



Module Specification

Researching Educational Policies and Professional Identities

Version: 2023-24, v2.0, 21 Dec 2022

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Part 1: Information

Module title: Researching Educational Policies and Professional Identities

Module code: UTLG85-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Module Entry Requirements: Stand alone

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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.

Part 3: Teaching and learning methods

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.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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

MO2 Critical engagement with the methodological and epistemological issues of researching policy and/or professional identities as applied to educational contexts

MO3 Independent learning ability in the methodological and substantive fields of social/education policy

MO4 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

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Face-to-face learning = 30 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlg85-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlg85-30-m.html>

Part 4: 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

Assessment components:

Presentation (First Sit)

Description: 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.

Assessment criteria: ACF

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Written Assignment (First Sit)

Description: 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.

Assessment criteria: ABCF

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: A ten-minute minute discussion with a tutor about a recent education or policy training document of the candidate's choice.

Assessment criteria: ACF

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Written Assignment (Resit)

Description: 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.

Assessment criteria: ABCF

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Doctor of Education [Frenchay] EdD 2023-24