



MODULE SPECIFICATION

Part 1: Information			
Module Title	Education for Social Justice and Equality		
Module Code	UTTGT5-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<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 • 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 and practices in educational contexts for developing equalities • Approaches to challenging stereotyping of and by learners and professionals in educational contexts 	

Part 3: Assessment		
<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.</p> <p>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> <p>A: Conceptual Domain (Core) The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p>B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p>C: Contextual Domain The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.</p>		
Identify final timetabled piece of 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	
1. An 8 minute individual poster presentation Assessment Criteria: AL2, BL2, CL2	100%	
Component B Description of each element	Element weighting	
1. A coursework essay of 3750 words Assessment Criteria: AL2, BL2 and CL2	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. An 8 minute individual poster presentation Assessment Criteria: AL2, BL2, CL2	100%	
Component B Description of each element	Element weighting	
1. A coursework essay of 3750 words Assessment Criteria: AL2, BL2 and CL2	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.		

Part 4: Learning Outcomes & KIS Data																										
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss and debate how education and social policy arise from socio-political debates: locally, nationally, globally (Comp B) 2. Engage in debates and discussions supported by evidence to explore issues of equality, social justice and education in specified contexts(Comp B) 3. 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) 4. Demonstrate knowledge of key theories, readings and issues relating to social justice and equal opportunities (Comp B) 5. Recognise ways in which education and education related practice can impact upon the life chances of learners (Comp B) 6. Identify and compare discourses of the achievement of learners from diverse backgrounds in a range of contexts (Comp B) 																									
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.</p>																									
Contact Hours	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: right;">30</td> </tr> <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> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">128</td> <td style="text-align: center;">100</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
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Total Assessment	<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 Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: right;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: right;">25%</td> </tr> <tr> <td colspan="2" style="text-align: right;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%	100%																
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Reading List	<p>Additional digital materials are made available through Blackboard. <i>Further information and guidance on reading lists and digitisation are available at https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists</i></p> <p>Ball, S.J. eds. (2004) <i>The Routledge Falmer Reader in Sociology of Education</i>. London: Routledge.</p> <p>Dufour, B. and Curtis, W. (2011) <i>Studying Education: an Introduction to the Key Disciplines in Education Studies</i>. OUP.</p> <p>Griffiths, M. (2003) <i>Action for Social Justice in Education</i>. OUP.</p> <p>Knowles, G. and Lander, V. (2011) <i>Diversity, Equality and Achievement in Education</i>. London: Sage.</p> <p>Meighan, R. and Harber, C. (2007) <i>A Sociology of Educating. 5th Edition</i>. London: Continuum.</p> <p>Smith, E. (2012) <i>Key Issues in Education and Social Justice</i>. London: Sage.</p> <p>Wilkinson, R. and Pickett, K. (2010) <i>The Spirit Level. Why Equality is Better for Everyone</i>. London: Penguin.</p> <p>Websites http://www.equalityhumanrights.com/pages/eocdrcre.aspx (accessed 15/05/2013) http://www.equalitysouthwest.org.uk/ (accessed 15/05/2013)</p>
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First CAP Approval Date	30 th May 2013			
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