



Module Specification

Debates in Education

Version: 2026-27, v4.0, 26 Apr 2024

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Part 1: Information

Module title: Debates in Education

Module code: UTTP6N-30-3

Level: Level 6

For implementation from: 2026-27

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: 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: 'Debates in Education' is designed to engage students in critical and reflective thinking within the field of education, which is presented in the form of debate. Students will receive an initial provocation from experts and serve as a stimulus, prompting students to develop a personal or stakeholder position, furthering their inquiry through evidence gathering and question formulation for subsequent debate.

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 will challenge and enable students to synthesise and evaluate their learning across the programme through an series of questions, dilemmas, and ethical issues, centring on social justice, transformative education, inclusive practice in both current and future contexts and which expands upon ideas relating to theories, policies and practice.

Outline syllabus: The topics listed are indicative and also will have been encountered previously on the degree but they are identified as areas which will continue to develop and shape education and be significant to students' future career pathways.

The purpose of education

Decolonising education

Reconceptualising learning

Education and social justice

Educating the postmodern child

Diversity and inclusion

Learning and technology

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

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning will be stimulated by a series of provocations provided by experts from diverse educational contexts. Students will engage with these ideas through further investigation and evidence gathering, and participating in different forms of structured debates

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

MO1 Critically examine and investigate current education debates.

MO2 Contextualise changes in education in relation to policy and practice locally and globally.

MO3 Recognise and synthesise developments and cross-disciplinary links that influence education practice.

MO4 Articulate a critical understanding of contemporary education debates in an evolving global landscape.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttp6n-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttp6n-30-3.html>

Part 4: Assessment

Assessment strategy: What are the assessment tasks?

There are two assessment tasks:

A set exercise (1,000 word equivalent) 50%

A written assignment (1,800 words) 50%

Why is this assessment being used?

The assessment tasks are designed to enable students to critically engage with contemporary debates in education, to give an account of their position in relation specific debates, and to reflect on the significance of these debates for their future practice. The mix of tasks will give students an interactive and creative approach to exploring debates, alongside a more traditional written format.

How will students be supported to meet the assessment requirements?

Across the module students will be given opportunities to engage with contemporary debates and to explore their positioning in relation to these debates in an interactive way. This process will give students the opportunity to develop their awareness of the issues surrounding key debates, in addition to developing their understanding through engagement with relevant research and literature.

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:

Set Exercise (First Sit)

Description: Set Exercise (1000 word equivalent), of two tasks; a recorded talk, and feedback and questions for each contributor recorded talk.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (First Sit)

Description: Set Exercise (1800 word total), of two tasks

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Set Exercise (Resit)

Description: Set Exercise (1000 word equivalent), of two tasks; a recorded talk, and feedback and questions for each contributor recorded talk.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Set Exercise (1800 word total), of two tasks;

Weighting: 50 %

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 [Frenchay] BA (Hons) 2024-25

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education [Frenchay] BA (Hons) 2023-24

Education (Digital Learning) [Frenchay] BA (Hons) 2023-24

Education (Special Needs) [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24