| Title of Module: Education Politics, Inequalities & Policy | | | |
|---|---|---|---|
| Code: SOCY10034 | SCQF Level: 10 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Education & Social Sciences | | |
| Module Co-ordinator: | N Hay | | |

| Summary of Module |
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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 | | | | | |
|---|---|---|---|---|---|
| Face-To-Face | Blended | Fully Online | HybridC | HybridO | Work-based Learning |
| ✓ | | | | | |

**Face-To-Face**
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
**Blended**
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
**Fully Online**
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
**HybridC**
Online with mandatory face-to-face learning on Campus
**HybridO**
Online with optional face-to-face learning on Campus
**Work-based Learning**
Learning activities where the main location for the learning experience is in the workplace.

| Campus(es) for Module Delivery | | | | | | | |
|---|---|---|---|---|---|---|---|
| The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) | | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | | Other: |
| ✓ | | | ✓ | | | | |
| Term(s) for Module Delivery | | | | | | | |
| (Provided viable student numbers permit). | | | | | | | |
| Term 1 | ✓ | Term 2 | | | Term 3 | | |

| Learning Outcomes: (maximum of 5 statements) |
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| On successful completion of this module the student will be able to: |
| L1: Students will be able to evaluate underlying policy narratives and ideas in relation to the purpose of education.<br>L2: Students will build an interdisciplinary understanding of inequalities within education policy and practice.<br>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.<br>L4: Students will be able to describe examples of social divisions exacerbated by current education policy. |

| 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 Level 10.<br><br>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.<br><br>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 Level 10.<br><br>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.<br><br>This applied/practice knowledge and understanding will also be |

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| | 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. |
| Generic Cognitive skills | SCQF Level 10.<br><br>For this module, students will be required to evaluate and develop a critical understanding of competing beliefs, ideas, concepts and issues related to education governance and policy. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments. |
| Communication, ICT and Numeracy Skills | SCQF Level 10.<br><br>Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding education inequality and policy.<br><br>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 Level 10.<br><br>Taking responsibility for planning time and meeting deadlines for assessments.<br><br>Exercising autonomy and individual learning through seminar and coursework preparation. |

| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | **Module Code:** | **Module Title:** |
| | **Other:** | |
| **Co-requisites** | **Module Code:** | **Module Title:** |

\* Indicates that module descriptor is not published.

| **Learning and Teaching** | |
|---|---|
| This module follows the flexible, hybrid learning module. This means that the module will be delivered via a series of <u>on campus lectures</u> and <u>on campus seminars</u>. In addition to scheduled mandatory contact hours you will be required to engage with class materials and reading via Aula, which is our the VLE (Virtual Learning Environment). The Aula site for this course provides the core, as well as additional and support, materials that the module requires and is built upon. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(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 | 150 |
| | 200 Hours Total |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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


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

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

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

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

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


(\*\*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)

**Engagement Requirements**

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: Academic engagement procedure
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
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 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/


## Supplemental Information

| Programme Board | Social Sciences |
|---|---|
| Assessment Results (Pass/Fail) | No |

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|---|---|
| **Subject Panel** | UG Social Sciences |
| **Moderator** | R Gordon |
| **External Examiner** | E Matchett |
| **Accreditation Details** | |
| **Version Number** | |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Case Study on Educational Inequality (40%)<br><br>This assessment will require students to present their understanding of one area of educational inequality. |
| Essay/Policy Memo (60%)<br><br>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.<br>(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.) |

**Assessment Outcome Grids (Footnote A.)**

### Component 1

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
|---|---|---|---|---|---|---|---|
| Case Study | ✓ | ✓ | | | 40 | 0 | |

### Component 2

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
|---|---|---|---|---|---|---|---|
| Essay/Policy Memo | | ✓ | ✓ | ✓ | 60 | 0 | |
| **Combined Total For All Components** | | | | | 100% | 0 hours | |

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

| Equality and Diversity |
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| Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ <br><br> Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies. <br> UWS Equality and Diversity Policy |
| (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School) |