



## **Module Specification**

### **Education for Social Justice and Equality**

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

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## **Part 1: Information**

**Module title:** Education for Social Justice and Equality

**Module code:** UTTGT5-30-2

**Level:** Level 5

**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:** Primary, Early Childhood and Education Studies

**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:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** The syllabus outline is:

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.

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.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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. Scheduled sessions may vary slightly depending on the module choices you make.

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.

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.

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.

Whole cohort events: 32 hours

Guided study (group and individual tasks, including online engagement): 13 hours

Work – related learning activities 3 hours per week: 27 hours

Total contact scheduled hours: 72 hours

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

**MO1** Discuss how education and social policy arises from socio-political debates: locally, nationally, internationally

**MO2** Demonstrate an understanding of the impact of education and social policy upon differing social groups and reflect upon this in a practical context

**MO3** Demonstrate knowledge of key theories, readings and issues relating to social justice and equal opportunities within an education or education related context

**MO4** Recognise ways in which education and education related practice can impact upon the life chances of learners

**MO5** Identify and compare discourses of the achievement of learners from diverse backgrounds in a range of contexts

**MO6** Engage in debates and discussions supported by evidence to explore issues of equality, social justice and education in specified contexts

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

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

## **Part 4: Assessment**

**Assessment strategy:** 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.

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.

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 Assessment 1 and will be marked using a percentage grade. A piece of coursework is Assessment 2 and will be marked using a percentage grade. Students will be encouraged to identify an area of their choice to write about.

Assessment Criteria:

A: Conceptual Domain (Core)

L2 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

B: Literature Domain

L2 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

C: Contextual Domain

L2 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.

F: Values Domain

L2 The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.

**Assessment components:**

**Poster** (First Sit)

Description: An 8 minute individual poster presentation

Assessment Criteria: AL2, BL2, CL2

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2

**Written Assignment** (First Sit)

Description: A coursework essay of 3750 words.

Assessment Criteria: AL2, BL2 and CL2

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6

**Poster (Resit)**

Description: An 8 minute individual poster presentation.

Assessment Criteria: AL2, BL2, CL2

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2

**Written Assignment (Resit)**

Description: A coursework essay of 3750 words.

Assessment Criteria: AL2, BL2 and FL2.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Educational Support [COBC] FdA 2022-23

Educational Support [Frenchay] FdA 2022-23

