



Module Specification

Introduction to Race, Social Justice and Sustainability

Version: 2024-25, v1.0, 05 Apr 2024

Contents

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

Part 1: Information

Module title: Introduction to Race, Social Justice and Sustainability

Module code: UTLH3L-30-M

Level: Level 7

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: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module develops a critical awareness of processes of race and social justice in education, and how these intersect with education challenges of addressing global environment crisis, and practice into transformations towards sustainable societies.

Features: This module is available as CPD.

Educational aims: To develop critical reflective enquiry skills by engaging with issues and processes of race and social justice in education, addressing the global environmental crisis, and the challenges of large-scale transformations towards sustainable societies.

Outline syllabus: Consider how processes of social justice intersect with local-global educational approaches towards sustainable societies.

Critical reflective enquiry into relations with social justice, and sustainability as well as key debates, controversies, and policy areas.

Investigate how policy is framed, situated, and contextualised.

Examine how practice towards sustainable societies is effective in local-global and situational educational contexts.

Critical appraisal of SDGs in relation to processes of social justice in education, with consideration of the agency and voice of, and implications for minority and minoritized stakeholders.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods will include a mix of synchronous and asynchronous activities including webinars, meetings, lectures, readings, tasks and activities alongside independent study and tutor support.

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

MO1 Critically explore research, policies, initiatives and processes of race, social, cultural, socio-economic, and socio-technical change and their relations with social justice and sustainability across education.

MO2 Appraise and critically apply key theories, debates, controversies, and policies around social justice, and sustainability and how these intersect with the global environmental and climate crisis.

MO3 Engage with potential educational solutions to complex socio-environmental problems.

MO4 Articulate a critical awareness of the interconnectedness between self, communities, organisations, and systems; the implications for minority and minoritized stakeholders, their agency and voice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Face-to-face learning = 72 hours

Total = 200

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlh3l-15-1.html) via the following link <https://uwe.rl.talis.com/modules/utlh3l-15-1.html>

Part 4: Assessment

Assessment strategy: Students are assessed through a portfolio of items (equivalent to 5000 words) which illustrates critical perspectives on local-global education discourses in policy and practices, and possibilities for effective sustainable practice.

Assessment will draw on, reflect on and feed into the specific experiences and practices of the students. This will mitigate against issues around plagiarism and AI as it will draw on the specific student experience.

Formative assessment opportunities are available.

Assessment tasks:

Portfolio (First Sit)

Description: A portfolio of items (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A portfolio of items (5000 words)

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:

Education [Distance] MA 2024-25