



School of Arts, Media and Education

**MASTERS SCHEME IN EDUCATION PROGRAMME
HANDBOOK**

LEADING TO THE AWARDS OF MA, M.Ed. in:

Master of Arts (Inclusive Education)
Master of Arts (Educational Management)
Master of Arts (E-learning for Educationalists)
Master of Education (Technical and Vocational Education)
Master of Arts (Technical and Vocational Education)
Master of Arts (Teaching and Learning)
Master of Arts (Policy and Practice Basic Skills Education)
Master of Arts (Policy and Practice Basic Skills Education Numeracy)
Master of Arts (Policy and Practice Basic Skills Education Literacy)
Master of Arts (Policy and Practice Basic Skills Education ESOL)

Also, credits are available in:

CPD Continuing Professional Development

For individual modules

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1 WELCOME TO THE PROGRAMME

Our purpose is to help others enhance the quality of education and training for adolescent and adult learners. We do this by providing support for all those who shape, provide, manage and monitor the learning experiences of others in all sectors of education.

Programmes leading to Masters awards are designed to meet the professional development needs of experienced educationalists with varied backgrounds who work in diverse contexts. This may require a complex scheme, but underpinning the M.A./M.Ed/CPD provision at Bolton are certain clear principles that provide it with direction and coherence. These concern:

- learners and learning,
- professional practice in education and training, and
- quality and excellence in professional development.

The principles are brought together at Masters level through the concept of the “practitioner-researcher”. This notion is not just a matter of content; it is also a central and integral part of the learning, teaching and assessment processes. Through an increasing emphasis on rigorous analysis of practice, it builds on the notion of “reflective practitioner” that is central to our programmes of initial professional development.

Our CPD strategy is one of informing and enhancing practice through insight, understanding and skills that are gained through systematic and rigorous study and investigation. The notion of the “practitioner-researcher” describes this focus, but only where both of these terms are interpreted broadly. In the view of the Subject Group, it is not just teachers or trainers whose practice can benefit from insights and information relating to the educational process. They also hold that all manner of systematic intellectual enquiry can merit the term research. On this basis the notion of the practitioner-researcher refers to an educationalist with a commitment to improving practice through enhanced insight and understanding gained from investigative and scholarly endeavour. We believe that such professionals, whatever the context within which they operate, will be inclined and equipped to improve continuously the learning experiences of learners of all categories with whom they work.

The aims and objectives of the Masters scheme are calculated to promote just such an outcome for each participant. The core is designed to provide the tools and perspectives necessary for the rigorous pursuit of professional concerns and the remaining modules require application in particular professional contexts to selected issues and concerns. Other features of the scheme (such as the Work-Based and Field Study modules) similarly facilitate integration of theory and practice.

2 ABOUT THIS PROGRAMME HANDBOOK

This Programme Handbook, together with the following sources, constitutes the definitive information about your programme:

- The School of Arts, Media and Education (AME) School Handbook available at <http://www.bolton.ac.uk/ame/>
- The University of Bolton Web Site <http://www.bolton.ac.uk>

The Programme Handbook contains information that is specific to your course. Please refer to the sources above as well as this Programme Handbook. If there is any information that you find unclear, your Tutor or Programme Leader will be happy to help, so please ask if you need such help.

3 PROGRAMME STRUCTURE AND CONTENT

3.1 Aim of the programme

The aim is:

To enable course members to continue their professional development as educationalists by acquiring, understanding and applying advanced knowledge, skills and abilities in selected vocationally and personally relevant areas within the field of education.

Specifically, this will entail achieving the objectives of having:

1. explored educational research, as practitioners and readers;
2. acquired a secure understanding of subject knowledge in their selected areas of study;
3. acquired skills and abilities necessary for them to pursue the demands of their chosen programme successfully;
4. applied subject knowledge, skills and abilities so gained to their own professional context in order to address areas of concern and development needs in an informed, justifiable manner;
5. made informed comment on the applicability, relevance and usefulness of theories, concepts, models, methodologies and techniques applied to practice;
6. evaluated, reviewed and reflected upon their assignment / project work, and provided a reasoned identification of aspects requiring further development via action planning and target setting as part of the process of personal development planning (PDP).

3.2 Programme features

The Masters in Education is a flexibly organised programme structured within a modular framework which facilitates study to suit course members' outside commitments. Modules and therefore credits can be accumulated gradually and at a pace convenient to an individual's circumstances and developmental needs. External examiners have noted favourably on how the programme

compares with other universities in its standards and application. The breadth of the scheme leads to specialist named awards as outlined below reflecting the diversity and complexity of education as an academic discipline.

3.3 Programme structure and level of study

The Scheme is modular. Course members enrol for and undertake pathways of study chosen from the modules available. Each module has a validated definition which specifies its content and assessment etc., and has a credit value. Most are at "level HE7" (or "Masters Level"). One exception is *Research Awareness and Support Skills*, which is at level HE6 (final year undergraduate level).

There are three types of module: Core, Option, and the Dissertation. Normally, course members undertake three core modules (20 credits each), three option modules (20 credits each – note: the two MA Teaching and Learning pathways **EDU4027**: Planning and enabling teaching, learning and assessment for professional practice and **EDU4028**: Developing and evaluating approaches to supporting and managing learning are 30 points each. These cannot be combined with other Option modules) and a dissertation (60 credits). They each carry a higher points weighting because they involve an additional assessment of a teaching and learning session.

Core module overview

A Core module has a generic edge and provides you with a framework or overview of issues relating to educational issues and approaches to research. The accompanying module specification document provides the detail but in general terms:

Research and Study Skills – this is at H6 level and is an introduction to research methodologies. You will examine the characteristics of quantitative and qualitative data, appraise instruments and modes of data collection such as focus groups, questionnaires, personal interviews, ethnographic studies and much more. You will also be taught to use SPSS software which analyses qualitative data and taught the techniques of critically appraising an academic paper. **It is strongly advised you start your studies with this module as the content will inform all of your postgraduate studies.**

Field Studies – this module is for the experienced researcher who already has the skills necessary to conduct independent research. You conduct a study of your own choice and are supported via tutorials. It is not a taught module. **Only choose this if you are confident in your knowledge of research methodologies.**

Curriculum Studies – however you define curriculum it is a framework which to a greater or lesser extent shapes teaching and learning. In a Masters education scheme you inevitably will return to themes connected to curriculum models whether created by government policy or institutions. This module provides an examination of curriculum parameters.

Organisational Management – all teaching and learning takes place within a context and is overseen, measured and ultimately managed in some form or other. This module introduces elements of management theory but also importantly provides an opportunity to reflect on and appraise management culture and elements informing decision making.

MA Basic Skills pathways core module overview

These modules provide an overview of issues as outlined in the Core overview above but have a more distinctive basic skills emphasis.

Curriculum Policy and Practice in Basic Skills Education – this is an introduction of frequently employed approaches to teaching groups categorised as having significant developmental needs in the areas of literacy and numeracy. It provides an opportunity to reflect upon pedagogical innovations intended to engage groups identified as vulnerable and disengaged from traditional learning.

Facilitating Learning in Basic Skills Education – this module mostly concentrates upon government policies designed to promote literacy, numeracy and ESOL. The module intent is designed to appraise and reflect upon policy initiatives and evaluate their effectiveness and stated purpose.

Option module overview

An Option module is actually a specialist module. The essential difference between Option and Core is that an Option module is far more specific and detailed. As you accrue Option modules points you are creating a named pathway award as specified in the tables below. Core modules are general, Option modules are specific. You will become therefore highly knowledgeable in an area of education that interests you and gain a named award reflecting this specialism. Have a good look at the module specifications before making your Option module choice. Also, and very importantly, ensure you understand the tables following as the selection of the Option module combinations create the named award. If you are at all unsure and need guidance contact the Scheme leader, Dr David Kitchener.

The first table below outlines the modules as validated and gives other advice and guidelines. This table provides a useful overview. However, to appreciate which module selections and combinations create each named award carefully peruse the simpler tables which follow.

Note that some variation in the balance of core and option modules is allowed under certain circumstances as explained in the table.

| Module Type | Modules | |
|---|---|---|
| Core modules 60 points | RASS/EDU3100 Research Awareness and Support Skills Or, where more appropriate RMFS/EDU4000 Research Methods - Field Studies | OM/EDUEDU4002 Organisational Management And CS/EDU4001 Curriculum Studies |

| | |
|--|---|
| <p>Option modules</p> <p>60 points</p> | <p>Stand-alone Modules</p> <p>WBD/EDU4003 Work-Based Module - Developments WBCS/EDU4004 Work-Based Module - Case Study EFP/4014 Educational Finance and Planning EDU4019 Mentoring and the Support of Personal Development in Education</p> <p>Technical and Vocational Education Modules: RMFS/EDU4000 Research Methods - Field Studies EDU4030 International Developments in 21st Century CIDT/EDU4010 The Concept and Implementation of Design and Technology CBT/EDU4011 Competency-based Training in Vocational Education SDA/EDU4012 Staff Development and Appraisal in Vocational Education</p> <p>Specialist Study Module Pair: IEa/EDU4005 Inclusive Education Module A – The Struggle for Inclusive Education IEb/EDU4006 Inclusive Education Option Module B - Transformative Education in an Inclusive Context</p> <p>Specialist Study Module Pair: MMa/EDU4007 Management Option Module A - Human Resource Management MMb/EDU4008 Management Option Module B - Marketing</p> <p>Specialist Study Module Pair: ELA/EDU4016 E-learning for educationalists module A: ICT in education ELB/EDU4015 E-learning for educationalists module B: Computer-supported collaborative learning and e-tutoring</p> <hr/> <p>Specialist Study Module Pair: EDU4027: Planning and enabling teaching, learning and assessment for professional practice (30 points) EDU4028: Developing and evaluating approaches to supporting and managing learning (30 points)</p> |
| <p>Dissertation</p> <p>60 points</p> | <p>DISS/EDU5000. This is not part of the Postgraduate Diploma in Education. Those seeking a named MA Award undertake a dissertation in a subject consistent with a previously studied Specialist Study Module Pair.</p> |
| <p>Notes</p> | <p>Exceptionally, subject to the approval of the Scheme Manager, course members may undertake <i>one of</i> rather than <i>both of</i> OM/EDU4002 and CS/EDU4001. In this case they must undertake 80 points from Option Modules.</p> <ol style="list-style-type: none"> 1. Selected from those available and approved 2. If RASS/EDU3100 is taken as a core then RMFS/EDU4000 may be taken as an option module 3. Only one RMFS/EDU4000 can be taken 4. Subject to Scheme Manager approval, up to 20 credits may be undertaken from the BIHE Postgraduate Modular Framework, where the course member can demonstrate that the module will further their professional development. This opportunity would then be subject to the approval of the relevant Subject Group. |

To see more easily how this breaks down into the named awards note the tables below:

a. M.Ed in Technical and Vocational Education

| Module selection | Choose from: |
|--|---|
| 60 points of Core modules – chose 3 | Research Awareness and Support Skills Organisational Management Curriculum Studies |
| 60 points of Option modules – choose three | Research Methods - Field Studies International Developments in 21st Century The Concept and Implementation of Design and Technology Competency-based Training in Vocational Education Staff Development and Appraisal in Vocational Education |
| 60 points dissertation | Dissertation |

b. MA Inclusive Education

| Module selection | Choose from: |
|--|---|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills Organisational Management Curriculum Studies Research Methods - Field Studies |
| 60 points of Option modules – choose three | Inclusive Education Module A – The Struggle for Inclusive Education Inclusive Education Option Module B - Transformative Education in an Inclusive Context Plus any other Option module |
| 60 points dissertation | Dissertation |

c. MA Educational Management

| Module selection | Choose from: |
|--|--|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills Organisational Management Curriculum Studies Research Methods - Field Studies |
| 60 points of Option modules – choose three | Management Option Module A - Human Resource Management Management Option Module B – Marketing Plus any other Option module |
| 60 points dissertation | Dissertation |

d. MA E-learning for Educationalists

| Module selection | Choose from: |
|--|---|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills Organisational Management Curriculum Studies Research Methods - Field Studies |
| 60 points of Option modules – choose three | E-learning for educationalists module A: ICT in education E-learning for educationalists module B: Computer-supported collaborative leaning and e-tutoring Plus any other Option module |
| 60 points dissertation | Dissertation |

e. MA Teaching and Learning

| Module selection | Choose from: |
|---|---|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills Organisational Management Curriculum Studies Research Methods - Field Studies |
| 60 points of Option modules – choose 2 (they are worth 30 credits each) | Planning and enabling teaching, learning and assessment for professional practice (30 points) Developing and evaluating approaches to supporting and managing learning (30 points) |
| 60 points dissertation | Dissertation |

The MA Basic Skills pathways

The courses are modular and the credit structure and level of awards are identical to the pathways previously outlined. Course members undertake three core modules (20 credits each), three option modules (20 credits each) and a dissertation (60 credits).

Below are tables outlining the combinations for the named awards. These are presented separately to the other Masters pathways outlined above because there are some specialist pathways available to only those studying for the Basic Skills MA:

g. MA Policy and Practice in Basic Skills Education

| Module selection | |
|--|--|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills OR Research Methods / Field Studies Curriculum Policy and Practice in Basic Skills Education Facilitating Learning in Basic Skills Education |
| 60 points of Option modules – choose 3 (they are worth 20 credits each) one of which must be either Literacy, or Numeracy Module A or ESOL, + any other 2 from those listed. | Literacy Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B ESOL Organisational Management The Right to Communicate |
| 60 points dissertation | Dissertation |

h. MA Policy and Practice in Basic Skills Education (Numeracy)

| Module selection | |
|---|---|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills OR Research Methods / Field Studies Curriculum Policy and Practice in Basic Skills Education Facilitating Learning in Basic Skills Education |
| 60 points of Option modules – choose 3 (they are worth 20 credits each) two of which must be Numeracy Modules A and B (marked with *). The third can be any other from those listed | Literacy Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A* Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B * ESOL Organisational Management The Right to Communicate |
| 60 points dissertation | Dissertation |

i. MA Policy and Practice in Basic Skills Education (Literacy)

| Module selection | |
|--|--|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills OR Research Methods / Field Studies Curriculum Policy and Practice in Basic Skills Education Facilitating Learning in Basic Skills Education |
| 60 points of Option modules – choose 3 (they are worth 20 credits each) two of which must be Literacy Modules A and B. The third can be any other from those listed. | Literacy Module A Literacy Module B Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B Organisational Management The Right to Communicate |
| 60 points dissertation | Dissertation |

j. MA Policy and Practice in Basic Skills Education (ESOL)

| Module selection | |
|--------------------------------------|--|
| 60 points of Core modules – choose 3 | Research Awareness and Support Skills OR Research Methods / Field Studies Curriculum Policy and Practice in Basic Skills Education |

| | |
|---|--|
| | Facilitating Learning in Basic Skills Education |
| 60 points of Option modules – choose 3 (they are worth 20 credits each) two of which must be ESOL Modules A and B The third can be any other from those listed. | ESOL Module A ESOL Module B Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B Organisational Management The Right to Communicate |
| 60 points dissertation | Dissertation |

The particular collection of modules and the sequence in which you take them is called your *programme of study*, or programme for short. For most course members the goal they are seeking to achieve will be a Masters Degree, which requires the accumulation of 180 credit points from modules within the Scheme. Initially, enrolment is to the **Master of Education (Professional Development)**. However, there are opportunities to study for a "named award" as listed on the front cover.

3.4 Module structure summation

It can be seen then that within the scheme it is possible for course members to engage in specialist study in certain subjects, termed "Specialist Areas". These are:

- Inclusive Education
- Educational Management
- E-learning for Educationalists
- Technical and Vocational Education
- Teaching and Learning
- Policy and Practice in Basic Skills Education
- Policy and Practice in Basic Skills Education (Numeracy)
- Policy and Practice in Basic Skills Education (Literacy)
- Policy and Practice in Basic Skills Education (ESOL)

Each of these Specialist Areas is defined by two or more specialist study modules of 20 credit points each, apart from the Teaching and Learning award which has two 30 credit modules. Masters Course members can specialise within these Specialist Areas as follows:

1. By undertaking two of the specialist modules and achieving 40+ points within the Specialist Area, 60 for MA (Teaching and Learning) and
2. By undertaking their Dissertation within the Specialist Area and achieving 60 points and
3. By demonstrating that a significant proportion of the work for any other module they have successfully completed has included significant and appropriate work in the Specialist Area.

In this way, course members can establish their specialisation by achieving in excess of 100 points within the Specialist Area. Module choices will determine the named award. If at anytime you are unsure, consult with the programme leader Dr David Kitchener who will be able to advise you. The induction programme also includes a detailed session on module selection.

To summarise, initial enrolment for all course members is to the "generic" M.Ed. (Professional Development).

Course members who:

- undertake and are successful with a specialist study pair of modules *and*
- undertake and are successful in a dissertation in that area *and*
- can demonstrate with evidence that a significant amount their work for at least one *other* module has been in the specialist area

may *if they so wish* apply for a different award title, as appropriate.

The appropriate time to apply for a named award is when a course member receives an acceptance of a proposed dissertation title. It is only at this stage, when the dissertation title is registered, that an excess of 100 credit points within a Specialist Area can be confirmed.

3.5 Intermediate awards.

If the full Masters award is not completed there are intermediate awards available in all pathways as follows:

Postgraduate Diploma (Professional Development)

- A facility exists within the Scheme to both register for and exit the Scheme with a Postgraduate Diploma (Professional Development).
- Successful completion of the six taught modules constitutes the requirement for the Postgraduate Diploma.
- The time span within which this should be completed is four years.

Postgraduate Certificate (Professional Development in Education)

- The facility also exists within the Scheme to both register for and exit the Scheme with a Postgraduate Certificate (Professional Development in Education).
- Successful completion of three taught modules including one core module constitutes the requirements for the Postgraduate Certificate.
- The time span within which the Postgraduate Certificate should be completed is two years.

CPD Professional Practice

- Successful completion of a single named module.
- The time span within which the CPD Professional Practice should be completed is one semester.
- CPD professional practice credits can be accumulated and accredited towards the Postgraduate Diploma, Postgraduate Certificate and the full Masters award.

3.6 Module specifications

The programme consists of a number of modules. Each module is identified in section 8 with links to the University's online module database (<http://data.bolton.ac.uk/academicaffairs/index.html>) and the information held there is also reproduced in the appendix starting on page **Error! Bookmark not defined..** The text on the module database is definitive and is the exact criteria to which delivery and assessment adheres to. The module specifications also explain the purpose and content of the module and they give information about how it is to be assessed, and other useful information such as an indicative reading list.

4 SUPPORT FOR STUDENTS

4.1 Programme management and delivery

Module tutors take on the role of academic advisors as part of a personal tutor remit. More general advice on guidance regarding confidential issues which might undermine study can be obtained by contacting the programme leader. Occasionally studies may be interrupted by personal circumstances and it might be necessary to request approval for the consideration of mitigating circumstances by following the guidance outlined in the School of Arts, Media and Education handbook. The School's website page www.bolton.ac.uk/ame holds the School handbook and also lists detailed information on procedures and the facilities available.

Module selection will be undertaken prior to registration each year or if this is problematical during induction. You must register for each module you wish to attend. If you are not fully registered for a module and / or have not paid the tuition fee you cannot submit work to be assessed and recorded by the Assessment Board.

Dates for Registration will be provided to you on a Course Calendar. If you do not attend on this date and time you *must* make an appointment to register at the Student Centre, Eagle Campus.

If you wish to change a module you must do so in writing to the Scheme Administrator before the end of the 2nd week of the module.

If you wish to withdraw from a module for which you have been registered you must do so within the first two teaching weeks. If you do not you may have to

make a payment (see the University of Bolton Student Handbook, General Regulations).

Course members needing to withdraw should inform the relevant Scheme Manager (Dr. David Kitchener) and the Scheme Administrator in writing, clearly stating their name and the module they are withdrawing from. It is most important to follow this procedure. If course members do not officially withdraw by the prescribed method, they are assumed to be undertaking the module and working to meet its requirements. At the end of the module their 'results' (non-attendance and/or failure to submit for assessment) will be determined and recorded by the Assessment Board. This will adversely affect the course member's overall assessment profile.

If the withdrawal notification is received within two weeks of the start of the module, a request can be made, in the withdrawal letter, for reimbursement of fees if relevant.

There are a number of modules with pre-requisites. The Semester 1 Assessment Board determines the results for that semester. It is thus possible that a course member may not be able to proceed with their intended Semester 2 module choices, because they may have been unsuccessful in a module that acts as a pre-requisite for one of their Semester 2 choices. Depending upon the decision of and conditions set by the Assessment Board it may nevertheless be possible to begin undertaking the affected modules. Course members who find themselves in this position should consult with their Personal Tutor and the programme leader. For CPD professional practice modular study, with the exception of the dissertation which is unavailable for this pathway, any module combination is acceptable and pre-requisite conditions do not apply. However, conversion of professional practice credits towards a full Masters award falls within the Scheme structure as outlined in above.

4.2 Key Personnel

| Key Personnel | | | | |
|---|--|-----------------|-------------|--|
| All telephone numbers should be preceded by 90 and if dialling from outside Bolton 01204 | | | | |
| Name | Position | Location | Tel | Email |
| Dr. David Kitchener | Programme Leader | T4.06 | 3347 | D.A.Kitchener@bolton.ac.uk |
| Elaine Sexton | Masters programme administrator | T4.02 | 3292 | E.Sexton@bolton.ac.uk |

See also the online "Staff Search" at

<http://data.bolton.ac.uk/staffsearch/StaffSearch.php>

This enables you to locate contact details for every member of the University's staff.

4.3 Induction

At the beginning of your programme you will receive an induction in the Research and Study Skills module which will introduce you to:

- the programme – structure, content and assessment
- module selection
- tutors
- management personnel (e.g., Programme Leader)
- roles and responsibilities of key personnel
- health and safety
- WebCT (The University of Bolton's virtual learning environment)
- Personal Development Planning (PDP)
- facilities at University of Bolton (including the library and online facilities. This is covered in detail early on in the Research and Study Skills module where you will have a full session as a Masters group).

Should you miss the induction it is vitally important that you contact Dr. David Kitchener who will be happy to repeat the process on an individual basis. The induction outlines the University and scheme procedures but is also an invaluable opportunity to discuss individual queries.

4.4 Programme support

The majority of staff involved in the Masters are permanent employees of the University and are eminently approachable and easy to contact. For academic queries the module tutor is the first contact. Within every module's scheme of learning there will be designated tutorial weeks where you are free to discuss any matter. For general queries contact the programme leader or Elaine Sexton.

We are committed to ensuring you have every opportunity to be successful. There will be very few instances where you will be given an assignment title, postgraduate study is partly characterised by the opportunity to investigate and research areas of individual interest. Tutors therefore will advise and guide you appropriately. Very occasionally you might require additional support and might wish to avail the services of the School's Student Liaison Officer (see 4.4. below).

The University offers extensive study facilities and the library staff will be happy support and guide you. As well as offering help with traditional sources such as academic journals and texts they will support you in accessing the extensive electronic databases available to you.

Careers, counselling and disability support services are available, all of which are informed by equal opportunities policies. Details can be accessed from the main University website.

4.5 Student Liaison Officer

The University's Student Liaison Officers can help students to get the most out of their time whilst they are University of Bolton students by providing:

- a confidential listening ear;
- advice, information and guidance about University support services;
- support to develop your skills for studying;
- a means to feed back your views to the University.

Please contact the School's officer for details of drop-in times, workshops and appointment availability. You can find further information about the University's Student Liaison Officers and the service they provide at:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentLiaisonOfficers/Home.aspx>

4.6 Student representatives and programme committee

The Programme 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 website at:

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

(Click "Course Reps")

The Programme Committee is part of the University's quality assurance system. It comprises of staff who teach on the programme, the Programme Leader and student representatives. The committee is a place where changes to the programme, problem areas and positive aspects about the programme are raised and discussed.

Student feedback is sought on an ongoing basis through discussion and the completion of questionnaires as we believe that you, as participants, are invaluable in helping to maintain and improve the quality of the provision.

4.7 Mitigating Circumstances

Please refer to the AME School Handbook at www.bolton.ac.uk/ame for information on "mitigating circumstances" – which is about what to do if illness or other factors beyond your control affect your performance in assessment.

4.8 Complaints

We hope that if you feel dissatisfied with any aspect of your programme you will approach the personnel identified above and the problem will be resolved to your satisfaction. However, should you wish to make a formal complaint refer to the AME School Handbook at www.bolton.ac.uk/ame where the procedure is explained and further information identified.

4.9 Support for part-time students

The majority of students studying for a Masters Degree with the Education Subject Group are part time. Part time does not infer part time engagement and all facilities and support mechanisms outlined above are freely available.

4.10 Students with disabilities, learning difficulties or specific needs

Please also refer to the AME School Handbook at www.bolton.ac.uk/ame for information relating to assessment for students with disabilities or affected by special circumstances.

5 ACCOMMODATION

5.1 Teaching accommodation

Teaching rooms will normally be located on floor T4 of the Eagle Building. Use may be made of rooms on the Deane site from time to time. The Library is located on the ground floor of the Eagle Building. The Library also has access to computing facilities which will allow you to have access to a massive range of websites and other resources. Library staff will help you to use these.

The Library includes books and journals, computing and graphics services. Its aim is to provide integrated access to materials and services required for learning. The Library provides 'A Guide for New Users' (available electronically and in the Learning Support Centres) and they will also arrange introductory or 'refresher' sessions on the various facilities available. If you have any questions or require help with using any of the resources in the Library, including computer queries, please do not hesitate to ask for assistance at the Information Desks or contact the subject librarian. In addition to the User Guide, the Library Web Pages are an excellent starting point for basic information on which services are provided. They detail how to use the catalogue and how to renew and reserve books and what resources are available such as computing, photocopying and printing facilities.

Electronic Databases

The Library provides access to a number of online databases which allow students to search vast amounts of information quickly and efficiently. The majority of

These databases can be accessed remotely and a growing number now provide full-text access to articles from journals and newspapers.

Social Learning Zone

The Social Learning Zone is located next to the library and is a relaxed and informal learning facility. It has sofa seating and is wireless networked for laptop use (these can be borrowed from the library). The Zone's proximity to the library provides an ideal opportunity for reflective study in a relaxed atmosphere which can be conducted with a drink and a snack.

The 24-7 computer room seats 50 and is on a mezzanine floor and open all day-every day

6 TEACHING AND LEARNING

6.1 Teaching and learning methods

Normally, teaching and learning is based upon an interactive model where course member input and participation is greatly valued. Modules are taught in blocks of time which may include a mixture of tutor-led methods and interactive methods. Each module's specification gives more detail about the teaching and learning strategies for that module.

6.2 Personal development planning (PDP) and professional skills

New skills, insight and knowledge will be accrued as study progresses through the structured module format and there will be an invitation to reflect, review and plan progress. The following form should be completed as specified:

QUARTERLY RESEARCH AND PERSONAL DEVELOPMENT MEETING FORM

| | |
|------------------------------|---|
| Purpose of this form: | To record and review the student's progression in Research and also Personal Development targets. |
| Who completes it? | The form should be used multiple times throughout the research degree, firstly at 6 months into the project and then a minimum of every 3 months during the second and third years of the research degree. |

| | | | | | | | | |
|-----------------|-----------------|--|--|--|--|--|--|--|
| Student Name: | Student Number: | | | | | | | |
| Personal Tutor: | | | | | | | | |

1. Research Priorities for the next three months:

2. Priority Areas for Personal Development for the next three months (Both the requirements of the research programme and the future employability of the student must be considered. This sheet can be copied if additional space is required)

| | Priority Area Identified for Development | Proposed Activity to Support Development | Target Completion Date |
|--|--|--|------------------------|
| Academic Priorities | | | |
| | | | |
| | | | |
| Personal and Professional Development Priorities | | | |
| | | | |
| | | | |

No additional development requirements have been identified for the next three months

Student: _____ Tutor: _____

7 ASSESSMENT

7.1 Assessment strategy and methods

The purpose of assignment tasks is two-fold. Firstly, they initiate an activity through which course members learn and, secondly, they provide structured opportunities for course members to generate evidence that the required learning has taken place (i.e. that the specified objectives have been met). These purposes do not prescribe any particular form of assessment but they do form the basis of a strategic approach to the process. It is one that imposes certain requirements for clarity, flexibility and rigour and various devices have been adopted by the course team to ensure that assessment is characterised in such a way.

Each assignment task set will be communicated to the course member in the form of a written assignment specification. This will include the Specific Criteria against which the tutor will mark the work.

Prior to submission, course members are required to submit their assignment to an online plagiarism prevention system (see 7.3 below)

7.2 Assessment criteria

The assignment task set must be consistent with the validated definition of the module. It must also, wherever possible, reflect the underlying principles of the Scheme (as, for example, articulated in the Scheme Aims and Objectives). In particular, tasks will normally be set which require course members to relate theory to their professional context and enable them to explore this relationship. Where the task requires negotiation between course member and tutor to establish some or all of the specific criteria, these will be recorded by the tutor.

To achieve a Successful grade, the course member must meet the General and Specific Criteria as specified in the module outcomes. Modules below Masters level, e.g. Research Awareness and Support Skills (level HE6) will contain specific criteria at an appropriate level.

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

Please complete and sign the feedback sheet available from the post box adjacent to the administration office (T4.02) and submit with the assignment. This does not apply to dissertations where a different form is used for feedback which will be provided by your supervising tutor.

7.3 Guidelines for the preparation and Submission of Assignments

The final submission dates for assignments will be provided by the module tutor. Please note extensions are not available on the scheme. Module tutors will be happy to comment on a draft before submission though to make the practice effective it is advisable to forward at least two weeks before the final submission date.

The University operates a software system called Turnitin which scans and outlines scripts to check against possible plagiarism irregularities. Our approach is to try to prevent rather than penalise and you will be required to forward electronically a copy as an attachment to the site to run a check or follow other related instructions indicated there. It is advisable to do this before submitting the hard copy to the post box just in case changes may need to be made. The procedure is very simple and described in the AME School Handbook at www.bolton.ac.uk/ame. See also 7.6 below.

7.4 Procedure for moderation of assessments

Each module is assessed according to the criteria outlined in the module specifications and a sample will be double marked by University staff. The External Examiner will also be sent a sample therefore ensuring fairness and maintenance of standards. All work assessed by a module tutor is subject to moderation by the External Examiners and to final confirmation by the Assessment Board. Thus all marks given by a tutor before the Assessment Board can only be *provisional*. It is the role of the External Examiner to ensure that a tutor's marking is comparable to marks being awarded for similar work elsewhere in Higher Education.

7.5 Referencing

Please see the AME Student Handbook at www.bolton.ac.uk/ame which contains useful "Quick Start" guidance on both Harvard and Numeric referencing and links to more advanced sources on the topic. The Masters expects though does not demand Harvard conventions.

7.6 Use of unfair means: cheating, copying, plagiarising

"Unfair means" includes copying the work of others (plagiarism) and passing it off as your own, and other forms of cheating in examinations and coursework. See the AME School Handbook at www.bolton.ac.uk/ame for **vital** advice on how to avoid this and to be made aware of what will happen to you if you use unfair means.

7.7 Feedback on assignments

If a draft is forwarded feedback will be provided either via a tutorial or by annotation frequently via email. Feedback on final submissions will be in accordance with the specified assessment criteria and recorded on the designated feedback pro forma.

Feedback will be constructive and recognise both achievement and developmental needs. The completed feedback sheets will be available with the scripts once the module results have been ratified by the exam board and recorded. The programme leader will be able to give you a calendar of events outlining the dates of the boards.

7.8 Appeals

If you wish to appeal against the decision of an examination board / assessment board, please refer to the AME School Handbook at www.bolton.ac.uk/ame.

7.9 Relevant University assessment regulations

The assessment regulations that apply to this programme are located at:

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

under the section on “Regulations, Policy and procedures”.

There you will find the regulations for undergraduate programmes or postgraduate programmes, as appropriate.

Please also refer to the AME School Handbook at www.bolton.ac.uk/ame which includes how many of the University’s policies, procedures and regulations are implemented in this School.

7.10 Indicative assessment schedule

The module specifications listed at the end explain the nature of work to be assessed the majority of will include an essay. Some will also include presentations and the Teaching and Learning pathway teaching observations. If there are several presentations the module tutor will designate a certain number of weeks to the task and you will receive feedback on an individual basis. Timing for such assessments is not therefore prescriptive and can occur at anytime across the 14 weeks. Essays however must be submitted by the final date as per 7.4 above. There is no partial award for any module and all assessment criteria have to be successfully achieved.

7.11 Programme-specific attendance requirements

Assessment and attendance regulations will be in accordance with the University’s Assessment Regulations for the Postgraduate Modular Framework. These are available in the library or online at <http://www.bolton.ac.uk/studentcentre/index.html> . The attendance requirement for taught modules is 70% of taught sessions.

8 MODULE OUTLINES AND LINKS TO MODULE SPECIFICATIONS

8.1 (HE6) Modules

The table below provides a hyperlink for those who are reading this document online, to the University’s module database. The module database stores the official “syllabus” (we call them module specifications) that define the module, its content, the learning outcomes student are working towards, the assessment criteria staff will use to assess students’ work, the indicative reading list for the module and so on.

Simply click the link and you will be taken directly to the module specification.

Please note that the module database contains the official specification of the module. If there is ever any dispute over any other description of the module, the module specification in the module database will prevail. Any other version or description of the module, perhaps an introductory explanation or a simplified guide, or clarification does not have the status of being definitive

information and you should always refer to the module specification in the module database online at

http://data.bolton.ac.uk/academicaffairs/view_modulelist.asp

if you are unsure.

8.2 (HE6) Modules

| Code | Title | Description | Credits | Click Link to full module specification |
|---------|---------------------------|--|---------|---|
| EDU3100 | Research and Study Skills | An introduction to how to collect, collate and analyse qualitative and quantitative data within an ethical framework | 20 | Link |

8.3 (HE7) Modules

| Code | Title | Description | Credits | Click Link to full module specification |
|---------|--|---|---------|---|
| EDU4000 | Research Methods Field Study | This module involves the design, implementation and writing-up of a small-scale empirical research project. | 20 | Link |
| EDU4001 | Curriculum Studies | The module provides a theoretical basis to identify, examine and critically evaluate theoretical models of curriculum development and design. | 20 | Link |
| EDU4002 | Organisational Management | Training and education in management theories, concepts and skills and exploration of their relationship to practice. | 20 | Link |
| EDU4003 | Work-based Module Developments | An opportunity to undertake developmental work in an educational institution. | 20 | Link |
| EDU4004 | Work-based Module Case Study | An opportunity to obtain accreditation for professional activities and responsibilities associated with the organisation | 20 | Link |
| EDU4005 | The Struggle for Inclusive Education | An examination of how equity, equality and morality is to be constructed | 20 | Link |
| EDU4006 | Transformative Education in an Inclusive Context | To research, analyse and understand the approach of a specific educator identified within the module. | 20 | Link |
| EDU4007 | Human Resource Management | This module sets out to provide and understanding of theoretical issues underpinning practical management of human resources, within an educational/training context. | 20 | Link |
| EDU40 | Marketing | An investigation into the role of | 20 | Link |

| | | | | |
|---------|---|---|----|----------------------|
| 08 | | marketing in order to develop a degree of specialism relevant to personal career development. | | |
| EDU4016 | ICT in Education | A focus on academic study relating to Information and Communication Technology in Education as a basis for critical evaluation. | 20 | Link |
| EDU4015 | Computer-supported Collaborative Learning and E-Tutoring | Online work, communication and exchange in education via a networked environment. | 20 | Link |
| EDU4011 | Competency-based Training in Vocational Education | An introduction to the philosophy and rationale behind the introduction to CBT both in the UK and other countries. | 20 | Link |
| EDU4012 | Staff Development and Appraisal in Vocational Education | Critically analyse theoretical models of staff development and staff appraisal. | 20 | Link |
| EDU4019 | Mentoring and the Support of Personal Development in Education | To explore theories and models related mentoring and personal development in an educational setting | 20 | Link |
| EDU4014 | Educational Finance and Planning | An appreciation of the economics of education and an interest in the funding policies and development planning procedures. | 20 | Link |
| EDU4027 | Planning and enabling teaching, learning and assessment for professional practice | This module will enable those involved in supporting teaching and learning in higher education and the professional environment to build upon their knowledge and expertise to plan and assess teaching and learning. | 30 | Link |
| EDU4028 | Developing and evaluating approaches to supporting and managing learning | This module will enable those involved in supporting teaching and learning in higher education and the professional environment to gather further evidence against the standards for professional recognition | 30 | Link |
| EDU4030 | Lifelong learning, widening participation and the millennium Goals - Issues in International Development in the | An exploration of the international aid / donor community's policies in relation to achieving the MDGs and how these policies relate to establishing a culture of Lifelong Learning and Widening Participation in developing countries. | 20 | Link |

| | | | | |
|---------|---|---|----|----------------------|
| | 21st Century | | | |
| EDU4024 | Facilitating Learning in Basic Skills Education | This module focuses on the learning and achievement of basic skills learners and factors shaping achievement. | 20 | Link |
| EDU4020 | Policy and Practice in Numeracy/ Mathematics Education | An examination of existing knowledge of the field of numeracy and mathematics education by critical analysis of government policy in this area. | 20 | Link |
| EDU4026 | Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy | This module is concerned with the theory of teaching and learning mathematics. | 20 | Link |
| EDU4022 | ESOL | The range of contexts in which English Language teaching and learning takes place and up-to-date research on second language learning. | 20 | Link |
| EDU1111 | ESOL Module B. Policy and Practice | The role of ESOL provision in the UK and how external factors, global and national, have impacted on the success or otherwise of this provision. | 20 | Link |
| EDU4025 | Literacy | The module focuses on key theoretical issues that impact on adult literacy provision | 20 | Link |
| EDU4031 | Literacy Module B. Approaches to Adult Literacy | Conceptualisations of adult literacy and the implications for policy and practice. | 20 | Link |
| EDU4023 | The Right to Communicate | The inclusive context in which this module is delivered seeks to reflect the wider issues within the different sectors of education | 20 | Link |
| EDU4021 | Curriculum Policy and Practice in Basic Skills Education | An investigation of the policy background - including aims, values and purposes - of recent developments in the basic skills/ Skills for Life sphere of provision | 20 | Link |
| EDU5000 | Dissertation | An in-depth investigation of an educational topic or issue that is of particular interest and relevance to their professional work and development | 60 | Link |

9 FEEDBACK FROM STUDENTS

We welcome your feedback and hope you will provide feedback on your experiences through Programme Committee, module evaluations, and discussion. Feedback is taken seriously and we act upon comments to further enhance provision. They are recorded within our quality assurance system (PQEP) and a record of actions maintained.

10 HEALTH AND SAFETY AND WELFARE

Please see the AME School Handbook at www.bolton.ac.uk/ame and www.bolton.ac.uk for general information about health and safety at the University, including First Aid and Emergency actions.

11 STUDENT DISCIPLINE

The University procedures in respect of student discipline apply and can be found at www.bolton.ac.uk.

12 CONCLUSION

We hope you thoroughly enjoy your studies with us. Studying at Masters level is demanding but ultimately extremely rewarding. To gain the award is a significant academic achievement and something to be very proud of. All of the team are committed to supporting you. If at period you need help, don't be afraid to ask.

School of Arts, Media and Education

**MASTERS SCHEME IN EDUCATION MODULE
SPECIFICATIONS**

LEADING TO THE AWARDS OF:

Master of Arts (Inclusive Education)
Master of Arts (Educational Management)
Master of Arts (E-learning for Educationalists)
Master of Education (Technical and Vocational Education)
Master of Arts (Technical and Vocational Education)
Master of Arts (Teaching and Learning)
Master of Arts (Policy and Practice Basic Skills Education)
Master of Arts (Policy and Practice Basic Skills Education
Numeracy)
Master of Arts (Policy and Practice Basic Skills Education
Literacy)
Master of Arts (Policy and Practice Basic Skills Education
ESOL)

Also, credits are available in:

CPD Continuing Professional Development

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MODULE SPECIFICATIONS

12.1 EDU 3100 Research awareness and support skills

Description and Purpose of Module

This module attempts to do two interrelated things. On the one hand it tries to develop an awareness of research and research culture. On the other it seeks to develop course members' competence in using Information and Communication Technology (ICT) to carry out basic procedures essential to a Masters programme and to develop an awareness of how ICT can facilitate the researcher.

The module will also develop Personal Development Planning, an important skill to acquire particularly when reflecting carefully upon and making value judgments as to research design.

Indicative Syllabus Content

You will be taken through the process of mastering the various skills necessary to produce the assignments. First, for the ICT, you will be shown how to carry out various types of on-line searches, how to lay out a bibliography, and use word-processing skills to produce Masters level material.

On the Research Awareness side, you will be introduced to the vocabulary and concepts of educational research, and explore the main differences between quantitative and qualitative approaches, with their attendant methodologies. You will also have the opportunity to discuss the involved issues around research ethics. This should give you the confidence and skills to be able to criticise analyse and evaluate a research article.

Learning, Teaching and Assessment

The completed assignment will be assessed according to the following specific criteria:

1. Search Strategy Essay
 - a) demonstrate appropriate techniques to undertake literature searches using ICT.
 - b) demonstrate the ability to compile a bibliography using the Harvard system.

2. Critical Evaluation of a Research Article
 - a) demonstrate the ability to critically evaluate a piece of research, addressing theoretical, methodological and ethical issues;
 - b) use an appropriate academic register;
 - c) correctly reference material throughout using the Harvard format;

- a) demonstrate the ability to produce word-processed documents at Masters level, specifically to include the following elements:
- a footer containing both an automatically generated filename and an automatically generated 'date of last printing'.
 - a minimum of two endnotes referring to different points in the document.
 - a table of contents at the beginning of the document using headings and subheadings within the document.

3. Personal Development Plan - the plan is reviewed every six months via tutorials. The plan is zero weighted in terms of final assessment but should be noted as an integral part of the learning process and be available for inspection. The agreed PDP outcomes should be evident in the completion of module assignments.

The completed assignment will be assessed according to the following specific criteria.

1. Search Strategy Essay

- a) demonstrate appropriate techniques to undertake literature searches using ICT.
b) demonstrate the ability to compile a bibliography using the Harvard system.

2. Critical Evaluation of a Research Article

- a) demonstrate the ability to critically evaluate a piece of research, addressing theoretical, methodological and ethical issues;
b) use an appropriate academic register;
c) correctly reference material throughout using the Harvard format;
a) demonstrate the ability to produce word-processed documents at Masters level, specifically to include the following elements:

- a footer containing both an automatically generated filename and an automatically generated 'date of last printing'.
- a minimum of two endnotes referring to different points in the document.
- a table of contents at the beginning of the document using headings and subheadings within the document.

3. Personal Development Plan - the plan is reviewed every six months via tutorials. The plan is zero weighted in terms of final assessment but should be noted as an integral part of the learning process and be available for inspection. The agreed PDP outcomes should be evident in the completion of module assignments.

In addition, as with all other assignments, the overall work for the assignment will be assessed against the General Criteria given on page 7 and the following must be produced on a separate sheet of paper and handed in with the assignment:

- a) a 200 word abstract/outline or

- b) a list of key words/phrases or
- c) a summary of the key elements.

This contributes towards building a profile of your work as you progress through the course.

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: |
|---|---|
| <p>Completed a 1500 word essay on search strategies on a designated</p> <p>1. research topic, together with a bibliography laid out in the Harvard system.</p> <p>have produced a Report Critique of a Research Article - a report of 2500</p> <p>2. words, giving a critical evaluation of a research article, focusing on theoretical, methodological and ethical aspects.</p> | <p>Complete an essay which will, a) demonstrate appropriate techniques to undertake literature searches using ICT. b) demonstrate the ability to compile a bibliography using the Harvard system.</p> <p>Via an essay, a) demonstrate the ability to critically evaluate a piece of research, addressing theoretical, methodological and ethical issues;</p> <p>b) use an appropriate academic register;</p> <p>c) correctly reference material throughout using the Harvard format;</p> <p>a) demonstrate the ability to produce word-processed documents at Masters level, specifically to include the following elements:</p> <ul style="list-style-type: none"> • a footer containing both an automatically generated filename and an automatically generated 'date of last printing'. • a minimum of two endnotes referring to different points in the document. • a table of contents at the beginning of the document using headings and subheadings within the document. |

Assessment

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

| | | |
|--------------------------|--|-------|
| Type | CW | CW |
| Description | Essay b) a list of key words/phrases or c) a summary of the key elements | Essay |
| %age | 70 | 30 |
| Learning Outcomes | 1 | 1,2 |

Prerequisite Module(s)

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

- N/A

and/or be taking the following corequisite modules:

- N/A

Barred Combinations

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

- Research Methods- Field Studies

Indicative Reading

Allison, Brian et al. (1996) *Research Skills for Students*. London: Kogan Page
Birley, Graham and Moreland, Neil (1988) *A Practical Guide to Academic Research*. London: Kogan Page

Brown, Andrew and Dowling, Paul (1997) *Doing Research/ Reading Research: a mode of interrogation for education*. London: Falmer

Burgess, R. G. (ed) (1984) *The Research Process in Educational Settings: Ten Case Studies*. London: Falmer

Cohen, Louis, Manion, Lawrence and Morrison, Keith (2000) *Research Methods in Education: an Introduction*. 5th ed. London: Routledge

Coleman, Marianne and Briggs, Anne R. J. (eds) (2002) *Research Methods in Educational Leadership and Management*. London: Paul Chapman.

Fraeknel, Jack R. and Wallen, Norman E. (1995) *How to Design and Evaluate Research in Education*. 3rd ed. London: McGraw-Hill

Gall, Meredith D. et al. (1996) *Educational Research: an introduction*. 6th ed. London: Longman

Girden, Ellen R. (1996) *Evaluating Research Articles from Start to Finish* London: Sage

Maruyama, Geoffrey and Deno, Stanley (1992) *Research in Educational Settings* Sage

O'Dochartaigh, Niall (2002) *The Internet Research Handbook: a practical guide for students and researchers in the social sciences*. London: Sage.

Penlar, Robin Levin (ed.) (1994) *Research Ethics: cases and materials*. Indiana U.P.

Salisbury, Jane and Delamont, Sara (eds) (1995) *Qualitative Studies in Education*. Aldershot: Avebury

Scott, David and Usher, Robin (eds) (1996) *Understanding Educational Research*. London: Routledge

12.2 Level M (HE7) Module Specifications

13 MODULE: RESEARCH METHODS FIELD STUDY

Code: EDU4000

20 credits at level HE7

13.1 Description and Purpose of Module

This module involves the design, implementation and writing-up of a small-scale empirical research project and is particularly appropriate to course members who have experience of education systems in a country other than the UK. The module involves: classroom-based work on research methodology; literature research; fieldwork; data collection and the production of a research report.

The module will also develop Personal Development Planning, an important skill to acquire particularly when reflecting carefully upon and making value judgements as to research design.

13.2 Indicative Syllabus Content

The content will be based around a series of visits to, and structured interviews with, personnel at a variety of technical education institutions, vocational training organisations or related agencies throughout the region. The thrust and direction of the study must be at the study fellow's own initiative. In preparation for the visits and the prospect of any further educational research on their return home, course members will undertake an appropriate programme of quantitative and qualitative research methods.

The research methods included as content will be dependant on the most appropriate methods necessary to successfully operationalise the specific research objectives of course members' field studies, though typically these will be:

- Case Studies
- Questionnaires
- Interview Schedules
- Field Notes
- Diaries
- Observation Schedule
- Documentary and Archive Techniques

13.3 Learning, Teaching and Assessment

Delivery methods will vary according to the objectives of specific sessions. Normal strategy for Research Methodology will be by lecture, seminar and tutorial when specific research questions have been identified. Support for the field study itself will be almost entirely through tutorial after a small information input through a seminar. Module assessment methods and weightings

Assessment will be by satisfactory completion of a 4,000 - 4,500 word assignment which should contain:

1. The question, which will have been defined by the study fellow and agreed with the module tutor.
2. An introduction which will define the issue(s) to be explored.
3. Clarification and description of the relevant contexts.
4. Researched material from the UK visits.
5. Researched material from literature.
6. Illustration of relevant concepts/issues/problems/etc. from the course member's home country or institution, with evidence where possible.
7. Analysis of the material.
8. Recommendations and conclusions.
9. Possible ramifications or implications of the proposals.

13.4 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 an appropriate and feasible small-scale research project. Prepare a research proposal. | A suitable small-scale research project has been defined and agreed by appropriate negotiation with the supervising tutor. |
| 2. Identify the issues pertinent to the research. | Issues pertinent to the research have been clearly identified. |
| 3. Define a range of research questions designed to generate substantive data. | The initial literature search has been carried out addressing a range of appropriate sources. |
| 4. Operationalise specific research methods and arrangements. | Any ethical, legal or procedural issues (e.g. access, consent, data protection, Health and Safety) have been planned for and addressed as appropriate. |
| 5. Undertake a review of relevant literature and produce suitable written digest. | A practical strategy for the fieldwork has been planned and implemented. |
| 6. Handle and critically analyse the data and the issues. | Data has been collected, analysed and coherently presented |
| 7. Make a comparative study. | Appropriate conclusions have been drawn from the evidence obtained and its analysis. |
| 8. Draw appropriate conclusions from the evidence obtained. | The final report is well structured and clearly presented. |

13.5 Assessment

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

| | |
|--------------------|--------|
| Type | CW |
| Description | Report |
| %age | 100 |

Learning Outcomes 1,2,3,4,5,6,7 1,2,3,4,5,6,7,8

13.6 Prerequisite Module(s)

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

- N/A

and/or be taking the following corequisite modules:

- N/A

13.7 Barred Combinations

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

- Research and Study Skills

13.8 Indicative Reading

Bell, J (1999) Doing your research project: a guide for first-time researchers in education and social science 3rd Ed., Buckingham: Open University Press

Cohen, L and Manion, L (1994) Research Methods in Education: an Introduction 4th ed., London: Routledge

Rudestam, K E and Newton R (1992) Surviving your dissertation : a comprehensive guide to content and process London: Sage

Statham, J et al. (1989) The Education Fact File: A handbook of education information in the UK London: Hodder & Stoughton

National Curriculum Council/Further Education Unit (1993) A Curriculum Perspective: 14 - 19 education in schools and colleges: (information pack) York: National Curriculum Council

Whiteside, T et al. (eds) (1992) 16 - 19: Changes in Education and Training London: David Fulton

MODULE: CURRICULUM STUDIES

Code: EDU4001

20 credits at level HE7

Description and Purpose of Module

Curriculum Studies has developed from the traditional education studies of philosophy, psychology and sociology, and course members will necessarily need to use these conceptual frameworks when considering the influences and underlying values of a particular curricula specification. Curriculum Studies will provide a fundamental theoretical basis for the study of Education. It will enable course

members to identify, examine and critically evaluate theoretical models of curriculum development and design. Course members will be expected to make links with contemporary issues influencing curriculum development which will be examined in further depth in their chosen option modules. It will also provide an introduction to the major issues identified in the named Themes, thus raising awareness of current educational debates which influence curriculum design and development thereby creating a coherent framework for further study.

The issues considered are those which are perceived as relevant to all involved in designing the Curriculum. However, course members will be invited to consider these in relation to their areas of special interest and it is envisaged that theoretical perspectives and practical strategies will be combined to form the basis of the module assignment.

Indicative Syllabus Content

The specific content will be negotiated within the group, thus reflecting particular needs and interests of the participants. However, it is envisaged that the content will reflect the concerns identified in the following list.

Curriculum Design and the theoretical framework
Political and Economic influences upon the Curriculum
Vocational V Liberal Education
Competency Based Curriculum
The Hidden Curriculum
Gender and the Curriculum
The influence of I.T. on the Curriculum
Managing Curriculum Change
Technical and Vocational Education
Inclusive Education - a change in the world view

Learning, Teaching and Assessment

Relevant conceptual frameworks and theories drawn from a range of disciplines will be identified and applied to the study of curriculum models and the investigation of policy developments within the PCET sector. In addition to a critical analysis of current trends and issues in the sector, course members will examine the philosophical bases of their professional fields of interest with a view to evaluating and supporting curriculum design and learning/teaching strategies in the field. A broad range of current issues and developments will be reviewed, and a specific topic will be selected and studied for the completion of the module assignment.

One written assignment of 3.500 words weighting 80% and one seminar presentation weighting 20% is to be completed.

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. 1. Critically analyse theoretical models of curriculum development. | One written assignment of 3.500 words weighting 80% and one seminar presentation weighting 20% |
| 2. 2. Examine these within their own area of interest. | 3.500 words weighting 80% and one seminar presentation weighting 20% |
| 3. 3. Develop an awareness of political and economic influences on curriculum development. | 3.500 words weighting 80% and one seminar presentation weighting 20% |
| 4. 4. Identify contemporary concerns and tensions which impinge on curriculum design. | 3.500 words weighting 80% and one seminar presentation weighting 20% |
| 5. 5. Examine the concept of the hidden curriculum and critically analyse its perceived effects on the student experience. | 3.500 words weighting 80% and one seminar presentation weighting 20% |

Assessment

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

| Type | CW | PRE |
|--------------------|-----------|------------|
| Description | Essay | Essay |
| %age | 80 | 20 |

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

Prerequisite Module(s)

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

- N/A

and/or be taking the following corequisite modules:

- N/A

Barred Combinations

No restrictions apply.

Indicative Reading

Evans, K., Hodkinson, P. & Unwin, L. (eds) (2002) Working to Learn. London: Kogan Page

Gaskell, J (1995) Gender in/forms curriculum: from enrichment to transformation Teachers College Press

- Goodson, I (1994) *Studying Curriculum*. Buckingham: Open University Press
- Goodson, I (1995) *The making of the Curriculum: collected essays*. 2nd Ed., London: Falmer
- Hales, G (1996) *Beyond disability: towards an enabling society*. London: Sage
- Kelly, A V (1999) *The Curriculum - Theory and Practice* 4th Ed., London: Paul Chapman
- Marsh, C (1992) *Key Concepts for Understanding Curriculum*. London: Falmer Press
- McCormick, T M (1994) *Creating the Non-sexist Classroom: a multicultural approach*. London: Teachers College Press
- Merrill, B. & Hyland, T. (2003) *The Changing Face of Further Education*. London: Routledge-Falmer)
- Neary, M. (2002) *Curriculum Studies in Post-Compulsory and Adult Education*. Cheltenham: Nelson Thornes)
- Oliver, M (1990) *The Politics of Disablement* Basingstoke: Macmillan
- Potts, P et al. (1995) *Equality, Diversity and Education Volumes 1 & 2*. London: Routledge
- Ross, A. (2000) *Curriculum: Construction and Critique*. London: Falmer)
- Weiner, G (1994) *Feminisms in Education*. Buckingham: Open University Press
- Young, M. (1998) *The Curriculum of the Future*. London: Falmer

14 MODULE: ORGANISATIONAL MANAGEMENT

Code: EDU4002

20 credits at level HE7

14.1 Description and Purpose of Module

Training and education in management theories, concepts and skills and exploration of their relationship to practice is a natural part of the professional development of those involved professionally with education.

It is expected that those undertaking this module will have experience of working in or with educational or training organisations. It is likely that they will have or aspire to management roles within such organisations. This module sets out to provide an understanding of the underpinning theoretical issues and their relationship to practical organisational management in an education / training context.

14.2 Indicative Syllabus Content

As explained in the module's specification, the emphasis in assignments for this module is relevance. Assignments will be negotiated so that they will have direct application in the educational context of the course members. The nature of the negotiated assignment will vary with the course member's circumstances. Part-time

course members already in management roles as middle managers / co-coordinators / section leaders would normally be expected to analyse and evaluate their own management skills in the light of what they do and have learned, indicating areas for improvement. At the other end of the spectrum, a course member who is a recent graduate, or someone who has very limited management experience would be provided with a written management case-study. Such course members would be expected to analyse and evaluate the problems and the management skills described in the light of what they have learned, indicating areas for improvement and offering solutions to problems and / or alternative strategies for improving management practice. Alternatively, course members could write an essay on an agreed topic.

As far as possible, topics covered will include those that will be identified through the production of an initial course member profile including skills, knowledge, expertise and development needs. This profile will inform the indicative content and the construction of the profile between tutor and course member will be a valuable mechanism for establishing the ethos of the learning and teaching strategies to be employed. It is envisaged that the profile will include topics such as:

Cultures, organisational structures and analysis, leadership, motivation, teams and team building, staff development and appraisal; marketing; quality issues, management of change and conflict; stress management; career theory; mentoring.

14.3 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. Produce a self-profile of current skills, knowledge, and expertise. | Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: Produce a self-profile of current skills, knowledge, and expertise. 2. From (1) above, produce a profile of their developmental needs. 3. Critically review the literature on management topics. 4. Present seminar papers. 5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice. 6. Apply theoretical approaches to their own working environment. 7. Research and finally produce a written assignment on a topic negotiated with their tutor. |
| 2. From (1) above, produce a profile of their developmental needs. | Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: Produce a self-profile of current skills, knowledge, and expertise. 2. From (1) above, produce a profile of their developmental needs. |

3. Critically review the literature on management topics.
 4. Present seminar papers.
 5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
 6. Apply theoretical approaches to their own working environment.
 7. Research and finally produce a written assignment on a topic negotiated with their tutor.

Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: 1. Produce a self-profile of current skills, knowledge, and expertise.

 2. From (1) above, produce a profile of their developmental needs.
 3. Critically review the literature on management topics.
 4. Present seminar papers.
 5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
 6. Apply theoretical approaches to their own working environment.
 7. Research and finally produce a written assignment on a topic negotiated with their tutor.
4. Present seminar papers.

Present seminar paper

Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: 1. Produce a self-profile of current skills, knowledge, and expertise.

 2. From (1) above, produce a profile of their developmental needs.
 3. Critically review the literature on management topics.
 4. Present seminar papers.
 5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
 6. Apply theoretical approaches to their own working environment.
 7. Research and finally produce a written assignment on a topic negotiated with their tutor.
5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
 4. Present seminar papers.
 5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
 6. Apply theoretical approaches to their own working environment.
 7. Research and finally produce a written assignment on a topic negotiated with their tutor.

Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: 1. Produce a self-profile of current skills, knowledge, and expertise.

 2. From (1) above, produce a profile of their developmental needs.
6. Apply theoretical approaches to their own working environment.
 2. From (1) above, produce a profile of their developmental needs.

Research and finally produce a
7. written assignment on a topic
negotiated with their tutor.

3. Critically review the literature on management topics.
4. Present seminar papers.
5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
6. Apply theoretical approaches to their own working environment.
7. Research and finally produce a written assignment on a topic negotiated with their tutor

Produce a 4500-5000 word assignment which addresses one or more of the topics covered in the module including: 1. Produce a self-profile of current skills, knowledge, and expertise.

2. From (1) above, produce a profile of their developmental needs.
3. Critically review the literature on management topics.
4. Present seminar papers.
5. Discuss and analyse management case studies and reports in the light of management theory and their own working practice.
6. Apply theoretical approaches to their own working environment.
7. Research and finally produce a written assignment on a topic negotiated with their tutor

14.4 Assessment

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

| Type | CW | PRE |
|-------------------|-------------|-------|
| Description | Essay | Essay |
| %age | 100 | 0 |
| Learning Outcomes | 1,2,3,5,6,7 | 4 |

14.5 Prerequisite Module(s)

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

- n/A

and/or be taking the following corequisite modules:

- N/A

14.6 Barred Combinations

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

- N/A

14.7 Indicative Reading

Arnold, J, Cooper, CL and Robertson, IT (1998) Work psychology: Understanding human behaviour in the workplace London: Pitman

Armstrong, M (1999) A handbook of human resource management practice (A handbook of personnel management practice) 7th Ed, London: Kogan Page

Brown, A (1998) Organisational Culture 2nd. Ed, London: Pitman

Bush, T (1998) Principles of Educational Management London: Prentice Hall

Cartwright, S and Cooper, C (1997) Managing Workplace Stress London: Sage

Handy, C (1993) Understanding Organisations London: Penguin

Hofstede, G (1994) Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival London: Harper Collins

Kotler, P Armstrong, G and Saunders and J Wong, V (1998) Principles of Marketing London: Prentice Hall

Makin, PJ, Cooper, CL and Cox, CJ (1996) Organisations and the Psychological Contract Leicester: British Psychological Society

Mullins, L J (1999) Management and Organisational Behaviour 5th. Ed, London: Financial Times Management

Oakland, J.S and Porter, L (1999) Total Quality Management: text with cases London: Butterworth-Heinemann

Senior, B (1997) Organisational Change London: Pitman

Torrington D, and Hall L, (1995) Personnel Management: HRM in action London: Prentice Hall

15 WORK-BASED MODULE – DEVELOPMENTS

Code: EDU4003

20 credits at level HE7

15.1 Description and Purpose of Module

This module gives course members an opportunity to undertake development work in their educational institution that simultaneously meets the academic requirements of the Masters course, the course members own development needs, and the needs of their educational institution. In this way, it is hoped that the relevance and value of work done by course members for their Masters programme will be enhanced, from their own point of view and that of their institution.

15.2 Indicative Syllabus Content

The first step is to identify a development project that will be suitable. You need to discuss your ideas with both your supervising tutor and the appropriate person or

persons in your educational institution. Typically the latter would be a line manager or other senior colleague. For brevity, the latter will be described below as “your employer”, although it is recognised that you may or may not be a paid employee of the educational institution, and more than one person (e.g. a team or a committee) may be involved.

The development you pursue needs to be significant in scale and scope. Routine development, such as that involved in normal course planning or learning material development, is not what is envisaged. Typical examples that may well be suitable are given in the module specification.

Your development project should have the capacity to enable you to work with your colleagues in a consultative and collegial manner.

After an initial informal exploration with both parties, and an initial literature search, you need to formulate clear and specific project aims and objectives and, by negotiation, agree these with both your supervising tutor and your line manager.

The initial literature search (which must include an internet search) is important. There needs to exist published literature that is up to date and relevant to your proposed project. A key part of the assignment involves demonstrating that what you have done is informed. This will not be possible if there is little literature to draw on.

The results of the literature search are submitted with a written piece early on (see below).

“Literature” needs to be interpreted widely here, in order to include documents such as institutional or national policy and guidance documents. These might even be in draft form, such as documents of the Quality Assurance Agency that are still undergoing consultation processes.

Having finalised and agreed your project aims and objectives, you need to create an Action Plan showing key stages, criteria for completion, date for completion and keep this up to date.

This is a module which involves individual tutorial appointments for consultation (rather than group teaching). To make maximum use of the appointments you have, bring to the tutorials work you have been asked to undertake and prepare questions to be addressed / clarified.

It is most important that you maintain contact with your supervisor at all stages. It is not acceptable that you undertake and submit work for the project without guidance from your supervisor.

Keep a Project Log Book to record the progress of your work, ideas and reading, and

maintain a well-organised Evidence Folder of supporting documentation (minutes of meetings, policy documents, letters, emails and memoranda etc.)

15.3 Learning, Teaching and Assessment

You must submit the following items:

Early on in the module, by a date agreed with the supervisor:

1. The initial literature search bibliography (including an internet search) identifying up to date and relevant references (photocopied where feasible).
2. A discussion paper of 800 words briefly introducing the rationale, purpose, aims and objectives of the project and discussing the findings of the literature search above, and justifying that there exists a satisfactory basis from which to begin.

By the module's Assignment Due Date:

3. The completed Action Plan.
4. The completed Evidence File.
5. A project report of 3000 words (not including the items above or appendices).

15.4 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: |
|--|--|
| <p>Produce a literature search, and a discussion paper of approximately 800 words confirming and justifying that there exists a satisfactory basis from which to begin. The literature search must identify up-to-date and relevant sources, which may include (but must not be confined to) college documentation, and is expected to include an internet search.</p> | <p>The initial literature search (including an internet search) and the accompanying written piece demonstrate that an appropriate, feasible and realistic project has been identified and clearly defined through appropriate aims and objectives within 3,000 word project report.</p> |
| <p>Produce an action plan to identify explicitly stages and chronology of the project.</p> | <p>A suitable project has been defined and agreed by appropriate negotiation with the supervising tutor and the employer.</p> |
| <p>Produce an evidence file documenting pursuit of the development work (containing, for example, minutes of meetings, copies of correspondence etc.) showing that appropriate processes and procedures have been followed.</p> | <p>The evidence file presents all relevant supporting documentation in an organised manner and demonstrates that the process of the project has been pursued appropriately and added to a supporting evidence to the 3,000 word report.</p> |
| <p>Prepare a project report of approximately 3000 words (not including appendices, references, material in 1 to 3 above).</p> | <p>The report (which can draw on but should not significantly repeat the above) coherently demonstrates a critical and informed understanding of the pertinent literature.</p> |

15.5 Assessment

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

| | |
|--------------------|--------|
| Type | CW |
| Description | Report |
| %age | 100 |

Learning Outcomes 1,2,3,4

15.6 Prerequisite Module(s)

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

- N/A

and/or be taking the following corequisite modules:

- N/A

15.7 Barred Combinations

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

- N/A

15.8 Indicative Reading

The reading required of course members undertaking this module will include reference to relevant current policy publications (for example, those of the college / institution, and those originating from government bodies etc.).

16 WORK-BASED MODULE - CASE STUDY

Code: EDU4004

20 credits at level HE7

16.1 Description and Purpose of Module

This module provides course members with an opportunity to obtain accreditation for professional activities and responsibilities associated with the organisation of any of the following:

- Teaching in a school, college of further education, or higher education institution.
- Training in a privately or publicly funded training agency or organisation.
- Assessment in an educational or vocational setting.

- Administration in education.
- Management and/or governance of education.

At the same time work must simultaneously meet the academic requirements of the Masters course, the course members own development needs and the needs of the course member's employing organisation.

The aim of this module is to enable course members to undertake a significant ethnographic study of their employing organisation, ensuring that the process and product of that work is clearly and explicitly founded on relevant, current and documented practices, requirements, theories and concepts. Course members will, therefore, be able to satisfy the academic standards required by those working towards a Masters Degree and at the same time make a valuable contribution to their own professional duties.

16.2 Indicative Syllabus Content

To a great extent, the indicative content of this module will be negotiated and defined by course members. However, examples of areas where their studies and consequently their research may be focussed could include:

Where the course member is appointed to a position of special responsibility.
 Involvement in the preparatory work related to particular responsibility e.g. application for the IIP award, validation/accreditation of course provision, the submission of bid documentation for funding etc.
 Re-organisation or restructuring of the organisation / department etc.
 A reactive or proactive approach to the implementation of change.

16.3 Learning, Teaching and Assessment

Course members will identify an appropriate topic for investigation in negotiation with relevant senior staff and with the agreement of the BIHE supervising tutor to ensure that the resulting coursework simultaneously meets the needs of academic requirements of the course and those of the organisation.

Course members will be supported by tutorial meetings with their supervising tutor.

Module assessment methods and weightings

The equivalent of 4,000 - 5,000 words to be presented as a:

research proposal and action plan (approximately 750 words);
 literature search (approximately 1,250 words);
 report of findings (a minimum of 3000 words);
 plus a portfolio of supporting evidence.

16.4 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: |
|--|--|
| Carry out an ethnographic | |
| 1. investigation in the form of a case study. | The equivalent of 4,000 - 5,000 words to be presented as a: |
| Produce a research proposal and | |
| 2. action plan to identify explicitly the stages and chronology of their research | research proposal and action plan (approximately 750 words); |
| 3. Critically evaluate the methodology used. | As a section within the report. |
| Produce a literature search which must identify up-to-date and relevant | |
| 4. sources which may include Present their research findings appropriately and evaluate them in the light of their literature search | literature search (approximately 1,250 words); |
| 5. Produce a portfolio of evidence in support of their study. | A portfolio of supporting evidence previously overseen by the tutor and included in the assignment as illustrative evidence. |

16.5 Assessment

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

| Type | CW | CW |
|--------------------------|-----------|-----------|
| Description | Report | Report |
| %age | 100 | 100 |
| Learning Outcomes | 1,2,3,4,5 | 1,2,3,4,5 |

16.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

16.7 Barred Combinations

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

- N/A
- N/A
- N/A

16.8 Indicative Reading

The reading list will be determined by the area of study and will be largely determined by the course member but with guidance from the supervising tutor.

17 EDUCATIONAL FINANCE AND PLANNING

Code: EDU4014

20 credits at level HE7

17.1 Description and Purpose of Module

In our contemporary education system, post-16 providers, as well as schools, are increasingly subject to financial controls and planning cycle requirements. It is important for professional staff to be aware of the budgetary processes, funding mechanisms and fiscal policies which are influencing institutional administration. It is also informative to consider the setting of strategic objectives and their achievement through the implementation of a formal planning model. The module does not require the student to possess bookkeeping skills and it is not trying to produce accountants but it does expect to engender some appreciation of the economics of education and an interest in the funding policies and development planning procedures which underpin so much of modern educational provision.

17.2 Indicative Syllabus Content

While specific content may well be varied to accommodate students' professional interests and contemporary events, the content will include:

an overview of the 1988 Education Reform Act and the 1992 Further and Higher Education Act and their implications for the control and finance of education, along with the subsequent incremental changes brought about by more recent Government intervention

incorporation of colleges

role of government - appointed bodies (quangos), such as the present FEFC and TECs, and the new Learning and skills council, as well as the Audit Commission comparative analysis of institutional expenditure, with a study of formula funding and

delegated budgets
 external sources of funding
 strategic planning
 quality assurance, performance indicators and benchmarking
 scrutiny role of inspection and audit
 finance of capital projects

17.3 Learning, Teaching and Assessment

Information giving sessions will encourage student questioning and comments, while students will be expected to bring along relevant experiences from their places of work. Student discussion of current issues will be encouraged in an informal environment. Student reports on basic tasks will be expected and it is hoped that some visiting speakers with specific expertise will join us.

Module Assessment Methods and Weighting

Assessment will require the satisfactory completion of a 4,000 - 5,000 word case study. This will require the consideration of the budget of an educational institution with which the student is familiar. It will then require the detailed examination of a fiscal issue or problem affecting service provision, setting this within the overall context of the planning process. Preferably, where feasible, this should relate to an area of professional activity for which the course member is accountable.

17.4 Learning Outcomes and Assessment Criteria

**Learning Outcomes
 when you have successfully
 completed this module you will:**

1. Describe how colleges and certain other educational providers are funded and recognise the changes which have taken place as a result of recent legislation

**Assessment Criteria
 to demonstrate that you have
 achieved the learning outcome you
 will:**

You are required to satisfactorily complete a Case Study of around 4,500 to 5,000 words which involves the consideration of the budget and/or accounts of an educational institution with which you are familiar and then, from within that budget, provide a detailed analysis of a fiscal issue or planning problem affecting service provision: all set within the context of the planning process. References to literature are required, while appendices containing relevant factual information are expected.

- a) Display knowledge of the institutional planning process
- b) Demonstrate awareness of the operation of institutional budgetary procedures
- c) Show insight into the political and financial decision-making being undertaken at institutional level
- d) Attempt to analyse the impact of

- changing government policies on local provision and planning
- e) Display research skills through appropriate use of relevant sources
- f) Demonstrate some professional involvement in, or at least observation of, institutional decision-making in action
- You are required to satisfactorily complete a Case Study of around 4,500 to 5,000 words which involves the consideration of the budget and/or accounts of an educational institution with which you are familiar and then, from within that budget, provide a detailed analysis of a fiscal issue or planning problem affecting service provision: all set within the context of the planning process. References to literature are required, while appendices containing relevant factual information are expected.
2. Analyse institutional budgets, including income and expenditure accounts
- a) Display knowledge of the institutional planning process
- b) Demonstrate awareness of the operation of institutional budgetary procedures
- c) Show insight into the political and financial decision-making being undertaken at institutional level
- d) Attempt to analyse the impact of changing government policies on local provision and planning
- e) Display research skills through appropriate use of relevant sources
- f) Demonstrate some professional involvement in, or at least observation of, institutional decision-making in action
- You are required to satisfactorily complete a Case Study of around 4,500 to 5,000 words which involves the consideration of the budget and/or accounts of an educational institution with which you are familiar and then, from within that budget, provide a detailed analysis of a fiscal issue or planning problem affecting service provision: all set within the context of the planning process. References to literature are required, while appendices containing relevant factual information are expected.
3. Recognise the role of external funding agencies and other sources of income generation, including relationships with relevant government bodies
- a) Display knowledge of the institutional planning process
- b) Demonstrate awareness of the operation of institutional budgetary procedures
- c) Show insight into the political and financial decision-making being undertaken at institutional level

d) Attempt to analyse the impact of changing government policies on local provision and planning

e) Display research skills through appropriate use of relevant sources

f) Demonstrate some professional involvement in, or at least observation of, institutional decision-making in action

You are required to satisfactorily complete a Case Study of around 4,500 to 5,000 words which involves the consideration of the budget and/or accounts of an educational institution with which you are familiar and then, from within that budget, provide a detailed analysis of a fiscal issue or planning problem affecting service provision: all set within the context of the planning process. References to literature are required, while appendices containing relevant factual information are expected.

4. Identify the role of audit in the search for efficiency and compare this with the sometimes competing demands of quality assurance

a) Display knowledge of the institutional planning process

b) Demonstrate awareness of the operation of institutional budgetary procedures

c) Show insight into the political and financial decision-making being undertaken at institutional level

d) Attempt to analyse the impact of changing government policies on local provision and planning

e) Display research skills through appropriate use of relevant sources

f) Demonstrate some professional involvement in, or at least observation of, institutional decision-making in action

You are required to satisfactorily complete a Case Study of around 4,500 to 5,000 words which involves the consideration of the budget and/or accounts of an educational institution with which you are familiar and then, from within that budget, provide a detailed analysis of a fiscal issue or planning problem affecting service provision: all set within the context of the planning process. References to literature are required, while appendices containing relevant factual information are expected.

5. Demonstrate an understanding of the former binary system of providing and financing higher education and the impact of the change to a unified system

a) Display knowledge of the institutional planning process

b) Demonstrate awareness of the operation of institutional budgetary procedures

c) Show insight into the political and financial decision-making being

- undertaken at institutional level
- d) Attempt to analyse the impact of changing government policies on local provision and planning
- e) Display research skills through appropriate use of relevant sources
- f) Demonstrate some professional involvement in, or at least observation of, institutional decision-making in action

17.5 Assessment

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

| | |
|--------------------------|-----------|
| Type | CW |
| Description | ESSAY |
| %age | 100 |
| Learning Outcomes | 1,2,3,4,5 |

17.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

17.7 Barred Combinations

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

- N/A
- N/A
- N/A

17.8 Indicative Reading

Ainley, P and Bailey, B (1997) The business of learning: staff and student experiences of further education in the 1990s London: Cassell

Birch, D et. al (1989) Planning and delegation in further education Bristol: FESC

Bridges D and Husbands, C (1996) *Consorting and Collaborating in the Education Market Place* London: Falmer Press
Cuthbert R (ed.) (1988) *Going Corporate* Bristol: FESC
Evans, B (1992) *The politics of the training market: from Manpower Services Commission to Training and Enterprise Councils* London: Routledge
Frain, J (1993) *The Changing Culture of a College* London: Falmer Press
Trowler, P (1998) *Education policy: a policy sociology approach* Gildridge Press

In addition, reference is made to texts on recent legislation and on the basic economics of education but much of the necessary reading is based on the student's college documentation as well as appropriate FEFC circulars and reports and publications from FEDA - and its predecessors the FEU and FESC.

18 THE STRUGGLE FOR INCLUSIVE EDUCATION

Code: EDU4005

20 credits at level HE7

18.1 Description and Purpose of Module

The notion of inclusion will be the key feature of this module. Inclusion is a philosophy and a movement which celebrates diversity. It recognises the rights of all individuals to share the resources within the community of which they are a part. It posits that communities are disadvantaged unless all are present and all are supported to make their contribution.

The context within which learning takes place is an important variable in enabling or disabling learners. Providers of educational services work for the most part within structured contexts (colleges, centres, community placements), which set parameters for the provision they make.

Equally, users of services have to penetrate these structures by some means in order to derive benefit from them.

For both providers and users such structures can seem to create either easy access to or obstacles and infringements to their desired end of successful learning. In short, they can be including or excluding. What make the difference are the values which underpin the structures and how those values are carried forward in terms of practical systems.

The issues to be considered by this module relate to both the values and the systems. It is considered important to examine the nature of existing value systems and to envision futures for such systems. Having established the vision it is then

possible to explore ways in which current provision can be changed to enable the future goals to be met.

The underpinning model for this approach is that effective change can only be established when there is a sense of purpose and direction.

18.2 Indicative Syllabus Content

The origins and strength of current policy and practice in relation to promoting inclusive education.

A culture which promotes Inclusive Education, community learning environment;

Existing systems of values, organisation at national and institutional level;

Directions for change to inclusive learning, learning support, the flexible learning environment, learner entitlement.

Tools for analysing change (for example: Force Field Analysis)

Current and alternative legislative frameworks which can promote Inclusive Education

18.3 Learning, Teaching and Assessment

Course members and the tutor, as a group, are seen as the central focus and resource for the module. All will be involved in bringing and sharing resources from their literature searches and their experiences. Opportunities will be provided both to acquire the evaluative skills necessary and apply them. This will typically involve some lecture input together with the use of personal testimony and workshops on specific themes.

Module Assessment Methods and Weighting

This will be based on negotiated work. In order to take account of the process and experience through which the group will go, members will be encouraged to negotiate their assignment on some aspect of the module content relevant to their own situation. Word length 5,000 words.

Indicative Reading

18.4 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. Apply a range of methods to explore the dynamics of change. | This will be based on negotiated work. In order to take account of the process and |

- experience through which the group will go, members will be encouraged to negotiate their assignment on some aspect of the module content relevant to their own situation. Word length 5,000 words.
- This will be based on negotiated work. In order to take account of the process and experience through which the group will go, members will be encouraged to negotiate their assignment on some aspect of the module content relevant to their own situation. Word length 5,000 words.
- This will be based on negotiated work. In order to take account of the process and experience through which the group will go, members will be encouraged to negotiate their assignment on some aspect of the module content relevant to their own situation. Word length 5,000 words.
- This will be based on negotiated work. In order to take account of the process and experience through which the group will go, members will be encouraged to negotiate their assignment on some aspect of the module content relevant to their own situation. Word length 5,000 words.
2. Analyse countervailing pressures in change.
 3. Evaluate the relative strengths of pressure in different sites of change.
 4. Postulate and defend an inclusive value position for a particular site.

18.5 Assessment

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

| | |
|--------------------|-------|
| Type | CW |
| Description | Essay |
| %age | 100 |

Learning Outcomes 1,2,3,4

18.6 Prerequisite Module(s)

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

- EDU4005
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU4005
- EDU4001
- EDU4002

18.7 Barred Combinations

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

- N/A
- N/A
- N/A

18.8 Indicative Reading

Course members will be encouraged to refer to current literature from a wide range of fields within and beyond the current "professional" journals, reports and literature. A comprehensive reading list will be available at the start of the course.

Barton, L and Corbett, J (1993) 'Special Needs in Further Education: The Challenge of Inclusive Provision' *European Journal of Special Education*, 8(1), pp14-23.

Barton, L (1998) *The Politics of Special Educational Needs* London: Falmer Press

Campbell, J and Oliver, M (1996) *Disability politics: understanding our past, changing our future* London: Routledge

Hall, J T (1997) *Social devaluation and special education: the right to full inclusion and an honest statement* London: Jessica Kingsley

Illich, I (1987) *Disabling Professions* London: Marion Boyars

Lovett, H (1996) *Learning to listen: positive approaches and people with difficult behaviour* London: Jessica Kingsley

Swain, J et al. (1993) *Disabling Barriers: Enabling Environments* London: Sage & The Open University Press

Whittaker, J et. al. (2002) *Bolton Data for Inclusion Online*. Available: <http://www.inclusion-boltondata.org.uk/> [27 June 2002]

19 INCLUSIVE EDUCATION MODULE B – TRANSFORMATIVE EDUCATION IN AN INCLUSIVE CONTEXT

Code: EDU4006

20 credits at level HE8

19.1 Description and Purpose of Module

The assessment of this module is aimed at providing the course members with an opportunity to research, analyse and understand the approach of a specific educator identified within the module. You will be expected to examine the philosophy and ideology underpinning the educator's practice and to link this with their implementation of specific practices. It is expected that you will also include a rationale of how their particular approach influences or enhances the process of inclusion.

The focus of the module will be on the post-compulsory sector. However, it is envisaged that course members may also work in other environments where the application of their studies is equally valuable.

You will be introduced to the ideas and writings of a number of 'transformative' educators during the module. Readings and videos will be made available and used within the sessions to provide an overview of the ideas and practice of each educator. These sessions will help you to identify a particular educator that you might wish to research in more detail because of your interest, or a particular application in your own field of work.

You will have opportunities to discuss this with the tutor and to identify which educator you wish to study. You are then asked to proceed with a literature search and to prepare an outline of your proposed assignment.

19.2 Indicative Syllabus Content

The notion of inclusion will be the key feature of this module. Inclusion is a philosophy and a movement which celebrates diversity. It recognises the rights of all individuals to share the resources within the community of which they are a part. It posits that communities are disadvantaged unless all are present and all are able to participate.

This module focuses on some of the ideologies and strategies that have been developed for working specifically with people with the label of learning disabilities. It is based on the notion of transformative education as expressed by Feuerstein when he argued that:

"...for transformation to take place in any school or classroom, with any child, three interdependent factors must be present: a common system of belief; a method of teaching that can be learned and applied and an environment that will reinforce all that has been achieved."

It is perceived that adjustments to current educational practices are unlikely to answer present educational ills. There is a need to explore possible new ideologies, which not only reflect those values and ideals considered important by society, but instead move towards a different set of values and visions.

Systems such as Social Role Valorisation and Inclusive Education offer a framework within which to develop. Their emphasis on the rights of individuals to education, the valuing of individual's contributions help to shape how various teaching and support strategies and methods can be used.

Equally, it is important to understand the nature of those strategies so that the appropriateness of their application in supporting individuals can be judged.

19.3 Learning, Teaching and Assessment

- a) An identification and analysis of the ideology / philosophy underpinning the particular educator / approach studied.
- b) An informed account of the methodology of the particular educator.
- c) An analysis of the educator's approach including exploration of the relationship between this approach and underpinning theory.
- d) Identification and justification of the extent to which this approach might have the potential to enhance inclusion within an educational environment.

19.4 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. Distinguish between the social and medical model of disability. | A piece of work relevant to their own experiences, and an appreciation of the underlying principles of one of the methodologies examined in the module. The assignment will be 4,000 - 5,000 words in length or equivalent. |
| 2. Evaluate the appropriateness of different educational theories underpinning inclusive education. | A piece of work relevant to their own experiences, and an appreciation of the underlying principles of one of the methodologies examined in the module. The assignment will be 4,000 - 5,000 words in length or equivalent. |
| 3. Identify their own strengths and weaknesses in teaching methods. | A piece of work relevant to their own experiences, and an appreciation of the underlying principles of one of the methodologies examined in the module. The assignment will be 4,000 - 5,000 words in length or equivalent. |

19.5 Assessment

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

| | |
|--------------------------|---------|
| Type | CW |
| Description | essay |
| %age | 100 |
| Learning Outcomes | 1,2,3,4 |

19.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001

- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

19.7 Barred Combinations

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

- n/a
- n/a
- n/a

19.8 Indicative Reading

Biklen, D (1993) Communication unbound: how facilitated communication is challenging traditional views of autism and ability/disability London: Teachers College Press

Donnelan, A M (1985) Classic Readings in Autism London: Teachers College Press

Ferguson, P (ed.) (1992) Interpreting Disability: a qualitative reader New York: Teachers Coll. Press

Grandin, T (1986) Emergence: labeled autistic Tunbridge Wells: Costello

Lovett, H (1996) Learning to listen: positive approaches and people with difficult behaviour London: Jessica Kingsley

Whittaker, J et. al. (2002) Bolton Data for Inclusion <http://www.inclusion-boltondata.org.uk>

20 MANAGEMENT MODULE A – HUMAN RESOURCE MANAGEMENT

Code: EDU4007

20 credits at level HE7

20.1 Description and Purpose of Module

It is expected that course members undertaking this module will have some experience of working in educational or training organisations. It is likely that course members will have or aspire to management roles within their organisation. This module sets out to provide an understanding of theoretical issues underpinning practical management of human resources, within an educational/training context.

Course members will have the opportunity to investigate Human Resource Management (HRM) in order to develop a skills and knowledge relevant to their personal career development.

Aims

The aims of this module are to ensure that managers, or aspiring managers, in education or training are able to develop expertise in HRM. It seeks to promote an understanding of the need for sound personnel management. Course members will also be required to acquire the critical, analytical and research skills necessary to deal with realistic working applications and case studies at this level.

20.2 Indicative Syllabus Content

The emphasis in the assignment(s) for this module is relevance to the working environment in education or other public sector. The assignment will be negotiated between the tutor and individual course members to provide a fit between the circumstances of the course member and the context within which he/she is employed. Part-time course members whose job descriptions includes a junior or middle management dimension would be expected to analyse and evaluate their own HRM skills in the light of their own experiences in addition to what they have learned, indicating areas for improvement. Course members without the requisite work experience would be expected to demonstrate practical problem solving skills through the analysis and evaluation of a written case study or studies.

Process

You should consult and work closely with your tutor whilst deciding which mode of assessment to choose. Initially if you are a part-time student and employed in education, training or a related area, with responsibility for managing a team of staff, you should decide whether you should produce a work-based HRM assignment or a case study analysis. Secondly, if you choose the work-based model you should then consider whether you wish to embark on either a written piece of work, or a combination of a video-recorded work-based role play plus written analysis. Full-time students or those with little management experience will be provided with a detailed HRM case study to analyse in the light of HRM theory and concepts.

Effective planning and time management are important aspects of the process and you will have the opportunity to discuss your progress and areas of concern with your tutor through individual tutorial discussions to ensure that guidelines are being followed effectively.

20.3 Learning, Teaching and Assessment

You must submit EITHER –

A written assignment of approximately 4,500 – 5,000 words

OR

A slightly shorter written assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview to be recorded on video in order to demonstrate a range of HRM skills (representing 25% of the final mark/grade).

20.4 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. an awareness of the practical aspects of HRM in organisations; | <p>Assessment is to be by coursework only. Course members should produce a written assignment of approximately 4,000 -5,000 words.</p> <p>Alternatively course members may wish to submit a slightly shorter assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview, to be recorded on video, to demonstrate a range of skills required in order to function effectively in the field of HRM (25%).</p> <p>Assessment is to be by coursework only. Course members should produce a written assignment of approximately 4,000 -5,000 words.</p> |
| 2. the ability to understand and where necessary participate in HRM activities; | <p>Alternatively course members may wish to submit a slightly shorter assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview, to be recorded on video, to demonstrate a range of skills required in order to function effectively in the field of HRM (25%).</p> <p>Assessment is to be by coursework only. Course members should produce a written assignment of approximately 4,000 -5,000 words.</p> |
| 3. a comprehensive and realistic perspective on HRM and HRD (Human Resource Development) issues | <p>Alternatively course members may wish to submit a slightly shorter assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview, to be recorded on video, to demonstrate a range of skills required in order to function effectively in the field of HRM (25%).</p> |
| 4. skills and techniques appropriate to managing HRM issues and concerns | <p>Assessment is to be by coursework only. Course members should produce a written</p> |

assignment of approximately 4,000 -5,000 words.

Alternatively course members may wish to submit a slightly shorter assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview, to be recorded on video, to demonstrate a range of skills required in order to function effectively in the field of HRM (25%).

Assessment is to be by coursework only. Course members should produce a written assignment of approximately 4,000 -5,000 words.

the capacities to analyse and critically discuss HRM case studies, investigations and research papers

Alternatively course members may wish to submit a slightly shorter assignment (representing 75% of the final mark/grade) and take part in a role-play, e.g. an appraisal, exit or disciplinary interview, to be recorded on video, to demonstrate a range of skills required in order to function effectively in the field of HRM (25%).

20.5 Assessment

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

| | |
|--------------------|-------|
| Type | CW |
| Description | essay |
| %age | 100 |

Learning Outcomes 1,2,3,4,5

20.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

20.7 Barred Combinations

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

- n/a
- n/a
- n/a

20.8 Indicative Reading

A reading list will be compiled and provided for this module in order to take into account the most recent developments in the field of HRM and education. Course members will be encouraged to make full use of HRM, management and education journals, conference papers (as available) and the Internet to supplement their reading and research.

21 MANAGEMENT MODULE B – MARKETING

Code: EDU4008

20 credits at level HE7

21.1 Description and Purpose of Module

Education and training organisations increasingly find themselves in a competitive marketplace. It is, therefore, increasingly important to use effective marketing tools in order to identify market segments and promote educational and training organisations in order to maximise student enrolment.

By following this module course members will have the opportunity to investigate the role of marketing in order to develop a degree of specialism relevant to their personal career development. This will be achieved by providing course members with an understanding of key marketing theories, strategies and concepts which relate directly to education, and encouraging them to develop the ability to evaluate their own marketing skills and expertise in relation to the context in which they operate.

21.2 Indicative Syllabus Content

The emphasis in the assignment(s) for this module is relevance to the working environment in education or other public sector. Through the assignment course members will be able to demonstrate a degree of specialism relevant to their personal career development.

The nature of the assignment will be negotiated between the tutor and individual course members to provide a fit between the circumstances of the course member

and the context within which they are employed. Part-time course members whose job descriptions includes some responsibility for marketing would be expected to analyse and evaluate their own marketing skills in the light of their own experiences in addition to what they have learned, indicating areas for improvement. Course members without the requisite marketing experience would be expected to demonstrate practical problem solving skills through the analysis and evaluation of a written case study.

21.3 Learning, Teaching and Assessment

In order to accommodate all potential course members (e.g. those employed with responsibility for marketing and those without such experience) there are two forms of assessment. You should consult and work closely with your tutor whilst deciding which mode of assessment to choose.

If you are a part-time student, employed in education, training or a related area and with substantial responsibility for marketing, you should discuss with your tutor whether you having sufficient marketing experience to produce a portfolio matching evidence to the learning outcomes indicated in the module specification in the module handbook.

Full-time students, or those with little marketing experience, will be provided with a detailed Marketing case study to analyse in the light of current theories and concepts, which will also provide the opportunity to demonstrate problem solving skills.

Effective planning and time management are important aspects of the process and you will have the opportunity to discuss progress and areas of concern with your tutor through individual tutorial discussions to ensure that guidelines are being followed effectively.

Product

EITHER

Option 1 – Portfolio In order to demonstrate your skill and expertise you should compile a portfolio of evidence, which matches the learning outcomes, indicated in the module specification in the module handbook. This should also include witness statements from your employer. It is important that you liaise closely with your tutor throughout to ensure the relevance of evidence proposed.

Additional assessment (e.g. viva voce) may be required following the evaluation of the portfolio in order to establish your understanding and interpretation of the underlying theory and concepts of marketing.

OR

Option 2 - Case Study. You must submit a written assignment of approximately 4,500

– 5,000 words, which should cover/address approximately 75%, of the module's topics.

21.4 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 awareness of the practical aspects of the marketing of organisations | <p>In order to accommodate all potential course members i.e. those currently employed in an educational/training context with some responsibility for marketing and also recent graduates and others with no direct involvement with marketing, assessment will take one of two forms. It will be either a written assignment (4,000 - 5,000 words) or the production of a portfolio matching evidence to the learning outcomes indicated. Additional assessment may be required following evaluation of the portfolio, regarding the understanding and interpretation of what has been accomplished.</p> |
| 2. The ability to understand and where necessary participate in marketing activities. | <p>In order to accommodate all potential course members i.e. those currently employed in an educational/training context with some responsibility for marketing and also recent graduates and others with no direct involvement with marketing, assessment will take one of two forms. It will be either a written assignment (4,000 - 5,000 words) or the production of a portfolio matching evidence to the learning outcomes indicated. Additional assessment may be required following evaluation of the portfolio, regarding the understanding and interpretation of what has been accomplished.</p> |
| 3. A comprehensive and realistic perspective on a range of marketing issues. | <p>In order to accommodate all potential course members i.e. those currently employed in an educational/training context with some responsibility for marketing and also recent graduates and others with no direct involvement with marketing, assessment will take one of two forms. It will be either a written assignment (4,000 - 5,000 words) or the production of a portfolio matching evidence to the learning outcomes indicated. Additional assessment may be required following evaluation of the portfolio, regarding the understanding and interpretation of what has been accomplished.</p> |
| 4. Marketing skills and techniques appropriate to an organisational | <p>In order to accommodate all potential course members i.e. those currently</p> |

manager.

employed in an educational/training context with some responsibility for marketing and also recent graduates and others with no direct involvement with marketing, assessment will take one of two forms. It will be either a written assignment (4,000 - 5,000 words) or the production of a portfolio matching evidence to the learning outcomes indicated. Additional assessment may be required following evaluation of the portfolio, regarding the understanding and interpretation of what has been accomplished.

5. The capacity to analyse and critically discuss marketing case studies, investigations, reports and research papers

In order to accommodate all potential course members i.e. those currently employed in an educational/training context with some responsibility for marketing and also recent graduates and others with no direct involvement with marketing, assessment will take one of two forms. It will be either a written assignment (4,000 - 5,000 words) or the production of a portfolio matching evidence to the learning outcomes indicated. Additional assessment may be required following evaluation of the portfolio, regarding the understanding and interpretation of what has been accomplished

21.5 Assessment

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

| | |
|--------------------|--------------------|
| Type | CW |
| Description | essay or portfolio |
| %age | 100 |

Learning Outcomes 1,2,3,4,5

21.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001

- EDU4002

21.7 Barred Combinations

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

- N/A
- N/A
- N/A

21.8 Indicative Reading

A reading list will be compiled and provided for this module in order to take into account the most recent developments in Marketing and education. Course members will be encouraged to make full use of Marketing, Management and Education journals, conference papers (as available) and the Internet to supplement their reading and research.

22 E-LEARNING FOR EDUCATIONALISTS MODULE A – ICT IN EDUCATION

Code: EDU4016

20 credits at level HE7

22.1 Description and Purpose of Module

The module aims to contribute to the professional development of educationalists and teachers of all subjects and phases who currently use some form of Information and Communication Technology in their teaching, and of others with a direct professional involvement with ICT in education (e.g. user support staff, educational software developers, librarians and managerial staff).

The module focuses both on academic study relating to Information and Communication Technology in Education forming a basis for critical evaluation of research and development in the field, and on providing opportunities to learn about the practical applications of ICT within the context of education both as a learner and as an educator.

22.2 Indicative Syllabus Content

The module aims to contribute to the professional development of educationalists and teachers of all subjects and phases who currently use some form of Information and Communication Technology in their teaching, and of others with a direct professional involvement with ICT in education (e.g. user support staff, educational

software developers, librarians and managerial staff).

The module focuses both on academic study relating to Information and Communication Technology in Education forming a basis for critical evaluation of research and development in the field, and on providing opportunities to learn about the practical applications of ICT within the context of education both as a learner and as an educator.

22.3 Learning, Teaching and Assessment

The module will be taught using a combination of tutor-led and guest speaker seminars; learner-centred and learners-led seminars and presentations; experiential learner-centred workshops activities; small-group projects; individual design tasks; and computer-lab visits to develop and practice computer-based and web-based e-learning resources.

Assessment will be closely related to participants' professional practice and goals, and will include: assignment portfolio (outline design of a multimedia project for teaching and learning presenting a design rationale and evaluation); action research; case-studies; individual written reports; and oral presentations.

22.4 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 the impact of technology change in the education environment | Produce a 800 word report where you critically discuss your views and inform your findings about the trends of ICT in education. |
| 2. Explain the key principles and theories behind knowledge management in e-learning. | Produce a comprehensive 600 word report of a discussion group-based debate on key literature and e-research findings on e-learning issues in education. |
| 3. Select key pedagogic principles and practices for developing effective learning resources to improve your professional practice. | A discussion paper of 800 words briefly introducing the rationale, purpose, aims and objectives of the e-learning portfolio development and discussing the findings of the literature search, and justifying that there exists a satisfactory basis from which to begin and giving an action plan showing the key stages. |
| 4. Integrate a portfolio of technology-based resources and plan an effective delivery method. | Prepare a portfolio of evidence demonstrating the application of at least three ICT-based resources, with critical justification of their effectiveness and efficiency in their own teaching experience. |
| 5. Justify the use of Internet-based learning and communication technologies. | Present a critical evaluation of two internet-based learning environments and their uses (case studies). |

22.5 Assessment

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

| | |
|--------------------|---------------------|
| Type | CW |
| Description | Written submissions |
| %age | 100 |

Learning Outcomes 1,2,3,4,5

22.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

22.7 Barred Combinations

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

- N/A
- N/A
- N/A

22.8 Indicative Reading

A general list of Internet resources for education are maintained on the Learning Support and Development web site. Course members can access a wide range of bibliographic databases via this site, including e-books and CD-ROM based information. The following is a general suggested reading list specific for this module.

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

LSDA (n.d.) *Learning and Skills Development Agency Web Site*. Online. Available: <http://www.llda.org.uk> [9 March 2003]

Leask, M. (2001) *Issues in Teaching using ICT*. London: Routledge

Lockwood, F (Ed.) (2001) *Innovation in open and distance learning*. London: Kogan

Page

Nielsen, J (2000) Designing Web Usability: the practice of simplicity. Indiana: New Riders

Paloff, R & Pratt, K (1999) Building learning societies in cyberspace. San Fransisco: Jossey-Bass

Race, P & McDowell, S (1999) 500 computing tips for teachers and lecturers. 2nd Ed. London: Kogan Page

Rosenberg, MJ (2001) E-learning: strategies for delivering knowledge in the digital age. London: McGraw-Hill

Sharp, J, Potter, J & Allen, A (2001) Primary ICT: Knowledge, Understanding and Practice. Exeter: Learning Matters

Journals: (Freely available on the Internet)

Information Technology in Teacher Education

Interactive Educational Multimedia

Journal of Interactive Media in Education

TechKnoLogia: online journal of technologies for knowledge and learning

Magazines and newsletters

The following are not academic journals but rather more informal journals, magazines or newsletters that carry useful up to date information on what is happening in the world of ICT in Education. Some are available in the library.

Active Learning

Computer Education

Educational Computer and Technology

Educational Technology

Interactive Technology and Learning

23 E-LEARNING FOR EDUCATIONALISTS MODULE B – COMPUTER-SUPPORTED COLLABORATIVE LEARNING AND E-TUTORING

Code: EDU4015

20 credits at level HE7

23.1 Description and Purpose of Module

This module will engage the student in online work, communication and exchange via a networked environment, from theory to design. This is usually referred to as computer-supported collaborative learning and relates to situations where learning is the prime intention of any activity. This module will also introduce the theory and practice of effective e-tutoring/e-moderating and will look at the theoretical frameworks and their application to on-line communication and the learning process.

23.2 Indicative Syllabus Content

The topics you may encounter on this module include:

- The principles and theories of Computer-supported Collaborative Learning (CSCL)
- Pedagogic principles and methods for computer-mediated tutoring
- Issues in E-tutoring and E-moderating

23.3 Learning, Teaching and Assessment

1. Keynote lectures
2. Lectures and learner-centred seminars.
3. Learner-centred workshops
4. Computer laboratory workshops and practicals
5. Students will be expected to spend a substantial amount of time on-line. They will be encouraged to join external on-line discussion groups. They will be required to reflect upon and evaluate their experiences on-line as students and as educators. Successful examples will be presented for discussion and critical evaluation and case studies will be examined.
6. Collaborative learning activities with tutors and peers to encourage good practice as potential e-tutors or e-moderators
7. Students will be encouraged to work in groups where appropriate, and through the process of solving problems based on case studies, they will acquire problem solving skills and collaborative and critical thinking skills.

23.4 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: |
|---|---|
| Have a theoretical understanding of Computer-supported Collaborative Learning | Design your own methodology in light of relevant research to promote and apply an effective CSCL environment for a community of learners. This should take the form of a group project with a deliverables. |
| 1. • Be able to: Identify and evaluate the main tools that underpin CSCL. • Be able to: evaluate CSCL in relation to the relevant learning processes and learning theories | |
| 2. Develop an understanding of issues | Demonstrate your understanding of the |

and problems associated with E-tutoring / e-moderating and interacting on-line as an individual and within a community.

issues and problems surrounding learning and teaching on-line in your role as a student and as a teacher, and critically analyse a particular issue in light of relevant research.

- Be able to: critically evaluate the impact on teaching and learning of the roles of e-tutors / e-moderators compared to those of traditional tutors

- Be able to: Identify, discuss and evaluate relevant issues (including social and political) surrounding e-tutoring and e-moderating

Develop the necessary skills to become an effective e-tutor / e-moderator.

3.
 - Be able to: Examine and apply the technical and pedagogical skills required to tutor online
 - Be able to: Identify and analyse the differences and similarities between traditional tutoring and electronic based tutoring.

E-moderate / e-tutor a real discussion group to demonstrate your skills in this. Show how your group has successfully achieved the specific learning outcomes.

23.5 Assessment

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

| | |
|--------------------|------------|
| Type | CW |
| Description | assignment |
| %age | 100 |

Learning Outcomes 1,2,3

23.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

23.7 Barred Combinations

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

- N/A
- N/A
- N/A

23.8 Indicative Reading

Armitt, Slack, Green, Beer (2002) The Development of Deep Learning During a Synchronous Collaborative On-line Course. Departments of Computer Science & Allied Health Professions, University of Liverpool. Online. Available: <http://newmedia.colorado.edu/cscl/70.html>

[5th April 2003]

Bielaczyc, K. (2001) 'Designing social infrastructure: The challenge of building computer-supported Learning communities.' In P. Dillenbourg, A. Eurelings, & K. Hakkarainen (Eds.), European perspectives on computer-supported collaborative learning. The proceedings of the First European Conference on Computer-Supported Collaborative Learning (pp.106-114). University of Maastricht.

Crook, C (1996) Computers and the collaborative experience of learning. London: Routledge

Dillenbourg, P (1999). 'Introduction: What do you mean by "collaborative learning"?' In Dillenbourg, P. (Ed.), Collaborative Learning: Cognitive and computational approaches (pp. 1-19) Amsterdam: Pergamon, Elsevier Science.

Koschmann, T (1996) CSCL: Theory and Practice of an Emerging Paradigm. US: Lawrence Erlbaum Associates, Inc

Lasse, L (2002) Exploring foundations for Computer-Supported Collaborative Learning. ,Department of Psychology, University of Helsinki. Online. Available: <http://newmedia.colorado.edu/cscl/31.html> [5th April 2003]

Palloff, R and Pratt, K (1999) Cyberspace Classroom Online Teaching: Realities of Online Teaching. US: Jossey Bass Wiley

Salmon, G (2000) E-moderating - the key to teaching and learning online. London: Kogan Page

Salmon, G (2002) E-tivities - The Key to Active Online learning. London: Kogan page

Stephenson, J (2001) The Key to Teaching and Learning online. London: Kogan Page

24 COMPETENCY-BASED TRAINING IN VOCATIONAL EDUCATION

Code: EDU4011

20 credits at level HE7

24.1 Description and Purpose of Module

Over recent years there has been a growing belief that one of the key requirements for a country's growth and development is an effective vocational training system. Such a system should be capable of equipping trainees with the transferable skills and knowledge necessary in today's fast changing world. Competency-based training is now widely regarded as providing the most effective means of achieving these goals. In the UK, competency-based training has led to the development of a framework of National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs). Although not without its critics, the UK system is widely regarded as being one of the most successful. Most course members are likely to be involved in developing their own countries' future vocational training systems.

24.2 Indicative Syllabus Content

The historical development of competency-based training systems; the philosophy behind competency-based training; the rationale for change from traditional training approaches; the implications of change to competency-based training systems; the changing roles of course members and teachers within a competency-based training system; the wider roles of industry and the community; assessment based on outcomes based on performance; learning and teaching strategies within a competency-based training system.

24.3 Learning, Teaching and Assessment

Participants will be introduced to the philosophy and rationale behind the introduction to CBT both in the UK and other countries. Through discussions and more 'formal' taught sessions, participants will identify the key components of CBT systems and also the stages involved in evidence gathering and assessment of student / trainee performance. Through workshop type activity, participants will also develop tabular information relating to the occupational analysis of selected specialisms. Aspects of management of systems, including recording of information, will also form a key part of the module.

Fieldwork visits to inform the above work will be undertaken at local colleges.

Participants will produce a sample occupational analysis based on a selected specialism and present it to the rest of the group for discussion.

24.4 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 the key features of competency-based training systems. | Participants are to write an essay of approximately 4500 – 5000 words in which the implications of introducing CBT and the practical steps involved in planning and |

| | |
|---|---|
| <p>2. Analyse and evaluate existing vocational training systems and curricula and develop these in terms of performance outcomes.</p> | <p>delivery of such systems are discussed with particular emphasis on contextual and cultural issues associated with the introduction of CBT in the participant's own country.</p> <p>Participants are to write an essay of approximately 4500 – 5000 words in which the implications of introducing CBT and the practical steps involved in planning and delivery of such systems are discussed with particular emphasis on contextual and cultural issues associated with the introduction of CBT in the participant's own country.</p> |
| <p>3. Identify and select learning and teaching strategies appropriate for use within a competency-based training system</p> | <p>Participants are to write an essay of approximately 4500 – 5000 words in which the implications of introducing CBT and the practical steps involved in planning and delivery of such systems are discussed with particular emphasis on contextual and cultural issues associated with the introduction of CBT in the participant's own country</p> |
| <p>4. Compare and contrast traditional training approaches with competency-based training approaches both in the UK and in the course member's own country.</p> | <p>Participants are to produce a sample occupational analysis profiling the competencies required in a selected specialism.</p> |
| <p>5. Identify both the advantages and limitations of competency-based training approaches based on established models.</p> | <p>Participants are to write an essay of approximately 4500 – 5000 words in which the implications of introducing CBT and the practical steps involved in planning and delivery of such systems are discussed with particular emphasis on contextual and cultural issues associated with the introduction of CBT in the participant's own country</p> |
| <p>6. Identify implications a change to competency-based training would have for organisation, planning and resources, in the course member's own country</p> | <p>Participants are to write an essay of approximately 4500 – 5000 words in which the implications of introducing CBT and the practical steps involved in planning and delivery of such systems are discussed with particular emphasis on contextual and cultural issues associated with the introduction of CBT in the participant's own country</p> |

24.5 Assessment

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

| | |
|--------------------|-------|
| Type | CW |
| Description | Essay |

%age 100

Learning Outcomes 1,2,3,4,5,6

24.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

24.7 Barred Combinations

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

- N/A
- N/A
- N/A

24.8 Indicative Reading

Bees, M and Swords, M (eds.) (1990) National Vocational Qualifications and Further Education London: Kogan Page

Burke, J W (Ed.) (1989) Competency based education and training London: Falmer Press

Department of Education and Science (1986) Review of vocational qualifications in England and Wales: a report, April 1986 London: HMSO

Department of Employment (1981) A New Training Initiative: A programme for Action London: HMSO

Department of Education and Science (1985) Education and Training for Young People London: HMSO

Department of Employment (1986) Working Together: Education and Training London: HMSO

Fletcher, S (1994) NVQs, standards and competence: a practical guide for employers, managers and trainers 2nd Ed., London: Kogan Page

25 STAFF DEVELOPMENT AND APPRAISAL IN VOCATIONAL EDUCATION

Code: EDU4012

20 credits at level HE7

25.1 Description and Purpose of Module

Many course members are or will be involved in the management of education. Educational management is increasingly concerned with quality management and accountability. By taking this module course members will have the opportunity to: Critically analyse theoretical models of staff development and staff appraisal; review practice in industry and education; develop an informed awareness of the principles and practice of staff development and appraisal and their relationship to individual and institutional development.

25.2 Indicative Syllabus Content

The following is a selection of content related to issues likely to be explored during the module. Other content specific to the course member's individual requirements will be introduced as necessary.

Perspectives of staff appraisal - industry and education; components of appraisal systems - interviews, observations, self appraisal, target setting; designing and setting up appraisal system, procedural implications.

The concept of staff development, its function within the institution; the relationship between staff development and staff appraisal; theoretical models; practical staff development including a critical examination of schemes in current operation; monitoring and evaluating staff development initiatives.

25.3 Learning, Teaching and Assessment

Given the range of course members, including those from FE, HE both from the UK and elsewhere, teaching methods will be interactive and seek to draw upon the experiences of the group. There will be some didactic input, but more usually course members will be asked to compare practices from their experiences within their own institutions. They will be asked to contribute materials and ideas from their own institutions for discussion in groups. Models will be presented for discussion and critical evaluation and case studies will be examined.

Module assessment methods and weightings

An assignment of between 4,000 - 5,000 words, or an equivalent piece of work, the topic of which will be negotiated between the tutor and the course member.

25.4 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 clarify the concept of staff appraisal | <p>An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.</p> <p>The completed assignment will be assessed according to the following specific criteria.</p> <ul style="list-style-type: none">a) The assignment identifies and clarifies theoretical concepts.b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.c) Issues arising from discussion are clearly identified and communicatedd) The assignment is logically argued, with a coherent structure and contains evidence and critical analysise) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography. <p>An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.</p> <p>The completed assignment will be assessed according to the following specific criteria.</p> <ul style="list-style-type: none">a) The assignment identifies and clarifies theoretical concepts.b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.c) Issues arising from discussion are clearly identified and communicatedd) The assignment is logically argued, with a coherent structure and contains evidence and critical analysise) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography. |
| 2. Critically examine current proposals and practice in both education and industry of staff appraisal | <ul style="list-style-type: none">a) The assignment identifies and clarifies theoretical concepts.b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.c) Issues arising from discussion are clearly identified and communicatedd) The assignment is logically argued, with a coherent structure and contains evidence and critical analysise) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography. |
| 3. Suggest and develop procedures for | <p>An assignment of between 4,500 – 5,000</p> |

implementing an acceptable form of staff appraisal relevant to home institutions.

words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

The completed assignment will be assessed according to the following specific criteria.

- a) The assignment identifies and clarifies theoretical concepts.
- b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
- c) Issues arising from discussion are clearly identified and communicated
- d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
- e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography.

An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

The completed assignment will be assessed according to the following specific criteria.

4. Identify issues arising from proposal and practice of staff appraisal

- a) The assignment identifies and clarifies theoretical concepts.
- b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
- c) Issues arising from discussion are clearly identified and communicated
- d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
- e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography

An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

5. Evaluate staff appraisal effectiveness.

The completed assignment will be assessed according to the following specific criteria.

- a) The assignment identifies and clarifies theoretical concepts.
- b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
- c) Issues arising from discussion are clearly identified and communicated
- d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
- e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography

An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

The completed assignment will be assessed according to the following specific criteria.

6. Identify and clarify the concept of staff development.

- a) The assignment identifies and clarifies theoretical concepts.
- b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
- c) Issues arising from discussion are clearly identified and communicated
- d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
- e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography

An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

7. Become conversant with theoretical models of staff development and their current utilisation in post-compulsory education.

The completed assignment will be assessed according to the following specific criteria.

- a) The assignment identifies and clarifies

theoretical concepts.
 b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
 c) Issues arising from discussion are clearly identified and communicated
 d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
 e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography
 An assignment of between 4,500 – 5,000 words or an equivalent piece of work. A range of suggested essay titles will be provided by the tutor, but alternative titles can be negotiated.

The completed assignment will be assessed according to the following specific criteria.

- Identify, plan and promote appropriate strategies of staff development for the course member's own institution
8. Assess the effectiveness of staff development initiatives.
- a) The assignment identifies and clarifies theoretical concepts.
 - b) The assignment includes critical examination and analysis of theoretical concepts and practice in education, industry and commerce.
 - c) Issues arising from discussion are clearly identified and communicated
 - d) The assignment is logically argued, with a coherent structure and contains evidence and critical analysis
 - e) The assignment meets the required standard of presentation, is free from spelling and grammatical errors and includes an appropriate bibliography

25.5 Assessment

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

| | |
|--------------------|-------|
| Type | CW |
| Description | Essay |
| %age | 100 |

Learning Outcomes 1,2,3,4,5,6,7,8

25.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

and/or be taking the following corequisite modules:

- EDU3100
- EDU4001
- EDU4002

25.7 Barred Combinations

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

- N/A
- N/A
- N/A

25.8 Indicative Reading

Armstrong, M (1994) Performance management London: Kogan Page

Aylett, R and Gregory, K (eds.) (1996) Evaluating teacher quality in higher education London: Falmer

Beels, C (1994) Appraisal in FE: the appraiser's handbook University of Leeds CCDU Training and Consultancy Leeds: Univ. of Leeds

Bollington, R (1990) An introduction to teacher appraisal: a professional development approach London: Cassell

Brew, A (ed.) (1995) Directions in staff development Buckingham: SRHE/Open Univ. Press

Deming, W. E. (2000) Out of the crisis, London: MIT Press

Duckett, I (1990) Piloting appraisal: the Barnet College experience Barnet: Barnet College

Fidler, F and Cooper, B (1992) Staff appraisal and staff management in schools and colleges: a guide to implementation Harlow: Longman

Field, M (1987) Preparing for staff appraisal Bristol: FESC

Heath, G (1989) Staff development, supervision and performance appraisal York: Longman

Hughes, P (1998) Appraisal in UK higher education Sheffield: Universities' and Colleges' Staff Development Agency

Institute Of Personnel Management (1992) Performance management in the UK: an analysis of the issues London: IPM

Joiner, B. L. and Scholtes, P. R. (1985) Total Quality Management Vs Leadership by Results. Online. Available: <http://deming.eng.clemson.edu/pub/den/files/tql.txt> [30 June 2005]

Maddux, R B (1987) Effective performance appraisals London: Kogan Page

Miller, A (1990) Planning and managing effective professional development: a resource book for staff who work with children who have special needs Harlow: Longman

Montgomery, D (1999) Positive teacher appraisal through classroom observation London: David Fulton

Myland, L (1992) Managing performance appraisal London: Croner

Neale, F (ed.) (1991) The handbook of performance management London: IPM

Peters, T. and Austin, N. (1985) A passion for excellence: The leadership difference, Glasgow: Collins

Poster, C (1993) Teacher appraisal: training and implementation London: Routledge

Price, F. (1984) Right First time: using quality control for profit, Aldershot: Gower

Randell, G (1984) Staff appraisal: a first step to effective leadership London: Inst. Personnel Management

Scribbins, K and Walton, F (1987) Staff Appraisal in Further and Higher Education: Study in Performance Review and Development Bristol: FESC

Trethowan, D (1987) Appraisal and target setting : a handbook for teacher development London: Paul Chapman

Trethowan, D (1991) Managing with appraisal: achieving quality schools through performance London: Paul Chapman

UK Universities Staff Development Unit (1994) Approaches towards the improvement of support/allied staff development Sheffield: UK USDU

UK Universities Staff Development Unit (1994) Staff development for teaching and learning: towards a coherent and comprehensive approach Sheffield: UK USDU

Walker, E (1997) Appraisal in FE : where are we now? London: FEDA

Walters, M. (ed.) (1995) The performance management handbook London: Institute of Personnel and Development

Webb, G (1996) Understanding staff development Buckingham: SRHE + Open Univ. Press

Wragg, E C (1987) Teacher appraisal: a practical guide Basingstoke: Macmillan Education

Wragg, E C (1996) Teacher appraisal observed London: Routledge.

26 MENTORING AND THE SUPPORT OF PERSONAL DEVELOPMENT IN EDUCATION

Code: EDU4019

20 credits at level HE6

26.1 Description and Purpose of Module

To explore theories and models related mentoring and personal development in an educational setting

To critically evaluate methods of mentoring and supporting individuals in educational settings.

26.2 Indicative Syllabus Content

Non-directive teaching

Awareness training

Self-actualisation

Perspective transformation

Critical thinking and meta-cognition

Reflection, apprenticeship and competence models of mentoring

Supporting work-based learning

Teacher education and development

Peer mentoring

Co-mentoring

Planning, implementing and evaluating mentoring schemes

Professional development for teachers

Mentoring to support diversity

26.3 Learning, Teaching and Assessment

Teaching takes place in the form of 14X3 hour sessions (or teaching equivalent slots). Sessions will include a variety of strategies including lectures, class discussion, small group work, structured activities, role-play and observations and a range of mentoring approaches. Sessions will demonstrate aspects of support such as peer mentoring, co-mentoring, small group mentoring and individual mentoring. Course members will be expected to maintain a learning journal throughout the module and to use this in order to reflect on different methods of support and their responses to these.

26.4 Learning Outcomes and Assessment Criteria

Learning Outcomes

Assessment Criteria

| when you have successfully completed this module you will: | to demonstrate that you have achieved the learning outcome you will: |
|---|---|
| 1. Demonstrate a critical and detailed understanding of a range of theories and models of mentoring and personal development | a) distinguish between theories and models b) evaluate theories and models in terms of individual development |
| 2. Recognise, compare and evaluate mentoring and support approaches from existing research and consider their application within the context of specific educational settings | Evaluate appropriateness of mentoring and support approaches within the context of specific educational settings |
| 3. Demonstrate an ability to engage in self-analysis through reflection and journal keeping | Maintain a detailed learning journal which engages in reflection and self analysis |
| 4. Demonstrate analytical and critical skills | Develop a clear line of argument drawing on and differentiating relevant theoretical and empirical approaches to mentoring and personal support |
| 5. Find, select and use various sources of information | Demonstrate a use of a variety of sources of information |

26.5 Assessment

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

| Type | CW | CW | CW |
|--------------------------|-------------------|------------------------------|---|
| Description | Essay 2,500 words | Learning journal 1,500 words | Analysis of Observation of mentoring session 1000 words |
| %age | 50 | 25 | 25 |
| Learning Outcomes | 1,2,4,5 | 1,3,5 | 1,2,4,5 |

26.6 Prerequisite Module(s)

There are no prerequisites for this module.

26.7 Barred Combinations

No restrictions apply.

26.8 Indicative Reading

- Bullock, K. (2004) *Whose learning?: the role of the personal tutor* Maidenhead: OU Press
- Carroll, M. (1996) *Workplace Counseling* London: Sage Publications
- Clutterbuck, D. (2004) *Everyone Needs a Mentor: fostering talent in your organisation* London: Chartered Institute of Personnel and Development
- Colley, H. (2003) *Mentoring for Social Inclusion: a critical approach to nurturing relationships* London: Routledge Falmer
- Crain, W. (1980) (3rd Ed.) *Theories of Development Concepts and Applications* New

Jersey Prentice-Hall Inc
Dewey, J. (1991) How we Think New York: Prometheus Books Ltd.
Egan, G. (1990) (4th Ed) The Skilled Helper California: Brooks/Cole Publishing Company
Egan, G. The Skilled Helper
Moon, J. (2004) A Handbook of Reflective and Experiential Learning London: Routledge Falmer
Goodlad, S. (Ed.) (1995) Students as Tutors and Mentors London: Kogan Page
Hay, Julie (1999) Transformational mentoring: creating developmental alliances for changing organizational cultures Watford: Sherwood
Heron, J. (1999) The Complete Facilitator's Handbook London: Kogan Page
King, G. (1999) Counseling Skills for Teachers Buckingham OU Press
Portner, H. (2002) Being Mentored: a guide for protégés London: Corwin Press
Rogers, J. (2004) Coaching Skills - a handbook Maidenhead Open University Press.

27 PLANNING AND ENABLING TEACHING, LEARNING AND ASSESSMENT FOR PROFESSIONAL PRACTICE

Code: EDU4027

30 credits at level HE7

27.1 Description and Purpose of Module

This module will enable those involved in supporting teaching and learning in their professional environment to build upon their knowledge and expertise to plan and assess teaching and learning and explore aspects of their own practice in depth.

This will be achieved by negotiating individual learning needs, designing appropriate assessment activity and understanding of the principles of diversity.

Course members will engage with the creation of learner-centred environments utilising learner-centred approaches including technology assisted learning. The module will draw on and focus upon work-based experiences, professional enquiry, knowledge and scholarship designed to enhance professional practice, and will be facilitated through reflection with and support from peers, mentors and tutors.

27.2 Indicative Syllabus Content

- The planning of effective teaching and learning environments
- Holistic and individualised elements of teaching and learning
- The theories, principles and application of teaching and learning strategies
- The theories, principles and applications of formal and informal assessment
- The roles of assessment in teaching, learning, planning, and evaluation in differing

contexts are explored and applied

•Assessment of learning will be will be examined with particular reference to the principles of validity, reliability, transparency and professional accountability

27.3 Learning, Teaching and Assessment

Notional learning hours for the module will be 300 arranged as follows:

42 hours of class contact in the form of:

- Action Learning Sets
- Seminars
- Lectures
- Tutorials

258 hours in the form of:

- Needs analysis
- Reading and research
- Work based learning
- Project work
- Preparation for assignments
- Mentor support and peer assessment

Learning will be supported be online technology. Assessment will be through a report on the process of action learning, and a profile of work-based learning supported by critical reflection and will be managed through Individual Learning agreements.

27.4 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. | Develop professional knowledge, identifying areas for further learning and enquiry and disseminate findings to support professional and/or teaching activity within ethical frameworks | Undertake self-assessment, identify your own learning needs and areas for further enquiry and, working within an ethical framework, demonstrate a willingness and ability to share acquired knowledge within a learning community |
| 2. | Develop a critical understanding through evaluating the theories and principles of learning and communication and demonstrate their application | Critically reflect on the principles of learning and learning theory and communication and apply these to the actual learning situation. |
| 3. | Demonstrate how to plan, design and conduct formal and/or informal assessment to enable learning and progression and support for a diverse range of learners. | Design and evaluate an assessment instrument that promotes assessment as a vehicle for learning and accommodates diverse learner needs with due regard to national professional standards and subject benchmark statements. |
| 4. | Critically analyse the theories, | Discuss and critically analyse the key |

| | | |
|----|--|---|
| | principles and applications of formal and/or informal assessment and their roles in learning, teaching and evaluation. | professional and contemporary theories of formal and informal assessment and apply these ideas to discuss and justify the instrument(s) you have created. |
| 5. | Demonstrate effective teaching in practice | Plan, prepare, implement, evaluate and review one formative (ungraded) and one summative observed teaching / supporting learning session |

27.5 Assessment

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

| Type | CW | CW | PRA |
|--------------------------|--|--|--|
| Description | 1. Participation in Action Learning Sets & Action Learning Log Presentation | 2. Profile of work based learning that includes: Critical reflection on evidence (4,000 words or equivalent) Individual Learning Agreement Personal Development Planning Cross-referencing of professional standards | One summative observation of teaching practice Formative assessment: One formative assessment of teaching practice (undertaken only). Evidence of participation in peer review of teaching |
| %age | 20 | 60 | 20 |
| Learning Outcomes | 1 | 2,3,4 | 5 |

27.6 Prerequisite Module(s)

There are no prerequisites for this module.

27.7 Barred Combinations

No restrictions apply.

27.8 Indicative Reading

Bernstein, B. (1990), The structuring of pedagogic discourse, Routledge, London.

Cowan, J (2006) Becoming and Innovative University Teacher - Reflection in action. 2nd Edition. Buckingham: SRHE and OU Press

Barnett, R., (1992) Improving Higher Education, Buckingham: SRHE/OUP

Baume, C., and Baume, D., (1992) Course Design for Effective Learning' in Effective Learning and Teaching in HE

Biggs, J. (2003) Teaching for Quality Learning at University (2nd edition) Buckingham: OUP.

Brockbank, A. and McGill, I. (1997) Facilitating Reflective Learning in Higher Education Buckingham: OUP.

Hargreaves, E. (2005), Assessment for Learning? Thinking outside the (black) box. *Cambridge Journal of Education*. 35(2). pp 213-224

Hartley, D., 1997. Reschooling Society, Falmer, London.

Harlen, W. and James, M. (1997), Assessment and Learning: differences and relationships between formative and summative assessment. London: Routledge.

Kember, D., (2000) Action Learning and Action Research London: Kogan Page
Knight, P. (2002) Being a Teacher in Higher Education Buckingham: SRHE/OUP

Knight, P. and Yorke, M. (2003) Learning, Curriculum and Employability in Higher Education London: Routledge Falmer.

Laurillard, D. (2003) Rethinking University Teaching (2nd edition) London: Routledge.

Madden, A , Ford, N, Miller, D and Levy, P. (Using the Internet in teaching: the views of practitioners (A survey of the views of secondary school teachers in Sheffield, UK). *British Journal of Educational Technology*. 36(20). pp 255-280

McNiff, J., Lomax, P., and Whitehead, J., (1996) Teaching as Learning: an action research approach. London: Routledge.

Moon, J., (2002) The Module and Programme Development Handbook London: Kogan Page

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

Neary, M. (2002) Curriculum Studies in Post compulsory Education. Cheltenham: Nelson Thornes

Nicholls, G. (2002) *Developing Teaching and Learning in Higher Education* London: Routledge Falmer

Ramsden, P. (2003) *Learning to Teach in Higher Education* (2nd edition) London: Routledge.

Rowland, S. (2000) *The Enquiring University Teacher* Buckingham: SHRE and OUP.

Teasdale, A. (2000), Teacher assessment and psychometric theory: a case of paradigm crossing? *Language Testing*, Vol. 17, No. 2, 163-184

Toohy, S., (1999) *Designing Courses for Higher Education* Buckingham SRHE/OUP.

Wolfendale, S. (1993), *Baseline Assessment: a review of current practice, issues and strategies*. London: Trentham.

Zuber-Skeritt, O., (1996) (ed) *New directions in action research* London: Falmer.

Recommended Websites:

Higher Education Academy Subject Centres:

<http://www.heacademy.ac.uk/SubjectNetwork.htm>

Higher Education Academy Resources:

<http://www.heacademy.ac.uk/resources>

Recommended Journals:

Active learning in higher education - EBSCOhost EJS

Action learning - Taylor & Francis Online Journals

Educational studies - Taylor & Francis Online Journals

Journal of further and higher education - Taylor & Francis Online Journals

Journal of vocational education & training - Taylor & Francis Online Journals

Journal of education policy - Taylor & Francis Online Journals

Mentoring & tutoring for partnership in learning - Taylor & Francis Online Journals

Research in post-compulsory education - Taylor & Francis Online Journals

28 DEVELOPING AND EVALUATING APPROACHES TO SUPPORTING AND MANAGING LEARNING

Code: EDU4028

28.1 Description and Purpose of Module

This module will enable those involved in supporting and managing learning in their professional environment to provide evidence of their role in developing and evaluating programmes of learning. Additionally the module promotes the development of expert knowledge and skills through in-depth enquiry.

This will be achieved by reflection on practice, identifying emerging themes, areas for enquiry and project development, and negotiating a learning agreement. Research-informed teaching will be developed through working within learning communities and sharing and disseminating knowledge.

As in Module One this module will draw on and focus upon work-based experiences, professional enquiry, knowledge

28.2 Indicative Syllabus Content

- The theories, principles and application of curriculum development
- Utilising innovative, flexible and student-centred learning approaches
- The nature of Action Research and its application to professional practice
- Professional ethics; ethical principles in professional practice; ethical principles in research including small-scale practice-based research; research ethics codes, including those of the professional bodies and the University of Bolton; the ethical responsibilities of those involved in supporting teaching and learning.
- The theories, principles and application of evaluation, audit and quality assurance of programmes of learning
- The integration of theory and practice and using research to support teaching practice
- Defining, applying and fostering 'higher level' knowledge and skills

28.3 Learning, Teaching and Assessment

Notional learning hours for the module will be 300 arranged as follows:

42 hours of class contact in the form of:

- Action Learning Sets
- Seminars
- Lectures
- Tutorials
- Student presentations

258 hours in the form of:

- Needs analysis
- Reading and research

- Work based learning
- Project work
- Preparation for assignments
- Mentor support and peer assessment

Learning will be supported by online technology including the VLE. Assessment will be through a small action research project negotiated through a learning agreement aimed at exploring the professional context of teaching and learning, a presentation to peer groups on the action research project process and outcomes, and a profile of work-based learning supported by critical reflection and will be managed through individual learning agreements and negotiated project aims.

28.4 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 how the development of higher level professional knowledge will be utilised to support teaching and learning | Develop a learning agreement and a profile of work-based learning which demonstrates professional knowledge in teaching and learning situations |
| 2. | Advance their own knowledge and practice in context through access to and involvement in research and practice development and quality enhancement | Critically analyse the underpinning theoretical perspectives to support practice development in context |
| 3. | Design and plan a range of approaches to teaching, learning and assessment through designing and planning learning activities that are innovative and promote reflective, critical and inclusive approaches | Demonstrate through innovative approaches how learners are facilitated to meet their agreed learning outcomes of a programme of learning |
| 4. | Determine and use criteria for evaluating the effectiveness of teaching, learning and assessment for learners. | Design, test and critically review the criteria for the evaluation of teaching, learning and assessment |
| 5. | Demonstrate effective and research-informed teaching in practice | Plan, prepare, implement, evaluate and review one formative (ungraded) and one summative observed teaching / supporting learning session which must be research-informed |

28.5 Assessment

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

| Type | CW | CW | PRA |
|-------------------|---|--|---|
| Description | 1. a) Action Research Project of 4000 words aimed at exploring curriculum development and design in the context of your individual role and learning environment b) Poster Presentation | 2. Profile of work-based learning incorporating: Individual negotiated learning agreement which is informed by the needs analysis and the personal development planning process; Cross referencing of evidence to meet appropriate professional standards | 3. One summative observation of teaching practice One formative observation of teaching practice Evidence of participation in peer review of teaching practice |
| %age | 60 | 20 | 20 |
| Learning Outcomes | 2, 3, 4 | 1, 5 | 1, 5 |

28.6 Prerequisite Module(s)

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

Module 1: EDU4027

28.7 Barred Combinations

No restrictions apply.

28.8 Indicative Reading

Canella, G.S., (2000), The Scientific Discourse of Education: predetermining the lives of others - Foucault, education, and children. Contemporary Issues in Early Childhood.1 (1).

Cowan, J (2006) Becoming and Innovative University Teacher - Reflection in action. 2nd Edition. Buckingham: SRHE and OU Press

Barnett, R., (1992) Improving Higher Education, Buckingham: SRHE/OUP

Baume, C., and Baume, D., (1992) Course Design for Effective Learning' in Effective Learning and Teaching in HE

Biggs, J. (2003) Teaching for Quality Learning at University (2nd edition) Buckingham: SRHE OUP.

- Brockbank, A. and McGill, I. (1997) *Facilitating Reflective Learning in Higher Education* Buckingham: SRHE OUP.
- Kelly, A.V., (2009), *The Curriculum: Theory and Practice*. London: Sage.
- Kember, D., (2000) *Action Learning and Action Research* London: Kogan Page
- Knight, P. (2002) *Being a Teacher in Higher Education* Buckingham: SRHE/OUP
- Knight, P. and Yorke, M. (2003) *Learning, Curriculum and Employability in Higher Education* London: Routledge Falmer.
- Laurillard, D. (2003) *Rethinking University Teaching* (2nd edition) London: Routledge.
- McNiff, J., Lomax, P., and Whitehead, J., (1996) *Teaching as Learning: an action research approach*. London: Routledge.
- Moon, J., (2002) *The Module and Programme Development Handbook* London: Kogan Page
- Moon, J. (1999) *Reflection in Learning and Professional Development: Theory and Practice* London: Kogan Page.
- Joseph, P., Bravmann, S.L., Windschitl, Mikel, E. and Green N.S. (2000), *Cultures of Curriculum*. New Jersey: Lawrence Erlbaum.
- Neary, M. (2002) *Curriculum Studies in Post compulsory Education*. Cheltenham: Nelson Thornes
- Nicholls, G. (2002) *Developing Teaching and Learning in Higher Education* London: Routledge Falmer
- Phillips, G. and Pound, T. (eds), (2003), *The Baccalaureate: The Bac as a Model for Curriculum Reform and Development (Future of Education from 14+)*. London: Kogan Page.
- Ramsden, P. (2003) *Learning to Teach in Higher Education* (2nd edition) London: Routledge.
- Rowland, S. (2000) *The Enquiring University Teacher* Buckingham: SHRE and OUP.
- Schiro, M.S. (2008), *Curriculum Theory: Conflicting Visions and Enduring Concerns*. London: Sage.
- Slattery, P. (2006), *Curriculum Development in the Postmodern Era*. Abingdon: Routledge, Taylor and Francis.
- Toohey, S., (1999) *Designing Courses for Higher Education* Buckingham SRHE/OUP.
- Wiles, J. (2009), *Leading Curriculum Development*. London: Sage.
- Zuber-Skeritt, O., (1996) (ed) *New directions in action research* London: Falmer.

Recommended Websites:
Higher Education Academy Subject Centres:
<http://www.heacademy.ac.uk/SubjectNetwork.htm>
Higher Education Academy Resources:
<http://www.heacademy.ac.uk/resources>

Recommended Journals:
Active learning in higher education - EBSCOhost EJS
Action learning - Taylor & Francis Online Journals
Educational studies - Taylor & Francis Online Journals
Journal of further and higher education - Taylor & Francis Online Journals
Journal of vocational education & training - Taylor & Francis Online Journals
Journal of education policy - Taylor & Francis Online Journals
Mentoring & tutoring for partnership in learning - Taylor & Francis Online Journals
Research in post-compulsory education - Taylor & Francis Online Journals.

29 LIFELONG LEARNING, WIDENING PARTICIPATION AND THE MILLENNIUM GOALS - ISSUES IN INTERNATIONAL DEVELOPMENT IN THE 21ST CENTURY

Code: EDU4030

20 credits at level HE7

29.1 Description and Purpose of Module

The concepts of Lifelong Learning and Widening Participation are now accepted internationally and the terms are firmly embedded in the global lexicon of educational terminology. However from a practical point of view actual interpretation of the concepts varies between countries. This is particularly the case in developing countries. With the current development agenda being driven by the Millennium Development Goals (MDG), this module seeks to explore the international aid / donor community's policies in relation to achieving the MDGs and how these policies relate to establishing a culture of Lifelong Learning and Widening Participation in developing countries.

29.2 Indicative Syllabus Content

Concepts of lifelong learning and widening participation; comparison of different countries' policies on human resource development, lifelong learning and widening participation; the millennium development goals; the role of the international donor community; donor community development policies (including the EU/EAR; UNESCO, World Bank; DFID; SIDA, USAID, GTZ etc.); gender, equality and empowerment; technology and education; development interventions; country case studies

29.3 Learning, Teaching and Assessment

A blended combination of strategies will be used including: formal key-note lecturer presentations; independent directed research; individual and small group presentations and discussions; case study research; on-line (e-learning) tutorials / study.

29.4 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. Describe, analyse and discuss concepts of lifelong learning and widening participation within the context of international development | Define the key concepts of lifelong learning and widening participation and describe their significance in terms of human resource development with reference to a selected country. |
| Trace the historical and sociobackground to the lifelong | Produce a timeline diagram tracing the evolution of events and policies related to the current lifelong learning and widening participation policies. |
| 2. learning and widening participation movements and analyse their impact on education and training | Describe and analyse the eight Millennium Development Goals with reference to events that led up to their creation. |
| Identify the millennium development | Discuss the strengths and weaknesses of a selected donor community initiative aimed at addressing one or more of the MDGs. |
| 3. goals (MDG) and discuss significant events which led up to their creation | Produce a simple outline project framework complete with risk assessment addressing one or more MDGs |
| Compare and contrast selected donor | |
| 4. community projects addressing the MDGs | |
| Develop and justify a simple outline | |
| 5. project addressing one or more MDGs in a country of your choice or your own country | |

29.5 Assessment

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

| | | |
|--------------------------|--|-------------------------------|
| Type | PRE | CW |
| Description | Case study / presentation 750 – 1000 words | Essay or report of 4000 words |
| %age | 30 | 70 |
| Learning Outcomes | | |

29.6 Prerequisite Module(s)

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

- none

and/or be taking the following corequisite modules:

- n/a

29.7 Barred Combinations

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

- n/a

29.8 Indicative Reading

Bagnall, R.G. (c2004), *Cautionary tales in the ethics of lifelong learning policy and management*, Dordrecht ; London : Kluwer Academic Publishers

Boeren, A. (2000), *Beating the Labyrinth : the sustainability of international cooperation programmes in higher education*, Amsterdam : Thesis

Brock, C. & Cammish, N.K. (1997) *Factors Affecting Female Participation in Seven Developing Countries (2nd.Ed)*, London : DFID

Council for Industry and Higher Education (1997), *Widening participation in lifelong learning : a progress report*, London : CIHE

Chabbott, C. (2003) *Constructing Education for Development - International Organisations and Education For All*, London : Routledge Falmer

Chapman, D.W. & Austin, A.E., (2002), *Higher education in the developing world : changing contexts and institutional responses*, London : Greenwood Press

Edwards, R., Gallacher, J. & Whittaker, S. (2006), *Learning outside the academy : international research perspectives on lifelong learning*, Abingdon: Routledge

eLearning Africa, (2006), *1st International Conference on ICT for Development, Education and Training*, UNCC, Addis Ababa, Ethiopia, *Book of Abstracts*, Berlin : ICWE/GmbH

Fasokun, T ; Katahoire, A. & Oduaran, A. (2005) *The Psychology of Adult Learning in Africa*, Cape Town / Paris : Pearson Education/UNESCO

Field, J. (2005), *Social capital and lifelong learning*, Bristol : Policy

Freire, P. (2001), *Pedagogy of the Oppressed (30 anniversary edition)*, New York : Continuum

Heward, C. & Bunwaree, S. (1999), *Gender, Education and Development : beyond access to empowerment*, London : Zed Books

King, K. (1991), *Aid and Education in the Developing World; the role of the donor agencies*, Harlow: Longman

ILO / UNESCO, (2002), *Technical and Vocational Education and Training for the 21st Century*, Geneva / Paris : ILO / UNESCO

Medel-Anonuevo, C (Ed) (2003), *Lifelong Learning Discourses in Europe*, Paris : UNESCO

Morgan, W.J. & Muckle, J. (2001), *Post-School Education and the transition From State Socialism*, Ilkeston : Bramcote Press

Society for Research into Higher Education, (2002), *International perspectives on lifelong learning : from recurrent education to the knowledge society*, Buckingham : SRHE

Wolf, M. (2004) *Why Globalization Works*, London : Yale University Press

In addition to the above a number of magazines, journals and websites published / hosted by organisations involved in development will be referred to, including:

Developments Magazine (London: DFID)

International Journal of Educational Development (Hamburg:UNESCO IFE)

Innovations in Education International (London : Routledge)

Institution for Educational Planning Newsletters (Paris : UNESCO / IIEP)

UNEVOC Bulletins (Paris : UNESCO International Centre for TVET)

<http://www.britishcouncil.org/bg/learning-delphe.htm>

<http://www.britishcouncil.org/learning-eap.htm>

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

<http://www.etf.europa.eu/>

<http://www.ilo.org/>

<http://www.worldbank.org/>

<http://www.unesco.org/education/tlsf/>

<http://www.unevoc.unesco.org/>

<http://unesdoc.unesco.org/ulis/>

30 FACILITATING LEARNING IN BASIC SKILLS EDUCATION

Code: EDU4024

20 credits at level HE7

30.1 Description and Purpose of Module

This module focuses on the learning and achievement of basic skills learners. It is recognised that there are many factors which affect learning and achievement and the module considers: psychological issues, the use of individualised programmes to support learning and achievement including the use of ICT strategies, and an organisational approach to pastoral care.

These areas have been selected as particularly relevant to basic skills learners and illustrate the diversity of factors affecting their learning and achievement.

30.2 Indicative Syllabus Content

Introduction to factors affecting learning and achievement of basic skills learners.
Psychological factors such as anxiety, self-esteem, self-efficacy, confidence, social support, and the provision of reassurance conditions.
The use of individualised programmes to promote learning and achievement

including the use of ICT in the classroom in a manner that facilitates learning. An organisational approach to pastoral care.

30.3 Learning, Teaching and Assessment

The module will be delivered using a variety of teaching and learning methods including: lectures, seminars, tutorials, case studies, and course member presentations. In addition, the ICT component will include a practical element.

The assessment strategy will allow course members the flexibility to pursue areas of professional interest relevant to the module content. Course members can pursue one or more of the topics covered in the module. The format of the assignment can be either a case study or an essay with a word count of 4,500-5,000 words. The topic of the assignment will be agreed with the relevant module tutor.

30.4 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: |
|---|--|
| <ol style="list-style-type: none"> 1. Be able to discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning in basic skills education. 2. Have read widely and critically and demonstrated an understanding of the key theoretical concepts 3. Be able to relate relevant theoretical concepts covered in the module to educational practices. | <p>Discuss, critically analyse and evaluate relevant theoretical concepts covered in the module.</p> <p>Demonstrate depth and breadth of reading and show an in-depth understanding of the theoretical concepts.</p> <p>Make plausible suggestions for improvements in practice based on the evaluation of theories/concepts and reflection of practice.</p> |

30.5 Assessment

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

| | |
|--------------------------------|-------------------------------|
| Type | CW |
| Description | Assignment of 4500-5000 words |
| %age | 100 |
| Learning Outcomes 1,2,3 | |

30.6 Prerequisite Module(s)

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

- N/A
- N/A
- N/A

and/or be taking the following corequisite modules:

- N/A
- N/A
- N/A

30.7 Barred Combinations

No restrictions apply.

30.8 Indicative Reading

Bandura, A. (1997) *Self Efficacy The Exercise of Control*, New York: W. H. Freeman & Co.

Blumenfeld, P. C., Pintrich, P. R., Meece, J. and Wessels, K. (1982) "The formation and role of self perception of ability in elementary school classrooms", *The Elementary School Journal*, Vol. 82. No. 5, pp. 401-420.

Bokhorst, K., Goossens, F. A. and De Ruyter, P. A. (1995) "Social anxiety at elementary school: the effects of a curriculum", *Educational Research*, Vol. 37, No. 1, pp 87-94.

Bong, M. (1997) "Generality of academic self-efficacy judgements: evidence of hierarchical relations", *Journal of Educational Psychology*, Vol. 89, No. 4, pp. 696-709.

Brockner, J. (1979) "The effects of self-esteem, success-failure, and self-consciousness on task performance", *Journal of Personality and Social Psychology*, Vol. 37, No. 10, pp. 1732-1741.

Brockner, J. (1979) "Self-esteem, self-consciousness, and task performance: Replications, extensions, and possible explanations", *Journal of Personality and Social Psychology*, 1979, Vol. 37, No. 3, pp. 447-461.

Brockner, J. and Hulton, A. J. B. (1978) "How to reverse the vicious cycle of low self-esteem: The importance of attentional focus", *Journal of Experimental Social Psychology*, Vol. 14. pp. 564-578.

Coopersmith, S. (1967) *The Antecedents of Self-Esteem*, San Francisco and London: W.H. Freeman & Co.

Covington, M. V. (1984) "The self-worth theory of achievement motivation: findings and implications", *The Elementary School Journal*, Vol. 85, No. 1, pp. 5-20.

Harris, S. R. and Shelswell, N (2001) 'Building bridges across the digital divide: Supporting the development of technological fluency in Adult Basic Education learners' in *Proceedings FACE Annual Conference 2001* (Ed, Mason, A) FACE, Bristol, pp. 42-53. Available:

<http://www.comp.glam.ac.uk/pages/staff/srharris/pdfs/Building%20Bridges%20Final%20Draft.pdf>

Horsburgh, D. and D. Simanowitz (1999). 'Basic skills and ICT: a marriage made in heaven?' *Active Learning*, Vol:10, pp. 44-50.

Additional reading lists will be provided for the topics covered.

31 POLICY AND PRACTICE IN NUMERACY/ MATHEMATICS EDUCATION - NUMERACY MODULE A

Code: EDU4020

20 credits at level HE7

31.1 Description and Purpose of Module

The module is aimed at educationalists with an interest in gaining an up-to-date overview of issues in adult numeracy. It focuses on key theoretical issues that impact on adult numeracy provision. It is assumed that course members undertaking this module will be working in the area of basic skills/numeracy and wish to develop their critical thinking skills in current educational approaches to numeracy and mathematics education.

The module aims to enhance course members' existing knowledge of the field of numeracy and mathematics education by critical analysis of government policy in this area. Course members will reflect on their experiences and observations as basic skills practitioners and will research, critique and analyse UK and international policy in numeracy and mathematics education. Course members will develop their knowledge of the historical development of numeracy provision and the impact policy decisions have on standards and achievement. Cultural origins will be debated and analysed in order to establish what impact these have on achievement and enjoyment of the subject.

31.2 Indicative Syllabus Content

The following areas of content will be covered:

political issues in numeracy, the history of adult numeracy provision and mathematical curriculum delivery, approaches to numeracy, numeracy in an international context, examination of current government policy approaches /initiatives to improving adult numeracy skills and ethnomathematics.

31.3 Learning, Teaching and Assessment

Learning, Teaching and Assessment

The module will be taught using a variety of methods such as lectures, case studies, course member contributions, group work and seminar presentations. Course members will be expected to use their experiences in basic skills/ numeracy to inform

debate.

The module will be assessed by the submission of a written assignment of 4,500-5,000 words. Course members will:

1. Choose a contemporary issue in numeracy education of professional relevance.
2. Identify an appropriate research question (or questions) and plan ways to investigate the key issues
3. Negotiate and agree the title of your assignment, the research question(s) and plan the action before proceeding.
4. Review the literature in the agreed area demonstrating evidence of breadth and depth of reading.

31.4 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 an in-depth understanding of the historical development of numeracy and mathematical education. | Critically discuss the historical development of numeracy and mathematical education. |
| 2. Have analysed the impact of a variety of numeracy and mathematical curriculum approaches | Apply theoretical approaches to your own working environment and credibly relate theory to successful practice. |
| 3. Have researched numeracy in an international context, analysing numeracy statistics and international schemes. | Critically review research in the field ensuring coverage of literature from various countries |
| 4. Have critically discussed policy and approaches to curriculum delivery. | Evaluate the impact of current policies on learning and discuss and analyse approaches to numeracy and mathematics education, reflecting on their impact on delivery and achievement. |

31.5 Assessment

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

| | |
|--------------------------|---------------------------------|
| Type | CW |
| Description | Assignment of 4,500-5,000 words |
| %age | 100 |
| Learning Outcomes | 1,2,3,4 |

31.6 Prerequisite Module(s)

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

- EDU4024

and/or be taking the following corequisite modules:

- N/A
- N/A
- N/A

31.7 Barred Combinations

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

- N/A
- N/A
- N/A

31.8 Indicative Reading

Smith, A. (2004) Making Mathematics Count. The Report of Professor Adrian Smith's Inquiry into Post-14 Mathematics Education. Nottingham: Department for Education and Skills

Coben et al (2003) Research Review. Adult Numeracy: review of research and related literature. London: NRDC

Sierpinska, A & Kilpatrick, J. (1998) Mathematics Education as a Research Domain: a search for identity. Dordrecht: Kluwer Academic Publishers.

Ascher, M (1991) Ethnomathematics: a multicultural view of mathematical ideas. USA, Bemont: Chapman and Hall

Askew, M., & Wiliam, D (1995) Recent Research in Mathematics Education 5-16. London: King's College London

Bishop, A & Nickson, M (2003) Second International Handbook of Mathematics Education. Dordrecht: Kluwer Academic Publishers.

Brown, M (2002) The Effectiveness of the National Numeracy Strategy: Evidence from the Leverhulme Numeracy Research Programme and Other Studies at Kings College London. London: King's College London.

Kaiser, G et al (1999) International Comparisons in Mathematics Education. London: Falmer Press.

Moser, C (1999) Improving Literacy and Numeracy: A Fresh Start. London: Dfee

Additional reading lists will be provided for the topics covered.

32 THEORETICAL APPROACHES TO TEACHING AND LEARNING NUMERACY / MATHEMATICS - NUMERACY MODULE B

Code: EDU4026

20 credits at level HE7

32.1 Description and Purpose of Module

This module is concerned with the theory of teaching and learning mathematics. It will allow students to research traditional and more recent theory and examine the extent to which it applies to post compulsory education (including the 14-19 sector).

32.2 Indicative Syllabus Content

The module examines aspects of the philosophy of mathematics, including absolutism and fallibilism and issues in the psychology of learning and teaching mathematics, including constructivism, behaviourism, neuropsychology and cognitive approaches. The module will look at traditional views in the psychology of mathematics in addition to examining more recent literature

32.3 Learning, Teaching and Assessment

A variety of delivery methods will be used in the module including formal tutor input, small group work, seminars, and directed and undirected reading.

The module will be assessed by an assignment of 3,500 words and a presentation of approximately 20 minutes. The written work will form the basis of the presentation.

The assignment allows course members to link academic theory to their own area of practice and experience. Course members should choose a topic covered on the module that has particular relevance to their own area of work or experience and negotiate the topic for the assignment with the tutor before they begin. The research undertaken for assessment of this module is desk research.

32.4 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 awareness of theory related to teaching and learning numeracy. | Produce an in-depth and critical literature review to identify relevant theory and show an in-depth understanding of the theory related to teaching and learning numeracy. |
| 2. Have applied theory to your own area of practice | Analyse your own teaching methodologies and practices in the light of current research. |
| 3. Have undertaken desk research into an area of numeracy teaching and learning that has particular relevance to your area of work or experience | Design and carry out an area of research relevant to your own work or experience in the Numeracy field. |
| 4. Have analysed and reflected upon your own research and identified key findings | Critically review your own research and discuss the most salient aspects. |

32.5 Assessment

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

| | | |
|--------------------------|--------------------------|---|
| Type | CW | PRE |
| Description | Assignment of 3500 words | Oral presentation of approximately 20 minutes |
| %age | 80 | 20 |
| Learning Outcomes | 1,2,3,4 | 1 |

32.6 Prerequisite Module(s)

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

- EDU4024

and/or be taking the following corequisite modules:

- N/A
- N/A
- N/A

32.7 Barred Combinations

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

- N/A
- N/A
- N/A

32.8 Indicative Reading

- Allen, B. and Johnston-Wilder, S. (2004) Mathematics Education, Exploring the culture of learning. London: Routledge Falmer
- Nickson, M. (2000) Teaching and Learning Mathematics 2nd Edition, A Guide to Recent Research and its Applications. London: Continuum
- Mason, J. and Johnston-Wilder, S. (2004) Fundamental constructs in mathematics education. London: Routledge Falmer.
- Mason, J.H. (2002) Researching Your Own Practice: The Discipline of Noticing. London: Routledge
- Devlin, K. (2000) The Maths Gene, Why Everyone Has It, But Most People Don't Use It. London: Weidenfeld and Nicolson
- Butterworth, B. (2000) The Mathematical Brain. London: MacMillan
- Dahaene, S. (1997) The Number Sense. New York: Oxford University Press Inc

Additional reading lists will be provided for the topics covered.

33 ESOL

Code: EDU4022

20 credits at level HE7

33.1 Description and Purpose of Module

This module is aimed at educationalists with an interest in gaining an up-to-date overview of issues in ESOL teaching. It will also be of interest to literacy, communication and workplace trainers whose students include second language learners. The module examines a wide range of contexts in which English Language teaching and learning takes place and up-to-date research on second language learning.

33.2 Indicative Syllabus Content

The examination of the relationship between theories of acquiring and learning a second language and the kind of teaching approaches that are influential, including the roles taken by both teachers and learners; the analysis of English in a changing, global context; recent developments in curriculum and syllabus design; sociolinguistics, ethnographic and social-physiological approaches to ESOL teaching and learning: the examination of a range of literature on second language acquisition.

33.3 Learning, Teaching and Assessment

There will be formal tutor inputs, seminars, small group work exercises and discussions, and course member presentations. These will be supplemented by directed and undirected reading. It is expected that the diverse professional experience within the group will facilitate course members' learning. Course members will be encouraged to relate theory and examples of practice to their own teaching/training setting.

The module will be assessed by a written assignment of 3,500 words and a presentation of approximately 20 minutes based on the written work. The assignment requires course members to link academic and practical knowledge and relevant personal experience in their particular settings. Course members will:

1. Choose a contemporary issue in ESOL education of relevance to their professional interests and agree the title of the assignment with the tutor.
2. Identify an appropriate research question (or questions) and plan ways of investigating the key issues.
3. Agree the research question(s) and plan of action with the tutor before proceeding. The tutor must approve the plan for the research.
4. Review the literature in the chosen area.

5. Follow the Education Department's Ethical Practice (see Appendix 4 as well as any other relevant codes of ethical practice)

33.4 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 awareness of current global issues and practices in TESOL | Analyse recent developments in language teaching and learning. Place your own research conducted for the assignment in the context of current global issues. |
| 2. Have an informed critical perspective on TESOL practices in your own teaching situation. | Critically analyse your own teaching methodologies and practices in light of current research. |
| 3. Have undertaken research into an area of second language learning relevant to your own practice | Report a small-scale research study which you have conducted into an area of second language learning relevant to your own practice following appropriate ethical practices. |
| 4. Have read and critiqued research conducted and reported by others. | Identify and retrieve relevant information from various sources and critically evaluate the published work of others. |
| 5. Understand the conceptual frameworks developed in the module and be able to interpret them appropriately in relation to your professional practice. | Prepare a report in which you demonstrate that you understand the conceptual frameworks developed in the module and that you can interpret them appropriately in relation to your professional practice. |
| 6. Have analysed and reflected upon your own research and identified key findings. | Critically review your own research and discuss the most salient aspects. |

33.5 Assessment

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

| Type | CW | PRE |
|--------------------------|---------------------------|---|
| Description | Assignment of 3,500 words | Oral presentation of approximately 20 minutes |
| %age | 80 | 20 |
| Learning Outcomes | 1,2,3,4,5 | 6 |

33.6 Prerequisite Module(s)

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

- EDU4024

and/or be taking the following corequisite modules:

- N/A
- N/A
- N/A

33.7 Barred Combinations

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

- N/A
- N/A
- N/A

33.8 Indicative Reading

- Bailey, K. & Nunan D. (ed) (1996) *Voices from the Language Classroom* CUP
- Burns, A. & Coffin C (ed) (2001) *Analysing English in a Global Context*, OUP/Macquarie London and New York
- Candlin, N. & Mercer N. (ed) (2001) *English Language Teaching in its Social Context* OUP/Macquarie London and New York
- Cohen, A. (1998) *Strategies in Learning and Using a Second Language*. London, Pearson Press
- Cook, V. (2001) *Second Language Learning and Language Teaching*. Arnold
- Carter, R. & Nunan, D (ed) (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. CUP
- Ellis, R.(1985) *Understanding Second Language Acquisition*. OUP. Oxford
- Hall, D. & Hewings. A (2001) *Innovation in English Language Teaching* OUP/Macquarie London and New York
- Halliday M.A.K. (1994) *An Introduction to Functional Grammar*, second edition Arnold
- Harmer, J. (2001) *The Practice of English Language Teaching*. Longman.
- Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. Pergamon Press
- Larson-Freeman, D. (1986) *Techniques and Principles in Language Teaching* OUP
- O'Malley, J.M.,& A.U. Chamot (1990) *Learning Strategies in Second Language Acquisition* CUP
- Oxforb, R. (1990) *Language Learning Strategies: What Every Teacher Should Know* Newburt House. Rowley, Mass.:
- Richards, J.& T. Rodgers. (1986) *Approaches and Methods in Language Teaching* CUP
- Stevick, E. (1982) *Teaching and Learning Languages*. CUP. Cambridge.
- Stevens, P. (1980) *Teaching English as an International Language: from practice to principle*. Oxford Pergamon Press.

Additional reading lists will be provided for the topics covered.

34 ESOL MODULE B. POLICY AND PRACTICE

CODE: EDU1111

20 credits at level HE7

34.1 Description and Purpose of Module

The module examines the role of ESOL provision in the UK and how external factors, global and national, have impacted on the success or otherwise of this provision. It provides opportunities to explore the political context in which ESOL provision has developed and the impact of political/ historical events and trends on ESOL provision and the experience of the learner.

34.2 Indicative Syllabus Content

Impact of international political events; national political trends; government policies on immigration; changing attitudes to integration/assimilation/multiculturalism; society's attitudes to cultural identification; government funding and fees policies; government policies concerning further and adult education; the impact of the core curriculum and qualification framework; recent research on Second Language Acquisition. Other such issues of interest to course members may also be included; Principles of ethical practice.

34.3 Learning, Teaching and Assessment

The module will be taught using a combination of tutor-led and learner-led seminars, peer presentations, experiential learner-centred activities, group and individual tasks and web based e-learning resources.

The assessment strategy will allow course members flexibility to pursue areas of interest relevant to the module content. Course members should negotiate their assignment with the module tutor. They will be required to submit an assignment of 3,500 words and give an oral presentation of approximately 20 minutes length.

34.4 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 investigated the historic role of ESOL provision within educational, sociological and political contexts. | 1.1 produce a critical account of the role of ESOL provision within educational, sociological and political contexts. |
| 2. Have researched and reviewed global and national issues which have impacted on ESOL provision | 2.1 conduct in-depth research on, and critically review, the historic and present day contexts in which ESOL operates. |
| 3. Have analysed the impact of the global and national issues researched in 2 above, on ESOL provision and the learner | 3.1 produce an in-depth analysis of the impact on ESOL provision and the learner of your chosen areas of study. |

| | |
|---|--|
| <p>Have evaluated the impact on the success or otherwise of these</p> <p>4. issues/areas of study and related the research and findings to your own experience of local provision</p> | <p>4.1 produce a detailed evaluation of the impact of these issues/areas of study on local provision, the experience of the learner, and the ability of providers to deliver an effective service. Research undertaken should follow the University of Bolton's ethical code of practice where applicable.</p> |
| <p>Have analysed and reflected upon</p> <p>5. your own research and identified key findings.</p> | <p>5.1 present your analysis and reflections upon your own investigation/research and identified key findings to peers</p> <p>5.2 obtain feedback from peers that will be helpful in evaluating your work.</p> |

34.5 Assessment

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

| | | |
|--------------------------|---------------------------------|-----------------------------|
| Type | CW | PRE |
| Description | A written report of 3,500 words | 20 minute peer presentation |
| %age | 80 | 20 |
| Learning Outcomes | 1,2,3,4 | 5 |

34.6 Prerequisite Module(s)

There are no prerequisites for this module.

and/or be taking the following corequisite modules:

- EDU3100
- EDU4026
- EDU4024

34.7 Barred Combinations

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

- NONE

34.8 Indicative Reading

Cook V. (2001) *Second Language Learning and Language Teaching*. London:Arnold

Carter, R. & Nunan. D. (2001)*The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP

Ellis, R. (1992) *Understanding Second Language Acquisition*. Oxford : OUP

Harmer, J. (2001) *The Practice of English Language Teaching*. London: Longman

Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. London: Pergamon Press

Lightbown, P & Spada, N. (1999) *How Languages are Learned*. Oxford: OUP

Richards J.& Rodgers, T. (1986) *Approaches and Methods in Language Teaching* Cambridge: CUP

35 LITERACY

Code: EDU4025

20 credits at level HE7

35.1 Description and Purpose of Module

The module for which this assignment is designed examines theoretical frameworks attempting to explain the researched high levels of functional literacy need within the UK adult context and the national strategies instigated by the government to ameliorate the need. The module focuses on key theoretical issues that impact on adult literacy provision and covers topics such as: Models of literacy; discourse analysis; political issues in curriculum design; literacy practices; history of adult literacy provision; literacy in developing countries; examination of current issues such as work-based training, employability training, family literacy, prison education, and under-represented groups within the post-compulsory sector. The assignment is to design, conduct and report on your own small-scale research study ensuring ethical practice is followed at all stages of the study.

35.2 Indicative Syllabus Content

Course members will:

- Choose a contemporary issue in literacy education of relevance to their professional interests and agree the title of the assignment with the tutor.
- Identify an appropriate research question (or questions) and plan ways of investigating the key issues
- Agree the research question(s) and plan of action with the tutor before proceeding. The tutor must approve the plan for the research.
- Review the literature in the chosen area.
- Follow the Education Department's Ethical Practice as well as any other relevant codes of ethical practice.

35.3 Learning, Teaching and Assessment

Course members will be required to submit an assignment of 3,500 words on an agreed aspect of literacy

of their choice and give an oral presentation of approximately 20 minutes based on their study to their peers.

35.4 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: |
|---|---|
| <p>1. Have critically reviewed literature on a topic covered on the module.</p> <p>2. Be able to relate theoretical approaches from the literature credibly to your own teaching/working practice/experience.</p> <p>3. Have evaluated the impact of current educational initiatives in the field of literacy on basic skills students' learning.</p> <p>4. Have analysed and reflected upon your own research and identified key findings.</p> | <p>Produce an in-depth literature search that identifies up-to-date and relevant sources and critically review the literature demonstrating an in-depth understanding of the theoretical aspects.</p> <p>Undertake ethical research into an area of literacy relevant to your own practice, draw conclusions and make credible suggestions about the improvement of practice based on theory and the relevance of theory to practice.</p> <p>Read research studies critically and design, conduct and report on your own small-scale research study ensuring ethical practice is followed at all stages of the study.</p> <p>Critically review your own research and discuss the most salient aspects</p> |

35.5 Assessment

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

| Type | CW | PRE |
|--------------------------|---------------------|--------------------------------|
| Description | Essay - 3,500 words | Oral Presentation - 20 minutes |
| %age | 80 | 20 |
| Learning Outcomes | 1,2,3 | 4 |

35.6 Prerequisite Module(s)

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

- EDU3100
- EDU4021
- EDU4024

and/or be taking the following corequisite modules:

- EDU3100

- EDU4021
- EDU4024

35.7 Barred Combinations

No restrictions apply.

35.8 Indicative Reading

- Crowther, J., Hamilton, M. and Barton, D.(9eds), *Powerful Literacies*. Leicester: NIACE.
- DfES (2004), *Annual Review 2003-2004*. London: DfES.
- DfES (2004), *Putting People at the Heart of Public Services*. London: DfES.
- FEFC (1999), *A Fresh Start - improving literacy and numeracy. (The Moser Report)*. London: DfES.
- Finger, M. and Asun, J.M. (2001) *Adult Education at the Crossroads*. Leicester: NIACE.
- Gallo, M.L. (2004), *Reading the World of Work: A Learner-centred approach to workplace Literacy*. London: Kreiger.
- Hamilton, M. and Barton, D. (1989), *Research and Practice in Adult Literacy*. Sheffield University: Centre for Educational Management.
- Scott, W. and Gough, S. (2004), *Key issues in sustainable development and learning*. London: Routledge Falmer.
- Jackson, C. (2003), *Working with Young adults*. Leicester: NIACE.

Additional reading lists will be provided for the topics covered.

36 LITERACY MODULE B. APPROACHES TO ADULT LITERACY CODE: EDU4031

20 credits at level HE7

36.1 Description and Purpose of Module

This module aims to contribute to the professional development of educationalists and teachers specialising in Adult Literacy.

The module focuses on academic study relating to key conceptualisations of adult literacy and the implications for policy and practice.

36.2 Indicative Syllabus Content

The topics you may encounter on this module include:

1. Critical Discourse Analysis

2. Critical Language Awareness
3. Models of literacy
4. Literacy as a social practice
5. National and international literacy campaigns
6. All the above being explored in relation to pedagogic principles
7. Principles of ethical practice

36.3 Learning, Teaching and Assessment

The module will be taught using a combination of tutor-led and learner-led seminars, peer presentations, experiential learner-centred activities, group and individual tasks and web based e-learning resources.

Assessment will be closely related to participants' professional practice and goals and will be assessed by a 20 minute peer presentation and an essay of 3,500 words, the title will be negotiated and agreed with the tutor.

36.4 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: |
|---|---|
| <ol style="list-style-type: none"> 1. have conducted a literature search 1. and critically reviewed literature on a topic covered in the module 2. have conducted research and related theoretical approaches from 2. the literature credibly to your own teaching/working practice/experience and evaluated your work. 3. have analysed and reflected upon 3. your own research and identified key findings. | <ol style="list-style-type: none"> 1.1 produce an in-depth literature search that identifies up-to-date and relevant sources and critically review the literature demonstrating an in-depth understanding of the theoretical aspects 2.1 conduct an investigation/research into an area covered in the module following the University of Bolton's ethical code. 2.2 draw conclusions and make credible suggestions about the improvement of practice based on theory and the relevance of theory to practice. 2.3 evaluate the research / investigation that you have conducted. 3.1 present your analysis and reflections upon your own investigation/research and identified key findings to peers. 3.2 obtain feedback from peers that will be helpful in evaluating your work. |

36.5 Assessment

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

| Type | CW | PRE |
|--------------------------|---------------------------------|-----------------------------|
| Description | A written report of 3,500 words | 20 minute peer presentation |
| %age | 80 | 20 |
| Learning Outcomes | 1,2 | 3 |

36.6 Prerequisite Module(s)

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

- EDU4000

and/or be taking the following corequisite modules:

- EDU3100
- EDU4026
- EDU4024

36.7 Barred Combinations

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

- None

36.8 Indicative Reading

Barton, D. (1994) *Literacy: An Introduction to the Ecology of Written Language*. Oxford: Blackwell

Barton, D. and Hamilton, M. (1998) *Local Literacies: Reading and Writing in One Community*. London: Routledge

Barton, D., Ivanic, R. and Hamilton, M. (eds.) (1999) *Situated Literacies: Theorising Reading and Writing in Context*. London: Routledge

Clark, R. and Ivanic, R. (1997) *The Politics of Writing*. London: Routledge

Crowther, J., Hamilton, M. and Barton, D. (eds) (2004) *Powerful Literacies*. Leicester: NIACE.

Fairclough, N. (2001) *Language and Power*. Second Edition. London: Longman

Fairclough, N. (ed.) (1992) *Critical Language Awareness*. London: Longman

Hamilton, M. and Hillier, Y. (2006) *Changing Faces of Adult Literacy, Language and Numeracy: A Critical History*. London: Trentham Books:

Hamilton, M., Barton, D. and Ivanic, R. (Eds.) (1994) *Worlds of Literacy (Language and Education Library Series)*. Oxford: Multilingual Matters

Papen, U. (2005) *Adult Literacy as Social Practice: More Than Skills (New Approaches to Adult Language, Literacy and Numeracy)*. Oxon: Routledge.

Street, B. (1985) *Literacy in Theory and Practice*. (Cambridge Studies in Oral and Literate Culture). Cambridge: Cambridge University Press

37 THE RIGHT TO COMMUNICATE

Code: EDU4023

20 credits at level HE7

37.1 Description and Purpose of Module

The right to communicate is a basic human right and the means by which other rights are realized. All people communicate however, the value ascribed to different forms of communication makes communication meaningful between different participants. A major government initiative for Skills for Life works from a set of assumptions about literacy skills and often presents such teaching and learning strategies as non-problematic and locates the deficit within the individual learners. This module, which is based on a social model of disability framework, seeks to identify and analyse the problematic nature of the context of communications and reinforces the need to have different means of communication equally valued. Where there is no meaningful communication those in learning establishments have a greater obligation to work with individuals to create a meaningful communication from which they can access the world around them.

37.2 Indicative Syllabus Content

The inclusive context in which this module is delivered seeks to reflect the wider issues within the different sectors of education where the continuing struggle for inclusive education is a daily reality. This is where individuals continue to be denied their right to contribute to the ordinary educational systems and reject the notion of "special".

The module provides:

- a close examination of the structures and the legislation that influence the access, or otherwise, to educational services for people who experience difficulties having their communication valued;
- an evaluation of assessment methods used to make judgements on the individual where there is little or no evidence that meaningful communication has taken place with the individual concerned;
- an appreciation of the approach to Facilitated Communication and training, a method used with people who do not use speech and have other impairments and may be labelled as autistic.

37.3 Learning, Teaching and Assessment

Teaching will be in the form of lectures, seminars, group work, problem solving activities and tutorials. Video will be used to allow the students to see good practice in this area. The emphasis will be on a student-centred approach where individuals will be invited to use personal testimony as a means of describing and analysing a diversity of communication.

Assessment will be negotiated with individual course members and the assignment will focus on the diversity of the means of communication and based on the social model of disability. The Education Department's Ethical Practice (see Appendix 4) must be followed plus any other relevant codes of ethical practice as appropriate. An assignment of 4,500 -5,000 words or equivalent will be submitted.

37.4 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 acquired an understanding and appreciation of the social and medical model of disability. | Describe and apply the models to a current context within the education service |
| 2. Have critically analysed the Rights Agenda of the individual to have meaningful communication. | Critically analyse the appropriate legislation for disabled people. |
| 3. Have explored and understood the philosophy and practice of Facilitated Communication. | Observe and question individuals using Facilitated Communication and demonstrate a secure grasp of the technique. Ethical practice must be followed at all times. |
| 4. Have an appreciation of historical and current legislation which promotes inclusive education. | Identify particular legislation and demonstrate its application for disabled people |
| 5. Have an appreciation of the particular consequences of being denied the right to communication. | Acquire insight of the personal accounts of individuals denied the right and the opportunity to communicate and critically analyse the significance of communication for individuals. Ethical practice must be followed at all times. |

37.5 Assessment

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

| | |
|--------------------------|--|
| Type | CW |
| Description | Assignment of 4,500 -5,000 words or equivalent |
| %age | 100 |
| Learning Outcomes | 1,2,3,4,5 |

37.6 Prerequisite Module(s)

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

- EDU4024

and/or be taking the following corequisite modules:

- N/A
- N/A
- N/A

37.7 Barred Combinations

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

- N/A
- N/A
- N/A

37.8 Indicative Reading

Lovett, H (1999) Learning to Listen, New York:Jessica Kingsley.
 Biklen,D, Cardinal DN, (1997) Contested Words, Contested Science
 Syracuse:Teachers,College Press
 Biklen, D (1993) Communication Unbound Teachers College Press
 Cossley, R (1997) Speechless, Penguin Books: New York.
 Gillingham, G (2000) Autism a New Understanding, Alberto:Tacit Publishing Inc.
 Gillingham, G (1998) Autish:Handle with Care, Alberto:Tacit Publishing Inc.
 Howick,D, Daily,S & Sprik, (2002) The Complete Facilitator, Victoria: Howick
 Associates
 Oliver, M (1996) Disability Politics, London: Routledge.
 Additional reading lists will be provided for the topics covered.

38 CURRICULUM POLICY AND PRACTICE IN BASIC SKILLS EDUCATION

Code: EDU4021

20 credits at level HE7

38.1 Description and Purpose of Module

The module investigates the policy background - including aims, values and purposes - of recent developments in the basic skills/ Skills for Life sphere of provision and its impact on the work of educational institutions. Particular attention will be paid to the basic skills curriculum in terms of underpinning learning theory, curriculum models, learning/ teaching strategies and assessment techniques.

38.2 Indicative Syllabus Content

The module covers policy background, curriculum models and learning theory underpinning current basic skills/ Skills for Life provision and practice. Specific topics will include: curriculum design and theoretical frameworks underlying recent policy initiatives, diversity and curriculum planning, technical/ vocational trends and the psychological / sociological underpinnings of practice in the basic skills sphere.

38.3 Learning, Teaching and Assessment

Delivery methods used will be lectures/seminars and individual/group tutorials. Assessment will be by a written assignment of 3,500 words and an oral presentation

of approximately 20 minutes. The topic will be agreed with the tutor and will be relevant to the content of the module and the course member's professional interest.

38.4 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: |
|---|---|
| Understand the policy background to 1. current basic skills/ Skills for Life provision. | Discuss the key factors underpinning contemporary basic skills theory and practice. |
| Have explored the curriculum models 2. which inform current basic skills practice. | Explain and critically discuss the principles upon which current basic skills practice is based. |
| Have critically analysed the principal 3. learning/teaching strategies reflected in current basic skills provision. | Describe and analyse the main learning/teaching strategies and support mechanisms which inform current basic skills practice. |
| Have critically analysed curriculum 4. models and theory in the basic skills sphere. | Critically analyse curriculum theory and models relevant to the basic skills sphere of provision |
| Understand the economic, 5. philosophical and cultural factors affecting curriculum design and practice in basic skills. | Discuss the key economic, philosophical and cultural influences underpinning current policy and practice in basic skills. |
| Have analysed and reflected upon 6. your own research and identified key findings. | Critically review your own research and discuss the most salient aspects. |

38.5 Assessment

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

| Type | CW | PRE |
|--------------------------|-----------------------------------|---|
| Description | Written assignment of 3,500 words | Oral presentation of approximately 20 minutes |
| %age | 80 | 20 |
| Learning Outcomes | 1,2,3,4,5 | 6 |

38.6 Prerequisite Module(s)

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

- N/A
- N/A
- N/A

and/or be taking the following corequisite modules:

- N/A

- N/A
- N/A

38.7 Barred Combinations

No restrictions apply.

38.8 Indicative Reading

Basic Skills Agency (2003) Access for All, London: Basic Skills Agency
 Goodson, I.(1994) Studying Curriculum, Milton Keynes: Open University Press
 Hales, G.(1996) Beyond Disability: towards an enabling society, London: Sage
 Hyland, T.(1999) Vocational Studies, Lifelong Learning and Social Values, Aldershot: Ashgate
 Hyland, T. & Merrill, B.(2003) The Changing Face of Further Education, London: Routledge Falmer
 Kelly, A.V.(2004) The Curriculum- Theory and Practice. Fifth Edition, London: Sage
 Neary, M.(2002) Curriculum Studies in Post-Compulsory and Adult Education, London: Nelson-Thornes
 Sticht, T.(2004) A Critique of the Skills for Life Literacy Survey of 2003, London: Basic Skills Agency
 Young, M.(1998) The Curriculum of the Future, London: Falmer

Additional reading lists will be provided for the topics covered.

39 DISSERTATION

Code: EDU5000

60 credits at level HE7

39.1 Description and Purpose of Module

The dissertation offers course members the opportunity to undertake an in-depth investigation of an educational topic or issue that is of particular interest and relevance to their professional work and development. Selection of research methodology and topic is a matter for discussion and negotiation between course members and their supervisors. The dissertation represents a major piece of extended reflection, research and writing, and an essential feature of the process involves course members, with the support and guidance of supervisors, taking responsibility for the outline, development and final construction of the research thesis against the background of module guidelines and criteria.

39.2 Indicative Syllabus Content

The chosen topic must meet the following criteria:

It must be within the field of education.

It must be such as to contribute to the course member's professional development as an educationalist.

There must exist a sufficient body of published academic works accessible to the course member for the in-depth pursuit of the topic to be feasible.

It follows that the choice of topic is wide and accordingly care needs to be taken with this choice.

39.3 Learning, Teaching and Assessment

Course members who register for the dissertation will be assigned an appropriate supervisor. The proposed topic, in the form of a title for the dissertation, must be agreed with the supervisor who will inform the Scheme Manager of the exact title in writing.

The Scheme Manager will inform the External Examiner (or Chief External Examiner where there is more than one External Examiner) of titles. Account will be taken of the External Examiner's advice.

Course members should consult with their supervisor at regular intervals for advice and guidance, although the precise arrangements are to be to the mutual satisfaction of both parties.

No break of contact between supervisor and course member should exceed one month.

The Dissertation must be formally submitted to the Scheme Manager as two* bound copies within the period of registration for the Award.

Module Assessment Methods and Weightings

The dissertation will be in the region of 20,000 words in length. Once the completed dissertation has been assessed by the supervising tutor it will be made available to the External Examiner.

39.4 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. a submission of a provisional title and brief outline of the probable nature and structure of the study (1000 | A suitable initial submission, agreed through appropriate discussion and negotiation between course members and |

| | |
|--|--|
| <p>words)</p> <p>an initial draft submission which incorporates the dissertation structure, sectional headings, chosen methodology, initial literature research and indicative bibliography (2000 words)</p> <p>2.</p> <p>3. Planned and undertaken appropriate further study, research, and development work, as necessary in pursuit of the objectives.</p> <p>4.</p> <ol style="list-style-type: none"> 1. Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. 2. Carry out research and development work as required. 3. Document their study and findings in the form of a dissertation | <p>supervisors, will be produced</p> <p>The submission will outline the nature, scope, and methodology of the study and incorporate realistic, systematic and coherent objectives.</p> <p>The ongoing project will include the progressive utilisation of relevant literature and research data for inclusion in the completed dissertation</p> <p>Submission of a completed dissertation of 20,000 words which indicates the achievement of the research objectives supported by data and relevant bibliography, and demonstrates a sound understanding of the research topic and the ethical issues involved in the research process. Where students have conducted empirical research for the dissertation, the methodology used must be reported and justified. Two* soft bound copies must be provided by the submission date followed by two* hard bound copies following the examination board.</p> |
|--|--|

39.5 Assessment

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

| | |
|--------------------|--------------|
| Type | CW |
| Description | DISSERTATION |
| %age | 100 |

Learning Outcomes 1,2,3,4

39.6 Prerequisite Module(s)

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

- EDU3100
- EDU4001
- EDU4002

39.7 Barred Combinations

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

- N/A
- N/A
- N/A

39.8 Indicative Reading

Course members will need access to up-to-date and extensive literature related to their area of study.

Readership rights at an appropriate library (e.g. a university library or equivalent) will be essential.