

Liverpool John Moores University

Title: EDUCATIONAL POLICY
Status: Definitive
Code: **6508CPHEA** (100077)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Accrington & Rossendale College

Team	Leader
Rosemary Khatri	

Academic Level: FHEQ6
Credit Value: 20.00
Total Delivered Hours: 48.00
Total Learning Hours: 200
Private Study: 152

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	45.000
Tutorial	3.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	CW1: Essay (5000 words)	100.0	

Aims

A comprehensive and critical understanding of the diversity of learners and the complexities of the education process.

A good awareness of the underlying values and principles via reference to a variety of sources, particularly Acts and government policy papers, and a developing personal stance that draws on their knowledge and understanding.

A critical insight into the societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process in both the school and post-compulsory sectors.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse educational concepts, theories and issues of policy and initiatives within the school and post-compulsory sector in a systematic way.
- 2 Critically evaluate and synthesise potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies, initiatives and contexts.
- 3 Critically reflect upon approaches accommodating new principles and understandings.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

6000 word essay	1	2	3
-----------------	---	---	---

Outline Syllabus

The module will examine the social impact of government educational policy, initiatives and legislation from the 1970s to the present. Specifically, this will be the relationship between state control, organisational contexts, resultant teaching and learning styles and the social context. Themes to be explored reflecting the complexities of such an examination include faith schooling, special needs/learning disability policies, league tables, literacy and numeracy issues with particular reference to The Moser Report, private/public schooling tensions, funding, assessment, the national curriculum, home schooling and selection. Reference will be repeatedly made to initiatives designed to facilitate and enhance local decision making and freedoms including the private/public funding partnerships, the Education Reform Act (1998), the Further and Higher Education Act (1992) and the subsequent Learning and Skills Act (2000) and The Leitch Review of Skills (2006). Such Acts and initiatives reflect attempts to create a more entrepreneurial, competitive, market-led state system and the changes instigated by such policies will be central to the examination of the relationship between education and social reform. Particular issues arising will be a discussion as to whether state control is actually social manipulation, whether education can help to remove social disadvantage, are standards rising or falling and what sort of society is being created by present government policies.

Learning Activities

The module will be a combination of taught lectures, wide ranging classroom discussion, videos and independent research. Students will be expected to have instigated topic areas in advance of the scheduled learning timetable. Tuesday's Educational Guardian and Friday's Times and Higher Educational Supplements will also be frequently utilised.

References

Course Material	Book
Author	Department of Health
Publishing Year	2001
Title	Valuing People
Subtitle	A new strategy for learning disability for the 21st century
Edition	
Publisher	Department of Health
ISBN	

Course Material	Book
Author	Fulick, L. (ed)
Publishing Year	2004
Title	Adult Learners in a Brave New World
Subtitle	: Lifelong Learning Policy and Structural Changes Since 1997
Edition	
Publisher	NIACE
ISBN	

Course Material	Book
Author	Field, J (ed)
Publishing Year	2001
Title	Promoting European Dimensions in Lifelong Learning
Subtitle	
Edition	
Publisher	NIACE
ISBN	

Course Material	Book
Author	Mayo, M. and Thompson, J. (eds)
Publishing Year	1995
Title	Adult learning, critical intelligence and social change
Subtitle	
Edition	
Publisher	NIACE
ISBN	

Course Material	Book
Author	McKenzie J
Publishing Year	2002
Title	Changing Education
Subtitle	A sociology of education since 1944
Edition	
Publisher	Pearson

ISBN	
-------------	--

Course Material	Book
Author	Trowler, P
Publishing Year	2003
Title	Education Policy
Subtitle	
Edition	
Publisher	Routledge
ISBN	

Notes

The plethora of policies instigated by the Labour administration particularly in areas of low skill development and functional literacy initiatives, arguably reflect an ideological stance to remove inequalities with a market-led educational system. The module examines their policies, ideas and outcomes. In the study of the post-compulsory sector, particular reference is made to the Moser, Kennedy and Tomlinson and Leitch reports and how they shaped government policy. The school sector is explored via an examination of the variety of models supported (City Academies, Beacon schools etc) and the involvement of the private sector. Regular tutorials will provide opportunities for informal formative assessment to support student learning and discuss their overall progress.