

## University of the West of Scotland

### Module Descriptor

Session: 202425

<b>Title of Module: Education Politics, Inequalities &amp; Policy</b>			
<b>Code: SOCY10034</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	N Hay		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	L1: Students will be able to evaluate underlying policy narratives and ideas in relation to the purpose of education.
L2	L2: Students will build an interdisciplinary understanding of inequalities within education policy and practice.
L3	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	L4: Students will be able to describe examples of social divisions exacerbated by current education policy.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 10</b> 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.</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b> Click or tap here to enter text.</p>

Generic Cognitive skills	<p><b>SCQF Level</b> Choose an item. 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.</p> <p>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.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b></p> <p>Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding education inequality and policy.</p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Taking responsibility for planning time and meeting deadlines for assessments.</p> <p>Exercising autonomy and individual learning through seminar and coursework preparation.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
Co-requisites	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	36

Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	14
Independent Study	150
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Reay, D. (2017). <i>Miseducation: Inequality, education &amp; the working classes</i>. Policy Press</p> <p>Bhopal, K. &amp; Myers, M. (2023). <i>Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Economies</i>, London: Routledge</p> <p>Sriprakash, A. Rudolph, S. &amp; Gerrard, J. (2022). <i>Learning Whiteness: Education and the Settler Colonial State</i>. Pluto Press</p> <p>hooks, b. (1994). <i>Teaching to Transgress: Education as the Practice of Freedom</i>. Routledge</p> <p>Freire, P. (2017). <i>Pedagogy of the Oppressed</i>. Penguin</p> <p>Furlong, J. &amp; Lunt, I. (2018). <i>Education in a Federal UK</i>. London: Routledge</p> <p>Rizvi, F. &amp; Lingard, B. (2009). <i>Globalizing Education Policy</i>, London: Routledge</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all</p>	

delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	E
<b>External Examiner</b>	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

### Assessment: (also refer to Assessment Outcomes Grids below)

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 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.

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Case study	x	x				40	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
		x	x	x		60	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)