



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BA (Hons) Education Studies

Level 5 Handbook 2017-18

POLITICS, POLICY & THE PROFESSIONAL



HOW TO CONTACT YOUR TUTOR

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HOW TO CONTACT

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Introduction

The aim of this module is to consider and explore key policy changes that have occurred within the last parts of the 20th century and focus on how these have affected education. It will also work to explore the nature of professional identity within education.

It will also seek to provide an analysis of the ways in which governmental ideology has made itself felt in the shaping of education policy; the way in which education policy is subject to international pressures and agendas; and the way in which education at a local level is affected by both of these.

Aims & Learning Outcomes

- To consider the key policy changes in the last parts of the 20th century and focus upon the way these have affected education, together with detailed exploration of the nature of professional identity in education.
- To provide an analysis of the ways in which governmental ideology has made itself felt in the shaping of education policy; the way in which education policy is subject to international pressures and agendas; and the way in which education at a local level is affected by both of these.

The **outcomes** of this module are that you will be able to:

1. To develop a systematic understanding of the way in which shifts in overall government policy have affected the specific area of education.
2. To develop a detailed understanding of key theoretical frameworks as they apply to education
3. To locate shifts in government policy in a set of ideological frameworks
4. To analyse local features of government policy using a case study approach.

Assessment Strategy

Assessment Component 1 – 50%
Coursework/Assignment (2000 words)

Assessment Component 2 – 50%
Timed Written Assessment (2 hours)

LECTURE PROGRAMME

Semester 1 Block 1

Week 1 – Introducing Policy	
Session	Topic
Monday 2 nd Oct	An introduction to political ideology
Wednesday 4 th Oct	What is policy?
Thursday 5 th Oct	Analysing policy, models & methods

Week 2 – Policy in Practice		
Session	Topic	Readings
Monday 9 th Oct	The development of education policy in Britain	Chitty, C. (2009) <i>Education Policy in Britain</i>. Basingstoke: Palgrave Macmillan. Chapter 6 ‘The changing worlds of education policy.’ P.111-142 Garratt, D. & Forrester, G. (2012) <i>Education Policy Unravelling</i>. London: Continuum. Chapter 7 ‘Globalization and policy borrowing’ p. 132-155 Ball, S.,(2013) <i>The Education Debate</i>. Policy Press: London. Chapter 4 ‘Current key issues: forms of policy and forms of inequity.’ p. 175-216
Wednesday 11 th Oct	Devolution and education	Phillips, R. and Furlong, J., (ed) (2001) <i>Education, Reform and the State</i>. London: RoutledgeFalmer. Chapter 7 ‘Educational devolution and nation building in Wales: a different Great Debate?’ p.87-100. Whitty, G., (2002) <i>Making sense of Education Policy: Studies in the Sociology and Politics of Education</i>. London: Paul Chapman. Chapter 3 ‘Devolution and choice in three countries’ p.46-63 Welsh Government (2017) <i>Education in Wales: Our National Mission</i>. Welsh Government: Cardiff
Thursday 12 th October	Devolution in practice	

Week 3 – The Educational Professional		
Session	Topic	Readings
Monday 16 th Oct	The changing role of the educator	Bates., J., Lewis, S. & Pickard, A.(2011) <i>Education Policy, Practice and the Professional</i>. London: Continuum. Chapter 8 ‘Teachers’ p.137-150. Ward, S., Eden, C., (2009) <i>Key Issues in Education Policy</i>. London: Sage. Chapter 7 ‘Teacher training, Education Studies and the universities’ p.109-118.
Wednesday 18 th Oct	Learner voice within the education system	McCulloch, A., 2009. The student as co-producer: learning from public administration about the student-university relationship. <i>Studies in Higher Education</i> , 34(2), pp. 171-183.
Thursday 19 th October	Timed assessment	

Reading

It is important to remember that you are **reading** for a degree in education. The more you read the more the concepts and ideas will make sense to you. Some of the reading for the module will be in the form of handouts that will be distributed during sessions. It is **essential** that you read these handouts as they will help you to grasp the issues that will be dealt with in individual sessions. On some occasions, you will be asked to come to sessions having read material distributed in the previous week – when this occurs **it is essential that this reading is done.**

READING LIST

Essential Reading

Ball, S.,(2013) *The Education Debate*. Policy Press: London

Bates., J., Lewis, S. & Pickard, A.(2011) *Education Policy, Practice and the Professional*. London: Continuum

Welsh Assembly Government (2015) *Successful Futures-The Donaldson Review*. HMSO: Cardiff.

Ward, S., Eden, C., (2009) *Key Issues in Education Policy*. London: Sage.

Recommended Reading

Abbott, J. & Ryan, T. (2004) *The Unfinished Revolution*. Stafford: Network Educational Press

Fielding, M., (ed) (2001) *Taking Education Seriously*. London: RoutledgeFalmer.

Fitz, J., Davies, W.B. and Evans, J., (2005) *Education Policy and Social Reproduction: Class Inscription & Symbolic Control*. London: RoutledgeFalmer.

Lingard,B. and Ozga, J., (ed) (2006) *The RoutledgeFalmer Reader in Education Policy and Politics*. London: Routledge

Phillips, R. and Furlong, J., (ed) (2001) *Education, Reform and the State*. London: RoutledgeFalmer.

Whitty, G., (2002) *Making sense of Education Policy: Studies in the Sociology and Politics of Education*. London: Paul Chapman.

Background

Bruner, J. (1997) *The Culture of Education*. Cambridge, Mass: Harvard University Press.

McCulloch, G.,(ed) (2005) *The RoutledgeFalmer Reader in History of Education*. London: Routledge

Journals

Curriculum

Critical Social Policy

Educational Futures

Journal of Educational Policy

Websites

<http://www.education.gov.uk/>

<http://www.wales.gov.uk/topics/educationandskills>

<http://www.infed.org>

<http://www.besa.ac.uk>