University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Researching Educational Policies and Professional Identities				
Module Code	UTLG85-30-M	Level	M	Version	3
Owning Faculty	ACE	Field	SEALL		
Contributes towards	Doctor of Education (EdD)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None	Co- requisites			
Excluded Combinations	None	Module Entry requirements	Stand alone		
Valid From	January 2014	Valid to			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	**Learning outcomes** Having completed the module, participants should be able to demonstrate: • critical understanding of the relevant ideas, perspectives and theories related to researching education policy, including an awareness of the location of education and training policy within its broader economic, social and political context; **(A)(B)** • critical engagement with the methodological and epistemological issues of researching policy and/or professional identities as applied to educational contexts; **(B)** • Independent learning ability in the methodological and substantive fields of social/education policy. **(A)(B)** • critical understanding of the relevant ideas, perspectives and theories related to researching professional identities within an educational context, including an awareness of the broader economic, social and political context of those identities; **(A)(B)**

Syllabus Outline	The precise content of this component will be negotiated between the tutor and the student group and will be drawn from:
	• selected examples of education and training policy documents.
	• recent research and key debates relating to education policy research.
	• a range of education policy research methods.
	• selected studies of professional identities in educational settings.
Contact Hours	• Each module is organised around two intensive study blocks taught over three days (typically Thursday evening to Saturday morning), usually one month apart. In addition students are expected to attend the monthly BRILLE research centre seminars and engage in academic discussion and debate at the seminars. Students are allocated an academic mentor to support them throughout Part 1 of their EdD studies and as well as the module tutor, the academic mentor can provide individual support for the learning on this module. The taught sessions will make up approximately 30 hours in this module. • It is suggested that students engage in approximately 270 hours of independent study in association with this module. • The module will use blackboard as a means of sharing resources and engaging students in learning. As such some contact time may consist of contributions to online discussions or posting comments.
Teaching and Learning Methods	• **Scheduled learning** The study blocks will consist of a range of modes of teaching and learning – lecture, seminar activity and discussion, workshop e.g. developing search skills for online sources, tutorial. • **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours		Allocated Hours	
300	30	270		300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

	Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:	

Coursework assessment percentage	75%
Practical Exam assessment percentage	25%

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. **Indicative reading list** The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide/handbook.
Indicative Reading List	**Indicative Reading** Allen, E., Iverson, S. & Ropers-Huilman, R. (2009) *Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives* London: Routledge Ball, S. (2013) *The Education Debate (Policy and Politics in the Twenty-first Century)* (2e) Bristol: Policy Press Ball, S., Maguire, M. and Braun, A. (2012) *How Schools Do Policy: Policy Enactments in Secondary Schools* London: Routledge Davey, R. (2013) *The Professional Identity of Teacher Educators: Career on the cusp?* London: Routledge Desjardins, R. and Rubenson, K. (2009) *Research of vs Research for Education*

Policy: In an Era of Transnational Policy-making VDM Verlag

Forrester, G. and Garratt, D. (2012) *Education Policy Unravelled* London: Continuum

Grosvenor, I. (1997*) Assimilating identities: racism and educational policy in post 1945 Britain*, London: Lawrence & Wishart.

Jones, T. (2013) *Understanding Education Policy: The 'Four Education Orientations' Framework* Springer

Leibfried, S. & Pierson, P. (eds) (1995*) European social policy: between fragmentation and integration*, Washington DC: The Brookings Institution.

Lingard, B., & Ozga, J. (2006) *The RoutledgeFalmer Reader in Education Policy and Politics* London: RoutledgeFalmer

Osgood,J. (2012) *Narratives from the Nursery: Negotiating professional identities in early childhood* London: Routledge

Ozga, J. (2000) *Policy research in educational settings: contested terrain*, Buckingham: Open University Press.

Salisbury, J. & Riddell, S. (eds) (2000*) Gender, policy and educational change: shifting agendas in the UK and Europe*, London: Routledge.

Smith, R. (2013) *Education Policy: Philosophical Critique* Oxford: Wiley Blackwell

Taylor, S., Rizvi, F., Lingrd, B., & Henry, M. (1997*) Educational policy and the politics of change,* London: Routledge.

Thornton, A. (2013) *Artist, Researcher, Teacher: A Study of Professional Identity in Art and Education* Intellect

Whitchurch, C. (2012) *Reconstructing Identities in Higher Education: The rise of 'Third Space' professionals* London: Routledge

Relevant Journals

Critical Social Policy
Journal of Education Policy
British Educational Research Journal
Journal of European Social Policy
European Journal of Education
British Journal of Sociology of Education

Part 3: Assessment

Assessment Strategy	A selection from the Department of Education assessment criteria will be used in this module (as in all modules in the programme) and they are as follows: A: Conceptual Domain (Core) B: Literature Domain C: Contextual Domain D: Research Domain

	E: Ethical Domain
	F: Values Domain
	G: Action Domain
	H: Negotiated Domain

Identify final assessment component and element	**Component B is the final component.**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
A 10 minute presentation based on a critical review of a recent education or training policy document. The candidate will respond to questions from the tutor and fellow students	100%
Assessment criteria: ACF	
Component B **Description of each element**	**Element weighting** **(as % of component)**
A written assignment of between 3500 and 4000 words. The precise assignment title will be negotiated between the tutor and the student and will relate to an issue identified in the content of the programme.	100%
Assessment criteria: ABCF	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
A ten-minute minute discussion with a tutor about a recent education or policy training document of the candidate's choice.	100%
Assessment criteria: ACF	
Component B **Description of each element**	**Element weighting** **(as % of component)**
A written assignment of between 3500 and 4000 words. The precise assignment title will be negotiated between the tutor and the student and will relate to an issue identified in the content of the programme.	100%
Assessment criteria: ABCF	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	