

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Date of Approval			
Module Title	Poverty and Disadvantage	Module Code	EDW717
Level	7	Credits	20
Type of Module	Optional	Method of Delivery	Online
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	<i>PTES Institutional Programme Monitoring</i>
Cost Centre	All institutions		

Module Synopsis to be printed in the catalogue - please provide a short outline of the module.

Over a third of children and young people live in Wales are living in poverty today. Poverty and disadvantage impacts on the lives of pupils, students, families, staff and communities. This module aims to develop students' understanding of poverty and disadvantage, and how these impact on learning and development. It feeds in to radical changes in ongoing changes to educational policy in Wales. This module will allow students to critically reflect on their own experiences and how they personally perceive poverty and disadvantage. Students will be asked to critically reflect on the ways in which their educational settings measure learning and development and whether this supports the ongoing issues related to poverty and disadvantage. Finally, this module supports students to be creative in their approach in supporting learners in their chosen educational setting and the barriers they may face along the way, thus enabling them to think about new ways of working in Wales.

Notes to be printed in catalogue - please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.

This module is an optional module that will be delivered in part-three of the taught phase of the degree. The module is optional for the National MA Education (Wales). The target audience for this module will be educators working in different sectors and settings.

Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	All institutions

What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%
Module Aims - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.	
<p>This module aims:</p> <ol style="list-style-type: none"> 1. To enable students to develop a critical understanding of poverty and disadvantage and its impact on education 2. To critically examine theories, literature, practice and measurements 3. To critically evaluate specific contexts in relation to poverty and disadvantage. 	
Module Intended Learning Outcomes (please include 4-7 learning outcomes)	
<p>By the end of the module the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of poverty and disadvantage on learners 2. Critically evaluate the practice and measurements of learning and development with learners who are impacted by poverty and disadvantage 3. Critically explore the whole systems approach and how this affects practice. 4. Critically examine how to plan, implement and evaluate a change in practice that will benefit learners who are impacted by poverty and disadvantage in educational settings. 	
Relevant Programme Outcomes	
<p>K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.</p> <p>K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.</p> <p>K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.</p> <p>K4. A comprehensive, critical evaluation and synthesis of relevant literature.</p> <p>K8. The ability to communicate accurately and clearly to a wide range of audiences.</p> <p>S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.</p> <p>S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.</p> <p>S3. Evaluate own learning needs in order to set and review own professional learning objectives.</p> <p>S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).</p> <p>S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.</p> <p>S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.</p>	
Transferable/Employability/Graduate Skills <i>I = included in module content; A = included in module assessment; N/A</i>	

Master's degrees are awarded to students who have demonstrated:

1. 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.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. 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.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. 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.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. Qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - independent learning ability

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions with, and in the absence of, all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content - please provide information about the curriculum

This module will cover the following areas:

- Definitions of poverty and disadvantage in educational contexts, with a focus on learners, families, and communities
- Theoretical approaches to researching and understanding the effects of poverty on educational experiences and outcomes, including consideration of intersectionality.
- Welsh policies and responding to issues of poverty and disadvantage for learners
- Who is 'poor enough' in education? Eligibility
- Changing demographics – migration, war, as
- Measuring learning and development – 'targets' 'attainment gap' 'attendance' 'progression'?
- Teacher's perspectives of disadvantage: A critical reflection
- The educator's role – is there a line between teaching and responding to poverty and disadvantage?
- Developing learning capabilities – Without a Maslow there is no Dewey.
- Whole Systems Approaches – how to plan for positive change

The module will also have guest speakers who work in educational settings that have implemented changes.

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in online lectures and workshops to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Online seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6

Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178
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Required Reading (Max 2)

Please list 5-7 seminal and/or current texts. Please check that the texts / editions are in the library before you add to the reading list. A more detailed reading list can be provided in the handbook and on VLE.

Lister, R (2021) *Poverty*. 2nd ed. Bristol. Polity Press

Fullan, M. and Gallagher, M. J (2022) *The Devil is in the Details: System solutions for equity, excellence and student well-being*. London: Corwin.

Recommended Further Reading (Max 5)

Ferrara, J and Jacobson, R. (eds) (2019) *Community Schools. People and places transforming education and communities*. London. Rowman and Littlefield.

Lemke, M., & Zhu, L. (2018). Successful futures? New economy business logics, child rights, and Welsh educational reform. *Policy Futures in Education*, 16(3), 251-276

Lee, J., and Desjardins, R. (2019). Inequality in adult learning and education participation: the effects of social origins and social inequality. *International Journal of Lifelong Education*, 38(3), 339–359.

Smith, R. and Duckworth, V. (2022) *Transformative Teaching and Learning in Further Education Pedagogies of Hope and Social Justice*. Bristol. Polity Press

Taylor, C (2018) The Reliability of Free School Meal Eligibility as a Measure of Socio-Economic Disadvantage: Evidence from the Millennium Cohort Study in Wales, *British Journal of Educational Studies*, 66:1, 29-51, DOI: 10.1080/00071005.2017.1330464

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues in the module. The module will ensure a mix of perspectives from different cultures and backgrounds.

Assessment & Feedback

Method of Moderation to be used

Moderation by sampling of the cohort.

Assessment Methods

Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
Report:	All		100	50	August
Part 1		2000 words	Part 1 – 50%		
Part 2		2000 words	Part 2 – 50%		

Rationale for Assessment

Today's educational settings need to respond creatively to ongoing pressures related to poverty and disadvantage of learners. This assessment aims to respond to the need to consider the student's role in responding to the impact of poverty and disadvantage in their educational setting.

The assessment allows for responses to specific issues in the students chosen educational setting. For example, students could consider responding by planning work with children, family engagement, community work, managerial changes and strategic changes depending on their work places or previous experiences. Students will need to reflect critically throughout the assessment from theory to practice

What is the assessment?

Report (4000 words)

The report reflects on an issue in the students practice where poverty and disadvantage impact on the learner's educational setting. The report should be aimed at a chosen target audience (e.g. staff, presentation to governors, Heads of Service, senior management team, etc.) and would be written in an appropriate style. The content and design of a report and action plan will be discussed in your initial session.

Part 1 (2,000 words)

Drawing from literature and theory, you are asked to critically reflect on the impact of poverty and disadvantage on learners in your educational setting. You are asked to critically examine the role of measurements used in your educational setting to show the learners progress and development, critically exploring whether these successfully identify and support learners who are impacted by poverty and disadvantage.

Part 2: Action plan (2,000 words)

You will need to consider how in practice you would respond to the issue(s) identified and examined in Part 1. You will need to critically justify your proposed plan of action, demonstrating why you believe if implemented it will contribute to addressing the issues identified. You will also need to consider how you would evaluate the changes that you would implement.

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module, which will be bespoke to their needs. Students will complete the same summative assessment per module.

Rules for Multiple Assessments (*Please *delete* as appropriate.)

Choose an item.

Although there are two parts to this assignment, the assessment itself will be weighted 50/50. This will be reflected in the marking grade

In what ways will students receive feedback on assessed work, including formal examinations? <i>Please delete those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.</i>	
Turnitin	Choose an item. Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.	
Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.	
Please provide details of how students would redeem a failure in the module. <i>*N.B. Level 6 students on traditional programmes will resit / resubmit according to level 6 regulations</i>	
All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.	

Other Information			
Module Leader	Programme Director	External Examiner	TBC
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%
Are there any pre- or co-requisites for this module?		No	
Making sure that all universities have access to core reading			
Programme(s) in which to be offered (not including exit awards)		Core	Option
National MA Education (Wales)		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Completion as a standalone module leads to WU Certificate of Continuing Education		<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
For what teaching & learning activities do you intend to use e-learning? <i>Please add specific requirement as appropriate.</i>		All	
For what assessment activities do you intend to use e-learning? E.g. MCQs		None	
Maximum number of students that can enroll on the module?		100 per institution	
How often will the module run during each session?		Once.	
When? <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i>			
Does the module replace an existing module?		No	
If so which one?		N/A	
Date of approval by College Committee		11/05/2023	

Signature of Chair of College Learning and Teaching Committee	
Modifications	June 2025: approved as a standalone module