MODULE SPECIFICATION

Part 1: Information			
Module Title	Becoming an Educator		
Module Code	UTTNAY-30-1	**Level**	1
For implementation from	September 2019		
UWE Credit Rating	30	**ECTS Credit Rating**	15
Faculty	Arts, Cultural Industries and Education	**Field**	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Digital Learning) BA (Hons) Education (Special Needs)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
Across other modules students will have become familiar with and begun to explore theories of learning and learner development and have also identified some of the ways in which contextual factors could impact on these. This module builds on this previous experience and knowledge by providing opportunities to explore a variety of contemporary pedagogical practices and contexts and to consider what education looks like, and how it lives within these. Through these experiences they will develop a broad and rich understanding of what it is to be an educator and applying this to a variety of learning and teaching/educating opportunities. Learning and teaching will be centred on enquiry and problem-based learning principles and the learners will present, discuss, develop and engage with their learning through a combination of microteaches, group projects and independent study.

Part 3: Assessment
The presentation assessment is designed to reflect the practice-focused nature of this module and will give students the opportunity to demonstrate their developing skills in presenting to others whilst unpacking the themes of the module. Evidence of understanding of the safeguarding input will be included in the presentation.

Identify final timetabled piece of assessment (component and element)	A	

	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1.Presentation	100%

Component B **Description of each element**	**Element weighting** (as % of component)
N/A	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1.Presentation	100%

Component B **Description of each element**	**Element weighting** (as % of component)
N/A	

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: 1. Engage with theories of learner development and of effective teaching and begin to evaluate the relationships between them 2. Explore a variety of contemporary pedagogical practices and contexts, recognising their potential implications for learning and teaching. 3. Consider the implications of inclusive education on pedagogical practice in a variety of educational structures and begin to develop and justify appropriate educational responses. 4. Understand the principles of, engage with, and successfully complete, safeguarding training as required

Key Information Sets Information (KIS)

Key Information Set - Module data

Number of credits for this module	30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

Contact Hours

The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam

2

	Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Total Assessment	**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading List	Creasy R. (2017), *The taming of education: evaluating contemporary approaches to learning and teaching,* Basingstoke, Palgrave Macmillan. Curtis W, Ward S, Sharp J, Hankin L. (2014). *Education Studies: An Issue-based Approach* (3rd edn). London. Sage Hindmarch D, Hall F, Machin L, Murray S. (2017). *A Concise guide to Education Studies*. London. Sage Marshall J (2015). *Introduction to Comparative and International Education*. London. Sage

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