



Module Specification

International Comparative Education

Version: 2026-27, v2.0, Approved

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	7

Part 1: Information

Module title: International Comparative Education

Module code: UTLGY6-30-M

Level: Level 7

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: Secondary Education and Lifelong Learning

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 explores a diverse range of educational contexts and critically explores the situated teaching and learning practices within these varied contexts. Through an exploration of the values and beliefs which inform educational practices and professional identities, the module will consider a range of issues in making educational comparisons. Throughout the module theoretical and philosophical conceptions of knowledge will be considered in relation to differing perspectives on the purpose and value of education.

Features: Not applicable

Educational aims: 1. Support students in contextualising the social, political and economic influences which inform approaches to teaching and learning, and the theoretical and philosophical ideas underpinning these.

2. Enable students to confidently articulate and critically explore a range of values and beliefs which inform educational practices and professional identities across a range of educational contexts.

3. Enhance students' critical understanding of a range of approaches to comparing educational practice, and how this relates to differing perspectives on the purpose and value of education.

Outline syllabus: Indicative Content:

Contextual influences on ideas, concepts and beliefs concerning conceptions of knowledge.

Consideration of differing educational contexts (formal and informal).

Educational contexts and approaches and methods in educational research.

Key concepts and ideas in international comparative education.

Issues impacting educational research, practice and outcomes in a diverse contexts.

Values, beliefs and purposes of education, and underpinning international measures and comparisons, in the context of a globalised education system.

Part 3: Teaching and learning methods

Teaching and learning methods: The module International Comparative Education enables students to conceptualise knowledge and reflect how this may be applied in their own context and practice. The module is delivered face to face,

supported by carefully designed online resources to enhance flexibility and access to learning resources. Each seminar will include a range of learning materials that complement the in-person teaching and enable participants to deepen, apply, and consolidate their understanding of key concepts.

Through guided readings and self-directed activities, participants will build a robust theoretical foundation and be encouraged to critically explore how theory informs professional practice in international educational contexts. A series of structured discussions and collaborative tasks—both in the classroom and online—will invite participants to share their professional and personal experiences for mutual learning and the enrichment of the cohort.

The programme also supports participants in developing strong skills in self-directed learning, enabling them to take increasing responsibility for their academic progression and doctoral development.

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

MO1 Critically engage with how diverse and shifting contexts impact and shape educational outcomes and experiences.

MO2 Articulate a detailed and critically engaged knowledge of a breadth of issues impacting upon educational research, methods and outcomes in a diverse range of contexts.

MO3 Critically conceptualise the values, beliefs and purposes of education, and underpinning international measures and comparisons, in the context of a globalised education system.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Staff-guided learning = 60 hours

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

Part 4: Assessment

Assessment strategy: A) What is/are the assessment task(s)?

Task 1: Presentation (25%)- 10 minutes (maximum) plus up to 10 minutes for questions

Students will produce and deliver a presentation (for example, a poster presentation) in which they demonstrate an informed awareness of key concepts and considerations in diverse contexts and ethics. There will then be up to 10 minutes of questions and answers (Q&A) relating to the presentation.

Task 2: Written Assignment (75%) — 2,750 words

Students will complete a written assignment exploring an issue relevant to the content of the module. The precise essay title will be negotiated between the tutor and the student to ensure alignment with individual interests and emerging research areas.

B) Why is this assessment being used?

The combined use of a presentation and a written assignment enables students to demonstrate achievement of all module learning outcomes through complementary modes of communication.

The presentation supports the development of students' ability to synthesise complex material, communicate ideas concisely, and engage critically with international comparative education—key skills for doctoral-level scholarly exchange and conference dissemination. The Q&A gives students an opportunity to practice communication skills and to expand on ideas from their presentation.

The written assignment provides an opportunity for students to undertake deeper, sustained critical analysis, engage with relevant literature, and construct a coherent academic argument aligned with EdD-level expectations.

Together, these assessments reflect the wider programme's emphasis on academic rigour, critical thinking, and the development of independent, research-informed perspectives.

The negotiated essay title also encourages originality, reflective engagement, and authentic application of theory, helping to design out plagiarism by requiring students to connect module concepts to their own professional or research context.

C) How will students be supported to meet the assessment requirements?

Students will be supported through a combination of structured learning activities, tutor guidance, and opportunities for formative feedback. Support includes:

Formative assessment opportunities, such as draft presentation discussions, proposal outlines, or essay-plan feedback, enabling students to refine their ideas before summative submission.

Guidance on assessment expectations, including marking criteria, exemplars, and sessions on academic writing and the effective communication of research ideas.

Negotiated assignment titles, allowing personalised support from tutors to ensure clarity, feasibility, and alignment with learning outcomes.

Study skills signposting, where needed, to ensure students can meet doctoral-level academic writing and critical analysis expectations.

This structured approach ensures students are well-prepared to demonstrate their achievement across all learning outcomes and to progress confidently within the programme.

Assessment tasks:

Presentation (First Sit)

Description: Presentation (e.g. poster) (10 minutes maximum plus up to 10 minutes for questions)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (First Sit)

Description: Written assignment (2,750 Words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Presentation (e.g. poster) (10 minutes maximum plus up to 10 minutes for questions)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Written assignment (2,750 Words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Doctor of Education (International) [Frenchay] EdD 2026-27

Doctor of Education (International) [Blended] EdD 2026-27

Educational Research (International) [Frenchay] PGDip 2026-27