

# EQ924-30 Enacting Global Education and International Development (Professional Placement)

**23/24**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Rebecca Morris

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module is reserved for students who are enrolled on MA GEID and who have already taken the 'Understanding Global Education and International Development' (UGIED) module. This is because the module aims to apply theoretical, conceptual and contextual learning from UGEID to practical settings. The module involves two parts: a professional placement (minimum 30 hours, over 10 weeks) and a series of practical lectures on understanding and producing education policy. The module aims to enhance students' understanding of the realm of education policy and policy-related work. Furthermore, the module explores technical and conceptual features of different types of policy writing (eg research report, evidence brief). Students on the module will produce useful policy-related knowledge that is specifically related to an aspect of their placement, and they will develop work-based skills for future work in the field.

Some placements will require a DBS check if they involve working with children or vulnerable adults. This process will be explained further, but applicants should be aware of this when considering enrolling on the module.

## Module aims

1. To apply theoretical, conceptual and contextual learning from UGEID (Understanding Global Education and International Development – core module) to practical settings.
2. To evaluate the approaches studied in UGEID in their ability to explain and/or solve the issues and challenges faced in real-life education settings.
3. To investigate the practical issues that are involved in everyday work practices at the front line of education and globalisation/ international development as it coalesces in a work-place context.
4. To understand the realm of education policy and policy-related work, such as advocacy, intervention and M&E (monitoring and evaluation).
5. To explore and critique technical and conceptual features of different types of policy writing (eg research report, briefing, advocacy statement).
6. To produce policy-related knowledge that is specifically related to an aspect of the placement.
7. To develop work-based skills for future work in the field.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Placement: 30 hours over 10 weeks, if possible weekly attendance, must include first attendance in week 1 of term unless provider is exceptionally unavailable.

Lecture-seminars cover the following topics: introduction to the module and expectations of the placement; introduction to thinking about education policy from a practical perspective; introduction to and discussion of different types of policy-related literature, how they are designed and what they are aiming to communicate; introduction to reflective learning and subsequent discussions of the placement in relation to the placement diary; ongoing discussion of the relationship between policy and the placement. Discussion of both assignments.

## Learning outcomes

By the end of the module, students should be able to:

- To enable students to:• Relate and apply more conventional 'academic' learning from UGEID to the practical placement setting.
- Question and analyse the approaches that they studied in UGEID and their suitability for understanding and addressing the challenges faced in real-life education settings.
- Recognise and analyse practical issues that are involved in education-related workplaces, as they confront contemporary challenges of globalisation and/or international development.
- Understand the field of education policy, what it is, what it is for, and the range of forms it takes.
- Explore and critique different types of policy writing.
- Produce a policy-style document that relates the placement to the learning from UGEID.

## **Indicative reading list**

Aikman, S. and Unterhalter, E. (2005). *Beyond access : transforming policy and practice for gender equality in education*. Oxford: Oxfam GB.

Allan, E. J., Iverson, S. V. D. and Ropers-Huilman, B. (2010). *Reconstructing policy in higher education : feminist poststructural perspectives*. New York ; London: Routledge.

Gornitzka, Å. (2013). 'The interface between research and policy: a note with potential relevance for higher education'. *European Journal of Higher Education*, 3 (3), 255-264.

Leathwood, C. and Read, B. (2013). 'Research policy and academic performativity: compliance, contestation and complicity'. *Studies in Higher Education*, 38 (8), 1162-1174.

Loots, S. and Walker, M. (2015). 'Shaping a gender equality policy in higher education: which human capabilities matter?'. *Gender and Education*, 27 (4), 361-375.

Molyneux, M. (2007). 'The chimera of success: gender ennui and the changed international policy environment'. In A. Cornwall, E. Harrison and A. Whitehead (Eds), *Feminisms in development : contradictions, contestations, and challenges* (pp. 227-240). London ; New York: Zed Books.

Philpott, C. (2013). 'Policy writers' conceptions of language and communication within one higher education institution'. *Discourse: Studies in the Cultural Politics of Education*, 34 (5), 689-702.

Sumner, A. and Tiwari, M. (2009). *After 2015 : international development policy at a crossroads*. Basingstoke: Palgrave Macmillan.

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

This module involves students completing professional placements in a range of settings. They will share their learning with the group and will consider the different elements of placements (education, business, marketing, public services, policy making, working with NGOs etc). It is likely that there will be elements of an interdisciplinary nature emerging here. In the taught sessions, students will also engage with policy implementation and enactment, and are likely to draw on theory and literature from the disciplines of sociology, economics, psychology, philosophy and geography.

## **International**

This is a module on the MA GEID course. As such there is a significant international component, including within the placements (all must have a link with some kind of international/global education issue) and in the taught sessions where we will explore and examine a range of international policies.

## **Subject specific skills**

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- constructively critique theories, practice and research in the area of education.

## **Transferable skills**

- Active listening
  - Analysis and decision making
  - Application of numeracy
  - Attitudes and aptitudes for work
  - Character/personality
  - Common sense
  - Communication skills
  - Complex problem solving
  - Confidence
  - Coordinating with others
  - Data handling
  - Entrepreneurship/enterprise
  - Foreign language skills
  - Initiative and also follow instructions
  - Intellectual ability
  - International cultural awareness
  - Interpersonal and communication
  - Judgement and decision making
  - Knowledge of chosen job/career
  - Literacy
  - Management of learning
  - Motivation, tenacity, commitment
  - Passion
  - Personal development skills
  - Planning and organisational skills
  - Positive attitudes to work
  - Problem solving
  - Self-management/resilience
  - Stakeholder and organisational awareness
  - Team working
  - Technical skills
  - Using IT effectively
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# Study

## Study time

| Type           | Required                    | Optional                |
|----------------|-----------------------------|-------------------------|
| Lectures       | 10 sessions of 2 hours (7%) |                         |
| Tutorials      | (0%)                        | 1 session of 15 minutes |
| Other activity | 30 hours (10%)              |                         |
| Placement      | 30 hours (10%)              |                         |
| Private study  | 220 hours (73%)             |                         |
| Total          | 300 hours                   |                         |

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

## Other activity description

Placement - it is intended that students will take up placements in the following types of contexts:

1. Education institutions where there is a role involving global/international issues (eg international office of a university; working with ESOL students in a school)
2. Other institutions or organisations which are not education-specific, but which deal with global/international issues and which include an education-specific element that the student can work on (eg literacy within a refugee/asylum seeker centre; theatre company that delivers workshops in schools on cultural cohesion; research consultancy that conducts commissioned research on education).

## Costs

| Category                                 | Description   | Funded by | Cost to student |
|--|---|-----------|-----------------|
| Field trips, placements and study abroad | There may be small transport costs associated with attending the placement. In some cases the placement provider has agreed to cover costs. Students are made aware of these costs when choosing a placement. | Student   |                 |

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## Assessment

You do not need to pass all assessment components to pass the module.

## Assessment group A1

|  | <b>Weighting</b> | <b>Study time</b> |
|--|------------------|-------------------|
| 1x 2,000 word essay (policy critique & comparison)                   | 40%              | 40 hours          |
| 1x 3,000 policy-related document based on an aspect of the placement | 60%              | 60 hours          |

## Feedback on assessment

1. Email feedback on assignment outline where applicable and option to request a tutorial for assignment 2
  2. Written feedback on assignments
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## Availability

### Courses

This module is Optional for:

- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
  - Year 1 of X35R Education (Part-time - 2 years)
  - Year 2 of X35R Education (Part-time - 2 years)
- Year 2 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- TEQS-X3AN Postgraduate Taught Global Education and International Development
  - Year 1 of X3AN Global Education and International Development
  - Year 2 of X3AN Global Education and International Development

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of X31L Educational Innovation
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Option list B for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development