



Module Specification

Becoming an Educator

Version: 2024-25, v2.0, 25 Apr 2024

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	7

Part 1: Information

Module title: Becoming an Educator

Module code: UTTNAY-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module builds on 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 the students 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.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: This module aims to:

Engage with theories of learner development and of effective teaching and begin to evaluate the relationships between them.

Explore a variety of contemporary pedagogical practices and contexts, recognising their potential implications for learning and teaching.

Consider the implications of inclusive education on pedagogical practice in a variety of educational structures and begin to develop and justify appropriate educational responses.

Understand the principles of, engage with, and successfully complete, safeguarding training as required.

Outline syllabus: The module will examine themes such as:

pedagogical contexts,

philosophical views of education,

inclusive practice,

government policy,

current issues within education.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will employ lectures, seminars and independent study. Pre-tasks and sessions will include use of current technology. Learning is structured so that students clearly understand the requirements of UK HE learning, and develop good assessment literacy. Academic writing support will be embedded throughout.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Engage with theories of learner development and of effective teaching and begin to evaluate the relationships between them.

MO2 Explore a variety of contemporary pedagogical practices and contexts, recognising their potential implications for learning, teaching and career planning.

MO3 Consider the implications of inclusive education on pedagogical practice in a variety of educational structures and begin to develop and justify appropriate educational responses.

MO4 Understand the principles of, engage with, and successfully complete, safeguarding training as required.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttnay-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttnay-30-1.html>

Part 4: Assessment

Assessment strategy: What are the assessment task(s)?

25% Presentation - Group presentation of 6 minutes per student plus additional question time of 1 minute per student

75% Written assignment –essay 3750 words

Why is this assessment being used?

This assessment incorporates the module learning outcomes and themes by requiring students to explore a variety of pedagogical practices and contexts, in order to develop an understanding of what education looks like and what it is to be an educator within a role and context of their choice. Students will reflect on professional practice, future employability and career development. The group presentation requires students to work collaboratively in order to develop their professional skills and to explore a chosen role within an educational context with use of policy and literature. The essay requires students to engage with theory, policy and literature in order to analyse a specific educational context using module learning outcomes and themes such as inclusion, policy, current issues and debates and perspectives of education. Students will receive an introduction to safeguarding within this module which will prepare them for placement experiences and their professional development. The assessment task will incorporate a review of student learning in relation to safeguarding.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include groupwork, informal presentation activities and input from appropriate guest speakers in order to explore a range of perspectives of education. Formative and summative feedback will support students' assessment literacy and academic skills. Workshop sessions, tutorials and online activities will provide students with further opportunities for

assessment support.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:

Presentation (First Sit)

Description: Group presentation (6 minutes presentation, plus additional question time of 1-2 minutes per student)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (First Sit)

Description: Written assignment (3750 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Group presentation (6 minutes)

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Written assignment (3750 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education [Frenchay] BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24