

**UNIVERSITY COLLEGE NORTHAMPTON  
POSTGRADUATE MODULAR SCHEME**

**MODULE SPECIFICATION**

|                      |                                       |
|----------------------|---------------------------------------|
| <b>SCHOOL</b>        | Education                             |
| <b>FIELD*</b>        | Education                             |
| <b>MODULE TITLE*</b> | <b>Politics of Educational Change</b> |

| <b>Module Code</b> | <b>Level*</b> | <b>Credit Value*</b> | <b>Leader</b> |
|--------------------|---------------|----------------------|---------------|
| EDUM043            | Level M       | 20                   | Dave Hill     |

**Pre-requisites\*:**

None

**Co-requisites\*:**

None

**Restrictions\*:**

None

**Context/rationale:**

There have been major shifts and changes in schooling and education in recent decades in the United Kingdom and globally. These changes have affected the macro-structure of schooling and education, and they have influenced policy and practice within schools/colleges and classrooms. As such they have affected the lived experiences of pupils/students, teachers and communities.

The changes in England and Wales range from the social democratic 'free secondary education for all' of the 1944 Education Act, social democratic comprehensivisation of secondary schooling of the 1960s and 1970s; the liberal-progressive child/student centred revolution of the 1960s and 1970s, most notably associated with the Plowden Report; the Conservative revolution in schooling (and in education generally) most notably the 1988 Education reform Act, and the New Labour policy since 1997, most notably 'standards not structures', the restructuring of the teaching profession and the gradual privatisation and 'businessification' of education.

These may be seen as part of the neo-liberalisation of education and other services, globally, under the influence of international capitalist organisations and protocols such as the IMF,

WTO, World Bank and the GATS (General Agreement in Trade and Services).

This module allows students to critically interrogate claims, intentions and impacts of the policies and ideologies set out above.

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

#### **Aims**

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

1. To understand and evaluate the relationships between ideology, economy, and politics and educational change at local, national and global levels
2. To recognise, apply, analyse and evaluate political ideologies as they relate to education policy developments.
3. To enable teachers to critically reflect on and evaluate the major various theories and conceptualisations relating to education policy.

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

#### **Knowledge and Understanding**

- a) know and understand key aspects of post-World War Two political ideologies in education such as social democracy, liberal-progressivism, Radical Left/ Marxist, Radical Right neo-conservative and Radical Right neo-liberal and 'Third Way' ideologies **(A1-3)**
- b) understand and critically analyse the significance of these major political ideological perspectives and their relationship to education policy both in the UK and globally **(A1-4)**
- c) become aware of and critically review differing interpretations of selected major developments in education policy in England and Wales since 1979 and, more globally, major developments in the recent and contemporary history of education in late capitalist societies in the post-World War Two era **(A1-4)**

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

- d) critically consider a range of theoretical explanations and ideological perspectives on education policy, the state, capital and educational change **(A1-6)**
- e) engage in a sophisticated evaluation of (a) selected policy development(s) **(A7)**
- f) develop and justify their own evaluative presuppositions and judgements on education policy, educational change and their ideological influences **(B1-3))**

#### **Key Skills**

- g) engage in critical analysis of a wide range of texts **(B11-12, C1-2,)**
- h) present complex arguments, logically and clearly in appropriate formats, for example in sophisticated essay writing **(B8, C2, C5-6)**
- i) interact effectively within the student group taking on a variety of roles, such as presenting an

argument/analysis and responding to questioning others lucidly, analytically and relevantly (**B1, C1-2**)

### **Indicative Content:**

Students will critically evaluate recent and contemporary salient policies and their ideological motivations/ rationales in schooling and education. These ideological frames of analysis and policy promotion include: Social Democracy; Liberal-Progressivism (child-centredness); Radical Right Conservative; New Labour; Radical Left/Marxist/Socialist, 'Third Way', and (in respect of analysis) Postmodernist.

Students will identify and analyse policy and ideological developments in England and Wales and selected other late capitalist societies. While policy developments in England and Wales will be highlighted, reference will be made to US, Australasian and Western European, Latin American and African policy, and, indeed, to any countries/ societies/ global regions in which members of the student group are interested.

### **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 6 hours independent study                     | 90                 |
| 1 x 1,000 word critical Book Review                | 20                 |
| 1 x 1,000 word Policy and/or Ideology presentation | 20                 |
| 1 x 3,000 word essay                               | 40                 |
| <b>TOTAL</b>                                       | <b>200</b>         |

### **Assessment strategy\*and assessment criteria:**

?Assignment 1: Presentation of book review to include handout.

?Assignment 2 Poster: Education Policy Presentation

?Assignment 3: The title will be self-selected by the student in consultation with the tutor and may relate to any aspect of education policy and an ideological analysis of that policy. (3,000 words)

| <b>ASSESSMENT ITEMS</b>   | <b>UNITS</b> | <b>WEIGHTING</b> | <b>LEARNING OUTCOMES</b> |
|---|--------------|------------------|--------------------------|
| Assignment 1: 1 x 1,000 word Book Review                          |              | 20%              | a,b,d,g,h,i              |
| Assignment 2 : 1 x 1,000 word Policy and/or Ideology presentation |              | 20%              | a,b,c,d,g,h,i            |
| Assignment 3: 1 x 3,000 word essay                                |              | 60%              | a,b,c,d,e,f,g,h          |

**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:**

Barber, M. (1996) *The Learning Game: Arguments for an Education Revolution*. London: Victor Gollancz.

Chitty, C. (1999) (2nd edn.) *The Education System Transformed*. Tisbury, Wilts: Baseline Books.

Fielding, M. (ed.) (2001) *Taking Education Really Seriously: Four Years Hard Labour*. London: Routledge.

Giddens, A. (2000) *The Third Way And Its Critics*. Cambridge: Polity Press.

Hill, D. and Cole, M. (eds.) (2001) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page.

Hillcole Group (1997) *Rethinking Education and Democracy: a Socialist Alternative for the Twenty-First Century*. London: Tufnell Press.

Hillgate Group (1986) *Whose Schools? A Radical Manifesto*. London: The Hillgate Group.

Lawton, D. (1994) *The Tory Mind on Education 1979-94*. London: Falmer Press.

Mandelson, P. (2002) *The Blair Revolution Revisited*. London: Politico's Publishing.

Molnar, A. (2001) (Second edition) *Giving Kids the Business: The Commercialisation of America's Schools*. Westview: Harper Collins.

Tomlinson, S. (2001) *Education in a post-welfare society*, Buckingham: Open University Press.

Tooley, J. (2000) *Reclaiming Education*. London: Cassell.

**Key Journals/ Magazines**

British Journal of Education Studies

British Journal of Sociology of Education

Capital and Class

Education and Social Justice

*Forum for Comprehensive Education*

The Institute for Economic Affairs: list of publications and website [www.iea.org.uk](http://www.iea.org.uk)

**Approval and review dates:**

**Date of Approval:**

**Date of Revision:**

**Section:**