

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	MA Education (Social Justice)
Qualification	MA
Intermediate Qualification(s)	Postgraduate diploma Postgraduate certificate
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full Time over 1 year
Core Teaching Pattern	Trimesters
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	MAESJABF
Subject Community	Education
UCAS Course Code	
Relevant External Benchmarking	QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf Reference to Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

For an MA Education (Social Justice) full time, you will need to take the 5 core units below.

For exit awards the following apply:

For a Postgraduate Diploma in Education you will study the four 30 credit units below

For a Postgraduate Certificate in Education you will study two of the units.

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
EDCXX1-6	7	30	Education and Social Justice	Core
EDCXX3-6	7	30	Citizenship and Welfare in the 21 st Century	Core
EDCXX4-6	7	30	Analysing Policy: Children's Voice	Core
EDCXX2-6	7	30	Research Methods in the workplace	Core
EDCXX5-6	7	60	Dissertation (Social Justice)	Core

Why study this course

The MA in Education (Social Justice) is designed to develop a breadth of understanding of the theoretical debates that underpin the process and practice of education and social welfare and will enable you to analyse and reflect on research that contextualise the complexities of working with disadvantaged and marginalised groups across community, local authority and voluntary sector settings.

The award will strengthen your ability, and equip you to apply for jobs (or further training) in a wide range of educational settings as teachers, community workers, social workers, police, probation officers, education welfare workers, home school link or family welfare workers and professionals working across the voluntary sector. This named award will also enable you to progress to doctoral study in specific specialist areas.

The course is underpinned by staff research and capitalises on the expertise in education, equality and social justice in our Institute for Educational Research (IRED). Over 50% of IRED publications have been rated as world-leading or internationally excellent (Research Excellence Framework (REF) 2014).

The course has five core units which are designed to draw on a range of inter-disciplinary perspectives.

The unit, *Social Justice, Equality and Human Rights* will introduce key concepts in relation to themes of social justice, globalisation and inequality. It will explore how these ideas shape and challenge nation states in the provision, process and practice of education and welfare and explore in terms of a UK context the ways in which social, economic and cultural inequalities frame the lives of poor and marginalised groups and communities and the capacities of local and statutory agencies to respond to education and welfare needs.

Citizenship and Welfare in the 21st Century will explore principally through philosophical thought, ideas about welfare, citizenship, education and welfare and the challenges posed to these concepts in a changing global political, social and economic landscape. It will examine how notions of globalisation, neo-liberalism, welfare, democracy, citizenship and education present ideas of social justice with new complexities

particularly in relation to determining the capacity of governments to meet education and welfare needs in a rapidly changing world.

Analysing Policy: Children's voice explores the multi-faceted aspects of children's lived experience of family, school and community in contemporary Britain and the ways in which social and geographical locations influence identities shaped by ethnicity, poverty, ability and disability. This unit examines children's lived experiences to critically analyse tensions within family, welfare and education policies.

Alongside these units, you will study *Research Methods in the workplace* in preparation for your *dissertation* in an area of social justice education. The research methods unit will require you to observe practice in an educational setting over 5 days and to undertake one aspect of research.

The teaching will be supported by advice and supervision to complete the learning and assessment on the course. The course can be taken full time only but students on other pathways may take these units as options (subject to timetabling). For full time students a package of visits and guest speakers will support the course with opportunities to visit a wide variety of relevant educational settings to broaden your understanding of workplaces. In addition you will be expected to do observational placements to support both your research topic and also to increase your opportunities for employment.

Course Summary – Educational Aims

This course aims to further develop professional knowledge and understandings in specific areas of education and welfare. It is based upon a critical concern for social justice and the ways this is understood and implemented through policy and practice to affect the lives of disadvantaged children and young people as well as poor and marginalised groups and communities.

The MA Education (Social Justice) aims to:

- Increase awareness of and access to a range of academic ideas and research findings in relation to issues of education and social justice
- Promote personalisation of broad themes around the challenges posed by changing global political, social and economic landscapes and to meet the needs and interests of students while providing a focused line of study
- Promote vocationally relevant and varied assessment formats with a negotiated focus to support individual and organisational needs
- Promote engagement with key issues in education and social justice, involving critical examination of a wide range of key sources and texts

Encourage evidence-based practice and reflexive practice-based understandings through engagement with work-based settings allowing student to integrate theoretical ideas with practical implications.

Entry requirements

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/admissions/making-your-application>

Students from the European Union - <http://www.beds.ac.uk/international/international-applications/how-to-apply> and <https://www.beds.ac.uk/howtoapply/eu/english> if English is not your first language

International students - <http://www.beds.ac.uk/howtoapply/international/apply> and <https://www.beds.ac.uk/international/international-applications/english> if your first language is not English

PSRB details

N/A
Graduate Impact Statements
<p>The course has been designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> • Use their knowledge and expertise in education and social justice to support the wider development and effectiveness of educational practice in contexts related to children’s rights and children’s welfare. • Confidently promote a research led culture which encourages a broad focus on equality and human rights in future work related settings. • Use their skills and knowledge flexibly to develop creative and innovative approaches.
Higher Education Achievement Report - Additional Information
Learning and Teaching
<p>The MA award of 180 credits represents 1800 hours of study. Each unit will be delivered through a combination of taught sessions around key topics, with each session supported by guided reading. Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. Central to all specialist units is the teaching of conceptual ideas followed by the opportunity for you to choose to specialise in one of three areas of study, to negotiate your learning route and to apply this to the assessment tasks. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for seminars, oral presentations (group and individual), and written assessments. Face-to-face sessions make full use of your own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own experiences and contexts and where relevant to present for discussion material they have prepared</p> <p>All units utilise our VLE, BREO, as appropriate. This means that you will need to become familiar with the use of the university VLE, BREO, to develop your e-learning knowledge and skills. Guided and self-directed learning is a key component of this course. You are encouraged to take the initiative and responsibility in managing your learning, identifying problems and resolving them. Up to date materials related to current legislation and guidance documents related to policy, current affairs, new initiatives and organisations involved in international development are continually added to the unit web pages to ensure currency and relevance of resources to support your studies</p> <p>Autonomous learning is a key component of this course. The course requires you to draw upon complex material and engage with texts appropriate to the challenge of Masters Level work (for example research journal articles and government policy documents) and meet the QAA descriptors of the attributes of a graduate at Master’s Level.</p>
Developing your employability
<p>We aim to integrate examples from practice, up to date case studies and projects focussed on particular developments throughout the course. These will cover a range of settings, covering the education sector, social or community work, the local authority, and voluntary sector. Opportunities for placement are supported to develop work based skills, alongside the critical thinking skills and subject specific knowledge expected for this masters’ course. The substantial independent work you will be conducting during the dissertation stage, alongside group work in other units will support your ability to work in a variety of formats.</p>

Department (s)
Education and English Language
Assessment
<p>Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit co-ordinator and the student, within the parameters of the unit, in order to ensure that the assignment meets your personal and professional needs. The course provides you with a carefully planned and coherent sequence of learning opportunities that facilitate your development through formative and summative assessments.</p> <p>At this level the expectations, in terms of the quality of work produced, are high and you will need to take active control of your learning. At Master's level the expectation is that you are an autonomous and confident learner, that you will undertake assessments that are challenging and require mature argument developed from sustained research, and that you will demonstrate fluent and cogent presentation. You are encouraged in your assessments to draw upon an extensive range of sources to demonstrate a deep theoretical understanding and the ability to apply that to current issues and contexts. At the same time, you will expect some formative feedback through tutorial guidance and scheduled feedback as outlined in the handbook for each unit.</p> <p>The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently, in a range of contexts. You are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate and accurate manner.</p> <p>Through the assessments designed for individual units, you will practise and reinforce skills in researching, evaluating and synthesising materials with a critical eye; quantitative and qualitative data collection and handling, together with skills associated with conventional academic tasks. Unit assessment is based on specified learning outcomes and threshold standards.</p> <p>The unit information forms state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback offers detailed comment to the student on the assessment piece.</p>
After Graduation
<p>Bringing your subject knowledge from the areas you have studied, you will have gained knowledge and skills through this course that will make you a specialist in relation to social justice and education. Postgraduates who have completed the course are most likely to seek jobs :</p> <ul style="list-style-type: none"> Teaching in schools FE or HE Community or social work Police, probation officers Local Authority work Home, school link or family welfare workers Voluntary sector work <p>Those who have Post Graduate degrees are most likely to progress in these careers and to go into management roles more quickly. The course has a strong employability focus with placement requirements and contact with those in a range of jobs related to Education and Social Work. For those who wish, there will be the option of applying to progress to doctoral study.</p>

Student Support during the course

During the course you are supported by the Course co-ordinator and unit co-ordinators. You will receive different support at different stages of the course. Regular tutorial sessions held throughout the period of study will support your academic, personal and professional development. You communicate with the community of learners and tutors through email and the course Virtual Learning Environment (VLE), BREO. It is expected that you will check both of these regularly.

On the course considerable emphasis is placed on our academic advisory and tutorial support systems, which we encourage you to use. On MA Education (Social Justice) you will have a Personal Academic Tutor (PAT) who will support you through your study. If you have any doubts about your ability to cope academically or personally with your studies we encourage you to discuss this with your personal tutor.

UoB Facilities and Resources

You have access to a range of support services during your course. Information regarding these services is given during an Induction at the start of the course. This includes:

- registration and induction events;
- study skills at Masters Level;
- library induction;
- BREO induction, including advice on how BREO will be used to support blended learning
- academic referencing;

You are also supported through:

- specific and detailed formative feedback on an assessment by assessment basis to enable you to develop the quality of your work;
- the course VLE, BREO, which supports academic discussion with peers and tutors outside of the classroom. Academic support is also available via BREO in the form of online tutorials;
- specialist support:
 - Careers and Employability Services <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/careers>
 - Student Information Desk (SID) <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/sid>
 - Student Support: Health & Well Being, Student Engagement and Mitigation, Student Money Advice and Chaplaincy. <https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support>
 - Learning Resources: University Library and PAD (Professional & Academic Development) <https://lrweb.beds.ac.uk/>
 - English Language Support for students whose first language is not English <https://www.beds.ac.uk/international/international-student-support/communications-skills>

Student Voice

There will be a student representative for each Postgraduate course and they will be invited to course meetings and provide the platform for student feedback and open dialogue, thus allowing for a two-way communication channel with members of the course team. The Bedfordshire Unit Survey will allow you to provide feedback for each unit studied. The findings from this are evaluated and acted upon. BREO will report on how feedback has fed changes to be made in 'You said, we did'.

Accessibility and Key Features

The course is wholly inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the course co-ordinator, individual

members of the academic staff, as well as staff from the Disability Advice Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Disability Advice Team will discuss any issues students may have and can provide such services as: sign language interpreters, note takers, dyslexia screening/tuition, support materials for students with dyslexia and/or dyscalculia, and support with mobility on campus. They offer confidential advice and information about academic and personal issues, special arrangements/adjustments for some assessments/examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment.

The university disability policy can be viewed at <http://www.beds.ac.uk/studentlife/student-support/health/disabilities/policy> Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team - see <http://www.beds.ac.uk/studentlife/student-support/health/disabilities>

Assessment Map

Unit Code	WEEKS																												
	C/O	5	6	7	8	9	10	11	12	13	14	15	17	18	19	20	21	22	23	24	25	26	27	28	29	30	33	45	
EDCxx1-6	C		WR-I 30%							Pr-Oral / WR-I 70%																			
EDCxx3-6	c																PR-Perf/ CW-RW 50%										CW- Ess 50%		
EDCxx4-6	c												CW- OT 0%								PJ- Proj 60%						CW- CS 40%		
EDCxx2-6	c																												
EDCxx5-6	c	PR- Oral 20%		CW- OT 0%								CW- Ess 80%															CW- OT 10%	PJDis 90%	
																	Wk 6/ SEM2											Wk 3/ SEM 3	

EDCXX1-6	Education and Social Justice
EDCXX3-6	Citizenship and Welfare in the 21 st Century
EDCXX4-6	Analysing Policy: Children's Voice
EDCXX2-6	Research Methods in the workplace
EDCXX5-6	Dissertation (Social Justice)

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of the Masters in Education (Social Justice) course, you should be able to:-

1. Critically review and analyse contemporary research and discourses within the field of Social Justice using ideas at a high level of abstraction, to show new personal insight;
2. Develop a deep and systematic understanding of specific theoretical perspectives, within a range of fields within education and social justice, and how these relate to current policy and practice;
3. Develop a critical awareness of how different disciplines contribute to integrated approaches which lead to successful outcomes in the field;
4. Flexibly and creatively apply knowledge within the field of education and social justice in familiar and unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions;
5. Develop adaptive skills, drawing upon and applying intercultural professional ideas and practices and those derived from national and international research to support change.
6. Be able to undertake a substantial investigation in education and social justice, to address significant areas of theory and/or practice;
7. Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education;
8. Undertake analysis of complex data and judge the appropriateness of the data and application to own practice;

Course-specific regulations

N/A

Teaching, Learning and Assessment

The MA Education (Social Justice) course is designed to allow you to draw on complex material and engage with texts appropriate to a chosen area of study within a wider themed unit. The award of 180 credits represents 1800 hours of study. A large part of your study will be self-directed. All students will need to use the University VLE, BREO, to develop e-learning knowledge and skills. Independent learning is a key component of the course and students are encouraged to take responsibility for managing their learning, identifying problems and resolving them. Course delivery and student learning are carefully integrated through a balance of scheduled sessions: lectures, seminars, workshops, tutorials while at the same time expecting student engagement through directed tasks and self-initiated reading. Assessments have been designed to be varied and relevant to the units and may include preparation for presentations, video presentations, e-portfolio work and online learning. Workshops will support collaborative learning and discussion with key themes and ideas. Attendance at scheduled sessions is a fundamental part of the student learning process. Full-time students will be strongly encouraged to make early engagement with a chosen workplace setting in order to be able to relate their study to a context which is familiar to them. Assessments will require students to draw on observations from such engagement and will be an important part of the course.

The final dissertation (or project report) is a piece of work that helps you to explore and research a given subject of interest. It is likely that some engagement with a workplace will be required in order to observe or reflect on an aspect of practice.

Additional Academic Information

Peer-assisted learning (PAL)

Initial Assessment

Improving students' learning

In order to ensure that you have a positive learning experience you will be expected to engage in a range of lectures, workshops and tutorials, as well as a range of assessments such as portfolios, reports, and research projects, to ensure that you accumulate all the skills necessary to engage efficiently within the area of international development. The 'current issues' unit integrates visits and lectures from people working within international development with negotiated projects that enable you to deepen your understanding of areas of personal interest in the international development field.

Academic Integrity

At the beginning of the course, and then at regular intervals during the delivery of the units, in advance of each assessment students are reminded of the correct protocols of formal referencing of texts using Harvard conventions. In addition you are provided with models of correct referencing through material uploaded on the unit web pages on BREO. Plagiarism is explained very clearly at the introductory session, and students are required to submit assessments through Turnitin to check for the degree of text that has been reproduced from other sources.

Ethical issues related to your research are also a topic introduced and discussed in advance of undertaking any primary data collection and again as part of the dissertation process.

HEAR implementation

Internationalisation

The Education and Social Justice MA course embraces global understandings related to equality, diversity and human rights. Students will consider appropriate topics in their widest context. International students will be encouraged to share their own understandings of welfare and citizenship and the challenges posed to these concepts in a changing global political, social and economic landscape. The course will examine how notions of globalisation, neo-liberalism, welfare, democracy, citizenship and education present ideas of social justice with new complexities particularly in relation to determining the capacity of governments to meet education and welfare needs in a rapidly changing world.

Sustainability

Section 4 - Administrative Information	
This section will be used as part of the approval and review process and peer academics are the target audience.	
Faculty	Education and Sport
Portfolio	Postgraduate Portfolio – Education and English Language
Department/School/Division	Education and English Language
Course Coordinator	Cathal Butler
Version Number	<i>1/16</i>
Approved by (cf Quality Handbook ch.2)	<i>University Approval Panel</i>
Date of approval (dd/mm/yyyy)	24/02/2016
Implementation start-date of this version (plus any identified end-date)	10/2016

Form completed by:

Name:Cathal Butler.....

Date: 25/4/16.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	<i>MA Education (Social Justice)</i>
Qualification	MA
Route Code (SITS)	MAESJABF
Faculty	Education and Sport
Department/School/Division	Education and English Language
Version Number	1/16

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	EDCXX1-6	EDCXX3-6	EDCXX4-6	EDCXX2-6	EDCXX5-6														
Level	7	7	7	7	7														
Credits	30	30	30	30	60														
Core or option	Core	Core	Core	Core	Core														
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																		
1	LO1	LO1	LO1, LO2	LO2	LO1														
2	LO1	LO1	L02		LO1														
3	LO1	LO1	LO1																
4	LO2	LO2	L01	LO1	LO1														
5	LO2	LO2																	
6	LO2		L01	LO2	LO2														
7	LO2	LO2		LO1	LO2														
8	LO2	LO2		LO1	LO2														

EDCXX1-6	Education and Social Justice
EDCXX3-6	Citizenship and Welfare in the 21 st Century
EDCXX4-6	Analysing Policy: Children’s Voice
EDCXX2-6	Research Methods in the workplace
EDCXX5-6	Dissertation (Social Justice)

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course qualification and title	MA Education (Social Justice)
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FHEQ Descriptor for a higher education qualification	<i>FHEQ Level 7</i>	Course Learning Outcome(s)							
		1	2	3	4	5	6	7	8
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		X	X	X			X		
a comprehensive understanding of techniques applicable to their own research or advanced scholarship				X		X	X	X	
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline					X	X	X		
Conceptual understanding that enables the student:									
- to evaluate critically current research and advanced scholarship in the discipline		X	X	X			X		
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses				X			X	X	
Typically, holders of the qualification will be able to:									
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences					X	X	X		X
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level									X

- continue to advance their knowledge and understanding, and to develop new skills to a high level.	X			X	X	X			
And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development.		X		X	X	X			X

Qualification Characteristic	<i>Masters Degree Characteristics (QAA, 2015)</i>	Evidence
		<i>How the course takes account of relevant qualification characteristics documents</i>
Masters degrees: are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition		Scheduled hours in daytime units are substantial – 36 scheduled hours. In twilight unit (1 option) 24 hours over 12 weeks with supported speaker/visit sessions and reading groups and support sessions. All students take a 60 credit dissertation.
They include research methods training, which may be provided in a range of different ways (e.g. through content modules)		Applied Research Methods unit (30 c)
Other awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.		N/A – full time
In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ.		180 credits – full MA award

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- *All courses and all units should have an associated EIA (see forms below).*
- *EIAs may cover multiple courses but individual EIAs are required for each unit.*
- *EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).*

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at

<http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education

www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

www.jisc-techdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for

disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	MA Education (Social Justice)	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.