

1.	Field of study	National and International Security
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2024/2025 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7. General information about the module	
Module name	Educational security
Module code	W3-BM-S1-BE
Number of the ECTS credits	3
Language of instruction	
Purpose and description of the content of education	The course module focuses, on the one hand, on preparing to ensure a safe, educational environment for pupils and students, teachers and other employees of educational institutions, and on the other hand, it indicates strategies aimed at educating and promoting educational programs and content aimed at deepening and expanding knowledge in the field of broadly perceived security. The module aims to understand the various aspects of security in an educational context, including physical, emotional, digital, curricular and organizational issues. The module aims to equip students with the knowledge and skills necessary to create and maintain safe, supportive and effective educational environments, as well as to create appropriate programs in the field of education and training for both children and young people, as well as other social groups (e.g. older people). The module is crucial for students who want to work in education, management of educational institutions or involved in education policy, as it provides the necessary knowledge and skills to create a safe and supportive learning environment.
List of modules that must be completed before starting this module (if necessary)	not applicable

8. Learning outcomes of the module			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
K01	is able to design appropriate educational programs to promote individual and collective security	BM_1_K02 BM_1_K03 BM_1_K05 BM_1_K06	5 3 2 2
K02	is able to propose a state educational policy in the field of broadly understood security that is adequate to the needs arising from the challenges of the modern world	BM_1_K01 BM_1_K02 BM_1_K03	2 4 3
U01	is able to identify areas of safety that should be known to various social groups, from the youngest generation to the elderly	BM_1_U01 BM_1_U03 BM_1_U07	4 4 4

		BM_1_U10	4
U02	realizes the need to create a strategy to promote safety in the broadly understood education sector for children, young people and the elderly	BM_1_U01 BM_1_U03 BM_1_U05 BM_1_U06	3 4 2 4
W01	knows the curricula and other strategies undertaken in the public and private education sector in the field of education for security	BM_1_W01 BM_1_W03 BM_1_W04	4 4 3
W02	knows advanced methods and techniques to ensure the safety of children, adolescents and the elderly	BM_1_W04 BM_1_W09	3 4

9. Methods of conducting classes		
Code	Category	Name (description)
a03	Lecture methods / expository methods	Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i>
a05	Lecture methods / expository methods	Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b10	Problem-solving methods	SWOT analysis <i>a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis</i>
d03	Programmed learning methods	Working with another teaching tool <i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i>
e01	Practical methods	Laboratory exercise / experiment <i>[also conducted as fieldwork] a method of practical application of knowledge; implemented in three stages: the recognition of a problem induced by the task content, the formulation of the problem and the attempt to solve it accompanied by the assessment of the effects; the goal is to acquire skills, abilities and habits, and to consolidate the acquired knowledge so that it becomes operational; the laboratory method assumes greater independence of learners than carrying out an experiment</i>

10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
BE_fs_1	laboratory classes	30	course work	K01, K02, U01, U02, W01, W02	a03, a05, b04, b10, d03, e01

11. The student's work, apart from participation in classes, includes in particular:			
Code	Category	Name (description)	Is it part of the BUNA?
a01	Preparation for classes	Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i>	No
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>	No
a03	Preparation for classes	Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i>	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>	Yes
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.