




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Education for Social Justice and Equality				
Module Code	UTTGT5-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Education		
Contributes towards	FdA Educational Support				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss how education and social policy arises from socio-political debates: locally, nationally, internationally (Comp B) 2. Demonstrate an understanding of the impact of education and social policy upon differing social groups and reflect upon this in a practical context (Comp A) 3. Demonstrate knowledge of key theories, readings and issues relating to social justice and equal opportunities within an education or education related context (Comp B) 4. Recognise ways in which education and education related practice can impact upon the life chances of learners (Comp B) 5. Identify and compare discourses of the achievement of learners from diverse backgrounds in a range of contexts (Comp B) 6. Engage in debates and discussions supported by evidence to explore issues of equality, social justice and education in specified contexts(Comp B)
Syllabus Outline	<p>The syllabus outline is:</p> <ul style="list-style-type: none"> • Theories of social and cultural capital in relation to learners' access and achievement in educational contexts • The concepts of equal opportunities and social justice in relation to distribution of and access to educational resources globally, nationally and locally

	<ul style="list-style-type: none"> • Education and social policy and its impact upon differing groups in society • National and international legislation designed to promote equalities and social justice • Sociological understandings of protected and non protected characteristics, particularly in relation to identity formation in terms of: social class; gender/sexuality; 'race'/ethnicity; disability. • Evaluating supportive policies practices in educational contexts for developing equalities for example widening participation • Approaches to challenging stereotyping of and by learners and professionals in educational contexts 										
<p>Contact Hours/Scheduled Hours</p>	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 32 hours Guided study (group & individual tasks, including online engagement): 13 hours Work – related learning activities 3 hours per week 27 hours</p> <p>Total contact scheduled hours 72 hours</p>										
<p>Teaching and Learning Methods</p>	<p>Scheduled learning will draw upon the experiences of participants within the group. Each session will involve a communication activity to support the development of effective communication skills. Lectures, seminars, tutorials, directed study tasks including guided reading and student presentations, reflective activity, role-play, video, practical classes and workshops in the learning innovation centre and computer laboratories; supervised time in computer workshops and online engagement with the Education Innovation Centre.</p> <p>Independent learning includes engagement with essential reading, at least two hours per week, both online and traditional, planning and preparation for area of research including engagement with online synchronous and asynchronous virtual world fora and presentation of research into these. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Work-based learning: This is important aspect within this programme and included on average 100 hours per 30 credit module as participants are expected to be in the workplace throughout their study.</p>										
<p>Key Information Sets Information</p>	<p>This programme is developed reflecting the participants engagement with the workplace in a reflective manner.</p> <table border="1" data-bbox="459 1594 1230 1792"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
300	72	128	100	300							

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:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy*

Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. 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 list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.

Indicative Reading List

Ball, S.J. eds. (2004) *The Routledge Falmer Reader in Sociology of Education*. London: Routledge.

Dufour, B. and Curtis, W. (2011) *Studying Education: an Introduction to the Key Disciplines in Education Studies*. OUP.

Griffiths, M. (2003) *Action for Social Justice in Education*. OUP.

Knowles, G. and Lander, V. (2011) *Diversity, Equality and Achievement in Education*. London: Sage.

Meighan, R. and Harber, C. (2007) *A Sociology of Educating. 5th Edition*. London: Continuum.

Smith, E. (2012) *Key Issues in Education and Social Justice*. London: Sage.

Wilkinson, R. and Pickett, K. (2010) *The Spirit Level. Why Equality is Better for Everyone*. London: Penguin.

	Websites http://www.equalityhumanrights.com/pages/eocdrccre.aspx (accessed 15/05/2013) http://www.equalitysouthwest.org.uk/ (accessed 15/05/2013) http://www.csie.org.uk/inclusion/ (accessed 15/05/2013) http://www.un.org/en/rights/ (accessed 15/05/2013)
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Part 3: Assessment	
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>The assessment for this module is designed to support students' developing understanding of equalities issues in relation to education, learning and development. A poster presentation will be component A and will be marked using a percentage grade. A piece of coursework is component B and will be marked using a percentage grade. Students will be encouraged to identify an area of their choice to write about</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
An 8 minute individual poster presentation <u>Assessment Criteria:</u> AL2, and CL2	100%	
Component B FINAL Description of each element	Element weighting	
A coursework essay of 3750 words <u>Assessment Criteria:</u> AL2, BL2 and CL2	100%	

Re-sit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
An 8 minute individual poster presentation <u>Assessment Criteria:</u> AL2, and CL2	100%	
Component B FINAL Description of each element	Element weighting	
A coursework essay of 3750 words <u>Assessment Criteria:</u> AL2, BL2 and FL2.	100%	

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.