



## **Module Specification**

### **Policy and Contemporary Issues (written)**

Version: 2023-24, v2.0, 19 Apr 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>5</b>

## Part 1: Information

**Module title:** Policy and Contemporary Issues (written)

**Module code:** UTLGW8-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**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:** This module provides an opportunity for trainees to engage critically with the features of research in Education to support their academic studies and their evidence-based practice. They will examine the status quo and analyse wider issues and debates in Education, selecting one area to explore in depth.

**Features:** Not applicable

**Educational aims:** Develop trainees' ability to locate, evaluate and critically engage with literature relating to a range of educational foci.

Facilitate trainees to critically engage with wider issues relating to learners; societal discourse, learners' contexts, motivations and educational journeys.

Develop trainees' awareness of values positions, including as they are expressed through policy, and link these to their own values positions.

Provide opportunities for trainees to explore, analyse and debate issues in education including policy and alternative models.

**Outline syllabus:** Locating appropriate literature

Research in Education – approaches, methodologies, examples

Critiquing educational research

Philosophical approaches

Education policy

Themes in education including curriculum, social justice, creative approaches

Education elsewhere – comparative approaches

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

**Teaching and learning methods:** You will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement, tutorials to support you to explore your chosen focus area, and significant independent study.

We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate. There is an expectation that trainees will link their academic studies to their professional development and practice throughout.

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

**MO1** Locate, evaluate and critically engage with literature relating to a range of educational foci.

**MO2** Evidence critical engagement with wider issues relating to learners; societal discourse, learners' contexts, motivations and educational journeys.

**MO3** Identify and debate different values positions and the impact these can have on education, educators and learners.

**MO4** Evidence exploration, analysis and articulation of wider debates in education, including policy and alternative models.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 132 hours

Face-to-face learning = 18 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

## **Part 4: Assessment**

**Assessment strategy:** Allowing trainees to select one area of study to focus on with the support of a tutor gives trainees the opportunity to identify an area of professional interest to study in depth. This may be of direct relevance to their practice on placement and/or to future progression to a full Masters' degree.

Plagiarism will be designed out by the individual nature of the study and the individual tutor support.

**Assessment components:**

### **Written Assignment (First Sit)**

Description: Essay

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

### **Written Assignment (Resit)**

Description: Essay

Weighting: 100 %

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:

Primary Initial Teacher Education [Frenchay] PGCE 2023-24

Primary Initial Teacher Education [Cabot] Not Running PGCE 2023-24

Primary Early Years Initial Teacher Education [Frenchay] PGCE 2023-24

Primary Early Years Initial Teacher Education [Cabot] Not Running PGCE 2023-24

Primary Initial Teacher Education [SCITT] Not Running PGCE 2023-24

Secondary Initial Teacher Education [Cabot] Not Running PGCE 2023-24