



## **Module Specification**

### **Education, Society and Inclusivity**

Version: 2024-25, v2.0, 25 Apr 2024

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## Part 1: Information

**Module title:** Education, Society and Inclusivity

**Module code:** UTTNAV-30-1

**Level:** Level 4

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**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:** On this module students will study the role of education in society and explore the interrelationship between educational practices and inclusivity. Students will discuss ideas of social justice and equity and consider the extent to which education can effect transformation and change.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach,

meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** The module aims to develop students understanding of the role of education in society, and to explore key theories and concepts of social inclusion in relation to educational practices.

**Outline syllabus:** The module will explore key sociological perspectives relating to social structures and their impact on educational inequalities in both formal and informal contexts.

Key themes in the module will include;

Historical and political contexts of education

Policy and its impact on ideas of social justice and equity/inclusion

Pedagogical traditions, including curricula (conservative, progressive and critical/emancipatory)

Informal educational settings and practices

The role of the educator

Educational achievement and attainment

Human rights

Structures of in/exclusion (ethnic, gendered and classed identities/roles)

Disability and special educational needs

Education for sustainability

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

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

**Teaching and learning methods:** In part this module will include a range of interactive, student centred sessions in which students develop skills and understandings of the role of education in society and the interrelationships informing levels of inclusivity. Connection with all other modules in the year will also be evident.

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

**MO1** Explore key sociological perspectives and discuss their application to educational policy and inclusive practice.

**MO2** Demonstrate an understanding of the interrelationship between educational and social inequalities.

**MO3** Analyse the role of education in promoting social justice and sustainability

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 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/modules/uttnav-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttnav-30-1.html>

## **Part 4: Assessment**

**Assessment strategy:** What is/are the assessment task(s)

50% Presentation - Group presentation of approximately 6 minutes per student (3-4 students) with additional 2 minutes for questioning

50% Essay - Word count 2500 words

Why is this assessment being used?

The presentation will focus on reflections emerging from an exploration of key

sociological concepts and how they are represented and/or reproduced in the educational context.

The essay will focus on educational practices, inclusivity and sustainability and build on their understanding of the key concepts covered in the presentation. The two assessment methods will introduce the students to, and support their engagement with, academic reading and texts.

How will students be supported to meet the assessment requirements?

Students will engage in different learning activities crucial to succeed in the module. In relation to the presentation, students will have the opportunity to deliver presentations as formative assessment in the seminars.

They will also will be introduced to a variety of seminal texts and contributions to the key sociological concepts that they are expected to cover.

Guidance on essay writing style and structure will be embedded in sessions with exemplars made available to students.

Pedagogically formative assessment will take place throughout the module

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Group Presentation (approximately 6 minutes per student)

Weighting: 50 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1

**Written Assignment (First Sit)**

Description: Essay (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Presentation (Resit)**

Description: Presentation (6 minutes per student)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

**Written Assignment (Resit)**

Description: Essay (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education [Frenchay] BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24