



## **Module Specification**

### **Diverse Contexts, Values and Ethics**

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

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## Part 1: Information

**Module title:** Diverse Contexts, Values and Ethics

**Module code:** UTLGY6-30-M

**Level:** Level 7

**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:** Secondary Education and Lifelong Learning

**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 explores a diverse range of educational contexts, and critically explores the situated teaching and learning practices within these varied contexts. Through an exploration of the values and beliefs which inform educational practices and professional identities, the module will consider a range of ethical issues in educational practice. Throughout the module theoretical and philosophical

conceptions of knowledge will be considered in relation to differing perspectives on the purpose and value of education, and how this relates to ways of knowing.

**Features:** Not applicable

**Educational aims:** Support students in contextualising the social, political and economic influences which inform approaches to teaching and learning, and the theoretical and philosophical ideas underpinning these.

Enable students to confidently articulate and critically explore a range of values and beliefs which inform educational practices and professional identities across a range of educational contexts.

Enhance students' critical understanding of a range of ethical issues in educational practice, and their relation to differing perspectives on the purpose and value of education.

**Outline syllabus:** Contextual influences on ideas, concepts and beliefs concerning conceptions of knowledge

Consideration of differing educational contexts (formal and informal)

Educational contexts and approaches and methods in educational research

Ethics and values in educational research and practice

Educational measures and comparisons

Globalisation and education

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

**Teaching and learning methods:** The module Diverse Values, Contexts and Ethics has been specifically chosen as the module that is delivered online. The delivery model focuses on the online model that the department adopts for all of its online

programmes – see L and T. The module is most suitable for online delivery as it provides students the opportunities to learn and consider diverse values, contexts and ethics within their studies whilst working in practice contemporaneously. This allows them to conceptualise this knowledge and reflect upon them in their own context and practice, enabling them to feed back into the online taught sessions sharing diverse educational environments

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

**MO1** Critically explore the theoretical and philosophical conceptions of knowledge that have shaped practices and professional identities across educational contexts

**MO2** Demonstrate and critically evaluate an understanding of how diverse contexts impact approaches and methods in educational research

**MO3** Critically engage with how diverse and shifting contexts impact ethical issues in educational practice and research

**MO4** Articulate a critically informed understanding of ethical and values-based issues impacting educational research, practice and outcomes in different contexts

**MO5** Critically conceptualise the values, beliefs and purposes of education, and underpinning international measures and comparisons, in the context of a globalised education system

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

**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:** Assessment 1 (25%)

10 minute Presentation (e.g. poster)

### Assessment 2 (75%)

Written assignment 3,500 words

This gives the opportunity to help develop presentation skills e.g. an academic poster, reasonably common at academic conferences allowing the students to negotiate the title for the written assignment with the module leader will ensure that it's on a topic central to their interests and gives them a sense of agency over assessment tasks

please see module content for more information

### **Assessment components:**

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

Description: Presentation in which students compare and contrast the ethical issues arising from 2 different research contexts. (10 minutes)

Could be assessed under ALM and ELM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3

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

Description: The precise assignment title will be negotiated between the tutor and the student and will relate to an issue identified in the content of the module. (3500 - 4000 words)

Could be assessed under ALM, BLM, CLM, FLM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

### **Presentation (Resit)**

Description: Presentation in which students compare and contrast the ethical issues arising from 2 different research contexts

Could be assessed under ALM and ELM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3

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

Description: The precise assignment title will be negotiated between the tutor and the student and will relate to an issue identified in the content of the module.

Could be assessed under ALM, BLM, CLM, FLM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: