



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Curriculum, Context and Sustainable Learning Communities				
Module Code	UTXGTJ-30-M	Level	M	Version	1.1
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	PGCE (Post-Compulsory Education and Training)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	August 2019	

CAP Approval Date	30 May 2013 18 March 2014
--------------------------	------------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1) Use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore related issues and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument; (A & B) 2) Reference an extensive range of relevant literature and utilize it in the development of analysis and discussion of ideas, including critical engagement with the literature; (B) 3) Plan and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes; (B) 4) Demonstrate an awareness of ethical issues arising in or associated with the relevant subject specialism, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decision; (B) 5) Acquire a confident, informed and critical familiarity with significant issues of context and practice within management and organisations; (A & B) 6) Demonstrate the significance for lifelong learning professionals of movements and polices aiming to promote inclusivity, equality, sustainability, social justice and the acknowledgement of diversity; (B)
Syllabus Outline	<p>The following themes relate to LSIS common mandatory content for the Level 5 Diploma in Education and Training, and outcomes which represent the Department of Education’s values around social justice and sustainability education:</p> <p>Wider Professional Practice and Subject Specialism</p> <ul style="list-style-type: none"> • Professionalism and professional values • Dual professionalism • The historical and changing social/political/economic context of education

	<p>and training</p> <ul style="list-style-type: none"> Contemporary issues in education and training Roles of external bodies and stakeholders in education and training Accountability of education and training organisations to external bodies and stakeholders Organisational policies, codes of practice and guidelines Quality assurance and quality improvement arrangements Professional recognition and continuing professional development through The FE Guild and IfL for teachers in the learning and skills sector Examine alternative employment opportunities (for example within ACL, WBL, Prison Education and Academies etc.) through external provider visits and guided study. Effectively scope future career trajectory <p>Management and Organisation</p> <ul style="list-style-type: none"> The rights and responsibilities of the newly qualified teacher in the specialism and in the institution Relevant management theories, structures and quality assurance procedures within post compulsory education and training establishments, including their significance for the newly qualified teacher Current and historic contexts of systems of finance and governance in post compulsory education and training, including, for example, the role of government and the Learning and Skills Council <p>Research, scholarship and transferable skills</p> <ul style="list-style-type: none"> Critical dimension of research with impact Ability to communicate effectively in different ways to a range of audiences Demonstrate ability to collect, manage and interpret data Ability to work collaboratively with others Ability to work effectively in a group to research and present information <p>Minimum Core</p> <ul style="list-style-type: none"> Continue to critically evaluate own personal skills in language and literacy, numeracy and ICT and action plan strategies to maintain currency in this area after graduation Implementing a range of emerging technologies in own lesson own subject specialism Delivering employability skills
--	---

Contact Hours	<p>This 30 credit module uses the co-requisite modules listed above, including Professional Practice placement, to co-deliver and embed aspects of the module learning outcomes</p> <p>Key Information Set – Module data</p> <p>Number of credit for this module: 30</p> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours (including observation if teaching)</th> <th>Allocated hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>96</td> <td>104</td> <td>100</td> <td>300</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours (including observation if teaching)	Allocated hours	300	96	104	100	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours (including observation if teaching)	Allocated hours							
300	96	104	100	300							
Teaching and Learning Methods	<p>Scheduled learning: This includes lectures, seminars, tutorials, external visits, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation trainees will engage in additional includes independent study, including engaging with essential and further reading,</p>										

	<p>working on personal subject knowledge, preparation for and completion of assignments. Trainees will be guided to approach a range of providers within the sector as part of their ongoing research into employment opportunities and networking (for example within ACL, WBL, Prison Education and Academies etc.)</p> <p>Placement learning: Minimum of 50 hours teaching practice completed during this module.</p>
Reading Strategy	<p>All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways; relating to learning theory, social educational policy and subject specialist knowledge. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with an opportunity within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively, led by the faculty library team.</p> <p>All essential reading will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.</p> <p>Further reading is expected at M-level and trainees will be equipped with further strategies to support identifying appropriate reading for themselves. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Atkinson, T. And Claxton, G. (Eds) (2000) <i>The Intuitive Practitioner</i>. Buckingham:OUP</p> <p>Bell, J (2010) <i>Doing Your Research Project (4th Ed)</i>. London: Open University Press</p> <p>BERA (2004) <i>Revised Ethical Guidelines For Educational Research</i>. Nottingham:BERA</p> <p>Blaxter, L. Hughes, C. And Tight, M. (2001) <i>How To Research (2nd Ed)</i> Maidenhead:OUP</p> <p>Brookfield, S. D. (1995) <i>Becoming A Critically Reflective Teacher</i>. San Francisco: Jossey Bass.</p> <p>Cohen, L., Manion, L. And Morriwon, K. (2011) <i>Research Methods In Education (7th Ed)</i> Routledge</p> <p>Punch, K., (2009) <i>Introduction To Research Methods In Education</i> London:Sage</p> <p>Crotty, M. (1998) <i>The Foundations Of Social Research</i>. London: Sage Publications.</p> <p>Hall, L. And Marsh, K. (Eds.) (2005), <i>Professionalism, Policies And Values: A Reader</i> London: Greenwich University Press</p> <p>Hillier, Y. (2003) <i>Empowering Researchers In Further Education</i> Stoke On Trent: Trentham</p> <p>Martin, R., Villeneuve-Smith, F., Marshall, L. And Mckensie, E. (2008) <i>Employability Skills Explored</i>. London:LSN</p> <p>Mcniff, J., Lomax, P. And Whitehead, J. (2003) <i>You And Your Action Research Project (2nd Edn.)</i> London: RoutledgeFalmer.</p> <p>O'Leary, Z. (2007) <i>Guide To Doing Research</i> London:Sage</p>

Part 3: Assessment

Assessment Strategy	<p>Comp A for this module offers an opportunity to work in small groups to disseminate findings from a provider visit, the trainees have organised themselves. The completion of this task will necessitate negotiating with and facilitating a range of peer skills and motivations, which will serve as a positive example of their management capacity and team work in an interview scenario. In addition, this provides a further experience for the trainee to gain empathy for their own learners around the challenges these collaborative task can pose.</p> <p>Comp B is a small-scale research enquiry based on a theme negotiated with the university tutor and linked to the trainee's individual action plan and/or the college/department improvement priorities. Tutorial support for this will be provided by the University Tutor in correspondence with the Curriculum Mentor.</p>
---------------------	---

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
Group presentation (equivalent to 2000 words)	P//F	
Component B Description of each element	Element weighting	
3500 word small-scale research enquiry	P/F	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
Group presentation (equivalent to 2000 words)	P/F	
Component B Description of each element	Element weighting	
3500 word small-scale research enquiry	P/F	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		