

Module Outline		Part 1- as validated
1.	Title	Role of the Educator
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

5. Brief Description of Module (purpose, principal aims and objectives)

The role of an educator in modern society has become a multifaceted one. Developing an understanding of wider professional practice is essential for anyone involved in the education profession. Consequently, this module considers the broader political and social economic contexts, including relationships and responsibilities as well as the complexities of the role in the community and governmental pressures. Students will be encouraged to reflect on prior learning and what they hope to become as educators as they develop their own educational philosophy.

6. Learning Outcomes - On successful completion of this module a student will be able to:
(Add more lines if required)

1.	Examine the impact and effect of the educator in modern society.
2.	Describe the external pressures on an educational establishment.
3.	Reflect on your own educational philosophy, current expectations and standards for a role in a particular education sector.
Generic Learning Outcomes	
4.	Evaluate current research in journal articles and books.
5.	Describe the characteristics of an successful academic presentation using effective communication strategies

7. Assessment

Pass on aggregate or Pass all components (modules can only be pass all components if this is a PSRB requirement)	Pass on aggregate
Summary of Assessment Plan	

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Presentation	50%	Yes	10 minutes	LOs 1, 2, 4, 5	
2.	Blog, vlog, animation, poster	50%	Yes	1,500	LOs 3, 4, 5	Equivalent to 1 500 words or 15 minute presentation, animation, poster, vlog or blog with appropriate references
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
<p>1. A presentation critically examining the impact and effect of the educator in modern society taking into consideration the external pressures on both educators and educational establishments in current times.</p> <p>2. A digital or analogue presentation equivalent to 1 500 words outlining their expectations and philosophical approach to becoming an educator or being involved in the educational sector taking into consideration the current expectations and professional standards associated with that particular level of education or a specific role.</p>						

8. Summary of Pre and / or Co Requisite Requirements
None

9. For use on following programmes
BA in Education Studies Level 4 – year 1

Module Specification **Part 2- to be reviewed annually**

1.	Module Leader	TBA
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2.	Indicative Content
	<ol style="list-style-type: none"> 1. Roles that exist within the education sector 2. Teacher expectations 3. Safeguarding and anti-radicalisation 4. Challenges to equality and diversity 5. Political change 6. Making sense of educational policy 7. Accountability 8. External pressures 9. Ofsted, QAA and evaluation 10. Education Funding Agency 11. Professional standards for all sectors – EY, Primary, Secondary, FE, HE , codes of conduct 12. Consideration of the broader international and thematic context on educational policy.

3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
• X					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	LOs 1-5

2	Independent Study	164	
	Total Hours	200	
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery		Each student receives two 20 minutes academic tutorials per module.	

4. Learning Resources <i>To include contextualised Reading List.</i>	
Highly recommended: Bartlet, S. and Burton, D. (2010) Introduction to Education Studies (3rd ed.), London: Sage Publications Carr, S. (2015) Motivation, Educational Policy and Achievement: A Critical Perspective, Abingdon: Routledge	
Recommended: Ball, S. (2013) The Education Debate (2nd Ed.), Bristol: Policy Press Pleasance, S. (2016). Wider Professional Practice in Education and Training, London: Sage Publications Bromley, M and Ripley, S (2014) A School Leaders Guide OFSTED: Thriving Not Surviving, Bradford: Autus Books	

Module Outline		Part 1- as validated
1.	Title	Academic Practice
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)
<p>The content of the present module seeks to cater for a student community with a wide range of prior experience, both academic and practice based. Students are introduced to the rules of the academic world and their relevance to degree-level work. All sessions contain a mixture of activities, from reading and analysing excerpts of text, reflecting on spoken commentaries, and learning how to annotate and write in a variety of formats. Digital skills will be embedded throughout.</p> <p>The content of the taught sessions of this module establishes a structured framework for learning a range of academic research skills. The patchwork assignment will enable students to practice applying the skills they have learnt, and engage with peer feedback before the final submission. Students will learn how to differentiate between available resources by evaluating texts produced for a variety of purposes, including academic articles, book chapters, reports, newspaper articles and filmed material. They will apply this to managing their studies effectively, working collaboratively, developing emerging critical thinking skills and applying this knowledge to inform their writing.</p> <p>Students will explore the principles of research, how to critique a resource appropriately and develop skills for assessing information in the public domain, thereby acquiring proficiency needed to summarise their findings. Students will also reflect upon the development of skills learnt by preparing a development plan to work towards that will enable them to develop these skills beyond this module.</p>

7. Learning Outcomes - On successful completion of this module a student will be able to:
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1.	Demonstrate an understanding of the essential principles of research methodology.
2.	Justify the choice of research methodology in a current research journal article.
3.	Evaluate your current research and study skills and identify areas for development
Generic Learning Outcomes	
4.	Apply academic writing and referencing conventions to written work.
5.	Evaluate the relevance of different approaches to solving problems related to their area of study or work.

8. Assessment	
Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>	Pass on aggregate

Summary of Assessment Plan						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1	Patchwork Assignments	100%	Yes	2,500	1-5	

Further Details of Assessment Proposals Give brief explanation of each assessment activity listed						
<p>Patch 1: Write an overview of the research methodology and findings from an academic primary research paper related to your subject. Follow a logical sequence in your explanation. (500 words)</p> <p>Patch 2: Provide a critical review of the research methodology applied to the paper summarised in the previous patch. Include a discussion of the ethical considerations of the methodology applied. Use references to support your review. (1000 words)</p> <p>Patch 3: Write a reflective patch that assesses your research and study skills developed over the semester. Include a CSMART development plan that will support you to develop skills beyond this module. (1000 words)</p>						

9. Summary of Pre and / or Co Requisite Requirements	
None	

10. For use on following programmes	
Cert HE Education Dip HE Education BA (Hons) Education	

Module Specification	Part 2- to be reviewed annually
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1.	Module Leader	TBA
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2.	Indicative Content
	The content of the 12 taught sessions of this module establish a structured framework for learning a range of academic research skills, including: <ol style="list-style-type: none"> How to organise and manage studies effectively.

<ol style="list-style-type: none"> 2. Learning to work collaboratively. 3. Developing critical thinking skills and their application to written work. 4. Learning to take notes effectively and efficiently. 5. Learning how to analyse, evaluate and synthesise texts including academic articles, book chapters, reports, newspaper articles and filmed material, whilst ensuring referencing conventions are applied. 6. Using structure in academic writing to ensure clarity and purpose of thought. 7. Embedding digital skills, including the use of word processing programmes. 8. Exploring the basic principles of research and research terminology, in order to comprehend, interpret and apply to written work. 9. Critiquing a resource appropriately, and developing the understanding needed to assess information in the public domain, and acquiring skills needed to summarise findings. 10. Learning to reflect upon the development of research and study skills. 11. Preparing a personal academic development plan. 12. Learning through peer assessments to develop presentations.

3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
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If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	36	Taught contact time	LOs 1-5
2	Independent Study	149		
	Total Hours	200		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module.
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4. Learning Resources
To include contextualised Reading List.

<p>Highly recommended:</p> <ol style="list-style-type: none"> 1. Bell, J., (2018) <i>Doing Your Research Project: Open University Press</i>. Maidenhead: McGraw-Hill Education. 2. Colman, H., (2020) <i>Your Super Quick Guide to University</i>. London: Sage Publications Ltd. 3. Drew, S., Bingham, R., (2010) <i>The Guide to Learning and Study Skills for Higher Education and at Work</i>. Farnham: Gower Publishing Limited. 4. Godfrey, J., (2016) <i>Writing for University (Pocket Study Skills)</i>. London: Palgrave Macmillan. 5. Kumar, R., (2014) <i>Research Methodology: A step-by-step Guide for Beginners (4th Edition)</i>. London: Sage <p>Recommend:</p> <ol style="list-style-type: none"> 1. Clough, P., and Nutbrown, C., (2012) <i>A Student's Guide to Methodology (4th ed.)</i>. London: Sage. <p>Journals/Websites:</p> <ol style="list-style-type: none"> 1. British Educational and Research Association [Online] Available at: www.bera.ac.uk Accessed: 05/01/2020
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