



Module Specification

Broadening Horizons and Making a Difference

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Part 1: Information

Module title: Broadening Horizons and Making a Difference

Module code: UTTGYX-15-2

Level: Level 5

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

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 explores theories and practice of education as change. Students are involved in projects which are impactful for children and which support students to extend their experience of the potential for educators as agents of change.

Features: Not applicable

Educational aims: Develop understanding of the theory and practice of education as change.

Introduce students to a range of educational projects, exploring aims, practice and impact.

Facilitate students' active involvement in transformational educational project work, including evaluating impact.

Outline syllabus: Theory and practice of education as change

Theoretical perspectives relating to inequality, and social positioning, capital and change

Exploration of novel and/or transformational education projects to impact on achievement and aspirations of children.

Practice experience of education projects

Approaches to educational inquiry

Ethics

Gathering data

Evaluating the impact of projects

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and expert colleagues working on projects studied, and includes lectures, seminars, tutorials, project engagement, practical classes, workshops and online engagement.

Students spend time in practice related to education projects during this module; this element is woven into the module.

Independent learning includes essential and extended reading, preparation for practice, seminars, and assignment preparation and completion.

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

MO1 Explore and evidence understanding of the practice and potential for schools and teachers to act as agents for change.

MO2 Explore and analyse the aims, potential, and impacts of novel and ambitious educational projects.

MO3 Demonstrate the understanding, knowledge and skills needed to deliver and evaluate education projects focused on benefitting children.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 90 hours

Placement = 24 hours

Face-to-face learning = 36 hours

Total = 0

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: The single assessment of a presentation (10 minutes presentation plus 5 minutes questions) focuses on one of the projects students have engaged with, or on a theme involving more than one project.

The presentation time includes time for questions to give students the opportunity to reflect or develop further on one or more aspects of their assessment.

This assessment will allow students to build on presenting skills previously employed in year 1.

Assessment tasks:

Presentation (First Sit)

Description: Presentation (10 minutes + 5 minutes questions)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Presentation (10 minutes + 5 minutes questions)

Weighting: 100 %

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:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2024-25