

**UNIVERSITY COLLEGE NORTHAMPTON  
POSTGRADUATE MODULAR SCHEME**

**MODULE SPECIFICATION**

<b>SCHOOL</b>	Education
<b>FIELD*</b>	Education
<b>MODULE TITLE*</b>	<b>Equal Opportunities and Equality in Schooling and Education</b>

<b>Module Code</b>	<b>Level*</b>	<b>Credit Value*</b>	<b>Leader</b>
EDUM044	Level M	20	Dave Hill

**Pre-requisites\*:**

None

**Co-requisites\*:**

None

**Restrictions\*:**

None

**Context/rationale:**

This module addresses needs expressed in Britain within Ofsted school inspection documents, within Teacher Training Agency post-initial teacher education and training documentation, within national and local government and quasi-governmental organisations, such as the Commission for Racial Equality, generally, and within the public domain about differential patterns of educational achievement and expectations of pupils and students from different communities within schooling and educational systems. This is particularly so with white working class boys and with particular minority ethnic groups. This concern about differential achievement also extends to the wider social, economic and political systems.

The module addresses issues of social class, 'race' and gender, and examines the interconnections between them. It may also address questions and issues of sexuality and special educational needs, by negotiation with students. The module enables students to investigate empirical, ideological and policy factors and issues embedded within the concepts and practices of equality and equal opportunities in schooling and education. The module also has a global dimension, recognising both the global nature of these various inequalities and also the international nature of student groups. This module seeks to address these concerns. It also has the intention of developing critical reflection and evaluation of policies and approaches to

equal opportunities issues and to equality issues in schooling and in education, and in the wider society.

### **Learning Outcomes\*:**

#### **Aims**

#### **To enable students:**

1. To understand the developing nature of social class, 'race', gender, sexuality and special educational needs in relation to research, legislation and policy.
2. To recognise the implications of these developments for policy and practice in society and in educational institutions such as schools.
3. To enable teachers to critically reflect on and evaluate the major various theories and conceptualisations of social class, 'race' gender, sexuality and special educational needs and their relationship to policy developments.

#### **On successful completion of the module students will be able to:**

#### **Knowledge and Understanding:**

- a) Understand discuss advanced concepts with respect to social class, 'race' and ethnicity, and gender, including different conceptions and justifications of equality and equal opportunities, and to become aware of the extent and characteristics of discrimination, labelling, stereotyping, oppression and disadvantage in contemporary schooling, education and society with respect to social class, 'race', gender, sexuality, and special educational needs. **(A1-4)**
- b) Become aware of recent developments in education and in society and the economy with respect to social class, 'race' and gender and of the various ideological analyses of those developments at media, government and other levels of discourse and understanding. **(A5-6)**
- c) Understand the major theories underpinning debates in relation to social class, gender and 'race'. and their social, political, economic and educational implications. **(A1-5)**

#### **Subject-specific skills:**

- d) develop a sophisticated critical appreciation of the relationships between social class, 'race' and gender **(B2)**
- e) evaluate the connections between a range of theoretical explanations and developments in education with respect to social class, 'race' and gender and to become aware of, understand and critique national, local authority, institutional/school and classroom level developments in policy and practice regard to social class, 'race', gender, sexuality and special educational needs. **(A4-5, B8, B11)**

f)develop and justify own well-considered evaluative judgements on issues of `race', social class and gender in education, the economy, the polity and society, and relate such empirical, theoretical and policy positions and developments to their own first and second hand experience and practice. **(A4, A7-8, B1-4)**

### **Key Skills:**

g)engage in critical analysis of a wide range of texts and their ideological components. **(B1, C1-2)**

h)present complex arguments, logically and clearly and with reference to a wide range of print and non-print sources. **(B1, B5, C1-2)**

i)lead, stimulate and structure discussion of complex material, interacting effectively within the student group taking on a variety of roles.**(C1-2, C5-6)**

### **Indicative Content**

Students will study major developments in British and other societies/ polities and in their education systems with respect to issues of social class, `race' and gender. Issues of sexuality and special educational needs, by negotiation with the student group, may also be examined. For each of these areas students will identify and critically analyse and evaluate their own experience and that of the workplaces, institution(s) and micro-, meso- and macro-societies they have experienced. Such analysis will include a study of `the facts', trends and developments, policy and theoretical explanations and interpretations.

Students will proceed to examine and evaluate differing interpretations and implications of the concepts of equal opportunities and equality. They will relate such concepts and allied policies to policy and practice in education in Britain and elsewhere. These are related to wider societal and international/ global developments in policy.

Students will become aware, make judgements about and situate themselves within three major concepts of reflection in education- those of technical reflection, situational or contextual reflection, and, finally, critical reflection based upon a metanarrative of social justice.

Module participants will develop their skills in analysis and evaluation both at the macro and the micro levels, utilising and developing skills in literature search, self-evaluation (of own and institutional practice and rationale), in collaborative group work.

### **Teaching and Learning Strategy:**

<b>TEACHING, LEARNING + ASSESSMENT ACTIVITIES</b>	<b>STUDY HOURS</b>
8 x 1 hour seminars	8
8 x 1 hour seminars	8
7 x 2 hour seminars	14
15 x 7.3 hours independent study	110
Tutorials	10
1 x 1,000 word book/ article review	10
1 x 1,000 word (auto-)biographical presentation	10
1 x 3,000 word essay	30
<b>TOTAL</b>	<b>200</b>

### Assessment strategy\*and assessment criteria:

?**Assignment 1:** A review of *either* published items on education and schooling from the daily/Sunday Press, and/or education magazines, *or* two articles/ papers from academic journals, *or* a book relating to one of the issues of social class, `race', gender, sexuality or special educational needs.

?**Assignment 2:** A presentation analysing an (auto-)biographical set of experiences, with substantiating documentation.

?**Assignment 3:** An assignment of 3000 words or equivalent, which examines an aspect of one of the course issues. This aspect may be related to the student's own current or past experience.

ASSESSMENT ITEMS	UNITS	WEIGHTING	LEARNING OUTCOMES
Assignment 1: Individual Article/ Book/ Programme Review. 1,000 words.		20%	a,e,f,g,h,i.
Assignment 2: (Auto-) Biographical Presentation. 1,000 words.		<b>20%</b>	d,e,f,g,h,i
Assignment 3: Essay. 3,000 words.		60%	d,e,f,g,h,i

### Assessment criteria:

Assessment will be conducted in accordance with UCN assessment procedures as detailed in the specification. Specific assessment criteria will be produced adapted from UCN's generic M Level grade descriptors.

### Indicative reading and other learning resources:

#### Other Reading

**Note: many of the following books will be reviewed by course members and summaries/extracts distributed to the class.**

- Bhatti. G. (1999) *Asian Children at Home and at School*. London: Routledge Falmer.
- Cole, M. (ed.) (1999) *Equality, Education and Human Rights*. London: Falmer Press.
- Cole, M, Hill, D, McLaren, P and Rikowski, G (2001) *Red Chalk: on Schooling, Capitalism and Politics*. Brighton: Institute for Education Policy Studies.
- Davies, N (2000) *The School Report: Why Britain's Schools are Failing*. London: Vintage
- Epstein, D., Elwood, J., Hey, V. and Maw, J. (1998) *Failing Boys: Issues in Gender and Achievement*. Buckingham: Open University Press.
- Gaine, C. and George, R. (1998) *Gender, `Race' and Class in Schooling: a New Introduction*. London: Falmer Press.

- Gillborn, D. and Mirza, H. (2000) *Educational Inequality: Mapping Race, Class and Gender*. London: Ofsted.
- Hill, D. and Cole, M. (2001) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page.
- Hill, D., McLaren, P., Cole, M. and Rikowski, G. (eds.) (2002) *Marxism Against Postmodernism in Educational Theory*. Lanham, MD, USA: Lexington Books
- McLaren, P. (2003) (Fourth edition) *Life in Schools: an Introduction to Critical pedagogy in the Foundations of Education*. Boston, MA, USA: Allyn and Bacon.
- Sewell, T. (1997) *Black Masculinities and Schooling*. Stoke-on-Trent: Trentham Books.
- Wright, C., Weekes, D. and McGlaughlin, A. (1998) *Race', Class and Gender in Exclusion from School*.

### **Key Journals and Magazines**

British Journal of Education Research  
British Journal of Sociology of Education  
Education and Social Justice  
Gender and Education  
Ethnic and Racial Studies  
Journal of Critical Education Policy Studies  
Multicultural Teaching  
Race and Class  
Times Educational Supplement

### **Approval and review dates:**

**Date of Approval:** June 2003

**Date of Revision:**

**Section:**