Motivation

### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning (a combination of face-to-face and electronic based resources and communications), lectures, seminars and individual/group tutorials. Assessment will be in the form of a 2000 word essay.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>  | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>  |
|--|--|
| 1. demonstrate knowledge and understanding of key concepts and methods of psychology applied to the study of education                   | 1. Use appropriate ideas and arguments expressed in psychology to explore issues and topics in educational theory and practice   |
| 2. Be able to use concepts and themes in psychology to inform educational theory and practice  | 2. Express concepts and themes in a clear and succinct manner  |
| 3. Be able to apply essential themes and concepts of the discipline to a range of educational topics                                     | Examine topics in education using appropriate concepts and theories drawn from psychology<br>Make connections between theory and educational practice<br>Support such applications with appropriate argument and illustrative evidence |
| 4. Be able to investigate and write about a selected topic using concepts and theories drawn from psychology                             | Select and apply a relevant range of ideas and sourced illustration to discuss specified topics in education   |
| 4. Be able to identify appropriate ideas and evidence drawn from psychology to inform argument/debate on aspects of educational practice | Express these ideas and illustrations in a clear succinct manner   |
| 5. Be able to write in the appropriate style and   | Produce written work in the appropriate style  |

register  
 Be able to read for the purposes of analysis and evaluation  
 Be able to research topics relevant to the module  
 Be able to construct arguments supported by relevant sources and evidence

and register  
 Use the Harvard referencing system to cite sources and evidence

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                    |                  |
|--------------------|------------------|
| <b>Type</b>        | CW               |
| <b>Description</b> | 2,000 word essay |
| <b>%age</b>        | 100              |

**Learning Outcomes** 1,2,3,4,5

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

You cannot take this module if you are taking or have taken:

EDU1202

## Indicative Reading

Barker. M (2003) Introductory Psychology, London: Crucial Publishing  
 Bentham S. (2002) Psychology and Education, Hove: Routledge  
 Eggen P. D., Kauchack D. P. (2006) Windows on Classrooms - any recent edition. N.Y.: Prentice Hall  
 Eysenck, M. W., & Keane, M. T. (2005). Cognitive Psychology: a student's handbook, (5th Ed.). Hove: Psychology Press.  
 Gleitman, H. (2003) Psychology, (6th Edition). New York: Norton.  
 Gross R. D. (2005) The Science of Mind and Behaviour, London: Hodder Arnold  
 Hayes N. (2000) Foundations of Psychology: An introductory Text, London: Thompson  
 Linden J. (2005) Understanding Child Development Linking Theory and Practice London: Hodder Arnold  
 Long M. (2001) The Psychology of Education London: Routledge Falmer  
 Stapleton M. (2001) Education (Psychology in Practice), London: Hodder Arnold  
 McHinery M. Van Hetten S. (2004) Big Theories Revisited (Research on Sociocultural Influences on Motivation & Learning), Charlotte N.C.: Information Age Pound L. (2005) How Children Learn: From Montessori to Vygotsky, London: Step Forward Publishing Ltd  
 Schunk D. H. Pintrich P. R. Meese J. (2007) Motivation in Education: Theory, Research, and Applications, N.Y.: Prentice Hall

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU1207 Education, Health and Development**

20 credits at level HE4

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### **Description and Purpose of Module**

The module seeks to explore the relationship between education, health and development with particular reference to the fields of technical and vocational education (TVE/TVET) and health. Course members will explore aspects of the international donor community policies and analyse how they impact on a range of development initiatives.

### **Indicative Syllabus Content**

The Developing World is the main focus to be used to bind aspects of vocational education, health education, technology and development together by examining the inter-relationship between the concepts.

Topics will include: concepts of education and training; language and education; gender and education; technical and vocational education; health issues in the developing world; definition and clarification of the concepts of development, developing countries and sustainability; the donor community and their policies; culture and context; skills for development; gender and development; entrepreneurship and micro-enterprise; concepts of technology - appropriate / intermediate / advanced technologies; information and communications technologies

### **Learning, Teaching and Assessment**

Study will be built around lectures, seminars and group presentations. Course members will also be required to review case study material and relevant literature to facilitate the development of values and opinion. Web-based resources will be available as part of a 'blended' delivery model. Conventional and e-learning tutorials will be utilised to support individual learning.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>    | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>       |
|--|---|
| 1. Define the concepts of technology, health and education within the context of development.  | Outline the relationship between health, education and technology within the context of development projects. |
| 2. Describe a relevant development initiative(s) with which you are familiar                   | Identify and describe a development project with which you are familiar                                       |
| 3. Analyse issues impacting upon development   | Evaluate the impact of a given development project.   |
| 4. Evaluate the effectiveness of a variety of strategies related to development initiatives    | Compare relative merits and weaknesses between various development initiatives.                               |
| 5. Determine the relevance of education and its associated forms of curriculum to development. | Evaluate the effectiveness of selected curriculum in terms of its development impact.                         |
| 6. Make reasoned logical and coherent proposals for an education /health development project   | Make rational and justifiable proposals for an appropriate development project related to relevant specialism |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                          |  |
|--------------------------|--|
| <b>Type</b>              | CW   |
| <b>Description</b>       | 2500 word report or 'good practice' guide related to the implications of implementing a relevant development project |
| <b>%age</b>              | 100  |
| <b>Learning Outcomes</b> |  |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Brock, C. & Cammish, N.K (1997) Factors affecting female participation in education in seven developing countries, DfID, London
- Campbell, M (ed.) (1990) New Technologies and rural development: the social impact London: Routledge
- Chabbott, C. (2003) Constructing Education for Development – International organisations and education for all, London, Greenwood Press
- Cracknell, B.E. (2000) Evaluating development aid: Issues, problems and solutions
- Crossley, M and Vulliamy, G (1999) Qualitative Educational research in Developing Countries: current perspectives New York and London: Garland Publishers
- Elliott, J A (1999) An introduction to sustainable development 2nd Ed., London: Routledge
- Gray, L and Warrender, A M (1993) Cost Effective Technical and Vocational education in developing Countries Bristol: Staff College.
- Handelman, H (1996) The Challenge of Third World Development London: Prentice Hall International
- Heward, C, Bunwaree, S (eds.) Gender Education and Development: beyond access to empowerment London: Zed Books
- Knamiller, G. (Ed.) (1999), The effectiveness of teacher resource centre strategy, DfID, London
- Marshall, G (ed.) (1998) Capacity building for IT in education in developing countries London: Chapman and Hall
- OECD (1993) Environmental Education: an approach to sustainable development Paris: OECD
- Smillie, I. (2003) Mastering the machine revisited: Poverty, aid and technology, ITDG, London
- Taylor, P. (2003) How to design a training course, Continuum, London
- UNESCO/ ILO, (2003) Technical and Vocational Education and Training for the 21st Century, UNESCO/ILO

Selected Journals and Donor Community Reports, Newsletters and Websites will also be referred to including:

- International Journal of Education & Development, Routledge
- International review of education, UNESCO
- Journal of Vocational Education and Training, Triangle
- International Institute for Educational Planning Newsletter, UNESCO

Developments, DfiD  
Commonwealth Currents, Commonwealth Secretariat  
ETF Country Reports

<http://www.dfid.gov.uk>

<http://www.worldbank.org>

<http://www.unesco.org>

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

### 10.3 Modules at Level HE5

There are five modules offered at this level, one of which is CORE (EDU 2203). That is, you must take this module before moving on to study a module at the next level. The modules are:

- EDU2200 Observing and Analysing Learning and Teaching
- EDU2201 Educational Heroes
- EDU2202 Equality, Diversity, Difference
- EDU2203 Policy, Practice and Research in Education (**Core Module**)
- EDU2204 Educating Rita

\*\*\*\*\*

#### **EDU2200 Observing and Analysing Learning and Teaching**

20 credits at level HE5

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#### **Description and Purpose of Module**

This module offers you the opportunity to observe learning and teaching in an educational setting of your choice. You are asked to begin by considering your expectations about what you are about to observe. You are then required to undertake a series of classroom observations where you will make detailed recordings of what you see and undertake an interview with a student and a teacher. Following this you will present a learning journal which will analyse your recordings. Through exchanging your experiences with others, you will have the opportunity to explore previously held beliefs about learning and teaching and examine current theories about education and the environments in which learning and teaching take place. An important aspect of this module is the requirement that you consider, plan and arrange your own observation placement.

#### **Indicative Syllabus Content**

Ethical issues relating to research and enquiry; participant and non-participant observation; writing a learning journal; reflective writing; theories of learning and teaching; schooling and education.

#### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning (a combination of face-to-face and electronic based resources and communications), lectures, seminars and individual/group tutorials as both preparation for, and analysis following the observations. Assessment will be by a presentation of your findings and a summary of your journal to a group of peers and the presentation of your written journal and observation notes

#### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. Be able to articulate potential bias in terms of undertaking a research project          | 1a Discuss the issue of researcher bias<br>1b State own bias in terms of classroom observation and explain the potential consequence of such bias |

|   |   |
|---|---|
| <p>Be able to undertake an observation of learning and teaching in a considerate and ethical manner</p> <p>2.</p>                                   | <p>2a Justify the approach that has been taken to observing learning and teaching in a specific context.</p> <p>2b Show evidence of having prepared for the observation sessions in an ethical and considerate manner</p> |
| <p>Be able to select the most appropriate method of collecting data through classroom observations</p> <p>3.</p>                                    | <p>Explain the difference between participant and non-participant observation</p>   |
| <p>Be able to write a critically reflective learning journal</p> <p>4.</p>  | <p>Present a journal that is critically reflective</p>  |
| <p>Be able to use and cite a range of sources in order to analyse primary data</p> <p>5.</p>  | <p>Present a journal that analyses primary data using the correct forms of Harvard referencing</p>  |
| <p>Be able to use creative and interesting approaches in order to present research findings and a journal summary to a group of peers</p> <p>6.</p> | <p>Present research findings and journal summary to a group of peers in a creative and interesting way</p>  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | CW                               | PRE                  |
|--------------------------|----------------------------------|----------------------|
| <b>Description</b>       | A reflective journal 2,500 words | Seminar presentation |
| <b>%age</b>              | 70                               | 30                   |
| <b>Learning Outcomes</b> | 1,2,3,4,5                        | 1,5,6                |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Bolton, G. (2005) (2nd. Ed.) Reflective Practice Writing and Professional Development London: Sage Publications
- Bartlett, S. (2001) Introduction to Education Studies, London: Paul Chapman Publishing (Chapters 1 and 4)
- Ghaye, A. and Ghaye, K. (1998) Teaching and Learning through Critical Reflective Practice London: David Fulton Publishers Ltd.
- Gillham, B. (2000) Case Study Research Methods, London: Continuum
- Helsby, G. (1999) Changing Teachers' Work Buckingham: OU Press
- John, P.D. Understanding the apprenticeship of observation in initial teacher education in Claxton, G; Atkinson, T. Osborn, M. and Wallace, M. (Eds.) (1996) Liberating the Learner London: Routledge
- Kohn, A. (2000) What to Look for in a Classroom, San Francisco: Jossey-Bass
- Lortie, D. (1975) Schoolteacher; A sociological study, Chicago: University of Chicago Press
- Moon, J (1999) Reflection in Learning and Professional Development, London: Kogan Page

Moon, J. (2004) A Handbook of Reflective and Experiential Learning, London: RoutledgeFalmer  
Palmer, P. J. (1998) The Courage to Teach San Francisco: Jossey-Bass Inc.

**Module Type:** STAN

**Module Length:** 2

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU2201 Educational Heroes**

20 credits at level HE5

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### **Description and Purpose of Module**

You will explore the ideologies, philosophies and practices of a range of influential educationalists and examine the values underpinning a variety of educational philosophies and practices.

This module will encourage you to think critically about a range of educational issues, using these existing ideologies and philosophies and you will have the opportunity to develop your skills in critical reading, debate and presenting an argument both orally and in writing. You will be encouraged to work with others in a community of enquiry.

### **Indicative Syllabus Content**

Critical analysis and evaluation of a range of educational philosophies and ideologies

Analysis of models of learning and teaching

Review the contributions of leading educational thinkers such as: Dewey, Freire, Rogers, Skinner, Lipman, Gardner, Brookfield and Taylor-Gatto.

Compare and contrast specific philosophical approaches to learning and teaching

### **Learning, Teaching and Assessment**

This module will involve discussion and debate based on preparatory reading, combined with lectures and community of enquiry tasks. Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>                                       | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>                             |
|---|---|
| 1. Be able to identify the key elements associated with specific educational philosophers or leading educational thinkers.        | Discuss the key elements in the philosophy/ideology of specific educational writers   |
| 2. Be able to identify the differences between key educational philosophers or leading educational thinkers.                      | Compare and contrast the work of two or more educational philosophers or leading educational thinkers.                              |
| 3. Be able to critically analyse a given text or texts  | Present a critical analysis of a given text or texts  |
| 4. Be able to consider the influence of specific educational philosophers /thinkers on current educational practice and/or policy | A critical evaluation of the influence of specific educational philosophers /thinkers on current educational practice and/or policy |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type              | CW   | CW  |
|-------------------|--|---|
| Description       | This formative assessment consists of a critical evaluation of a given text by a leading educational writer. (1,000 words) | This summative assessment builds on the feedback given from the formative assessment. This is a critical comparison of the work of two leading educational writers. (2,000 words) |
| %age              | 0  | 100   |
| Learning Outcomes | 1,3  | 1,2,3,4   |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

Dewey, J. (1997) *How We Think* Mineola NY: Dover Publications  
Freire, P. (2001) *Pedagogy of the Oppressed* London: Penguin Books Ltd.  
Gardner, H. *The Unschooled Mind* London: Fontana Press  
Goleman, D. (1996) *Emotional Intelligence* London: Bloomsbury  
Lipman, M (2003) *Thinking in Education* Cambridge: Cambridge University Press  
Rogers, C. (1983) *Freedom to Learn* New York: Macmillan Publishing  
Taylor-Gatto, J. (2002) *Dumbing Us Down* Gabriola Island BC: New Society

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## EDU2202 Equality, Diversity, Difference

20 credits at level HE5

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### Description and Purpose of Module

This module will help you to understand the issues relating to difference in gender, race, culture, religion, sexuality, disability, class and age. You will have the opportunity to explore stereotypes of difference in relation to individuals and groups within society. You will also examine how the value and devaluation ascribed to different characteristics of individuals and groups can increase or reduce their power, resulting in internal and/or external oppressive practices. The ethical issues associated with difference will also be thoroughly considered and explored.

### Indicative Syllabus Content

- Definitions of Equality, Diversity and Difference.
- Stereotypes of Difference.
- The Internal and External Oppression of Difference.
- Ethical issues related to Difference and Oppression.

### Learning, Teaching and Assessment

This Module will be taught by blended learning (a combination of face-to-face and electronic based resources and communications). There will be both classroom-based sessions, comprising of lectures from the tutor and visiting speakers, who will introduce course members to the relevant literature and enable them to participate and contribute to seminar work and e-learning sessions. In addition, advice and guidance will be given during the negotiation of the assignment brief. There will be an emphasis on the differentiation of practice to facilitate meaningful inclusion of all course members.

Tutorials will be used to support differentiated approaches to the course work and the assignment.

At the end of the module, course members will be expected to submit an essay (or equivalent), to demonstrate their understanding of an element of the course which is of particular interest - to be agreed with the tutor.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>           | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>                                      |
|---|--|
| 1. Be able to evaluate the definitions of Equality, Diversity and Difference.                         | Critically analyse the meanings of Equality, Diversity and Difference.   |
| 2. Be able to explore stereotypes of Difference in relation to both individuals and groups.           | Identify and critically analyse different stereotypical characteristics in relation to individuals and groups of people.                     |
| 3. Be able to evaluate the meaning of oppression in relation to the power relationship of difference. | Explain the meaning of oppression and analyse the consequences for individuals and groups who experience oppression. Describe the difference |

- |  |  |
|--|--|
|  | between internal and external oppression.  |
| 4. Be able to undertake analysis of data focussing upon difference.            | Critically analyse and present data in a logical manner.                                     |
| 5. Be able to explore the ethical issues related to Difference and Oppression. | Identify and critically analyse the key ethical issues related to Difference and Oppression. |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                    |                  |
|--------------------|------------------|
| <b>Type</b>        | CW               |
| <b>Description</b> | 3,000 word essay |
| <b>%age</b>        | 100              |

**Learning Outcomes** 1,2,3,4,5

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Adams, M. (2000) *Readings for Diversity and Social Justice: an anthology on racism, antisemitism, sexism, heterosexism, ableism & classism*. London: Routledge
- Afsar, H and Maynard, M (1994) *The Dynamics of Race and Gender*. London: Taylor and Francis
- Amin, K. (1992) *Poverty in Black and White*. London: Child Poverty Action Group
- Blackstone, T, Parekh, B, and Saunders, P (1998) *Race Relations in Britain*. London: Routledge
- Blaine, B. (2007) *Understanding the Psychology of Diversity*. London: Sage
- Bolton Data for Inclusion (2000) <http://www.boltondata.org.uk/inclusion>
- Bonvillian, V. (1998) *Women and Men: Cultural Constructs of Gender* 2nd ed., London: Prentice-Hall
- Bristow, J (1997) *Sexuality*. London: Routledge
- Crossley, R. (1994) *Facilitated Communication Training*. College Press.
- Crossley, R. (1997) *Speechless: facilitated communication for people without voices*. New York: Dutton.
- Donald, N. (1997) *Contested Words Contested Science: Unravelling the facilitated communication controversy*. Cardinal.
- Donnellan, C (1998) *Poverty*. Cambridge: Independence
- Hall, J.T. (1997) *Social Devaluation and Special Education*. London: Jessica Kingsley
- Lovatt, H. (1997) *Learning to Listen*. London: Jessica Kingsley.
- Melvern, L.(2006) *Conspiracy to Murder*. Verso Books.
- Nash, K (1998) *Universal Difference - Feminism and the Liberal Undecidability of Women*. Basingstoke: MacMillan
- Simon, W (1996) *Post-Modern Sexualities*. London: Routledge
- Thompson N. (2003) 2nd. ed., *Promoting Equality: Challenging discrimination and oppression*. Basingstoke: Palgrave MacMillan
- Valeo, A. ((2000) *Patterns of Rejection of Difference among Educators*. Toronto: York

University.

White, S. (2007) *Equality*. Cambridge: Polity Press

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU2203 Policy, Practice and Research in Education**

20 credits at level HE5

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### **Description and Purpose of Module**

This module will help you to develop your understanding of the research methods and strategies that are being used in contemporary studies in education. You will analyse and evaluate key themes and issues in sociology and education by using a range of research approaches and procedures. We will investigate educational policy and its impact on practices in learning and teaching. Through your engagement with research and evaluating educational policy and practice, you are also asked to research and reflect on your own experiences as a learner and to make plans for your continuing personal and professional development in the form of your Personal Development Plan

### **Indicative Syllabus Content**

Personal Development Planning  
Approaches to educational research  
Research methods and strategies, including contemporary research methods and strategies favoured in educational research.  
Selecting methods of data collection  
Reviewing the literature  
Presentation of data  
Writing a research proposal  
Preparing a seminar and making a presentation.  
The debate in structural theory.  
How sociologists investigate education- the debate between supporters of quantitative and qualitative approaches - the implications for wider theory.  
Educational success and social inequality  
Educational policies and practices

### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning (a combination of face-to-face and electronic based resources and communications) Face-to-face learning and teaching will be achieved through lectures, seminars, individual and group tutorials. Assessment will include a seminar presentation describing and evaluating a sociological investigation related to educational policy and practice and a research proposal related to an aspect of social structure and education in modern society. You will be provided with guidance and be asked to share extracts from your PDP

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>                            |
|---|--|
| 1. Be able to critically evaluate a range of educational policies and practices             | Critically evaluate an educational policy in relationship to its effect on practices in learning and teaching                      |
| 2. Compare different research methodologies and their application in an educational context | Discuss and evaluate the suitability of a range of research approaches used in research methodology as part of a research proposal |

|   |  |
|---|--|
| 3. Carry out a literature review                                  | Critically evaluate a range of evidence and present it in a logical manner   |
| 4. Be able to prepare a seminar paper                             | (a) Present a seminar paper in the appropriate academic style and register<br>(b) Construct arguments and perspectives supported by relevant data and evidence |
| 5. Be able to make a seminar presentation in an appropriate style | Present a seminar paper in an appropriate manner to the audience   |
| 6. Be able to write a research proposal                           | Present a research proposal  |
| 7. Be able to plan effectively for your personal development      | Present a reflective and coherent PDP  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | PRE                                    | CW                                | CW  |
|--------------------------|--|-----------------------------------|---|
| <b>Description</b>       | A seminar presentation to a peer group | A research proposal (2,500 words) | PDP including action plan, tutor feedback sheets and 500 word reflective analysis of progress |
| <b>%age</b>              | 30                                     | 60                                | 10  |
| <b>Learning Outcomes</b> | 1,3,4,5                                | 1,2,3,6                           | 7   |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Anderson, G (1998) *Fundamentals of Educational Research* London: Falmer Press
- Ball, S. (ed) (2004) *The Routledge Falmer Reader in Sociology of Education*, London: Routledge Falmer
- Bell, J (2005) *Doing your Research Project: a guide for first time researchers in education, health and social science*, 4th Ed., Buckingham: Open University Press
- Bell, J (2002) *Learning from research : getting more from your data*, Buckingham: Open University Press
- Burgess, R.G. (1986) *Sociology, education and schools: an introduction to the sociology of education*, London: Batsford
- Cassidy C et al (2006) *Young People's Experience of Transition to Adulthood: A Study of Minority Ethnic and White Young People*: Oxford: Joseph Rowntree Foundation
- Denscombe, M. (2003) *The Good Research Guide* (2nd Edition) Buckingham: Open University Press
- Gaine, C. (1999) *Gender, 'race' and class in schooling: a new introduction*, London: Falmer
- Matheseon, D. (ed) (2004) *An Introduction to the Study of Education*, (2nd Ed.) London: David Fulton Publishers
- Meighan, R. & Siraj-Blatchford, I. (2003) *A Sociology of Educating*, (4th edn) London: Casewell
- Fraser, S. et al (Eds.) (2003) *Doing Research with Children and Young People*, London: Sage/

Open University Press

Griffiths, M. (1998) *Educational Research for Social Justice* Buckingham: Open University Press

Halpin, D. and Troyna, B. (Eds.) (1994) *Researching Educational Policy; ethical and methodological issues*, London: Falmer Press

Hitchcock, G and Hughes, D (1995) *Research and the Teacher* London: Falmer Press

Middlewood, D Coleman, M and Lumby, J.(Eds) (1999) *Practitioner Research in Education: Making the Difference* London: Paul Chapman Publishing

Robson, C. (1993) *Real World Research: a resource for social scientists and practitioner researchers* Oxford: Basil Blackwell

Sharp, J., Ward, S., Hankin, L.(Eds)(2006): *Education Studies: An issues-based approach* Exeter: Learning Matters Ltd

**Module Type:** CORE

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU2204 Educating Rita: fiction and the portrayal of education**

20 credits at level HE5

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### **Description and Purpose of Module**

This is an interdisciplinary module which brings together the study of education and English. It aims to explore how writers have expressed their ideas about the education system through fiction, and will consider how class, gender and religion have shaped these ideas. You will develop a greater understanding of writers' portrayal of 'the system' and how they feel themselves and others have been educated. Education is contextualised culturally and historically through a selection of literary texts ranging from the mid-nineteenth century to the present day.

### **Indicative Syllabus Content**

Gender, class and education:  
Jane Eyre, Charlotte Bronte  
The History Boys, Alan Bennett

Widening participation?:  
Jude the Obscure, Thomas Hardy  
Educating Rita, Willy Russell

A religious education:  
A Portrait of the Artist as a Young Man, James Joyce  
Oranges are not the only fruit, Jeanette Winterson

### **Learning, Teaching and Assessment**

There will be a combination of teaching and learning strategies, comprising lectures to introduce and develop themes, together with structured exercises, discussions and group work. Individual support will be given in tutorials.

1000 word critical analysis of a selected extract to explore the portrayal of education in either prose or drama

2500 word essay on a minimum of three texts to compare the representation of educational institutions within their social and cultural contexts

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>       | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b> |
|---|---|
| 1. Explore the different approaches used by writers to describe and criticise educational systems | Contrast the ways in which writers present descriptions and criticisms of educational systems           |
| 2. Situate texts within their social and cultural contexts  | Critically analyse a selected extract   |
| 3. Explore the portrayal of education in prose and drama  | Identify the ways in which literary genre affects the representation of education                       |
| 4. Appreciate the variety of ways writers use literary techniques to express ideas on             | Examine the effects of literary techniques on representations of education                              |

- education
5. Evaluate the role of fiction in the portrayal of education      Discuss the strengths and weaknesses of fiction as a means of portraying education

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type              | CW                          | CW              |
|-------------------|-----------------------------|-----------------|
| Description       | 1000 word critical analysis | 2500 word essay |
| %age              | 30                          | 70              |
| Learning Outcomes | 2,3,4,5                     | 1,2,3,4,5       |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Aldrich, Richard (ed.) (2002) *A Century of Education*. London: Routledge
- Eagleton, Terry (2005) *Myths of power: a Marxist study of the Brontes*. (3rd edn.) Basingstoke: Macmillan
- Kramer, Dale (ed.) (1999) *The Cambridge companion to Thomas Hardy*. Cambridge: Cambridge University Press
- Maclure, J. Stuart (1986) *Educational documents: England and Wales: 1816 to the present day*. (5th edn.) London: Methuen
- Makinen, Merja (2005) *The novels of Jeanette Winterson*. Basingstoke: Palgrave Macmillan
- McCullough, Gary (ed.) (2005) *The RoutledgeFalmer Reader in History of Education*. London: Routledge
- Seidel, Michael (2002) *James Joyce: a short introduction*. Oxford : Blackwell
- Wolfe, Peter (1999) *Understanding Alan Bennett*. Columbia : University of South Carolina Press

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## 10.4 Modules at Level HE6

There are ten modules offered at this level, one of which is CORE for an honours degree qualification (EDU 3200). That is, you must take this module in order to be presented for an degree with honours. The modules are:

|          |  |
|----------|--|
| EDU 3200 | Dissertation   |
| EDU3201  | The Illusion of Inclusion                            |
| EDU3202  | Mentoring: concepts, Theories and strategies Level 6 |
| EDU3203  | Investigating the English Language                   |
| EDU3204  | Philosophy of Education                              |
| EDU3205  | The Impact of Technology on Education and Pedagogy   |
| EDU3206  | Global Perspectives on Education                     |
| EDU3207  | Management in Education                              |
| EDU3208  | Performance, Presence and Professional Development   |
| EDU3209  | Outcomes, Performance and Competency:                |

### **Description and Purpose of Module**

This double module provides you with the opportunity to further your professional and academic development by pursuing a line of enquiry and its implications in depth. The dissertation allows you to extend your experiences of research by undertaking an extended academic study within an area of negotiated choice. You will be required to demonstrate that you are cognisant with the ethical issues of research and that you have sound knowledge of your area of concern. Undertaking the dissertation also places demands on you in terms of organisational and time management and, in doing so, offers you the opportunity to develop and demonstrate these important personal and professional skills.

### **Indicative Syllabus Content**

- Developing a research question
- Constructing a dissertation
- A revision of research methods
- A revision of presenting a literature review
- A revision of presenting qualitative and quantitative data
- Drawing conclusions
- PDP

The topic and nature of the investigation is negotiated with the supervising tutor

### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning (a combination of face-to-face and electronic based resources and communications). You will be allocated a suitable supervisor or supervisors and there will be a series of group and individual mentoring / supervision sessions throughout the two semesters to support the processes of research, literature search, analysis and writing up. At the end of the first semester you will be required to make a short presentation which will describe your work-in-progress, justify your research approach, and present an analysis of the literature you are using. At this point you will also be required to share your reflections on progress through your PDP to peers and tutors.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>   | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. Be able to present a coherent document within a stated word-count that leads to a final and logically structured conclusion  | Write a dissertation using standard forms of presentation and Harvard referencing   |
| 2. Be able to identify the nature and scope of an in-depth study, evaluate its relevance to a specific audience and provide a justification for undertaking the study | Provide a well-reasoned introduction to the dissertation which identifies the nature and scope of the study, justifies the undertaking of the study and evaluates the relevance of the study to a specific audience |
| 3. Be able to undertake a literature search   | Present a critical and informed discussion about a specific issue from an educational perspective   |
| 4. Be able to demonstrate sensitivity and an  | Provide a logical argument for undertaking a  |

|  |  |
|--|--|
| <p>appropriate, ethical approach to undertaking research</p> <p>5. Be able to reflect on plans and progress in terms of intellectual independence and personal development planning (PDP)</p> <p>6. Be able to undertake the analysis of data and present findings or results</p> <p>7. Be able to write an effective conclusion</p> <p>8. Explain through oral and written presentation, 'work-in-progress' in terms of research methodology and literature searches.</p> | <p>research approach and describe the ways in which the research meets with the required standards of ethics</p> <p>Provide a reflective account of progress in terms of planning, professional development, personal development and intellectual independence (PDP)</p> <p>Provide an analysis of the data that has been collected in an appropriate and logical manner</p> <p>Provide a summary of complex and detailed information</p> <p>Make an oral and written presentation of 'work-in-progress' which reflects on the selected research methodology and provides a critical and evaluative literature review</p> |
|--|--|

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | IS  | IS                           | CW  |
|--------------------------|---|------------------------------|---|
| <b>Description</b>       | Work in progress focusing research methodology, literature review and PDP(400words) | Dissertation of 10,000 words | A reflective account of personal and professional development (PDP) (600 words) |
| <b>%age</b>              | 20  | 70                           | 10  |
| <b>Learning Outcomes</b> | 3,5,8   | 1,2,3,4,6,7                  | 5   |

## Prerequisite Module(s)

Before taking this module you must have successfully completed the following:

- EDU2203

## Barred Combinations

No restrictions apply.

## Indicative Reading

Academic Studies in Education Dissertation Guide produced by the University of Bolton  
 Bell, J (2005) Doing your Research Project: a guide for first time researchers in education, health and social science, 4th Ed., Buckingham: Open University Press

Other reading will be dependent upon the subject area of the study.

**Module Type:** DISS  
**Module Length:** 2  
**Host Subject Group:** Education  
**Version Number::** 0.1

## EDU3201 The Illusion of Inclusion

20 credits at level HE6

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### Description and Purpose of Module

The language of inclusion and inclusive education has become an established feature of educational vocabulary since the late 1990's. In this module we will explore the “phenomenon” of the rhetorical shift in the use and abuse of the language of inclusion and its hidden meanings. The movement for Inclusive Education evolved after a powerful struggle to end the segregation of people who had been defined by their impairments and those who experienced learning in different ways from what is considered typical. Legislation and official policy oblige us to “include” disabled people into the schooling systems but the “distortion” of the term has resulted in the continued discrimination against disabled people and those who experience learning in different ways. We will explore together why the practice of inclusion is very different from what is said on the policy statement.

### Indicative Syllabus Content

The Social and Medical Model of Disability.  
Labelling Theory  
Legislation and Official Policy  
The Historical context of Inclusive Education  
The lived experienced of those individuals excluded

### Learning, Teaching and Assessment

The formal contact will be used to introduce course members to the relevant literature and enable them to participate and contribute to seminar work and other activities. In addition advice and guidance will be given during the negotiation of assignment brief.

There is ongoing differentiation to ensure module materials and practice are accessible thus modelling the meaning of inclusive education, and going beyond the rhetoric of inclusive education to ensure that all are welcome and that people receive the support they may require.

The module assessment will include four different forms of assessment to demonstrate your understanding of key learning outcomes of the module.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>  | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|--|---|
| 1. Have an understanding of The Social and Medical Model of Disability and the application to disabled people and those who experience learning in different ways. | Describe the Social and Medical Model of Disability. Critically analyse the practice of schooling using the two models to highlight inclusive and segregated education. |
| 2. Have an understanding of labelling Theory and how this can influence the response to a disabled person within the schooling systems                             | Describe labelling theory and apply it to the experience of disabled people in formal and informal learning contexts.   |
| 3. Know the key legislation and official policy introduced to promote inclusive education  | Describe the time line of UK and International legislation, which specifically relates to the   |

- |    |  |  |
|----|--|--|
|    | in the UK and the related international policy and legislation   | promotion of inclusive education   |
| 4. | Have an appreciation of the historical shifts and the struggles for inclusive education by those individuals excluded from schooling systems   | Identify key participants in the movement towards inclusive education and analyse the effectiveness of the struggle.   |
| 5. | Have an appreciation of the lived experience of those individuals who have or continue to be excluded from schooling system because of their impairment or because of the way they experience learning | Listen and engage with those individuals excluded by the schooling system and critically analyse such experiences in relation to legislation and policy promoting inclusive education. |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | PRE   | CW  | CW   | CW  |
|--------------------------|---|---|--|---|
| <b>Description</b>       | A 20 minute presentation/seminar discussion on one of the following: The Social and Medical Model of Disability/ The Labelling Theory /Barriers to access in the schooling system/ Legislation in relation to disability. | A description and critical analysis of the medical and social model of disability and how the two models influence a more inclusive education. 1000 words or equivalent | A critical examination of a piece of writing that is written with "medical model" thinking and your task will be to rewrite this piece of work using the "social model" of disability thinking. 1000 words or equivalent | A piece of written work, which describes a particular barrier to learning or to a service, experienced by a disabled person, which prevents their full participation in society, followed by a strategy to support the disabled person to overcome such a barrier. 1000 words or equivalent |
| <b>%age</b>              | 20  | 20  | 20   | 40  |
| <b>Learning Outcomes</b> | 1,4   | 1,2,3   | 1,4  | 1,2,5   |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Crossley, R. (1994) *Facilitated Communication Training* New York: College Press.  
 Crossley, R. (1997) *Speechless: facilitated communication for people without voices* New York: Dutton.  
 Donald, N. (1997) *Contested Words Contested Science: Unravelling the facilitated*

*communication controversy* Thorndale: Cardinal.

<http://www.inclusion-boltondata.org.uk>

Lovatt, H. (1997) *Learning to Listen*, London: Jessica Kingsley.

Melvorn, L.(2006) *Conspiracy to Murder* London: Verso Books.

Oliver, M. (1990) *Politics of Disablement*, Basingstoke: Macmillan

Richards,G. and Armstrong,F.(2007) *Key Issues for Teaching Assistants: Working in diverse and Inclusive classrooms*, London: Routledge.

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU3202 Mentoring: concepts, theories and strategies (Level 6)**

20 credits at level HE6

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### **Description and Purpose of Module**

The purpose of this module is to explore ways in which we can support the individual learner through a variety of approaches which are often classified under the general term of 'mentoring'. We will also analyse the moves towards individual learning and evaluate the impact of this trend on learning and teaching today. The module will also provide the opportunity for an examination of the skills needed to support the individual learner and an evaluation of the skills that are needed in undertaking this aspect of learning and teaching and a self-analysis of personal and professional development needs.

### **Indicative Syllabus Content**

Widening participation and the movement towards individual learning plans and the emphasis on the individual learner; learning as a community, collaborative or singular activity; models and concepts of mentoring, coaching and tutoring; strategies and skills in mentoring, coaching and tutoring; critical reflective thinking.

### **Learning, Teaching and Assessment**

Learning and teaching will be supported through blended learning (a combination of face-to-face and electronic based resources and communications), lectures, seminars and individual/group tutorials. There will be an emphasis on peer mentoring, coaching and tutoring with video recording to analyse concepts, skills and strategies. Assessment will involve a self-analysis of a one-to-one teaching and learning session and written responses to five set questions.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>                                       | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. Be able to present a debate about recent trends and changes in learning and teaching in terms of the individual learner        | Present a well-referenced discussion about individualised learning and the issues surrounding learning as a collaborative, community or singular activity |
| 2. Be able to distinguish between mentoring, coaching and tutoring in terms of purposes, concepts and models                      | Explain the differences between approaches to individual support in learning and teaching   |
| 3. Be able to select the most appropriate method of individual support  | Select and justify an approach to individualised learning depending on the context and circumstance   |
| 4. Be able to identify the skills, characteristics and attributes needed for effectively supporting the individual learner        | Explain what skills are required for effective support of the individual learner  |
| 5. Be able to critically and reflectively assess personal effectiveness in terms of the skills needed for mentoring, coaching and | Present a critically reflective assessment of personal skills in relationship to mentoring, coaching or tutoring  |

tutoring

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                          |  |   |
|--------------------------|--|---|
| <b>Type</b>              | CW   | CW  |
| <b>Description</b>       | Journal of 2,000 words which analyses skills and considers personal and professional development needs | Responses to five set questions. Each of 500 words. |
| <b>%age</b>              | 50   | 50  |
| <b>Learning Outcomes</b> | 2,3,4,5  | 1,2,3,4   |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Armstrong, M. and Barton, A. (2005) *Managing Performance* London: CIPD
- Atkinson, T. and Claxton, G. (2000) (Eds.) *The Intuitive Practitioner* Buckingham: Open University Press
- Clutterbuck, D. (2004) *Everyone Needs a Mentor* London: CIPD
- Dainow, S and Bailey, C (1988) *Developing Skills with People*. Oxford: Wiley
- De Bono, E. (1987) *Six Thinking Hats* London: Penguin Group
- Egan, G. (1998) *The Skilled Helper: 6th Edition*. London: Brooks/Cole
- Hay, J. (1999) *Transformational mentoring: creating developmental alliances for changing organizational cultures* Watford: Sherwood
- Heron, J. (1990) (4th Ed.) *Helping the Client* London: Sage
- Jonson, K.F. (2002) *Being an Effective Mentor* Thousand Oaks: Corwin Press
- Kerry, T and Mays, A.S. (1995) *Issues in Mentoring* London: Routledge
- Megginson, D. Clutterbuck, D. Garvey, B. Stokes, P. and Garrett-Harris, R. (2006) (2nd. Ed.) *Mentoring in Action* London: Kogan Page
- Moon, J. (2004) *A Handbook of Reflective and Experiential Learning. Theory and Practice* London: RoutledgeFalmer
- Rogers, J. (2004) *Coaching Skills – a handbook* Maidenhead: Open University Press
- Stephens, P. (1996) *Essential Mentoring Skills* Cheltenham: Stanley Thornes (Publishers) Ltd.
- The Coaching and Mentoring Network (2003). Online. Available: [www.coachingnetwork.org.uk](http://www.coachingnetwork.org.uk)
- Wallace, S. and Gravells, J. (2005) *Mentoring in Further Education* Exeter: Learning

## EDU3203 Investigating the English Language

20 credits at level HE6

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### Description and Purpose of Module

The module explores several areas related to the English language. You will develop a greater understanding of its history and development as a global language; the ways in which people learn to use language; and the social and cultural factors which influence English. You will also develop your critical thinking skills through analysing texts.

### Indicative Syllabus Content

History and origins of English  
Theories of language acquisition  
Introduction to socio-linguistics  
English as a global language  
Varieties of English  
Introduction to discourse analysis

### Learning, Teaching and Assessment

There will be a combination of teaching and learning strategies, comprising lectures to introduce and develop themes, together with structured exercises, discussions and group work. Individual support will be given in tutorials.

4000 word essay on a topic of your choice, the title of which you will negotiate with your tutor.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b> |
|---|---|
| 1. understand theories of language acquisition  | evaluate different theories of language acquisition   |
| 2. demonstrate a knowledge of the processes of discourse analysis                           | analyse and contrast spoken and written texts   |
| 3. appreciate the ways in which English has developed as a global language                  | consider the cultural, political and social implications of English as a global language                |
| 4. explore the diversity and varieties of English   | discuss how the English language has changed and developed  |
| 5. demonstrate a knowledge of the history and origins of the English language               | identify differences and varieties of English through textual analysis                                  |

### Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                    |                 |
|--------------------|-----------------|
| <b>Type</b>        | CW              |
| <b>Description</b> | 4000 word Essay |
| <b>%age</b>        | 100             |

**Learning Outcomes** 1,2,3,4,5

**Prerequisite Module(s)**

There are no prerequisites for this module.

**Barred Combinations**

No restrictions apply.

**Indicative Reading**

Bragg, M. (2003) *The Adventure of English*. London: Hodder and Stoughton  
Carter, Ronald (2004) *Language and Creativity*. London: Routledge  
Clark, E. (2002) *First Language Acquisition*. Cambridge: Cambridge University Press  
Crystal, D. (2007) *How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die*. London: Penguin Books  
Fairclough, N. (2001) *Language and Power*. Second Edition. London: Longman  
Goodman, S. and Graddol, D. (1996) *Redesigning English: new texts, new identities*. London: Routledge  
Graddol, D. (1996) *English: history, diversity and change*. London : Routledge  
Maybin, J. and Mercer, N. (1996) *Using English: From Conversation to Canon*. London: Oxford University Press  
Mercer, N, and Swann, J. (1996) *Learning English: Development and Diversity*. London: Oxford University Press  
Nunan, D. (1993) *Introducing Discourse Analysis*. London: Penguin  
Romaine, S. (2000) *Language in Society: An Introduction to Sociolinguistics*. Oxford: Oxford University Press

**Module Type:** CORE

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## EDU3204 The Philosophy of Education

20 credits at level HE6

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### Description and Purpose of Module

You will examine some important general and specific educational issues from a philosophical perspective. Philosophy is sometimes wrongly seen as "ivory tower" - here it is used to inform realistic discussion about the purpose and value of our education system by asking practical questions such as:

What ideas have brought about our education system? How can our education system be improved? How do we reconcile faith schools with liberal educational values? And should there be private or state schools or neither?

### Indicative Syllabus Content

The influence of philosophers, and their ideas on contemporary educational theory, policy and practice.

This will include debates on:

Traditional versus progressive methods in contemporary educational theory

Educational assessment

The nature of autonomy as the key aim of liberal education

Education as oppression and exploitation.

Liberal freedom of choice and the free market

The home education movement

Controversy in education - what are the issues?

### Learning, Teaching and Assessment

The module will be tutor-led and student-centred. Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications. There will be lead-lectures and seminars that focus on the syllabus content. There will be a requirement for course members to work together in a community of enquiry in order to research and reflect on the debates raised within the module.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully<br/>completed this module you will:</b>  | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>  |
|--|--|
| 1. Understand and explain the contributions made by key philosophers to the development of modern education  | Explain the part played by at least one philosopher in the development of an aspect of modern education  |
| 2. Critically analyse and reflect on the philosophical debates surrounding contemporary issues of educational methods, curriculum and assessment                             | Contribute to a small group presentation explaining the philosophical debate on one of a) educational methods; b) curriculum content and design or c) assessment, with accompanying identification of own contribution |
| 3. Discuss, reflect and offer resolutions to the problem of reconciling state, individual and communitarian values on an educationally divisive issue in a liberal democracy | Produce debate notes and speak cogently and with appropriate reference to philosophical argument for or against a current, contentious issue in education  |

Critically evaluate philosophical  
4. arguments for and against state and private education

Write an essay using an appropriate range of philosophical sources to critically reflect on the advantages/disadvantages for society of state and private education

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type              | CW                 | CW            | CW      |
|-------------------|--------------------|---------------|---------|
| Description       | Group presentation | Debate motion | Essay   |
| %age              | 20                 | 10            | 70      |
| Learning Outcomes | 1,2                | 1,2,3         | 1,2,3,4 |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

Carr, D. (2003) Making Sense of education: An Introduction to the Philosophy and Theory of Education and Teaching London: Routledge  
Deveaux M. (2006) Gender and Justice in Multicultural Liberal States. Oxford: OUP  
Gardner R. et al. (2005) Faith Schools - Consensus or Conflict? Oxford: Routledge-Falmer  
Sharpe S. Ward S. and Hankin L. (2006) Education Studies An issues-based Approach, Exeter Learning Matters Ltd.  
Swift W. (2003) How Not to Be a Hypocrite: School Choice for the Morally Perplexed London: Routledge.

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## **EDU3205 The impact of technology on education and pedagogy**

20 credits at level HE6

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### **Description and Purpose of Module**

This module explores the relationships between technology, education and pedagogy. You will explore the historical, current and predicted future directions of the changes that technology has made in education and critically analyse the driving forces for those changes. You will examine the impact of technology on learners, teachers and educational organisations and explore the pedagogical and ethical implications of e-tutoring and e-learning.

### **Indicative Syllabus Content**

Nature and meaning of change in education. Driving forces for change: technological, educational, political, economic, socio-cultural.

Overview of significant current changes in education as examples (e.g. national standards, professional bodies, subject benchmarking)

Overview of significant current technological changes in education as examples (e.g. the impact of electronic communication, and the Internet, the introduction of web-based online learning).

Studying change: methodology, formulating study objectives, literature reviews and online searches, planned study of change (including action planning), presenting findings.

### **Learning, Teaching and Assessment**

Learning and teaching will be achieved through blended learning with a focus on e-discussion and e-seminars which will be both tutor and student led. The content will be negotiated at both a group and an individual level and will be dependent on the lines of individual enquiry. There will also be some workshop sessions facilitated by the tutor in which course members support each other, as they pursue their studies.

Course members will be encouraged to work in a community of enquiry. If they choose to do so, they will be advised how their own contributions to the team's work must be reliably and separately assessable and that the scale and scope of the eventual work must reflect the number of team participants.

The assessment involves an action-research project where technological innovation has been used with a group of learners.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes</b><br>when you have successfully completed<br>this module you will: | <b>Assessment Criteria</b><br>to demonstrate that you have achieved the<br>learning outcome you will:   |
|---|---|
| 1. Understand the implications of technological change on specific pedagogic practices    | Analyse the technological changes that have occurred within one educational discipline or organisation<br><br>2. Justify the use of a technological innovation with a group of learners<br><br>3 Analyse the changes in pedagogic practices |

|   |  |
|---|--|
|   | relating to specific technological change  |
| 2. Use a technological innovation to support learning and/or/teaching | Justify the use of a technological innovation with a group of learners               |
| 3. Be able to identify significant technological changes in education | Analyse the changes in pedagogic practices relating to specific technological change |
| 4. Undertake action research in an ethical manner                     | Present an action research paper which demonstrates adherence to ethical guidelines  |
| 5. Be able to engage in critical, reflective thinking                 | Write a reflective account   |
| 6. Be able to work with others in a learning community                | Present a reflective account of taking part in a learning community                  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                          |                       |                    |
|--------------------------|-----------------------|--------------------|
| <b>Type</b>              | CW                    | CW                 |
| <b>Description</b>       | Action research paper | Reflective account |
| <b>%age</b>              | 60                    | 40                 |
| <b>Learning Outcomes</b> | 1,2,3,4,5             | 5,6                |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Barnard, J (May 2000) *Factors Affecting the Uptake of CAL in Further Education*  
<http://www.leeds.ac.uk/educol/documents/000000677.htm>
- Bates, AW (2000) *Managing technological change: Strategies for College and University Leaders* San Francisco: Jossey-Bass
- Brosnam, M (1998) *Technophobia: the psychological impact of IT* London: Routledge
- Daniel, J S (1996) *The mega-universities and knowledge media: technology strategies for higher education* London: Kogan Page
- FEDA (Further Education Development Association) <http://www.feda.ac.uk>
- Goldman, S and Strong, N (May 2000) *Change Management for Online Delivery – A Case Study* <http://www.tafe.sa.edu.au/lrsc/cm/hawaii.htm>
- Greenberg, A (May 2000) *WBT: The New Millennium – Training at the Speed of Change*  
[http://www.isoc.org/inet99/proceedings/2a/2a\\_1.htm](http://www.isoc.org/inet99/proceedings/2a/2a_1.htm)
- Kent, T W (1999) *Will technology really change education?* London: Sage

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## EDU3206 Global Perspectives on Education

20 credits at level HE6

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### Description and Purpose of Module

This module offers you the opportunity to build on previously studied modules which have focused on issues of schooling, inequality and learning theories to expand your enquiries into education from a global perspective. You will work with a group both face-to-face and on-line to engage in a mutually beneficial community of enquirers – while at the same time you will work towards your own enquiry into an aspect of education from a global perspective. This offers you considerable scope for study and you will be guided, through blended learning, to decide on a particular line of enquiry

### Indicative Syllabus Content

Case study and narrative enquiry  
Globalisation and sustainable education  
Funding and economics  
Equality and global education  
Cultures and values in education

### Learning, Teaching and Assessment

Learning and teaching will be achieved through blended learning with a focus on e-discussion and e-seminars which will be both tutor and student led. The content will be negotiated at both a group and an individual level and will be dependent on the lines of individual enquiry

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. Be able to select and use appropriate research method(s) to collect data                 | Select and use appropriate research methods and strategies in relationship to the chosen investigation  |
| 2. Undertake research on global education in an ethical and sensitive manner                | Justify approaches taken in the collection of data in terms of ethical considerations from a global perspective   |
| 3. Be able to explain educational issues from a global perspective                          | (a) Present an analysis of an educational issue or phenomenon from a global perspective<br>(b) Construct arguments and perspectives supported by relevant data and evidence |
| 4. Be able to present a work-in-progress paper  | Present a work-in-progress paper in the appropriate academic style and register   |
| 5. Be able to make critical constructive comments on other's work                           | Make useful constructive critical comments on the work of at least one peer   |
| 6. Be able to engage in critical, reflective thinking                                       | Present a reflective account of taking part in a learning community   |
| 7. Be able to work with others in a learning community                                      | Make relevant and considered contributions to a learning community  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type              | PRE   | CW   | CW                   |
|-------------------|---|--|----------------------|
| Description       | On-line presentation of work-in progress of 500 words | Reflective account and contribution to community of enquiry of 500 words | Essay of 3,000 words |
| %age              | 10  | 20   | 70                   |
| Learning Outcomes | 1,5   | 2,3,5,6,7  | 1,2,3,4,6            |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

Askew, S. Carnell, E. (1998) Transforming learning: individual and global change, London: Cassell

Ball, S. (2000) Choice, pathways, and transitions post-16: new youth, new economies in the global city, London: Routledge/Falmer

Blumenthal, P. Goodwin, C. Smith, A., (1996) Academic mobility in a changing world: regional and global trend, London: Jessica Kingsley

Evans, Norman (1999) Experiential learning around the world: employability and the global economy, London: Jessica Kingsley

Hones, D. F.(2002) American dreams, global visions : dialogic teacher research with refugee and immigrant families, London : Lawrence Erlbaum

Kochan, F. K. Pascarelli, J. T. (2003) (Eds) Global perspectives on mentoring : transforming contexts, communities, and cultures Greenwich, Conn. : Information Age

Spring, J. (2004) How educational ideologies are shaping global societies: intergovernmental organizations, NGOs, and the decline of the nation-state, London: Lawrence Erlbaum

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

20 credits at level HE6

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### **Description and Purpose of Module**

The purpose of this module is to enable course members to develop a basic understanding of the theory and practice of organisational management as applied to the post-compulsory and technical and vocational education training (TVET) sector. This will include acquiring and, where appropriate and relevant, applying knowledge of current management practice to practical management issues and problems.

### **Indicative Syllabus Content**

History of organisational theory; organisational structures; culture in organisations; leadership styles, power and motivation; staff appraisal and assessment of performance; managing change; teams and team building; managing conflict / avoiding stress in organisations;

### **Learning, Teaching and Assessment**

A 'blended' combination of styles and strategies will be used in this module, including: formal 'key-note' lectures including where appropriate and relevant 'Powerpoint' computer software presentations; full class and small group discussion / debate; small and large group (learner) centred activities and tasks; case study research; and, group presentations. Web-based platforms will be used for materials access and group interaction and support. In general, the intention is for sessions to be interactive where course members from diverse organisational / cultural backgrounds can share their experiences.

### **Learning Outcomes and Assessment Criteria**

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>     | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b> |
|---|---|
| 1. Demonstrate knowledge and understanding of the theory and practice of educational management | Describe the relative merits and limitations of a range of relevant management theories                 |
| 2. Analyse and provide 'solutions and recommendations' to educational management issues         | Analyse an appropriate management issue or problem and identify a possible 'solution'.                  |
| 3. Identify and contextualise educational management problems                                   | Critically evaluate possible solutions to management issues with reference to context and culture       |
| 4. Carry out literature searches to provide reference material to support discussion            | Use relevant management theory and current literature to aid discussion.                                |
| 5. Apply data analysis skills (graphs, tables, diagrams) e.g. SWOT Analysis.                    | Apply data analysis skills (graphs, tables, diagrams) to produce, for eg. a SWOT Analysis.              |
| 6. Demonstrate problem-solving skills.  | Use data, for eg. in SWOT analysis, to provide solutions to management problems.                        |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type              | CW               | CW              |
|-------------------|------------------|-----------------|
| Description       | 2,500 word Essay | Strategy Report |
| %age              | 60               | 40              |
| Learning Outcomes | 1,3,4            | 2,3,4,5,6       |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Armstrong, M (2003) A Handbook of Human Resource Management London: Kogan Page  
Beardwell I & Holden L. (2003) Human Resource Management: A Contemporary Approach pub. Prentice Hall  
Bell, J (1999) Doing your research project 3rd Ed., Buckingham: Open University Press  
Brown, A D (1998) Organisational Culture 2nd Ed., London: Pitman  
Bush, T, West-Burnham, J (1994) The Principles of Educational Management London: Longman  
Cartwright, S and Cooper, C (1997) Managing Workplace Stress London: Sage  
Gill, J (1997) Research methods for managers London: Paul Chapman  
Greenberg, J. (1997) Behaviour in Organisations (6th.ed), Prentice Hall, London  
Hall L, Torrington D & Taylor S. (2004) Human Resource Management pub. Prentice Hall  
Handy, C.(1993) Understanding Organisations, Penguin, London  
Harrison, R. (2003) Human Resource Development, Palgrave Macmillan, Basingstoke  
Kotler, P (1998) Principles of marketing London: Prentice Hall Europe  
Mullins, L J (2001) Management and Organisational Behaviour (6th ed), Pearson Ed. Harlow  
Oakland, J S (1993) Total Quality Management: the route to improving performance 2nd Ed., Oxford: Butterworth-Heinemann  
Senior, B (2001) Organisational Change (2nd.ed) Pearson Ed. Harlow

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

## Performance, Presence and Professional Development

Code: EDU3208

20 credits at level HE6

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### Description and Purpose of Module

This module will investigate the application of a range of performance practices, theories and techniques to the context of professional development. Primarily the course is aimed at students with perhaps a limited knowledge and experience of theatre study but with the desire and curiosity to explore a practice-based approach to teaching and learning.

### Indicative Syllabus Content

The role of childhood play and playing in drama and performance  
twentieth century theories relating to the purpose of drama in society  
Practitioners who have contributed to a body of knowledge relating to modernist 'revisoning' of the role of theatre in society: actor training and community performance - for example Stanislavski, Brecht , Barba, Boal.  
The development of group-working skills alongside the development of individual skill/techniques in terms of use of voice/ body/gesture and presence  
The use of reflection in creative practice  
Performance outside of the Theatre

### Learning, Teaching and Assessment

Contact time will be largely devoted to active participation in the exploration of performance practice with standard delivery of lecture based materials remaining short and supported via web-based media.

The assessment will comprise a group project and an individual reflective (b)log

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b> | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|---|---|
| 1. be able to engage with theories of theatre/drama in the context of performance           | Apply a knowledge of a variety of theories and practices to workshop activities and reflection  |
| 2. understand the relevance of performance practice to professional development             | evidence through practical and written work the relevance of performance study to professional development by means of reference to individual experience and reflection  |
| 3. be able to work as a team member on collaboratively devised performance related projects | work cooperatively and creatively with class members on practical/performance related activities - leading ultimately to a group presentation/performance                 |
| 4. have an appreciation of the role of reflection in the creative process                   | show a developed awareness of how the process of creative uses of reflection impact upon the emergence of the reflective professional/practitioner by means of individual |

|   |   |
|---|---|
|   | writing and reporting on the journey experienced through out the module   |
| 5. demonstrate graduate-level skills in written communication, IT and in information retrieval/presentation | produce a clear, well-written and professionally produced and academically informed reflective (b)log - portfolio of evidence |
| 6. be able to time- manage effectively in the preparation of both individual and group assessments          | Attend classes conscientiously, be well-prepared for group work and submit in a timely fashion all items of assessment        |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

|                          |   |   |
|--------------------------|---|---|
| <b>Type</b>              | PRA   | CW  |
| <b>Description</b>       | group performance/project - 20 - 30 minutes | reflective (b)log - portfolio of evidence - 3,500 words |
| <b>%age</b>              | 50  | 50  |
| <b>Learning Outcomes</b> | 1,2,3,6                                     | 2,4,5,6   |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

Barba, E. (2005) *A Dictionary of Theatre Anthropology: the Second Art of the Performer*, London: Routledge

Boal, A.(2004) *The Aesthetics of the Oppressed*, London: Routledge

Babbage, F. (2004) *Augusto Boal*, London:Routledge

Gomez-Pena,G. Pena, E. (2005) *Ethno-Techno: Writings on Performance, Activism and Pedagogy*, London: Routledge

Lehmann, H. (2006) *Post dramatic Theatre*, London:Routledge

Shepherd, S. (2005) *Theatre, Body and Pleasure*. London: Routledge

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

## EDU3209 Outcomes, Performance and Competency: Current trends in training

20 credits at level HE6

### Description and Purpose of Module

Training based on outcomes, performance and competency are now firmly established as the commonest method of providing technical and vocational training in most OECD countries. Although not without its critics, it is still well regarded and possibly the most cost-effective way of training for technical / vocational performance. Over recent years many developing countries are also looking to implement similar training schemes in their vocational / secondary schools and training centres. This module examines the relative merits and limitations of competency / outcomes based training systems and looks at the implications of implementing such schemes in a range of training / educational organisations in various cultural settings. The module also provides course members with practical experience of developing curricula based on outcomes, performance and competency.

### Indicative Syllabus Content

The language of performance / outcomes based training and CBT; the rationale for change and the implications of change from 'traditional' training programmes to those based on the competency model; the changing roles of teachers, trainers and students within a competency / outcomes framework; a comparative analysis between 'traditional' training and outcomes based training; case study of the UK system of CBT (G/NVQs etc); the role of industry and industry / college liaison within a CBT framework; identification of subject-specific competencies and the development of sample curricula based on performance; the assessment process within outcomes based programmes; the place of underpinning knowledge within an outcomes / performance framework; current international developments in training.

### Learning, Teaching and Assessment

A combination of styles and strategies will be used in this module, including: formal 'key-note' lectures; full class discussion / debate; small and large group tasks / discussion activities; case study research; and, group presentations. Web based e-learning resources will be available as part of a 'blended' delivery model.

### Learning Outcomes and Assessment Criteria

| <b>Learning Outcomes<br/>when you have successfully completed<br/>this module you will:</b>  | <b>Assessment Criteria<br/>to demonstrate that you have achieved the<br/>learning outcome you will:</b>   |
|--|---|
| 1. Identify and compare the main differences between 'traditional' training methods and programmes based on the outcomes approach. | Analyse key differences in approach between traditional existing training arrangements and anticipated changes resulting from adopting a training system based on outcomes and performance. |
| 2. Identify both the advantages and the limitations of CBT within different contexts / cultures.                                   | Identify and discuss key contextual and cultural issues to be considered by an organisation planning the implementation a CBT programme.  |
| 3. Select appropriate teaching / learning strategies to be applied within an outcomes - based programme.                           | Evaluate relevant teaching and learning strategies associated with outcomes / CBT programmes.   |
| 4. Analyse existing curricula and identify from  | Appraise existing curricula and identify from   |

|  |  |
|--|--|
| these selected key competencies..  | these selected key competencies.   |
| Evaluate the implications of implementing a CBT programme with reference to relevant literature.                               | Identify and justify the implications of implementing a CBT programme with reference to relevant literature. |
| 5. Produce effectively written sample CBT modules written in behavioural outcome terms.  | Create effective sample CBT modules.   |
| 6. Produce effectively written sample assessment instruments to elicit evidence of performance and job knowledge competencies. | Produce effective written sample assessment instruments.   |
| 7.   |  |

## Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

| Type                     | CW  | CW   |
|--------------------------|---|--|
| <b>Description</b>       | 1. Production of a sample competency module including associated assessment instruments (30%) | 2. Written assignment of between 2500 – 3000 words (70%) |
| <b>%age</b>              | 30  | 70   |
| <b>Learning Outcomes</b> |   |  |

## Prerequisite Module(s)

There are no prerequisites for this module.

## Barred Combinations

No restrictions apply.

## Indicative Reading

- Arguelles, A. (2000) *Competency based education and training – a world perspective*
- Bees, M and Sword, M (Eds.) (1990) *NVQs and FE* London: Kogan Page and NCVQ
- Burke, J (Ed.) (1995) *Outcomes, learning and the curriculum*, Routledge Falmer, London
- Fletcher, S (2000) *Competency based assessment techniques*, Kogan Page, London
- Fletcher, S (1994) *NVQs Standards and Competence – A practical guide for employers, managers and trainers* (2nd ed) London: Kogan Page
- Hodkinson, P and Issitt, M (eds.) (1995) *The challenge of competence*, Cassell, London
- Hyland, T (1994) *Competence, education and NVQ's: dissenting perspectives* London: Cassell
- Jessup, G (1991) *Outcomes : NVQs and the emerging model of education and training* London: Falmer Press
- King, S. et al (2000) *The complete guide to training delivery*, Amacom
- Monjan, S V and Gassner, S M (1979) *Critical issues in Competency based education* New York: Pergamon
- OECD (1996) *Assessing and certifying occupational skills in competencies in vocational education and training* Paris: OECD
- Peterman, F. (ed) (2005) *Designing performance assessment systems for urban teachers*, Lawrence Erlbaum associates
- Walklin, L. (1991) *The assessment of performance and competence : a handbook for teachers*

*and trainers* Cheltenham: Stanley Thornes

**Module Type:** STAN

**Module Length:** 1

**Host Subject Group:** Education

**Version Number::** 0.1

## 11 PROGRAMME SPECIFICATION DOCUMENT - BA

|                                   |  |                                |   |
|-----------------------------------|--|--------------------------------|---|
| <b>1. Qualification</b><br><br>BA | <b>2. Programme Title</b><br>Professional Development in Education | <b>3. UCAS Code</b><br><br>N/A | <b>4. Programme Type</b><br>Modular: Full and part-time |
|-----------------------------------|--|--------------------------------|---|

### 5. Main Purposes and Distinctive Features of the Programme

To enable a systematic and reflective study of education, illustrated and informed by the diversity and difference in learning and teaching within different sectors of education.  
 This programme is designed for qualified teachers who have been, or continue to be, engaged in training, teaching or educational development in public or private sectors.  
 The curriculum is consistent with the benchmarks for the subject developed by the Quality Assurance Agency, from which many of the statements below originate.

### 6. What a graduate should know and be able to do on completion of the programme

|  |  |
|--|--|
| <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Demonstrate awareness of the underlying values and principles relevant to Education Studies</p> <p>Show a comprehensive and critical understanding of the diversity of learners and the complexities of the education process.</p> <p>Appreciate the complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process</p> <p>Explain societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process</p> <p>Select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Analyse educational concepts, theories and issues of policy in a systematic way</p> <p>Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts</p> <p>Accommodate to new principles and understandings</p> <p>Explain the significance and limitations of theory and</p> | <p><u>Subject-specific practical/professional skills</u></p> <p>Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate</p> <p>Plan for personal and professional development in a systematic way</p> <p>Make coherent and interesting presentations which are appropriate to the audience</p> <p><u>Other skills (e.g. key/transferrable) developed in subject or other contexts</u></p> <p>Reflect on their own value systems</p> <p>Interpret graphical and tabular presentation of data in a critical and constructive way</p> <p>Collect and present numerical data and to use graphical and tabular information appropriately</p> <p>Work effectively as part of a team, including working through difficulties and conflicts</p> <p>Articulate their own preferred approaches to learning and actively manage their development.</p> <p>Process and synthesise empirical and theoretical data, to create new syntheses</p> |
|--|--|

|  |   |
|--|---|
| research<br>Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject | Present and justify a chosen position having drawn on relevant theoretical perspectives |
|--|---|

| 7. Qualities, Skills & Capabilities Profile   |   |   |  |
|---|---|---|--|
| A Cognitive   | B Practical   | C Personal & Social   |  |
| Reflective and Critical thinking<br>Powers of analysis<br>Creative thinking<br>Flexibility of thought | Writing skills<br>Research skills and methods of enquiry;<br>Textual analysis;<br>Presentation skills<br>Communication<br>ICT | Independence and autonomy in learning and problem solving;<br>Teamwork<br>Organisation and time management<br>Action planning and target setting (PDP). |  |

## 8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

(3 -5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

|  |  |  |
|--|--|--|
| <b>HE6 Honours Modules</b>             | <b>Core Modules</b><br>EDU3200 Dissertation            | <b>Options (normally 20 credits each)</b><br>EDU3201 The Illusion of Inclusion<br>EDU3202 Mentoring, coaching and tutoring: concepts, theories and strategies (Level 6)<br>EDU3203 Investigating the English Language<br>EDU3204 Philosophy of Education<br>EDU3205 The Impact of Technology on Education and Pedagogy<br>EDU3206 Global Perspectives on Education<br>EDU3207 Management in Education<br>EDU3208 Performance, Presence and Professional Development<br>EDU 3209 Outcomes, Performance and Competency: Current trends in training |
| <b>H2 Honours Modules</b>              | EDU2203 Policy, Practice and Research in Education     | EDU2200 Observing and Analysing Learning and Teaching<br>EDU2201 Educational Heroes<br>EDU2202 Equality, Diversity, Difference<br>EDU2204 Educating Rita<br>EDU2210 Reflective Approaches to Mentoring<br>EDU 2211 Approaches to Mentoring in Learning and Teaching Level 5<br>EDU 2040 Mentoring for Effective Performance in Learning and Teaching situations  |
| <b>First Year Part-Time Equivalent</b> | EDU1200 Reflection, Critical Thinking and Study Skills | EDU1201 About Learning: theory, strategy and myth<br>EDU1202 Telling Tales out of School<br>EDU1203 The Psychology of Education<br>EDU1207 Education, Health and Development   |

## 9. Learning, Teaching and Assessment Strategy

### Learning and Teaching Methods

Normally, teaching and learning is based upon an interactive model, where learning and teaching strategies may include lecture; seminars; group work; discussions and debates; assignment work; library and internet research tasks; student presentations; visits, attachments and guest speakers; tutorials;

Most modules will involve blended learning (a combination of face-to-face sessions and electronic-based distance learning resources and asynchronous and synchronous communications).

### Assessment Methods

Assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module – selected to facilitate student learning via feedback on the task.

Types of assessment include:

Essay; report; oral presentation; oral presentation using presentational software; seminar paper and presentation; learning journal; paper written in the manner of a journal article; evidence of e-discussion; group assignment / project; peer-assessed group presentation; dissertation

### Assessment Classification System

The pass mark for a module's assessment is 40%. Where there is more than one component within this, each must be separately passed. The highest mark for a retaken component is 40%.

Final degree classification is based on the aggregated scores for the six modules at levels HE6 and profile information for marginal candidates.

### Honours Classification Bands

|               |  |
|---------------|--|
| 70% and above | - First Class  |
| 60% - 69%     | - Upper Second Class                                 |
| 50% - 59%     | - Lower Second Class                                 |
| 40% - 49%     | - Third Class  |
| 35% - 39%     | - Borderline / consideration for unclassified degree |

## 10. Other Information (*including compliance with relevant University policies*)

### Date programme first offered

September 2008

### Admissions Criteria

#### *Standard Requirements*

Professional Diploma in Education or Certificate of Education (usually from the University of Bolton) for 120 credits exemption – usually 80 at HE4 and 40 at HE5. A Cert. Ed. Or Professional Diploma in Education from another UK University / HEI will be considered on merit, usually through APL.

#### *Non-standard entry*

**For CPD courses only:** Special consideration will be given to mature applicants over 21 years of age without the above qualifications but with relevant professional qualifications and/or relevant work experience.

### Indicators of Quality and Standards

- Internal validation / scrutiny with staff from outside of the department prior to final validation
- Validation panel included external subject specialist from another university.
- The department achieved a perfect score of 24 for the review of its provision by the Quality Assurance Agency in October 2000
- All of the programme's assessment will be subject to moderation by a chief external examiner and a further external examiner

## 12 PROGRAMME SPECIFICATION DOCUMENT – BED.

| 1. Qualification<br><br>BEd.  | 2. Programme Title<br>Professional and Vocational Education | 3. UCAS Code<br><br>N/A  | 4. Programme Type<br>Modular: Full time |
|---|---|--|---|
| <b>5. Main Purposes and Distinctive Features of the Programme</b>   |   |  |   |
| <p>To enable a systematic and reflective study of education, illustrated and informed by the diversity and difference in learning and teaching within different sectors of education.<br/>           This is an intensive ‘fast track’ degree programme which is completed in three semesters and is restricted to experienced and qualified teachers from overseas.<br/>           The curriculum is consistent with the benchmarks for the subject developed by the Quality Assurance Agency, from which many of the statements below originate.</p>  |   |  |   |
| <b>6. What a graduate should know and be able to do on completion of the programme</b>  |   |  |   |
| <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Demonstrate awareness of the underlying values and principles relevant to Education Studies</p> <p>Show a comprehensive and critical understanding of the diversity of learners and the complexities of the education process.</p> <p>Appreciate the complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process</p> <p>Explain societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process</p> <p>Select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding</p> <p><u>Cognitive skills in the context of the subject(s)</u><br/>           Analyse educational concepts, theories and issues of policy in a systematic way</p> <p>Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts</p> <p>Accommodate to new principles and understandings</p> <p>Explain the significance and limitations of theory and research</p> <p>Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject</p> |   | <p><u>Subject-specific practical/professional skills</u></p> <p>Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate</p> <p>Plan for personal and professional development in a systematic way</p> <p>Make coherent and interesting presentations which are appropriate to the audience</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Reflect on their own value systems</p> <p>Interpret graphical and tabular presentation of data in a critical and constructive way</p> <p>Collect and present numerical data and to use graphical and tabular information appropriately</p> <p>Work effectively as part of a team, including working through difficulties and conflicts</p> <p>Articulate their own preferred approaches to learning and actively manage their development.</p> <p>Process and synthesise empirical and theoretical data, to create new syntheses</p> <p>Present and justify a chosen position having drawn on relevant theoretical perspectives</p> |   |

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## 7. Qualities, Skills & Capabilities Profile

| A Cognitive   | B Practical   | C Personal & Social   |  |
|---|---|---|--|
| Reflective and Critical thinking<br>Powers of analysis<br>Creative thinking<br>Flexibility of thought | Writing skills<br>Research skills and methods of enquiry;<br>Textual analysis;<br>Presentation skills<br>Communication<br>ICT | Independence and autonomy in learning and problem solving;<br>Teamwork<br>Organisation and time management<br>Action planning and target setting (PDP). |  |

## 8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

(1.5 years full-time). Honours Degree = 360 credits; Ordinary degree = 300 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

|  |  |  |
|--|--|--|
| <b>HE6 Honours Modules</b>             | <u>Core Modules</u><br><br>EDU3200 Dissertation        | <u>Options (normally 20 credits each)</u><br>EDU3201 The Illusion of Inclusion<br>EDU3202 Mentoring, coaching and tutoring: concepts, theories and strategies (Level 6)<br>EDU3203 Investigating the English Language<br>EDU3204 Philosophy of Education<br>EDU3205 The Impact of Technology on Education and Pedagogy<br>EDU3206 Global Perspectives on Education<br>EDU3207 Management in Education<br>EDU3208 Performance, Presence and Professional Development<br>EDU 3209 Outcomes, Performance and Competency: Current trends in training |
| <b>H2 Honours Modules</b>              | EDU2203 Policy, Practice and Research in Education     | EDU2200 Observing and Analysing Learning and Teaching<br>EDU2201 Educational Heroes<br>EDU2202 Equality, Diversity, Difference<br>EDU2204 Educating Rita<br>EDU2040 Mentoring for Effective Performance in Learning and Teaching situations  |
| <b>First Year Part-Time Equivalent</b> | EDU1200 Reflection, Critical Thinking and Study Skills | EDU1201 About Learning: theory, strategy and myth<br>EDU1202 Telling Tales out of School<br>EDU1203 The Psychology of Education<br>EDU1207 Education, Health and Development   |

## 9. Learning, Teaching and Assessment Strategy

### Learning and Teaching Methods

Normally, teaching and learning is based upon an interactive model, where learning and teaching strategies may include lecture; seminars; group work; discussions and debates; assignment work; library and internet research tasks; student presentations; visits, attachments and guest speakers; tutorials;

Most modules will involve blended learning (a combination of face-to-face sessions and electronic-based distance learning resources and asynchronous and synchronous communications).

### Assessment Methods

Assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module – selected to facilitate student learning via feedback on the task.

Types of assessment include:

Essay; report; oral presentation; oral presentation using presentational software; seminar paper and presentation; learning journal; paper written in the manner of a journal article; evidence of e-discussion; group assignment / project; peer-assessed group presentation; dissertation

### Assessment Classification System

The pass mark for a module's assessment is 40%. Where there is more than one component within this, each must be separately passed. The highest mark for a retaken component is 40%.

Final ordinary degree classification is based on the following:

18 months full-time study

Level HE4: two modules of 20 credits

Level HE5: four modules of 20 credits

Level HE6: one dissertation of 40 credits and two modules of 20 credits

| Level   | APL | Modules taken  | Total |
|---|-----|--|-------|
| HE4   | 80  | 2 x 20 credits =40                                       | 120   |
| HE5   | 40  | 4X 20 credits = 80                                       | 120   |
| HE6   | 0   | 2 X 20 credits + dissertation<br>40 credits = 80 credits | 80    |
| Credits required for ordinary degree classification |     |  | 300   |

## 10. Other Information (*including compliance with relevant University policies*)

### Date programme first offered

September 2008

### Admissions Criteria

#### *Standard Requirements*

An appropriate Certificate or Diploma of Education for 80 credits exemption, 40 at HE4 and 40 at HE5, and relevant, recent teaching experience.

### Indicators of Quality and Standards

- e. Internal validation / scrutiny with staff from outside of the department prior to final validation
- f. Validation panel included external subject specialist from another university.
- g. The department achieved a perfect score of 24 for the review of its provision by the Quality Assurance Agency in October 2000
- h. All of the programme's assessment will be subject to moderation by a chief external examiner and a further external examiner