

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

BA (Hons) Education and Training

2024 – 25

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to BA (Hons) Education and Training

Welcome to the BA (Hons) Education and Training at Truro and Penwith College. We are delighted you have chosen to study with us and look forward to helping you achieve your BAET Degree. This programme is an exciting opportunity for you to study Education and Training and has the following distinctive features:

- Intellectually rigorous study of educational processes, and the cultural, political and historical contexts within which they are embedded.
- It uses a variety of assessment tasks with specific academic criteria.
- The course has the ability to develop students to help them construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.
- A strong emphasis on a democratic peer support culture as an important element of engagement with learning and determining the problematic nature of educational theory.
- The course develops a range of qualities in students including intellectual independence and critical engagement with evidence.
- There is a strong curriculum currency and innovation supported by access to a broad range of learning and teaching resources including e-learning.
- Through a strong emphasis on values, professional identity and professional practice students are encouraged to engage with fundamental questions concerning the aims, values and outcomes of education and its relationship to society.
- Regular individual tutor support and guidance and based within the HE building.
- Truro and Penwith is an Outstanding College who works in partnership with National Maths and Science Hubs and has its own Multi Academy Trust. A wide variety of guest speakers are utilised within the programme, these speakers and specific trips represent a wide range of educational practice and academic research.
- A clear thread of employability through tutorial and the programme and a focus on transferable and intellectual skills.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality Handbook contains important information including:

- The approved programme specification
- Module records

Note: the information in this handbook should be read in conjunction with: the [University Centre Student Handbook](#) (on SharePoint) which contains information on issues such as finance, student support, careers, learning resources and studying at University Centre Truro and Penwith; the University of Plymouth Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook>; and your Teaching, Learning and Assessment Handbook available on SharePoint.

2. Programme Specification

Awarding Institution:	Plymouth University
Teaching Institution:	Truro and Penwith College
Accrediting Body:	Plymouth University
Final Award:	BA (Hons) Education and Training
Intermediate Awards:	BA Education and Training
Programme Title:	Education and Training
UCAS Code:	X300
JACS Code:	X300

Benchmarks: Education Studies Subject Benchmark (2015), Framework for Higher Education (FHEQ) programmes at honours level.

Date of Approval: August 2017

Entry Requirements for BA (Hons) Education and Training	
Students will generally be expected to hold (or obtain) GCSEs in English and Maths at Grade C / Level 4 and above. This will be reviewed on a case-by-case basis.	
240 credits from FDs/HND	Applicants will be considered for the programme on an individual basis. It is usual that applicants will hold a foundation degree within an Education discipline. In addition to this, vocational experience as well as non-related FDs/HNDs will be considered, (see interview requirements).
Certificate in Education, plus QTLS.	Applicants will be considered for the programme on an individual basis, (see interview requirements).
Interview Requirements	All students will be called to interview to ensure suitability for study as well as providing a clear understanding of course expectations. Alternative means of interview such as video/ telephone/ e-correspondence may also be employed.
APEL / APCL possibilities	Previously achieved relevant Level 4 and 5 credits may be considered for APEL.
Work Experience	Experience within teaching and training at any level is recommended but not essential.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Enhanced Disclosure and Barring Service (DBS) clearance will be required if students wish to engage with children or vulnerable adults through their course of study.

Aims of the Programme:

The programme is intended to:

- | |
|--|
| <p>A1. To produce graduates that can critically evaluate the diverse and complex changes in the field of education and training.</p> <p>A2. To generate graduates who are critically aware of the political, globalised, technological, economic and social context of education and training, and their implications to professional practice.</p> <p>A3. To generate autonomous graduates who use informed reflection on the practice of teachers, trainers and those supporting learning.</p> <p>A4. To enable graduates to problem solve and demonstrate critical inquiry into the diversity of learners, and the effects on professional practice.</p> <p>A5. To develop graduates that are able to critically evaluate education's impact on education systems, education for sustainability, and societies.</p> |
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Brief Description of the Programme

The BA (Hons) in Education and Training is committed to a mixture of theoretical analysis and evaluation, critical inquiry, reflective practice and research. We aim to tackle the current education and training debates with rigour, vigour and a sense of humour. The historical, political, economic and social contexts of education and training will be studied but not in isolation from teaching and learning and your professional practice. It is hoped to develop the practitioner-as-researcher, both as an autonomous learner and as an active member of peer group inquiry. Assignments will be geared towards both personal and professional development.

Programme Structure and Pathways

College: Truro and Penwith College

Year: 3

Course Code: 2676 (part-time)
4523 (full-time)

The Programme is offered in both full-time and part-time modes.

Programme Structure for BA (Hons) Education and Training Full Time

YEAR 1 (Level 6)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
BAET384	Professional Practice in Education and Training	20	Core	2
BAET382	Historical Developments in Education	20	Core	1
BAET383	Dissertation	40	Core	1 & 2
OPTION MODULES (Choose two)				
BAET381	Contemporary Issues in Education and Training	20	Optional	1
BAET385	Innovative Technologies in Education and Training	20	Optional	2
BAET387	Motivational Strategies in Education and Training	20	Optional	1 & 2
BAET388	Education Leadership	20	Optional	1 & 2
BAET386	Independent Study Module	20	Optional	1 & 2

N.B Optional modules are subject to availability.

Part Time indicative route (Two Years)

YEAR 1 (Level 6)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
BAET382	Historical Developments in Education	20	Core	1
BAET384	Professional Practice in Education and Training	20	Core	2
YEAR 1 OPTION MODULES (Choose one)				
BAET386	Independent Study Module	20	Optional	1 & 2
BAET381	Contemporary Issues in Education and Training	20	Optional	2
BAET385	Innovative Technologies in Education and Training	20	Optional	1
BAET387	Motivational Strategies in Education and Training	20	Optional	1 & 2
BAET388	Education Leadership	20	Optional	1 & 2
YEAR 2 (Level 6)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
BAET383	Dissertation	40	Core	1 & 2
YEAR 2 OPTION MODULES (Choose one – different from Year 1)				
BAET381	Contemporary Issues in Education and Training	20	Optional	1 & 2
BAET385	Innovative Technologies in Education and Training	20	Optional	1 & 2
BAET387	Motivational Strategies in Education and Training	20	Optional	1 & 2
BAET388	Education Leadership	20	Optional	1 & 2

Progression Route(s)

Following successful completion of the BA (Hons) in Education and Training, graduates can:

- Enter employment in the educational field, such as teaching assistants, early year's practitioner supervisor or manager, pupil referral unit staff and alternative education practitioners.
- Apply for further academic study by undertaking a Master of Arts qualification in an educationally related area, such as:
 - Master's Degrees in education related subjects with University of Plymouth.
- Apply for further study onto Initial Teacher Training programmes such as:
 - PGCE in Education and Training (Truro and Penwith College in Partnership with University of Plymouth)
 - The Cornwall Primary SCITT (5-11)
 - The Cornwall Early Years SCITT (FS-KS1)
 - Schools Direct with Cornwall Teaching School
 - Primary PGCE (University of Plymouth)

Any Exceptions to Regulations

None

Distinctive Features of the BA (Hons) Education and Training Degree
<ul style="list-style-type: none">• Intellectually rigorous study of educational processes, and the cultural, political and historical contexts within which they are embedded.• It uses a variety of assessment tasks with specific academic criteria.• The course has the ability to develop students to help them construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.• A strong emphasis on a democratic peer support culture as an important element of engagement with learning and determining the problematic nature of educational theory.• The course develops a range of qualities in students including intellectual independence and critical engagement with evidence.• There is a strong curriculum currency and innovation supported by access to a broad range of learning and teaching resources including e-learning.• Through a strong emphasis on values, professional identity and professional practice students are encouraged to engage with fundamental questions concerning the aims, values and outcomes of education and its relationship to society.• Regular individual tutor support and guidance and based within the HE building.• Truro and Penwith is an Outstanding College who works in partnership with National Maths and Science Hubs and has its own Multi Academy Trust. A wide variety of guest speakers are utilised within the programme, these speakers represent a wide range of educational practice and academic research. A clear thread of employability through tutorial and the programme and a focus on transferable and intellectual skills.

Work placement and Work based learning

Higher education programmes continually develop learning, teaching and assessment strategies that promote activities relevant to student career aspirations and employment opportunities. The embedding of employability ensures that students leave their programmes ready to take on the challenges of employment in the twenty first century with the professional, personal and practical skills outlined in our Employability Statement.

Work-based learning enables learners to take on appropriate role(s) within a work related context, giving them the opportunity to learn and apply skills and knowledge they have acquired through their programme. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, real work environments and real life scenarios. Work-placement is a period of time working with an employer in a commercial/voluntary sector that is assessed as part of your programme.

Work-based learning is useful to a student's career development and aspects of assessment may be linked to work related situations. Many students use work-based learning as a source for dissertation research, and some types of dissertation research may fall under the category of work-based learning.

Work based learning must be agreed with your tutor along with the relevant information regarding insurance, a mentor and all the relevant paperwork before you can attend. For a variety of reasons, some sectors don't conform to normal working practice and in these cases, your course manager may choose to develop simulated work-placements within the college, work shadowing or exercises that link directly to self-employment.

Any student who works in an environment where they engage with children or vulnerable adults is required to provide an enhanced Disclosure and Barring Service (DBS) record with no entries (formally Criminal Records Bureau [CRB]). Students are expected to cover the cost of this process and should have provided evidence at interview or enrolment. Degree students who are unable to provide an enhanced DBS record free from convictions or cautions could be at risk of being unable to complete the assessment on their programme which could mean withdrawal from or interruption of their studies. If a student is aware that they will have entries on their DBS record they should raise this immediately with their tutor so that appropriate advice can be provided. All sport and health, education and social science students will need to provide a DBS record before they can take part in some components of their programme. Students on other courses will be advised by their module leader based on their choice of placement.

Students must also be aware that should any material information or circumstances change that could influence their DBS status following the offer of a place, or at any time once enrolled on a programme, it is their responsibility to make their Programme Lead aware of any change. Changes to circumstances will be considered in confidence and Programme Leads will work with students to minimise the impact on their studies.

Learning Outcomes Maps for BA (Hons) Education and Training Level 6

	LEVEL 6			
FHEQ Descriptors	Education Studies (2015) Subject Benchmark	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<i>Cognitive and Intellectual Skills</i> <i>An ability to deploy accurately established techniques of analysis and enquiry within a discipline;</i> <i>Conceptual understanding to enable them to (a) devise and sustain arguments and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline; (b) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline;</i> <i>An appreciation of the uncertainty, ambiguity and limits of knowledge;</i>	5.5: Apply subject knowledge through:			
	i) The analysis of complex situations concerning human and personal learning and development in education and training.	A2, 3, 4	PILO 4 PILO 6	BAET382 BAET384
	ii) Specific implementation of policies in practice	A1, 3, 4, 5	PILO 4 PILO 6 PILO 7	BAET384 BAET383
	iii) The use of new ideas and the provision of well-argued conclusions relating to issues in education and training. Such as impact of globalisation on education systems, social justice, sustainable development and social inclusion.	A1, 2, 5	PILO 3 PILO 4 PILO 6	BAET383 BAET382 BAET384
		A1, 2, 5	PILO 1	BAET382

	LEVEL 6			
FHEQ Descriptors	Education Studies (2015) Subject Benchmark	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<i>The ability to manage their own learning and to make use of scholarly reviews and primary sources;</i>	iv) Consideration of the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility.		PILO 3 PILO 4	BAET384
<i>Students will be able to: Subject Specific and Practical Skills</i> <i>Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</i> <i>Critically evaluate arguments, assumptions, abstract concepts</i>	5.6 i) Reflect on their own value systems, development and practices. ii) Question concepts and theories encountered in their studies. 5.7 iii) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning. 5.7 vi) Identify, synthesise, evaluate, and analyse problems and solutions.	A1, 3, 4 A1, 2, 3, 4 A2, 3, 4, 5. A4	PILO 4 PILO 6 PILO 5 PILO 6 PILO 7 PILO 5 PILO 6 PILO 7 PILO 4 PILO 5	BAET383 BAET384 BAET383 BAET382 BAET384 BAET383 BAET384 BAET383 BAET382

	LEVEL 6			
FHEQ Descriptors	Education Studies (2015) Subject Benchmark	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><i>and data, to make judgements, and to frame appropriate questions to achieve a solution or a range of solutions to a problem;</i></p> <p><i>Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</i></p>	<p>5.6 iii) Interrogate the assumptions underpinning theory and research.</p> <p>5.7. i) Construct and communicate oral and written arguments.</p> <p>ii) Make effective use of technology.</p> <p>iii) Interpret and present relevant numerical information.</p>	<p>A1, 4, 5</p> <p>A1, 2, 3, 4, 5</p> <p>A1, 2, 3, 4, 5</p> <p>A4</p>	<p>PILO 6 PILO 7</p> <p>PILO 5</p> <p>PILO 7</p> <p>PILO 7</p>	<p>BAET384</p> <p>BAET383 BAET382 BAET384</p> <p>BAET383 BAET382 BAET384 BAET383 BAET382 BAET384</p> <p>BAET383</p>
<p>Students will also have:</p> <p>The qualities and transferable skills necessary for employment requiring (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable contexts (c)</p>	<p>5.7</p> <p>iv) Work effectively with others as part of a team, taking different roles.</p> <p>v) Improve their own learning and performance, through the development of study and research skills,</p>	<p>A3</p> <p>A2, 3, 4</p>	<p>PILO 5</p> <p>PILO 5 PILO 6</p>	<p>BAET383 BAET384</p> <p>BAET383 BAET384</p>

	LEVEL 6			
FHEQ Descriptors	Education Studies (2015) Subject Benchmark	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	and a capacity to plan, manage and reflect on their own learning vii) Respond positively and constructively to changing environments.	A1, 3, 4	PILO 7 PILO 1 PILO 4 PILO 6 PILO 7	BAET383 BAET384

Mapping of Assessment Methods and Skills on the BA (Hons) Education and Training

Module	Element of Assessment	Mode of Assessment	Learning Outcomes (LO) included within Assessment.	Learning Outcomes	Skills Developed	Skills Assessed
BAET381 Contemporary Issues in Education and Training	100% Coursework	Article review: 25% Essay: 75%	LO3 LO1, 2, 3	<ol style="list-style-type: none"> 1. Critically analyse key contemporary issues that address two or more aspects of equality of opportunity, cultural diversity, social justice, education for sustainable development. 2. Critically evaluate education and training policy in an informed and systematic way and apply this to consideration of different education contexts. 3. Construct and communicate written arguments that identify, synthesise, evaluate and critically analyse problems and solutions to selected contemporary issues in education. 	Oral and Written Communication, Analysis, synthesis and creativity, Debate, Autonomy, Research, Professional development in terms of values, Study Skills, Consistency of referencing, Interpretation of assessment criteria, Problem solving	Written Communication, Research, Analysis, Synthesis, Autonomy, Professional development in terms of values. Study Skills; Consistency of referencing, Interpretation of assessment criteria, Problem Solving.

BAET382 Historical Developments in Education	100% Coursework	Reflective review: 25% Essay: 75%	LO2, 4 LO1,2,3,4	<ol style="list-style-type: none"> 1. Demonstrate a wide body of knowledge of a diverse range of educational theories and debates that have influenced present day western education. 2. Critically evaluate the significance and value of historical educational theories to contemporary debate and practices. 3. Articulate their critical awareness of the history of education through philosophical, political and sociological lenses. 4. Reflect on how developing their knowledge of the history of education has affected their professional practice. 	Oral and written Communication, Analysis, Synthesis and creativity, Autonomy, Research, Professional development in terms of values, Study Skills; Consistency of referencing, Interpretation of assessment criteria. Reflection.	Written Communication, Research, Analysis, Synthesis and Autonomy, Professional development, Study Skills, Consistency of referencing, Interpretation of assessment criteria, Reflection.
BAET383 Dissertation	90% coursework 10% presentation	Synopsis: 10% Dissertation: 90% Progress review: 100%	LO1 – 6 LO1 – 6 LO1, 3, 6	<ol style="list-style-type: none"> 1. Work autonomously on a major investigative project of professional relevance 2. Produce a critically evaluative review of a body of knowledge that reveals awareness of the provisional nature of knowledge. 3. Identify complex problems, critically review progress and incorporate theory, knowledge and insights gained from previous modules. 	Autonomy Inquiry and Research skills: Planning, Organisation Implementation and analysis. Inter-personal skills. Written and Oral Communication, Synthesis, Reflection,	Autonomy, Professional skills/values, Inquiry, Problem solving, Written and Oral Communication, Reflection, Presentation.

				<ol style="list-style-type: none"> Identify critical ethical dimensions in their work. Articulate connections between theory and professional practice. Present the findings of their research project in an academic, rigorous and accessible style. 	Effective use of number Problem solving, Time management, Professional skills/values, Presentation.	
BAET384 Professional Practice in Education and Training	50% Coursework 50% Practical	Essay: 100% Reflective Poster presentation: 100%	LO1 +2 LO3 + 4	<ol style="list-style-type: none"> Critically evaluate the concepts of professionalism, professional values and professional identity. Critically apply theory to demonstrate a research-informed approach to articulating the learner's own professional development with a wider appreciation of political, philosophical and global contexts. Critically apply reflective practice to the development of the learner's own professional identity including leadership and teamwork in the fields of education and training. Critically evaluate and demonstrate professional skills appropriate to the learner's chosen subject area, sector and educational context. 	Professional values and skills, Evaluation, Reflection, Leadership, Teamwork, Presentation, Teaching Observation, Information technology.	Professional values and skills, Evaluation, Reflection, Leadership, Teamwork, Presentation, Teaching Observation.

BAET385 Innovative Technologies in Education and Training	50% Coursework 50% Practical	Essay: 100% Critical viva: 100%	LO 2, 3 LO1, 4	<ol style="list-style-type: none"> 1. Critically examine the emergence of new information and communication technology 2. Critically appraise and evaluate risk versus opportunity with new ICT on teaching, learning, and knowledge in the 21st Century 3. Interrogate and synthesise a range of social, economic, political, and philosophical perspectives on the application of current ICT in education/training contexts. 4. Practically reflect and analyse the implications of risk versus opportunity in use of technology in their own professional practice 	Information technology, Professional values/skills, Reflection, Study Skills, consistency of referencing, Interpretation of assessment criteria, Research.	Research, Information Technology, Professional values/skills, Reflection.
BAET386 Independent Study Module	100% coursework	20% proposal 80% Independent action research/research study	LO1, 3 LO1 - 4	<ol style="list-style-type: none"> 1. Work autonomously on an investigative project of professional relevance 2. Critically review a range of evidence and synthesise a wide knowledge base of a particular specialist area linking theory to practice. 3. Identify critical ethical dimensions in the work. 4. Present the topic of investigation in an effective and accurate manner displaying evidence of critical thinking. 	Autonomy Inquiry and research skills: Planning, Organisation, Implementation and analysis. Inter-personal skills. Written and Oral Communication, Synthesis, Reflection, Effective use of number	Autonomy, Professional skills/values, Inquiry, Problem solving, Written and Oral Communication, Reflection, Presentation.

					Problem solving, Time management, Professional skills/values, Presentation.	
BAET387 Motivational Strategies in Teaching and Learning	100% coursework	40% Essay 60% Professional Enquiry	LO1 LO2, 3	<ol style="list-style-type: none"> 1. Articulate the links between motivational theory, policy, educational experience, learning and professional practice. 2. Experience and critically reflect on motivational strategies used within education/training. 3. Critically evaluate motivational strategies for their impact on learning and teaching practices. 4. 	Inspiration, Autonomy, Reflection, Observation, Professional development, Values and skills, Narrative, written and Visual Communication, Innovation, Creativity.	Autonomy, Reflection, Observation, Professional development values and skills, Narrative, written and Visual Communication.
BAET388 Educational Leadership	50% Coursework 50% Practical	100% Executive Summary 100% Presentation	LO1, 2 LO2, 3	<ol style="list-style-type: none"> 1. Critically reflect upon their own leadership skills and develop an action plan for further professional development. 2. Critically evaluate the leadership approach within an educational setting against frameworks, ideas and concepts of leadership. 3. With minimal guidance recommend a change or series of changes to improve quality in an educational setting. 	Leadership, Professional development values and skills, Written and Oral Communication, Presentation, Q and A Reflection, Observation, Teamwork, Problem solving, Synthesis.	Leadership, professional development values and skills, Written and Oral Communication, Presentation, Q and A Reflection, Problem solving, Synthesis.

UNIVERSITY OF PLYMOUTH MODULE RECORD

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET381

MODULE TITLE: Contemporary Issues in Education and Training

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: L433

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: YES

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will critically explore and review the current context of education at local, national and global levels. It will consider perspectives and the role of education and training on equal opportunities, cultural diversity, social justice and education for sustainable development. It will critically evaluate how global and national policies have attempted to address key issues through education and the curriculum.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up)

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To encourage learners to critically explore equality, diversity, social justice, education for sustainable development at local, national and global levels.
- To develop a critical appreciation of current political, philosophical and cultural factors that influence education and training practices and curriculum design.
- Learners will critically reflect on the international and intercultural dimensions of education and training in relation to access, opportunities and the development of appropriate supporting curricula.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically analyse key contemporary issues that address two or more aspects of equality of opportunity, cultural diversity, social justice, education for sustainable development.
2. Critically evaluate education/training policy in an informed and systematic way and apply this to consideration of different education contexts.
3. Construct and communicate written arguments that identify, synthesise, evaluate and critically analyse problems and solutions to selected contemporary issues in education.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Semester 1

UNIVERSITY OF PLYMOUTH MODULE RECORD

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Additional notes (for office use only):

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Jane Lloyd

OTHER MODULE STAFF:

Summary of Module Content

In this module, learners will research perspectives on opportunities and inequalities in education and training. They will look at theories and policies relating to Education for Sustainable Development as well as global and national policies on current research evidence relating to curriculum studies. The module will also cover legislation and policy relating to equal opportunities, social justice and democracy in educational context along with globalisation and its effects on cultural sustainability and cultural values. Equality, diversity and social justice issues in relation to educational and training practices will also be examined along with issues of language and identity in the context of equality, diversity and social justice and its utilisation within educational and training practices.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	10	
Guided Independent Study	155	Researching the literature, working with peers, contributing material and discussion through Moodle, producing written work, locating and selecting material for contributions to seminar work.
Other	5	Individual formative feedback on assignment work and other study assistance via email.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Article Review	25%	Critical Article Review which develops critical analysis, problem solving and synthesis skills.
		Essay	75%	LO3. Essay, focused on a specific contemporary issue that critically evaluates the contemporary theories.
			=100%	LO1,2,3

Updated by: Graham Bristow

Date: September 2024

Approved by: Jessica Cowen

Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET382 **MODULE TITLE:** Historical Developments in Education
CREDITS: 20 **FHEQ LEVEL:** 6 **JACS CODE:** X300
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will critically examine a range of classic and contemporary educational theories and their underpinning philosophies. Historical developments of educational ideology, curriculum provision, political, social, and economic influences will be considered in relation to past and current education and training practices.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

To critically appraise and examine approaches to education as historically contested territory, and ascertain their influence on current education and training theory and practice.

- To investigate and critically evaluate historical debates in order to develop students' knowledge and understanding of the contemporary world of education.
- To encourage students to think philosophically, politically and sociologically about the implications of historical educational debates and their effects on current practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate a comprehensive knowledge of a diverse range of educational theories and debates that have influenced present day western education.
2. Critically evaluate the significance of historical educational theories to contemporary debate and practices.
3. Articulate their critical awareness of the history of education through philosophical, political and sociological lenses.
4. Critically reflect on how developing their knowledge in the history of education has affected their professional practice.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Semester 1

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Graham Bristow

OTHER MODULE STAFF:

Summary of Module Content

This module will include educational theories and ideologies from The Republic onwards. The history of formal and informal educational curriculum provision and practice; religious and spiritual educational contexts as well as university education from its foundations to the current day including diversity, equality and social justice in educational provision. Historical, philosophical, sociological and political conceptualisation of education and beyond Eurocentric educational theory and practice will also be examined as well as globalisation and future studies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities		Hours	Comments/Additional Information	
Lecture		15		
Seminar		15		
Tutorial		10		
Guided Independent Study		155	Researching the literature, contributing material and discussion through Moodle, producing written work, locating and selecting material for contributions to seminar work.	
Other		5	Individual formative feedback on assignment work and other study assistance via email.	
Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)	
Category	Element	Component Name	Component weighting	Comments include links to learning objectives
Coursework	C1	Reflective review	25%	LO2, Reflective review of practice and links theory to practice.
		Essay	75% =100%	LO1, 3, 4. Essay critically evaluating using philosophy, sociological, and political lens a debate in history and its consequence to professional practice.

Updated by: Graham Bristow

Date: September 2024

Approved by: Jessica Cowen

Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET383

MODULE TITLE: Dissertation

CREDITS: 40

FHEQ LEVEL: 6

JACS CODE: X210

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (max 425 characters)

The dissertation provides students with the opportunity to research and produce a synopsis within an area of their own choosing approved by staff and the college ethics committee. This module will provide students with the opportunity to research and investigate a topic or subject in considerable depth and to incorporate the skills and knowledge gained from previous modules, and relate findings to professional practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	90%	P1 (Practical)	10%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To provide the opportunity to gain detailed knowledge and critical appraisal of a specific education or training related topic, of the students' own choosing.
- To provide knowledge and understanding of the research process.
- To enable the students to manage the research process.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Work autonomously on a major investigative project of professional relevance.
2. Produce a critically evaluative review of a body of knowledge that reveals awareness of the provisional nature of knowledge.
3. Identify complex problems, critically review progress and incorporate theory, knowledge and insights gained from previous modules.
4. Identify critical ethical dimensions in their work.
5. Articulate reflexive connections between theory and professional practice.
6. Present the findings of their research project in an academic, rigorous and accessible style.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: 1 & 2

UNIVERSITY OF PLYMOUTH MODULE RECORD

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Additional notes (for office use only):

- This is a non-compensable module.
- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER:

OTHER MODULE STAFF: Sasha Tregenza, Graham

Jane Lloyd

Bristow,

Summary of Module Content

The dissertation aims to provide students with the opportunity to research and produce a synopsis within an area of their own choosing approved by staff and college ethics committee. The synopsis must then pass an ethical board before the student may complete their dissertation under academic supervision. This module will provide students with the opportunity to research and investigate a topic or subject in considerable depth and to incorporate the skills and knowledge gained from previous modules and the five assessment tasks. The topic will be related to professional practice.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities		Hours	Comments/Additional Information	
Lecture		20	Taught research methods to be able to complete dissertation as students come from a range of courses.	
Seminar		6		
Tutorial		6		
Project supervision		8	Individual lectures relevant to dissertation topic.	
Guided Independent		360	Research on subject area, relevant data collection, organisation, and presentation of work.	
Total		400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Proposal	10%	Ensures a good dissertation question is developed and work is produced that meets the following criteria: LO 1-6
		Dissertation	90% =100%	Completion of the dissertation ensures that students can research a specific aspect and analyse and synthesis correct knowledge. LO1-6
Practice	P1	Progress Review	100%	Reflection of progress and determination of challenges to develop the dissertation. LO 1, 3, 6.

Updated by: Graham Bristow

Date: September 2024

Approved by: Jessica Cowen

Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET384

MODULE TITLE: Professional Practice in Education and Training

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: X300

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will assist learners to position themselves as professionals in the fields of education and training. Learners will critically explore, analyse and evaluate theoretical perspectives on professionalism, professional values and professional identity. They will also use and apply models of reflective practice in developing their own professional identity and career trajectory.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To critically investigate and evaluate the concepts of professionalism and professional values.
- To encourage development of a range of professional skills and theoretical approaches relevant to education and training.
- To critically investigate and apply models of reflective practice.
- Learner will critically develop their own professional identity in relation to chosen areas of educational practice and career development.
- To investigate the wider elements of professional practice: political, philosophical and globalised approach.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically evaluate the concepts of professionalism, professional values and professional identity.
2. Critically apply theory to demonstrate a research-informed approach to articulating the learner's own professional development with a wider appreciation of political, philosophical and global contexts.
3. Critically apply reflective practice to the development of the learner's own professional identity including leadership and teamwork in education.
4. Critically evaluate and demonstrate professional skills appropriate to the learner's chosen subject area, sector and educational context.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Semester 2

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Graham Bristow

OTHER MODULE STAFF:

Summary of Module Content

This module will look at research perspectives on professionalism in education and training, theories and practices relating to reflective practice in education and training. Learners will critically evaluate professional values, standards and ethics related to education and training and critically review theories of communication and motivation and their use in educational contexts. Identifying, evaluating and developing professional skills relevant to a range of educational contexts will be examined along with consideration of wider political, global and philosophical factors that impact on the development of professional values and identities.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	10	
Tutorial	5	
Trips, guest speakers and visits	10	
Guided Independent Study	155	Researching the literature, working with peers, contributing material and discussion through Moodle, producing written work, locating and selecting material for contributions to seminar work.
Other	5	Individual formative feedback on assignment work and other study assistance via email.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weightin	Comments Include links to learning objectives
Coursework	C1	Essay	100%	A 2500 word essay that critically analyses perspectives on professionalism, professional identity and professional values in education and training indicating the impact on the learner's own professional development. LO1, 2.
Practical	P1	Presentation	100%	A poster and verbal presentation to critically evaluate a sector and/or issue in education in relation to professional practice LO3, 4.

Updated by: Graham Bristow
Date: September 2024

Approved by: Jessica Cowen
Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET385

MODULE TITLE: Innovative Technologies in Education and Training

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: X300

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module critically examines the emergence of new information and communication technologies and their application in a range of formal and informal educational and training contexts. It interrogates the influence of innovative technology on 21st Century teaching, learning and knowledge by exploring social, economic, political, and philosophical perspectives.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To critically evaluate the influence of new information and communication technology on teaching, learning, and knowledge in the 21st Century.
- To explore and interrogate social, economic, political, and philosophical perspectives on the application of the new technologies in a range of educational and training contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically examine the emergence of new information and communication technology.
2. Critically appraise and evaluate risk verses opportunity with new ICT on teaching, learning, and knowledge in the 21st Century.
3. Interrogate and synthesise a range of social, economic, political, and philosophical perspectives on the application of current ICT in educational contexts.
4. Practically reflect and analyse the implications of risk verses opportunity in use of technology in their own professional practice.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Semester 2

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Jane Lloyd

OTHER MODULE STAFF:

Summary of Module Content

This module considers risk versus opportunities and will critically explore the practical use of new technology within the classroom. Key elements will include digital literacy, learner analytics, digital natives and the globalisation of the classroom. The history of information and communication technology will be explored including; new media and cyber cultures; their effects on social, political, and economic institutions; identity; network technologies, e.g. intranet, email, mobile technologies, social networking, virtual reality; the influence of new ICT on teaching and learning, e.g. e-learning and teaching, virtual learning environments, collaborative learning, asynchronous teaching and learning; cognitive theories of knowledge construction; MOOC's and inclusion and exclusion in new ICT practices in education and training.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities		Hours	Comments/Additional Information	
Lecture		15		
Seminar		15		
Tutorial		10		
Other		5	Individual formative feedback on assignment work and other study assistance via email.	
Guided Independent Study		155	Researching the literature, contributing material and discussion through Moodle, producing written work, locating and selecting material for contributions to seminar work.	
Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Essay	100%	LO 1 and 3 essay based on using sociological, political, philosophical and economic lenses to critically appraise how technological development has impacted on education and training.
Practice	P1	Critical viva	100%	LO 2 and 4 critical viva on risk v opportunity and implications to practice.

Updated by: Graham Bristow
Date: September 2024

Approved by: Jessica Cowen
Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET386

MODULE TITLE: Independent Study Module

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: X200

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module provides the opportunity to work independently on a professionally focused action research/study that will develop students as autonomous, self-directed learners and will enable learners to acquire some of the knowledge and skills that will be required for the Dissertation Module. The module may also promote creativity, innovation in professional practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- This module will enable learners to develop professionally focussed study, which may involve the updating of specialist knowledge, a contribution to curriculum development, or evaluation of an aspect of practice at their institution.
- It will encourage students to develop as autonomous, self-directed learners and to acquire some of the knowledge and skills that will be required by the Dissertation.
- Students will be able to critically appraise different data collections methods.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Work autonomously on an investigative project of professional relevance.
2. Critically review a range of evidence and synthesise a wide knowledge base of a particular specialist area linking theory to practice.
3. Identify critical ethical dimensions in the work.
4. Present the topic of investigation in an effective and accurate manor displaying evidence of critical thinking.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: 1 & 2

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Graham Bristow **OTHER MODULE STAFF:** Jane Lloyd/ Caroline Smith

Summary of Module Content

Producing a study proposal and ethical practice action planning as necessary; reviewing study proposals to ascertain practicability, relevance and theoretical depth; conducting a literature search and writing a literature review; exploring research methodology, research methods and data collection; and academic research writing. Ethical considerations for the action research/study and data analysis both qualitative and quantitative.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities		Hours	Comments/Additional Information	
Lecture		10		
Seminar		10	Small group work – tutor led	
Project Supervision		20		
Guided Independent Study		155	Researching the literature, contributing material and discussion through Moodle, producing written work, locating and selecting material for contributions to seminar work. Completing data collection methods for the action research/study.	
Other		5	Individual formative feedback on assignment work and other study assistance via email.	
Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Proposal	20 %	Ensures a good independent study question is developed and work is produced that meets the following criteria: LO2, 3.
		Independent Action Research/Research Study	80 %	Completion of the independent action research/research study ensures that students can research a specific aspect and analyse and synthesis correct knowledge LO1, - 4.
			=100%	

Updated by: Graham Bristow

Date: September 2024

Approved by: Jessica Cowen

Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET387

MODULE TITLE: Motivational Strategies in Education and Training

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: X300

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module considers and critically evaluates a range of approaches, theories and contexts for educational practice. The module will develop a critical understanding of how motivational strategies can be applied to various educational contexts in order to maximise learning and the student experience.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To encourage participants to critically evaluate motivational strategies, alternative approaches and consider their impact on learning.
- To show how understanding a range of motivational theories can enhance the learning experience throughout various alternative and creative educational settings.
- To explore alternative and creative educational approaches as a means of setting up a critically reflective engagement with educational theory, practice, policy and research.
- Through the use of ethnographic and narrative methods, reflective practice will be developed.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Articulate the links between motivational theory, policy, educational experience, learning and professional practice.
2. Experience and critically reflect on motivational strategies used within education/training.
3. Critically evaluate motivational strategies with respect to their impact on learning and teaching practices.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: 1 & 2

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

NATIONAL COST CENTRE: 135

MODULE LEADER: Jane Lloyd

OTHER MODULE STAFF:

Summary of Module Content

A range of motivational strategies applicable in education and training will be reviewed including the Hierarchical Model, and its sub-theoretical aspects, such as Self Determination Theory and Basic Needs Theory. A consideration will be made of the role of reinforcement within different educational contexts and how this may impact on goal achievement. Climate will be examined with respect to how this may affect learning and how to create conditions for growth of the individual learner. These theories will be considered with respect to their different educational context, such as second chance education, digital learning and education from a global perspective. Examination of the effectiveness of motivational strategies will be encouraged through processes such as, life history, auto-ethnography and self-reflection as professional development. The process will enable participants to have the opportunity to review an educational setting.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	10	
Guided Independent Study	155	Researching the literature, writing observation reports, discussion through Moodle, producing written work, for your portfolio
Other	5	Individual formative feedback on assignment work and other study assistance via email.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Essay	40%	1500 words essay that critically reviews motivational practices used in educational settings, making links between theories to policy. LO1.
		Professional Enquiry	60%	Using reflection and narrative methods create examine how motivational strategies used in your educational setting impacts on learning, and professional practice. LO2, 3.
			= 100%	

Updated by: Graham Bristow

Date: September 2024

Approved by: Jessica Cowen

Date: September 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: BAET388

MODULE TITLE: Education Leadership

CREDITS: 20

FHEQ LEVEL: 6

JACS CODE: N224

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

The module will support students who are currently leading or aspiring to lead in an educational organisation. It has a focus on the characteristics, qualities, skills and styles that enable effective leadership. It will look at organisational cultures and distributed leadership. Through an experiential and reflective approach, students will reflect on an educational setting linking theory to practice, practice to theory.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

BA (Hons) Education and Training (Top Up).

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To critically evaluate and develop student's personal leadership skills and attributes relevant to educational settings.
- To investigate leadership approaches to the management of change and quality improvement.
- To critically apply leadership approaches/frameworks, ideas and concepts to relevant educational or community-based contexts.
- To determine the importance of educational leadership within an organisations culture.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically reflect upon their own leadership skills and develop an action plan for further professional development.
2. Critically evaluate the leadership approach within an educational setting against frameworks, ideas and concepts of leadership.
3. Recommend a change or series of changes to improve quality in an educational setting.

DATE OF APPROVAL: April 2017	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2017	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: 1 & 2

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Additional notes (for office use only):

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

UNIVERSITY OF PLYMOUTH MODULE RECORD

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024-25

MODULE LEADER: Jane Lloyd

Summary of Module Content

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF:

This module will focus on quality improvement, monitoring and evaluating learning, the use of data, target setting and monitoring along with competence and competency and quality processes. The module will examine what educational leadership is, the use of national standards and how it works, characteristics and development of educational leadership within teams. Leading and managing change, communication and self-development plans will be examined along with the role of educational leadership and how it is effected by education policy. Participants will examine the educational culture and the distribution of educational leadership, the importance of ethos within educational leadership, educational change and professional development of others in a team.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	10	
Guided Independent Study	155	Researching the literature, writing observation reports, discussion through Moodle, producing written work, for your portfolio.
Other	5	Individual formative feedback on assignment work and other study assistance via email.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Executive Summary	100%	2,500 words summary on own leadership characteristics and specific settings including an action plan. LO1, 2
Practice	P1	Presentation	100%	30-minute presentation with Q and A on a leadership change and intervention LO 2, 3.

Updated by: Graham Bristow Date: September 2024	Approved by: Jessica Cowen Date: September 2024
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