



School of Arts, Media and Education

ACADEMIC STUDIES IN EDUCATION

UNDERGRADUATE SCHEME

**BA (Joint Hons.) Education Studies
and
Education Studies (3.5 Years)**

Pathway 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 (Joint Honours) Education Studies
PATHWAY HANDBOOK**

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1 WELCOME FROM THE UNDERGRADUATE TEAM FOR ACADEMIC STUDIES IN EDUCATION

This handbook explains the aims, structures, mechanisms and regulations of the following pathways within this scheme:

Joint BA (Hons) Education Studies – 3 year pathway

Joint BA (Hons) Education Studies – 3.5 year pathway

Our course members arrive from diverse backgrounds and through differing routes; entrants may follow a route from our dedicated Access course, from having studied on our foundation semester, or may come directly from school, college or employment. The Education Studies pathway is a part of the School's Undergraduate Scheme which presently includes two other pathways, both of which are aimed at serving the professional development needs of teachers in post-compulsory education: the BA (Professional Development in Education) and the B.Ed. (Professional and Vocational Education). This means that your study group is likely to include a range of students and this will provide you with a diverse and interesting group of peers who have the potential to enrich your undergraduate experience and breadth of study.

1.1 The 3.5 year pathway

This pathway provides a foundation semester which is composed of three level HE4 modules.

On successful completion of all three modules, you will be able to continue onto the three year BA Joint honours in Education Studies combined with either: English or Community Studies

There is no choice of modules for study at this stage of the course.

Each module is designed to introduce you to new academic skills and you will build on your existing experiences too, so that when you complete the semester you will be ready to begin the three year degree programme with confidence and feeling competent and prepared.

Key features of the programme do not then differ from the three year course. Please note the module titles in section 6.3 and read through the points in the handbook, particularly regarding progression to PGCE later in this section.

There is a team within the Education Subject Group for your foundation semester, which is composed of tutors, administrators and support staff who are known as the "course team". The team is led by the Pathway Leader (see below). For each of the modules that you undertake during the semester, you will be assigned a tutor from the course team who will teach and assess the module. Sometimes more than one tutor will teach a module.

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. This personal tutor will also be a member of the course team

1.2 The 3 year pathway

The Education Studies pathway provides an opportunity for students to study two joint components that make up their degree course. Half of the degree course will be the Education Studies pathway, and the other half (called the "partner subject" below) will have

been selected from other joint provision within the University's Undergraduate Modular Framework.

Our two principal partner subjects are:

- English
- Community Studies

We aim to provide an interesting, challenging and enjoyable experience of studying at the University and we hope that course members will find Education Studies a rewarding experience. We find that graduates from the Undergraduate Scheme often choose to continue their studies with us to a higher level by undertaking a Masters degree, for example. Throughout this handbook, the 3 year and 3.5 year pathways will be referred to as "BA Education Studies 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

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>

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 Those that also apply to other courses, see ... Those that apply to the whole University, see ...	AME School Handbook The University of Bolton Student Handbook and www.bolton.ac.uk
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

3.1 Education Studies (3.5 years)

The course begins with a *Foundation Semester* which is composed of 3 core modules at level HE4. (See Section 6) On successful completion of these modules, you may progress to completing the full degree.

3.2 Education studies (3 years)

Taken with a partner subject, the course leads to a BA (Hons.) in Education Studies and [partner subject].

The full degree is three years full time, with modules of study being undertaken from both Education Studies and the partner subject, usually in equal number. Under this arrangement course members usually study six standard sized modules of 20 credit points in each of the three years, half with Education Studies and half with the partner subject.

The academic year is split into two equal semesters. Usually, full time course members will undertake three standard sized modules in each semester. In any semester the mix of Education Studies modules and partner subject modules will depend (for example) on timetabling considerations, but by the end of the second semester usually three modules from each pathway will have been studied.

There is a team within the Education Subject Group composed of tutors, administrators and support staff who are known as the “course team”. The team is led by the Pathway Leader (see below). For each of the modules that you undertake in the Education Studies pathway, you will be assigned a 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 (so-called “consultation mode” modules). An example of this is the dissertation.

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. Usually, they will remain your personal tutor for the duration of your course. Similar arrangements will apply in your partner subject.

Qualified Teacher Status (QTS) is required to work as a teacher in maintained schools and non-maintained special schools in England and Wales. You can only get QTS by successfully completing Initial Teacher Training (ITT) in a way approved by the Teacher Training Agency (TTA).

There are also Teacher Training courses (Post-graduate Diploma in Education) which are specifically for those intending to teach in the post-compulsory sector of education (Post 16: Further Education, Higher Education, and Adult Education). This course is offered by the University of Bolton and provides Qualified Teacher Status for the Learning and Skills Sector (QTLS). This course does not lead to QTS for primary or secondary schools in the UK.

The Education Studies Pathway is not a course of Initial Teacher Training and does not lead to QTS. It consists of the academic study of the subject of education.

You may, however, be considering a career in teaching after successful completion of the Education Studies Pathway. It is most important that you establish from the outset what the current stipulations and opportunities are, to avoid disappointment at the end of your Education Studies course. The Training and Development Agency's requirements are outside the University's control and entry requirements for Teacher Training do change from time to time, so you must keep checking the up-to-date position. Two web-sites that may be useful are:

www.tda.gov.uk/recruit.aspx
www.gttr.ac.uk/

Your choice of partner subject to go alongside Education Studies could be an important one: it will probably be highly advantageous, possibly even essential, to choose a partner subject that is identified above as relevant to the National Curriculum.

Don't forget the requirements for English and Mathematics GCSE grade Cs – you will need these, even if you successfully complete your degree.

It is reiterated that the requirements for QTS do change and are beyond the University's control. The information presented here is intended to be helpful, but it cannot be definitive or complete.

3.3 Criminal convictions and subsequent teacher training

Rehabilitation of Offenders Act 1974

If, following this course of study, you intend to apply for Initial Teacher Training (either at the University of Bolton or elsewhere), or if you undertake work-experience or voluntary work in an educational setting, you should bear the following in mind: owing to the nature of the work, the teaching profession is exempt from previous provisions of the above Act (Rehabilitation of Offenders Act 1974). Therefore applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provisions of the Act. Teaching posts and some work-placement positions may be subject to disclosure.

As explained above, the Education Studies pathway is not a course of Initial Teacher Training, but you may be considering a subsequent career in teaching. In this case, you should note that police checks of criminal records are routinely made as part of the selection processes for teacher training. Although minor offences are unlikely to prohibit training, serious offences including (but not confined to) sexual offences, offences against children, offences involving drugs etc., will not be regarded as "spent" and are likely to prohibit selection for Initial Teacher Training and indeed employment as a teacher.

3.4 Criminal convictions and the Education Studies Pathway

For any part of the course which involves you in undertaking work-experience or voluntary work in an educational setting, we have to fulfil our obligations under the Law regarding criminal convictions. You will be required to declare any criminal convictions you have, including those regarded as "spent" for other purposes, and we may require you to obtain a Criminal Records Bureau disclosure or enhanced disclosure. You may, as a consequence of the outcome of these, be prohibited by us from undertaking a particular work experience placement as part of your course. Failure to comply with these requirements honestly and as required may lead to serious disciplinary action which could include expulsion from the course and / or charges being brought by the police against you, under the Law.

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.

5 PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

At the University of Bolton, Education Studies at Undergraduate level are guided and informed by the Quality Assurance Agency (QAA) “Benchmarks” for Education Studies. The Agency (which has web address www.qaa.ac.uk) is an independent body set up to monitor and ensure the quality of provision in higher education in England and Wales.

5.1 Programme aims – defined by the benchmarks for Education Studies

The following statements are taken from the current benchmarks and course members should expect that course content and assessment will holistically reflect the expectation that on completion of their studies they will be able to demonstrate the following:

In terms of knowledge and understanding

- an awareness of the underlying values and principles relevant to Education Studies and a developing personal stance which draws on their knowledge and understanding
- a good working knowledge of the diversity of learners and the complexities of the education process

- a good understanding of the complexity of the interaction between learning and contexts and the range of ways in which participants (including learners and teachers) can influence the learning process
- a good understanding of the societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process
- the ability to select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding

In terms of application

- an ability to analyse critically educational concepts, theories and issues of policy in a systematic way
- a developing ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
- an ability to accommodate new principles and understandings

In terms of reflection

- the ability to reflect on their own value system
- the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- a sound understanding of the significance and limitations of theory and research

In terms of transferable skills, course members will

- have the ability to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary
- be competent users of ICT in their study and other appropriate situations
- have a well developed ability to interpret graphical and tabular presentation of data, and collect, use and interpret numerical data as appropriate
- have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities
- have the ability to articulate their own preferred learning styles and strategies and actively manage their development to organise an effective work pattern including working to deadlines
- have the ability to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives

The course of study, both the 3.5 year pathway and the 3 year pathway are designed so that these important skills are embedded into the modules in an appropriate, relevant and logical manner

6 PROGRAMME STRUCTURE AND CONTENT

The design of the of Education Studies curriculum, including its modules of study and assessment tasks, was greatly facilitated by the existence of the QAA “benchmarks” for Education Studies. These give a clear articulation of the nature and purposes of Education Studies that should inform such courses throughout higher education. Relevant sections from this document are directly quoted below.

6.1 The nature of the subject

Education Studies is concerned with understanding how people develop and learn throughout their lives. It facilitates a study of the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of appropriate disciplines. There is diversity in Education Studies courses at undergraduate level but all involve the intellectually rigorous study of educational processes, systems and approaches, and the cultural, societal, political and historical contexts within which they are embedded.

Following the satisfactory completion of courses in Education Studies students will be able to participate effectively in a number of constantly changing discourses which are exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Programmes of Education Studies will provide students with opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and be enabled to justify their freely chosen personal positioning about educational matters.

6.2 The subject in context

Like many subjects Education Studies is in a constant state of change and development, and this statement is set in time and place.

Education Studies provides an academic foundation for practitioners in formal and informal contexts and phases of education, and provides a framework for understanding aspects of human development. These contexts and phases encompass a diverse range of groups including: community workers; education administrators; health workers; human resource managers; those who care for and educate children of all ages; librarians and information management professionals; and other professional educators.

(See www.qaa.ac.uk/academicinfrastructure/benchmark/honours/educationstudies.asp)

The education subject group and the School of Arts, Media and Education have links with a range of educational establishments, in particular with the post-compulsory sector. This includes the training and professional development of teachers, formal partnerships and academic franchise arrangements, teaching practice placements, through research, consultancy and scholarship, both in the UK and off-shore and a dedicated library and learning resource provision, which all ensure an extraordinarily sound base for high quality provision in Education Studies.

The curriculum is designed to be at three levels, corresponding to the three years of a full-time honours degree.

At level HE4 there is a “core” module which means that it has to be taken by an Education Studies course member. This and other modules at level HE4 provide an important function in that they develop “key skills” (e.g. skills of reflection, writing, communication, presentation, working with others and information and communication technology). In most cases, these skills are developed in a particular and relevant context, rather than in isolation (For example, the module ‘Telling Tales out of School’ introduces research as well as exploring the history of schooling). Successful achievement of HE4 level modules will thus provide an important foundation for later work, both from the point of view of their context and their ‘skills rich’ nature.

At level HE5, there is a core module Policy, Practice and Research in Education. This core module introduces the research strategies and methods primarily used in Education Studies. ‘Observing and Analysing Learning and Teaching’, continues over the whole academic year and involves the preparation of, undertaking of and reflecting on a period of attachment in a real education setting. The other optional modules at level HE5 are ‘Equality, Diversity, Difference’, ‘Educating Rita’ and ‘Educational Heroes’, and all of these offer the opportunity for you to examine and reflect on your own value system and appreciate the broad richness, diversity and varying influences on education. These modules follow logically from the level HE4 module ‘Telling Tales out of School’.

At level HE6, all of the modules are characterised as optional. Thus one can see how choice is initially restricted, and then broadens through the levels. This is a deliberate feature. As you develop skills, knowledge, understanding and areas of interest you will be able to select a programme of modules that best suits your own personal and professional interests. You will undertake 60 credits in Education Studies at this level. In practice, this will either be three taught 20 credit modules selected from the range available or a 40 credit dissertation spanning two semesters and a further 20 point module.

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 study*.

6. 3 Education Studies (3.5 years) - the foundation semester

The following modules are taught in the foundation year. All modules are core.

Code	Level	Credits	Module title	Status
EDU1204	HE4	20	Play and Key Players in Early Learning	Core
EDU1205	HE4	20	Teachers’ Careers and Teachers’ Lives	Core
EDU1206	HE4	20	Childhood, Education and Literature	Core

The following table lists the modules for the Education Studies pathway.

Code	Level	Credits	Module title	Core or Optional
EDU1200	HE4	20	Reflection, Critical Thinking and Academic Skills	Core
EDU1201	HE4	20	About Learning: theories, strategy and	Opt

			myth	
EDU1202	HE4	20	Telling Tales out of school: schooling history and experience	Opt
EDU1203	HE4	20	An Introduction to the Psychology of Education	Opt
EDU1207	HE4	20	Education, Health and Development	Opt
EDU2200	HE5	20	Observing and Analysing Learning and Teaching	Opt
EDU2201	HE5	20	Educational Heroes	Opt
EDU2202	HE5	20	Equality, Diversity, Difference	Opt
EDU2203	HE5	20	Policy, Practice and Research in Education	Core
EDU2204	HE5	20	Educating Rita	Opt
EDU3200	HE6	40	Dissertation	** See below
EDU3201	HE6	20	The Illusion of Inclusion	Opt
EDU3202	HE6	20	Mentoring: concepts, theories and strategies Level 6	Opt
EDU3203	HE6	20	Investigating the English Language	Opt
EDU3204	HE6	20	Philosophy of Education	Opt
EDU3205	HE6	20	Education, Technology and Pedagogy	Opt
EDU3206	HE6	20	Global Perspectives on Education	Opt
EDU3207	HE6	20	Management in Education	Opt
EDU3208	HE6	20	Performance, Presence and Professional Development	Opt
EDU3209	HE6	20	Outcomes, Performance and Competency	Opt

* 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 modules is presented later in this handbook, along with assessment specifications.

6.4 Choosing your programme of study

Your combined studies degree is made up of 360 credit points, 120 at each of the three levels HE4, HE5 and HE6. In almost all cases, modules are rated at 20 credits (the exception in this pathway is the 40 credit double-module dissertation, as you will see from the table below).

To make up your 120 credits at each level, you choose from the modules available from Education Studies and from your partner subject. You must, however, undertake the modules designated as core for Education Studies or your other subject.

Typically a joint honours Education Studies student will undertake 60 points in Education Studies at each of the three levels HE4, HE5, and HE6. However, there may be some flexibility in this, depending on the core requirements of both pathways.

****Course members undertaking a combined studies joint honours degree which includes Education Studies must complete a dissertation, either with Education Studies, or the partner subject.**

If a course member undertakes a dissertation with the partner subject, they cannot undertake the Education Studies dissertation.

Usually, the dissertation will build explicitly on the learning of another module(s), and there may also be a valuable influence from the partner subject.

Note, however, that at level HE6, 60 points must be undertaken from the Education Studies Pathway.

6.5 Teaching and learning methods

Normally, learning and teaching are based upon an interactive model where course members' participation and considered contributions are greatly valued. At this point it is worthwhile reiterating the philosophical statement of the education subject group.

“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”

Modules are taught in blocks of time which may include a mixture of tutor-led methods and interactive methods. Each module's specification (see the Module Handbook) gives more detail about the teaching and learning strategies for that module. Learning and teaching strategies may include:

- Tutor-led sessions with presentation or lecture
- Seminars
- Group work
- Discussions and debates
- Preparatory work for assessment
- Library and internet research tasks
- Student presentations
- Visits, attachments and guest speakers
- One-to-one and group tutorials

6.6 Blended learning

The Education subject group has a commitment to enhance learning and teaching through effective and appropriate use of technology. Course members may therefore expect that some modules will be presented using a blend of e-learning and face-to-face learning and teaching. The varying degrees and proportion of e-learning and face-to-face sessions may be negotiated between the student group and the module tutor at the start of, or prior to the start of the module. Our approach to blended learning means that course members can enjoy a greater degree of flexibility in their modes of study. However, there is also an expectation that through technology there will be considerable discussion, collaborative research and interaction between course members and the tutor. Indeed, our aim is use technological communication tools to enhance our effectiveness to work together as a learning community. The following is essential reading for the course:

<http://www.bolton.ac.uk/AME/elearning/essentialprotocols>

6.7 Awards

The following awards are available for your combined studies degree as a whole:

A **Certificate of Higher Education** may be obtained on the successful completion of 120 credits at Level HE4 (Excluding the credits gained in the foundation semester)

A **Diploma of Higher Education** may be obtained on the successful completion of 120 credits at Level HE4 and 120 credits at Level HE5. (Excluding the credits gained in the foundation semester)

A **BA/BSc (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. (Excluding the credits gained in the foundation semester)

Awards are given at the end of a course member's period of study. Interim awards are conferred only when a course member determines that they do not wish to proceed to a further award stage.

7 ASSESSMENT

7.1 Assessment strategy for the programme

Assessment may be both formative and summative, and continues throughout the course. While there are no end-of-year unseen timed examinations, the requirement to make presentations to peers will assess course members' ability to articulate coherent arguments spontaneously, and to effectively draw on their reading and knowledge of the subject they have chosen.

7.2 Forms of assessment that will be encountered on the programme

A wide variety of assessment techniques are used in Education Studies. The following are among the methods to be employed:

Written assignment, report, essay; oral presentation; oral presentation using presentational software; seminar paper and presentation; action plan; observational analysis; learning journal; group assignment / project; peer-assessed group presentation; research proposal; dissertation

This diversity has the following benefits:

- course members can demonstrate their ability by succeeding in a diverse range of challenges;
- course members who perform less well with certain types of assessment will be able to compensate by displaying their strengths in other types;
- the diversity enables course members to demonstrate their achievement of important work-related "key skills" such as working with others, improving one's own learning and performance, using information and communication technology, and problem solving;

- assessment is an important and problematic aspect of any educational provision. Course members who have direct experience of a range of techniques will be able to draw on this experience profitably.

It will be apparent from the teaching and learning strategies and the assessment strategies above that for the Education Studies Pathway, engaging fully in the course process is important. It follows that attendance is important. Course members who do not attend and engage fully with the course process will put at risk their chances of success, and could put at risk the success of their peers.

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 procedures, extensions, mitigating circumstances etc.

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, or shortly after, induction.

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 rep is available on the Student's Union web site at:

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

(Click "Course Reps")

Course representative are elected by a democratic process at the beginning of each academic year.

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.

10 MODULES AND THEIR ASSESSMENT SPECIFICATIONS

10.1 Modules for the Foundation Semester

There are three modules offered at HE4 which are core modules for the foundation semester. These are:

EDU 1204 Play and Key Players in Early Learning
EDU 1205 Teachers' Lives and Teachers' Careers
EDU 1206 Childhood, Education and Literature

EDU1204 Play and Key Players in Early Learning

20 credits at level HE4

Description and Purpose of Module

This Module uses the focus of play and 'key players' in educational theory as a way of helping you to improve your skills in accessing information from different sources, such as the internet, academic journals, books, and video recordings. You will explore some of the key concepts and theories surrounding play, learning and cognitive development in early childhood. Through an exploration of these theories you will develop your abilities in participant observation, analysis and information literacy. You will undertake an observation of children playing, which you will describe in detail and analyse. Personal Development Planning (PDP) forms an integral part of this Module.

Indicative Syllabus Content

Theories and concepts of early childhood cognitive development, including Montessori, Froebel, Vygotsky, Dewey and Piaget
Play
Paraphrasing and summarising
Harvard referencing
Note-taking
Description and analysis
Observation as a research method
Reflective writing and PDP

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 and e-learning sessions. Course members will be involved in both face-to-face seminars and e-discussions. The assessment will involve the observation and analysis of children's play. You will also be assessed on your PDP.

Learning Outcomes and Assessment Criteria

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1. Be able to access appropriate information from the internet, journals and books efficiently.	Present a literature review.
2. Be able to summarise and paraphrase.	Use summary and paraphrasing effectively within an essay.
3. Be able to observe learning through play.	Use participant observation skills to accurately record childrens' play.
4. Be able to differentiate between description and analysis.	Include both description and analysis in an observation of children's play.
5. Be able to explain some of the key theories and concepts of early childhood cognitive development.	Use key theories and concepts of early childhood cognitive development in the analysis of children's play.
6. Be able to use Harvard style referencing.	Use Harvard referencing appropriately and accurately.
7. Be able to write a reflective account of your own progress.	Write a reflective account and attach an action plan.

Assessment

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

Type	CW	CW	CW
Description	500 word literature review	2,000 word essay which analyses children's play following an observation	A 200 word reflective piece and an action plan
%age	30	70	0
Learning Outcomes	1,2,6	1,2,3,4,5,6	7

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Anning, A. Cullen, J. and Flear, M.(Eds.) (2004) Early Childhood Education (Culture and Society) London: Paul Chapman
 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
 Bruce, T.(2004) Developing Learning in Early Childhood. London: Paul Chapman
 Burton, D. and Bartlett, S. (2005) Practitioner Research for Teachers London: Paul Chapman Publishing
 Hobart, C. and Frankel, J. (2004) (3rd Edition) Child Observation and Assessment Cheltenham: Nelson Thornes Ltd

Isenberg, J.P. and Jolango, M.R (2003) (2nd Edition) Major Trends in Early Childhood Education. Columbia University: Teachers College Press
Kohn, A. (2000) What to Look for in a Classroom. San Francisco: Jossey-Bass
Linden J.(2005) Understanding Child Development: Linking Theory and Practice. Bristol: Hodder & Stoughton
Manning-Morton, J. and Thorp, M. (2003) Key Times for Play. Maidenhead: Open University Press
Matheseon, D (Ed) (2004) An Introduction to the Study of Education, (2nd edition) London: David Fulton Publishers
Maynard, T. and Thomas, N. (2004) An Introduction to Early Childhood Studies, London: Sage
Meggitt, C. (2006) (2nd Edition) Child Development: an Illustrated Guide Oxford: Heinemann
Pound, L. (2005) How Children Learn: From Montessori to Vygotsky. London: Step Forward Publishing Ltd.
Smith, P et al (2003) Understanding Children's Development. (4th Edition) Oxford: Blackwell
Tizard, B. and Hughes, M. (2002) Young Children Learning. Oxford: Blackwell

JOURNALS

Children Now
Child Development
Childcare Health and Development

Module Type: CORE

Module Length: 1

Host Subject Group: Education

Version Number:: 0.1

EDU1205 Teachers' lives and teachers' careers

20 credits at level HE4

Description and Purpose of Module

This module explores the lives of teachers. You will be introduced to research about teachers' lives and some of the theories relating to teachers' careers. We will also examine the histories of teachers and teaching. You will have the opportunity to talk to teachers about their careers and the issues that have shaped and continue to shape their professional development. You will also consider the skills of academic writing and written presentation. Personal Development Planning (PDP) forms an integral part of this module

Indicative Syllabus Content

Interviews as a research method
Phases and Stages of teachers' careers
Research Ethics
Punctuation and grammar
Writing in the academic register

PDP

Learning, Teaching and Assessment

This module is taught by blended learning. There will be both classroom-based sessions and e-learning sessions. Course members will be involved in both face-to-face seminars and e-discussions. The assessment involves an analysis of data from two interviews. You will also be assessed on your PDP.

Learning Outcomes and Assessment Criteria

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1. Be able to analyse the stages and phases of teachers' professional lives using existing theory and empirical data	Use empirical data to provide an analytical discussion about the phases and stages of teachers' professional lives
2. Be able to undertake a semi-structured interview in an ethical manner	Show that ethical issues have been considered when conducting interviews
3. Collect data from interviews in an efficient and appropriate manner	Provide detailed notes from two interviews that indicate significant trends and themes
4. Be able to write an essay using the appropriate academic register	Write an essay in the appropriate academic register
5. Be able to use Harvard style referencing	Present an essay that includes referencing in the correct Harvard style format
6. Be able to use electronic learning and teaching resources to access information and engage with others in e-discussions	Demonstrate that you are able to engage in e-discussions and provide evidence that you are able to use electronic learning and teaching resources selectively and appropriately
7. Be able to write a reflective account of your own progress	Write a reflective account and attach an action plan

Assessment

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

Type	CW	CW	CW	CW
Description	800-1,000 words of detailed notes from two semi-structured interviews	Evidence of contributions to an e-discussion	A 1,500 word essay comparing two teachers' careers, based on data collected in two separate interviews	A 200 word reflective piece and an action plan
%age	20	20	60	0
Learning Outcomes	3	1,6	1,2,4,5	

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Bailey, K. M. (2001) Pursuing professional development: the self as source London: Heinle & Heinle

Bubb, S. (2005) Helping teachers develop, London: Paul Chapman

Calderhead, J.(1997) Understanding teacher education: case studies in the professional development of beginning teachers, London: Falmer Press

Claxton, G. (1996) Liberating the learner: lessons for professional development in education, London: Routledge

Cranton, P. (1996) Professional development as transformative learning: new perspectives for teachers of adults, San Francisco: Jossey-Bass

Goodson, I. F.(2003) Professional knowledge, professional lives: studies in education and change, Maidenhead: Open University Press

Olson, J. (1992) Understanding teaching: beyond expertise,. Milton Keynes: Open Univ. Press

Osler, A. (1997) The education and careers of black teachers: changing identities, changing lives, Buckingham: Open University Press

Palmer, P. J. (2007) The courage to teach: exploring the inner landscape of a teacher's life, San Francisco, CA: Jossey-Bass

Module Type: CORE

Module Length: 1

Host Subject Group: Education

Version Number:: 0.1

EDU1206 Childhood, education and literature

20 credits at level HE4

Description and Purpose of Module

The module explores childhood and education through a range of literary texts about and for children. The module will enable you to develop your academic reading and writing skills through close reading of these texts. You will develop your critical thinking skills and be introduced to research techniques. Personal Development Planning (PDP) forms an integral part of this module

Indicative Syllabus Content

Selection of poems (William Blake, Tony Harrison, Seamus Heaney, Sylvia Plath, Liz Lochhead, Dylan Thomas, William Wordsworth)

Ian McEwan, *Atonement*; extracts from Charles Dickens, *Hard Times*; Laurie Lee; *Cider with Rosie*

Extracts from the following texts written for children:

Anne Fine, *Bill's New Frock*; Thomas Hughes, *Tom Brown's Schooldays*; Gene Kemp, *The Turbulent Term of Tyke Tyler*; Jacqueline Wilson, *Girls under Pressure*

Study skills: reading critically, academic writing and referencing systems.

English for academic purposes, including standard forms of grammar, punctuation and spelling.
PDP

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 text to explore the portrayal of childhood in either prose or poetry

1500 word essay on a minimum of two texts to compare the representation of childhood within social and cultural contexts

You will also be assessed on your PDP.

Learning Outcomes and Assessment Criteria

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1. Explore the different approaches used by writers to portray childhood	Contrast the ways in which writers present descriptions of childhood
2. Situate texts within their social and cultural contexts	Analyse a selected extract in respect to its social and cultural context
3. Understand the different ways writers use literary techniques to express ideas on	Examine the effects of literary techniques on representations of childhood

childhood

- | | |
|--|--|
| 4. Understand academic style and register | Write using the appropriate academic register and standard forms of referencing, grammar, punctuation and spelling |
| 5. Research topics of relevance to the module in print and electronic format | Produce an essay which demonstrates evidence of research |
| 6. Be able to write a reflective account of your own progress | Write a reflective account and attach an action plan |

Assessment

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

Type	CW	CW	CW
Description	1000 word critical analysis	1500 word essay	A 200 word reflective piece and an action plan
%age	30	70	0
Learning Outcomes	2,3,4	1,2,3,4,5	

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Atkin, G, Walsh, C, Watkins, S (1995) *Studying Literature: A Practical Introduction*. London: Harvester Wheatsheaf

Hunt, P (1994) *An introduction to children's literature*. Oxford: Oxford Univ. Press

McRae, J (1998) *The Language of Poetry*. London: Routledge

Nodelman, P and Reimer, M (2003) *The Pleasures of Children's Literature*. 3rd edn. London: Allyn and Bacon

Peck, J and Coyle, M (2002) *Literary Terms and Criticism*. 3rd edn. Basingstoke: Palgrave

Study Skills

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

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

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

Module Type: CORE

Module Length: 1

Host Subject Group: Education

Version Number:: 0.1

10.2 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).

10.3 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 (Core Module)
EDU1201	About Learning: theory, strategy and myth
EDU1202	Telling Tales out of School
EDU1203	The Psychology of Education
EDU 1207	Education, Health and Development

EDU1200 Reflection, Critical Thinking and Academic Skills

20 credits at level HE4

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

Type	CW	CW	CW	CW
Description	500 word critical analysis of a selected extract	Essay	Personal development Plan	Extract from a reflective journal
%age	25	50	10	15
Learning Outcomes	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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 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 3.2 Evaluate a learning style approach with reference to personal learning 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 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' 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 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
Description	2,000 word essay	15 minute presentation with action plan
%age	90	10
Learning Outcomes	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

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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

Type	CW
Description	2,000 word report
%age	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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 Make connections between theory and educational practice 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:

Type	CW
Description	2,000 word essay
%age	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

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

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

10.4 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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1. Be able to articulate potential bias in terms of undertaking a research project	1a Discuss the issue of researcher bias 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>2a Justify the approach that has been taken to observing learning and teaching in a specific context. 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>Explain the difference between participant and non-participant observation</p>
<p>Be able to write a critically reflective learning journal</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>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>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
Description	A reflective journal 2,500 words	Seminar presentation
%age	70	30
Learning Outcomes	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

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| | 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:

Type	CW
Description	3,000 word essay
%age	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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 (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
Description	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
%age	30	60	10
Learning Outcomes	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

10.5 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:

EDU3200 Dissertation

40 credits at level HE6

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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>
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Assessment

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

Type	IS	IS	CW
Description	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)
%age	20	70	10
Learning Outcomes	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

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| | 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
Description	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
%age	20	20	20	40
Learning Outcomes	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.

Melvern, 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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

Type	CW	CW
Description	Journal of 2,000 words which analyses skills and considers personal and professional development needs	Responses to five set questions. Each of 500 words.
%age	50	50
Learning Outcomes	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
- Wallace, S. and Gravells, J. (2005) *Mentoring in Further Education* Exeter: Learning

EDU3203 Investigating the English Language

20 credits at level HE6

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

Type	CW
Description	4000 word Essay
%age	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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the 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 2. Justify the use of a technological innovation with a group of learners 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:

Type	CW	CW
Description	Action research paper	Reflective account
%age	60	40
Learning Outcomes	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
- 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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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 (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

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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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

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 'revisiting' 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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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:

Type	PRA	CW
Description	group performance/project - 20 - 30 minutes	reflective (b)log - portfolio of evidence - 3,500 words
%age	50	50
Learning Outcomes	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

Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
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
Description	1. Production of a sample competency module including associated assessment instruments (30%)	2. Written assignment of between 2500 – 3000 words (70%)
%age	30	70
Learning Outcomes		

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 - 3.5 YEAR DEGREE

1. Qualification BA (Joint honours)	2. Programme Title Education Studies (3.5 years)	3. UCAS Code	4. Programme Type Joint Modular: Full / part time
<p>5. Main Purposes and Distinctive Features of the Programme</p> <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. This programme provides a foundation semester for those applicants who are marginal in terms of entry requirements 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> <p>6. What a graduate should know and be able to do on completion of the programme</p>			
<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> 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 Explain the significance and limitations of theory and research</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> <p>Present and justify a chosen position having drawn</p>	

Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject	on relevant theoretical perspectives
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7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	
Reflective and Critical thinking Powers of analysis Creative thinking Flexibility of thought	Writing skills Research skills and methods of enquiry; Textual analysis; Presentation skills Communication ICT	Independence and autonomy in learning and problem solving; Teamwork Organisation and time management Action planning and target setting (PDP).	

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

(3.5 Years full-time; 4.1/2 – 5years part-time). Foundation Semester 60 credits (which do not count towards 360 credit for Honours degree)

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.

	<u>Core Modules</u>	<u>Options (normally 20 credits each)</u>
HE6 Honours Modules	EDU3200 Dissertation	EDU3201 The Illusion of Inclusion EDU3202 Mentoring, coaching and tutoring: 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 EDU 3209 Outcomes, Performance and Competency: Current trends in training
H2 Honours Modules	EDU2203 Policy, Practice and Research in Education	EDU2200 Observing and Analysing Learning and Teaching EDU2201 Educational Heroes EDU2202 Equality, Diversity, Difference EDU2204 Educating Rita
First Year Part-Time Equivalent	EDU1200 Reflection, Critical Thinking and Study Skills	EDU1201 About Learning: theory, strategy and myth EDU1202 Telling Tales out of School EDU1203 The Psychology of Education EDU1207 Education, Health and Development
Foundation semester	EDU1204 Play and Key Players in Early Learning EDU1205 Teachers' Lives and Teachers' Careers	

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 twelve modules at levels HE5 and 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

Foundation semester

80 UCAS Tariff points or equivalent qualifications

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 – 3 YEAR DEGREE

<p>1. Qualification</p> <p>BA (Joint Hons)</p>	<p>2. Programme Title</p> <p>Education Studies</p>	<p>3. UCAS Code</p>	<p>4. Programme Type</p> <p>Modular: Joint. Full and part-time</p>
<p>5. Main Purposes and Distinctive Features of the Programme</p>			
<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. 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>			
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(3 Years full-time; 4½-5 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.

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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

3 GCSE Passes (grade C or above) including English, with a minimum of 200 points gained from either A Level or Advanced GNVQ passes and 80 points gained from either 3 or 6 unit passes which can include points awarded for Key Skills achievement, or

Passes in two Higher Scottish Certificate and overall point score of 160, or

Edexcel / BTEC National Diploma in relevant Humanities or Social Science area. Merits required at all units at Level 2, or

Successful completion of a suitable Level 3 Kite-marked access course with minimum of 12 credits preferably in social sciences or humanities, or

Other equivalent qualifications e.g. Irish Leaving Certificate; International/European Baccalaureate or

Successful completion of a Certificate in Education, a City and Guilds 7307 Further Education Teacher's Certificate, or other similar teaching qualification.

Successful completion of foundation semester from University of Bolton i.e. 3 dedicated HE4 level modules (articulated in the 3.5 year programme specification)

Non Standard Entry

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.

Successful completion of a Foundation Semester – specifically designed as pre-entry to this joint honours programme.

Exemptions

Students with Normal Higher Education Credit Transfer at Level 2 will be considered for Cert HE; Dip HE studied elsewhere or Open University Credits

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