



## **Module Specification**

### **Education Policy and Practice**

Version: 2023-24, v1.0, 08 May 2024

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## Part 1: Information

**Module title:** Education Policy and Practice

**Module code:** UTLH3T-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**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:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module explores the development and impacts of policy in terms of educational practice.

**Features:** Not applicable

**Educational aims:** The Policy and Practice module is designed to provide learners with a comprehensive understanding of the intricate relationship between educational policies and their practical implications within various educational

contexts. Through a combination of theoretical study, critical analysis, and practical application, learners will explore the multifaceted dimensions of education policy formulation, implementation, and evaluation.

**Outline syllabus:** This module will centre on understanding and evaluating in the impact of policy on practice educational settings. Learners will explore the historical, political, social, and economic factors that shape educational policies at local, national, and international levels. They will examine different policy documents, legislative frameworks, and institutional structures to understand the rationale behind policy decision making. Learners will explore : the impact of education policies on various stakeholders, for example students, teachers, administrators, parents, and communities. The module will examine ways to analyse the effectiveness of policies in addressing equity, access, quality, and inclusion in education, considering factors such as socioeconomic status, ethnicity, language, and special educational needs. The module will also explore the challenges and complexities associated with the implementation of education policies in diverse educational settings, through the investigation of specific issues such as power, resource allocation, stakeholder engagement, accountability mechanisms, and the role of leadership in translating policies into practice.

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

**Teaching and learning methods:** This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

Content Formats:

- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

**Facilitating Active Learning:**

- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.
- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

**Facilitating Peer Learning:**

- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

**Ensuring Inclusivity and Accessibility:**

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

**Key Learning Principles:**

- **Prioritizing Student Learning:** The module design focuses on maximizing student engagement and achievement.
- **Ensuring Coherent Design:** Content is structured in a logical and organized manner to facilitate seamless learning progression.
- **Offering Opportunities for Personalization:** Students are encouraged to tailor their learning experience to their individual needs and interests.
- **Harnessing Technology:** Innovative use of technology enhances the learning experience and facilitates interaction.
- **Building Communities:** Collaborative learning environments foster a sense of community and support among students.

**Integration of UWEs Enhancement Framework:**

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.

- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

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

**MO1** Critically evaluate the factors that impact educational policy and its implementation.

**MO2** Analyse policy and its impact in a specific educational context.

**MO3** Effectively communicate how policy impacts educational practice.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 132 hours

E-learning/online learning = 18 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

<https://rl.talis.com/3/uwe/lists/A2ED3BF7-1135-AD0A-75FB-67F29939016B.html>

## **Part 4: Assessment**

**Assessment strategy:** To develop proficiency in analysing and evaluating the impact of policy on practice, learners will engage in a focused examination of a selected policy within an educational context. Through this analysis, learners will apply theoretical frameworks and empirical research to assess the policy's implications for diverse stakeholders and its influence on educational practices. By exploring underlying themes such as power dynamics, ethical considerations, inclusivity, and social justice, learners will deepen their understanding of the complexities inherent in policy implementation and its effects on educational outcomes. This analytical process will enable learners to achieve the module's learning outcomes while enhancing their critical thinking skills and capacity for informed decision-making in educational settings.

Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

The resit strategy is the same as for the first sit.

**Assessment tasks:**

**Case Study (First Sit)**

Description: Analysis of policy (2700-3300 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Case Study (Resit)**

Description: Analysis of policy (2700-3300 words)

Weighting: 100 %

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 Leadership [UWE Online] MA 2023-24