Module Descriptor

Title	Education Politics, Inequalities & Policy		
Session	2025/26	**Status**	
Code	SOCY10034	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	N Hay		

Summary of Module

This module will explore issues of educational inequality and policy development. This module will explore these issues through comparative case studies from the UK, the Caribbean, Africa, South America, Asia and North America.

For Social Science students, it will build on the study of Scottish policy responses to education in L9 module Scottish Society, the focus on educational inequalities in L9 module Ethnicity, Racism and Social Relations and the focus on narratives and politics of policymaking covered in Contemporary Social Issues and Policy Responses at L9.

Overall, this module takes a thematic approach to the study of education policy globally, with a particular focus on the UK. It will examine and problematise structural, institutional and policy reforms of successive governments, subjecting them to critical scrutiny and using the lens of educational inequalities. Each week case studies will be used to interrogate different areas of education policy and explore the underlying political dynamics and narratives that shape this policy area.

This module will be particularly relevant to those interested in going into careers within the education sector. We consider that this module will prepare them well to understand the underlying policy decisions in the potential sector for their future career, as well as supporting the building of a critical and analytical lens around these decisions in policy and practice. Furthermore, we consider this module to play an important role in developing a wider understanding of educational inequalities, which is in line with the university's widening participation agenda and focus on the Sustainable Development Goals (Goal 4 in particular).

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Students will be able to evaluate underlying policy narratives and ideas in relation to the purpose of education.
L2	Students will build an interdisciplinary understanding of inequalities within education policy and practice.
L3	Students will be able to explain the political factors that influence policymaking and responses to policy in relation to education within the UK and globally.
L4	Students will be able to describe examples of social divisions exacerbated by current education policy.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to the highly relevant focus on educational inequality and policy.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Students will develop a depth of understanding of the values, principles and ideological underpinnings of educational inequality which impact on society at a global level.
Practice: Applied Knowledge and Understanding	**SCQF 10** Students will develop further skills to apply theoretical knowledge to the analysis of policy Students will deepen their knowledge and understanding of policy development processes and the importance of research in underpinning these
Generic Cognitive skills	**SCQF 10** Retrieving and examining relevant information from a variety of primary and secondary sources relating to educational inequality and policy through the use of global and interdisciplinary case studies. This applied/practice knowledge and understanding will also be supported by direct engagement with organisations working on these issues. Students will also be expected to apply knowledge and understanding from practice-based work in their assessments.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding education inequality and policy. Oral communication will also be developed through seminars to facilitate discussion on different topics and using tact and diplomacy to critically analyse viewpoints through a persuasive argument.
Autonomy, Accountability and Working with Others	**SCQF 10** Taking responsibility for planning time and meeting deadlines for assessments. Exercising autonomy and individual learning through seminar and coursework preparation.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	14
Independent Study	144
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bhopal, K. & Myers, M. (2023). Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Economies, London: Routledge

hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge

Freire, P. (2017). Pedagogy of the Oppressed. Penguin

Furlong, J. & Lunt, I. (2018). Education in a Federal UK. London: Routledge

Reay, D. (2017). Miseducation: Inequality, education & the working classes. Policy Press

Rizvi, F. & Lingard, B. (2009). Globalizing Education Policy, London: Routledge

Sriprakash, A. Rudolph, S. & Gerrard, J. (2022). Learning Whiteness: Education and the Settler Colonial State. Pluto Press

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Social Sciences
Moderator	TBC
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Case Study on Educational Inequality (40%) This assessment will require students to present their understanding of one area of educational inequality.
Assessment 2
Assessment 2 Essay/Policy Memo (60%) The researching and writing of a 2500-word essay/policy memo will require students to draw upon their knowledge and understanding of educational inequalities in relation to a policy proposal. Writing of the essay/policy memo will require students to analyse a range of material, to construct a clear argument and to communicate their ideas effectively.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Assessment 1 Case Study on Educational Inequality (40%)	☒	☒	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Assessment 2 Essay/Policy Memo (60%)	☐	☒	☒	☒	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transferred to new template	Mar 25	N Hay