



## **Module Specification**

### **International Comparative Education**

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## Part 1: Information

**Module title:** International Comparative Education

**Module code:** UTTGVL-30-3

**Level:** Level 6

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module takes a global perspective on education, critically considering international comparative measures of education and exploring beliefs, policies and practices in education across a range of societies and cultures.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with

increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** The aim of this module is to promote an international perspective on educational practices and outcomes and to enable students to analyse critically the role of education in relation to societal challenges from a globally informed point of view.

**Outline syllabus:** This module adopts a global perspective to examine how national comparisons in educational outcomes are reached and used. Students will explore a range of comparative measures in relation to formal educational outcomes, critically considering the strengths and limitations of these methods. Students will explore alternative approaches to considering the purposes, practices and outcomes of education across different cultures and societies. The module will refer to a range of supranational organisations examining how their treaties, policies and agendas impact on education globally. Students will also have the opportunity to explore a range of topical issues related to international comparative education, for example, decolonisation, gender, indigenous learning, health and wellbeing.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Students will be exposed to teaching and learning practices which disrupt the influence of dominant global perspectives on educational practices and outcomes. This is achieved in part through the introduction of a variety of global voices and perspectives on education into the students' learning environment. Students are also actively encouraged to explore specific international contexts and explore the social, cultural and political contexts of educational practices in these contexts. Students will undertake their own comparative analysis.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Describe and critique international measures and comparisons of formal education.

**MO2** Discuss relevant theories and ideas regarding education in a global context.

**MO3** Critically analyse the beliefs, policies, practices and impacts of education in two or more countries/societies.

**MO4** Reflect critically on features, issues and debates relating to cross-cultural educational experiences.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgvl-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgvl-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** 1. What are the assessment tasks?

Assessment for this module is based on two tasks:

An individual presentation task (10 minutes with 5 minutes questions) and a written task (3,500 words).

2. Why is this assessment task being used?

The presentation is designed to support students' developing knowledge and understanding of the concepts of international comparative education, and will give students the ability to demonstrate their skills in presenting to others while exploring

the themes of the module.

The written task (3500 words) is intended to allow students to develop their engagement with relevant literature and theory related to international comparative education, through a comparison of beliefs, policies, practices and impacts of education in two (or more) countries/regions. The written task also provides the opportunity for students to reflect on cross cultural educational experiences.

### 3. How will students be supported to meet the assignment requirements?

Formative feedback opportunities are provided throughout the module. Students are given guidance on a range of agendas, issues and research related in international comparative education. They are also given guidance on methods and approaches to undertaking international comparisons.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

#### **Assessment tasks:**

##### **Presentation (First Sit)**

Description: An individual presentation (10 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

##### **Written Assignment (First Sit)**

Description: A written report (3500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Presentation (Resit)**

Description: An individual presentation (10 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

**Written Assignment (Resit)**

Description: A written report (3500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education [Frenchay] BA (Hons) 2024-25

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education [Frenchay] BA (Hons) 2023-24

Education (Digital Learning) [Frenchay] BA (Hons) 2023-24

Education (Special Needs) [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24