



## **Module Specification**

### **Educational Policy**

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## Part 1: Information

**Module title:** Educational Policy

**Module code:** UTTH3E-15-2

**Level:** Level 5

**For implementation from:** 2025-26

**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:** No

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

## Part 2: Description

**Overview:** This module develops a critical awareness of education policy development and its translation into practice. It will explore how a range of stakeholders and contextual factors inform the policy process and how a policy agenda in education is translated into practice.

**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:** This module aims to develop students' ability to critically explore the relationship between education policy and practice. It aims to achieve this through an in-depth exploration of the policy cycle and through a consideration of the various stakeholders involved in both shaping policy development, and its translation into practice.

**Outline syllabus:** The module will explore a range of themes of relevance to the policy development and its translation into practice, with specific reference to educational practice.

These themes will include:

The policy-making process

The diverse ways that policy is developed, and the stakeholders involved

The framing and contextualisation of policy in public and political discourse

Approaches to appraising the impact of policy on practice

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

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

**Teaching and learning methods:** Delivery will take the form of lectures, seminars and tutorials. Current, relevant technology will be employed as appropriate in both

preparatory tasks and face-to-face sessions.

Tasks and activities throughout the module will support students' developing academic literacy.

There will be sessions that intensively explore module themes and associated practical sessions. Seminars and readings will support students in making links between theories and practices. There will be opportunity to develop specific areas of interest as students will be facilitated in exploring the practical applications of theoretical models to evaluate impact in respect of learners and their learning.

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

**MO1** Explore and evaluate how a range of stakeholders and contextual factors inform the policy process

**MO2** Reflect on how a policy agenda in education is translated into practice

**MO3** Consider the influence of historical and contemporary policy discourses on policy agendas and educational practices

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utth3e-30-2.html) via the following link <https://uwe.rl.talis.com/modules/utth3e-30-2.html>

## **Part 4: Assessment**

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

The assessment task is an academic poster.

Students will be asked to present, speak to, and take questions on their poster (10-15 minutes).

Why is this assessment being used?

This assessment task will require of students to demonstrate their learning by producing, and speaking to, an academic poster exploring a particular aspect of educational policy and its influence on educational practices within a given context. An academic poster provides students with an alternative way of demonstrating their learning from the module. A poster offers a more visual approach to conveying learning and offers students the ability to develop their creativity. This task will build on more creative/visual assessment methods used at level 4, and will feed into assessment requirements at level 6.

How will students be supported to meet the assessment requirements?

Within module sessions students will be given guidance on important principles in the design of academic posters. They will have the opportunity to view sample posters, in addition to receiving staff and peer feedback on their own draft designs.

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:**

**Poster (First Sit)**

Description: Poster presentation (2,500 indicative wordcount)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Poster (Resit)**

Description: Poster presentation (2,500 indicative wordcount)

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 [Frenchay] BA (Hons) 2024-25