EQ216-15 Analysing and Interpreting Education Policy

25/26

Department
> Education Studies

Level
> Undergraduate Level 2

Module leader
> Jacqueline Dynes

Credit value
> 15

Module duration
> 10 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

This module explores the nature of policy, with particular reference to education policy. Students will investigate how policy is developed in a political and global context, and discern links between national and world events which may influence policy choices. To achieve this, some sessions will focus on the education system of particular countries. This module will consider different policy analysis models and techniques and apply these to real world examples.

Module aims

Explore the nature of policy; how it is developed at a national and global level as well as real world implementation.

Identify and explore a range of cultural and social issues affecting the global educational landscape.

Investigate policy analysis models and apply them to real world education trends.

Analyse the position and status of education within current political and economic narratives.

Critically explore specific policy developments in certain locations and how these affect a range of pedagogical factors, including curriculum design, assessment processes and issues relating to access and inclusion.

Consider the impact of local and global events on education policy development and execution.

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.

The Interaction of Politics and Policy; The Global Education Policy Landscape; Policy analysis techniques in detail with a focus on education policy; Education Policy drivers; The German Education System and Policies; The Chinese Education System and Policies; The UK Education System and Policies.

Learning outcomes

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

- Appreciate the historical context of education policy and practice.
- Develop and communicate an understanding of policy analysis techniques in relation to real world policies.
- Develop an understanding of and explain the cultural and social issues affecting both the present and historical educational landscape.
- Appraise the position of education within the global political and economic landscape.
- Develop a critical insight into the implications of education policy decisions on pedagogical practice.

Indicative reading list

Abbott, I, Rathbone, M, Whitehead, P. (2013) Education Policy. London: Sage.
Ball, S. J. (2008) The Education Debate: Policy and Practice in the 21st Century. The Policy Press
Chitty, C. (2014) Education Policy in Britain. Palgrave Macmillan, Basingstoke
Edwards, B., Okitsu, T., Da Costa, R., Kitamura, Y. (2017) Organizational Legitimacy in the Global Education Policy Field: Learning from UNESCO and the Global Monitoring Report. Comparative Education Review, vol. 62, no. 1.
Hayhoe, R. (2019) Contemporary Chinese Education. Routledge
Niemann, D. Martens,K. Teltemann, J. (2017) PISA and its consequences: Shaping education policies through international comparisons. European Journal of Education. Wiley-Blackwell.
Rolph, C. (2023) Understanding Education Policy, Sage
Smith, E. (2012) Key Issues in Education and Social Justice. London: SAGE
Tomlinson, S. (2005) Education in a Post-Welfare Society, Second Edition. Maidenhead: Open University Press
Ward, S. & Eden, C. (2009) Key Issues in Education and Policy. London SAGE
Whitty, G. (2002) Making Sense of Education Policy. Paul Chapman Publishing, London

International

The module will consider educational policy case studies of different national contexts.

Subject specific skills

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
- critiques of theory, practice and research in the area of education.

Transferable skills

Active listening; Analysis and decision making; Communication skills; Confidence; Coordinating with others; Creativity; Critical thinking; Emotional intelligence; Initiative and also follow instructions; Intellectual ability; International cultural awareness; Interpersonal and communication; Judgement and decision making; Management of learning; Managing others/People Management; Motivation, tenacity, commitment; Negotiation; Personal development skills; Planning and organisational skills; Reasoning; Self-management/resilience; Team working

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Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 2 hours (13%)
Private study	85 hours (57%)
Assessment	35 hours (23%)
Total	150 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

Costs

No further costs have been identified for this module.

Assessment

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

Assessment group A

	Weighting	Study time	Eligible for self-certification
Critical review of policy analysis models	30%	12 hours	Yes (extension)

Students choose two policy analysis models to explore. They then analyse and contrast these methods for policy interrogation, considering advantages and disadvantages of the models. This process would involve highlighting areas where, for example, the model fails to sufficiently detail the origins of the policy, its complexity or difficulties in implementation. Equally, areas where the model is useful or illuminating should be explained and a final determination, based on this analysis, made about the value of each of the models

	Weighting	Study time	Eligible for self-certification
Application of policy analysis techniques to specific case/s	70%	23 hours	Yes (extension)

Students choose one of the three country examples considered during the module and, focusing on the education system in that country, apply policy analysis techniques to understand relevant policy/policies in detail. This analysis will be supported by structured essay guidance.

Feedback on assessment

Feedback will be provided using the Education Studies feedback sheet.

Availability

Courses

This module is Core optional for:

- Year 2 of UEQA-X35B Undergraduate Education Studies
- Year 2 of UEQA-X35C Undergraduate Education Studies (Intercalated Year)

This module is Optional for:

- Year 2 of UIPA-XL38 Undergraduate Education Studies and Global Sustainable Development

- Year 2 of UPSA-C804 Undergraduate Psychology with Education Studies