

Short Form Unit Details

Unit Title	Education Policy
Level	2
Reference No. (<i>showing level</i>)	PSO-2-202
Credit Value	15 CAT points
Student Study Hours	Contact hours: 40 Student managed learning hours: 110
Pre-requisite learning	Successful completion of level units or equivalent
Co-requisites	None
Excluded combinations	None
Unit co-ordinator	Antoine Rogers
Faculty/Department	Arts and Human Sciences / Social and Policy Studies
Short Description	The unit will focus on key points in the development of education in the post-1944 era, but will also provide a historical backdrop to contemporary developments. It will examine landmark pieces of legislation affecting schools, and explore their impact.
Aims	The aims of the unit are to provide students with an understanding of the role of education, how education policy has changed and developed over time, and how interpretations of its effects have also shifted and deepened.
Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • knowledge of key British education policies, and their impact on pupils, schools, teachers and parents • understanding of key concepts of educational policy analysis to contemporary issues in education policy-making, reform and the processes of implementation and accommodation • understanding of particular examples and areas of policy-making in their social, historical, economic and cultural context • knowledge of a key policy development for in-depth study <p>Intellectual Skills: The conceptual analysis and skills developed at level one will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:</p> <ul style="list-style-type: none"> • ability to distinguish between differing viewpoints • apply key concepts of educational policy analysis to contemporary issues in education policy-making, reform and the processes of implementation and accommodation • analyse critically particular examples and areas of policy-making in their social, historical, economic and cultural context • ability to identify key elements of a problem and <u>choose</u> the theories/methods for its resolution <p>Practical Skills:</p> <ul style="list-style-type: none"> • ability to analyse political systems using comparative methodology; • ability to research a topic of students' own choice as part of a group, and to present this research in oral and written form (Group Project). <p>Transferable Skills:</p> <ul style="list-style-type: none"> • ability to analyse critically contemporary policy developments • assessing the outcomes of policy interventions and their impact on users • ability to communicate ideas and arguments effectively to others,

	<p>including in written format using appropriate academic conventions</p> <ul style="list-style-type: none"> • develops interpersonal and teamwork skills that allows students to collaborate with others in research and problem solving • ability to make short presentations of ideas and arguments to a group.
Employability	Skills developed by this unit of use in future employment include the ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to engage in critical analysis and debate, problem solving, to write in an academic style and to prepare a presentation. The unit also enables students to relate to and interact effectively with individuals and groups in collaborative work.
Teaching and learning pattern	The unit adopts a case study approach with workshop sessions interwoven with lectures. All the students have some experience of the education system, and their experiences will be used as the starting point for discussion groups and workshops, which will be augmented by formal lectures and reading materials. This material will consist of academic texts along with government policy documents, official reports, current research reports, and newspaper articles. Students are expected to come to seminars prepared to participate based on having read material relevant to the topic.
Indicative content	<p>The course will start with an introduction on the role of education and theories about how we can understand and analyse education policy-making. The second part of the course will be an historical overview of the development of education policy from the 1870 Education Act to the present day. It will include detailed analysis of the major legislation affecting secondary education such as the 1944 Act and 1988 Education Acts, and related legislation.</p> <p>The key policy theme throughout the course will be equality and inequality, which will be illustrated by debates and policies concerning for instance, access to education, equal opportunities, selection, comprehensive schooling, parental choice, and educational outcomes.</p>
Assessment <i>Elements & weightings</i>	End of semester essay of 2500 words, worth 100% of the unit mark.
Indicative Sources <i>(Reading lists)</i>	<p>Chitty, C. (2004) <i>Education Policy in Britain</i>, Palgrave MacMillan, Basingstoke, England</p> <p>Demain, J. (2002) (Ed) <i>Education Policy and Contemporary Politics</i>. Palgrave, Basingstoke.</p> <p>Department for Education and Employment (1997) <i>Excellence in Schools</i>. White Paper, Cmnd 3681, Stationery Office, London</p> <p>Department for Education and Skills (2001) <i>Schools: Achieving Success</i> Cmnd 5230, Stationary Office, Nottingham.</p> <p>Douglas. J.W.B (1964) <i>The Home and the School</i>. MacGibbon & Kee, London</p> <p>Gewirtz. S, Ball. S. & Bowe.R. (1995) <i>Markets, Choice and Equity in Education</i>. Open University Press, Buckingham.</p> <p>Green. A (1990) <i>Education and State Formation: the rise of education systems in England France and USA</i>. London: MacMillan.</p> <p>Guardian Education Unlimited - http://www.educationunlimited.co.uk/specialreports/educationincrisis/</p> <p>Tomlinson S (2001) <i>Education in a post-war society</i> Open University press, Buckingham.</p> <p>Wolf, A. (2002) <i>Does Education Matter? Myths About Education and Economic Growth</i>. Penguin, London.</p> <p>Websites http://education.guardian.co.uk http://www.dfes.gov.uk</p> <p>See “More Publications” – Research Publications and Statistical publications – Research and Statistics Gateway.</p>