Module Descriptor

Title	Global Perspectives on Education		
Session	2025/26	**Status**	
Code	EDLR11004	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Dr Jayakumar Chinnasamy		

Summary of Module

Global perspectives on education vary depending on cultural, economic, and social contexts. This module will enable students to reflect on their understanding of education by examining its origins, purpose, and nature, and comparing it with education systems in their home country and other countries. The course will enable students, through the study of comparative education, to consider the historical and political context of education and gain insight into current issues, policy drivers, and practices.

Some broad areas that will be covered and not limited to the mentioned topics

- Education in the Global Context
- Educational Policy and Practice
- Global Trends in Education Policy
- Democracy and Education
- Postcolonial Perspectives on Globalisation and Education
- Global Mobilities and the Challenges of Educational Research and Policy
- Issues in Global Education
- Framing Global Education
- Professional Development

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical knowledge and reflect on their understanding of education, through an examination of the origins, purpose, and nature of education; and compare with your home and other countries
L2	Apply knowledge, skills, and understanding to critically evaluate environments that stimulate and engage learners as active agents in learning and support their development of positive learning dispositions.
L3	Demonstrate an understanding of the principles behind the analysis of educational systems in different countries.
L4	Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures in education that could be applied in professional practice.
L5	Demonstrate critical awareness of the current issues, policy drivers, and principles and practice of education with references to your professional practice and country of origin.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Develop a critical knowledge and understanding of the ability to analyse and evaluate educational policies, practices, and research from a global perspective.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills, and understanding in developing intercultural communication, critical thinking and problem-solving, adaptability, leadership and collaboration, and technology proficiency skills, to become more competitive in the global education market.
Generic Cognitive skills	**SCQF 11** Critically analyse, evaluate, synthesise to create new ideas, and think critically about the issues facing the field of global education.
Communication, ICT and Numeracy Skills	**SCQF 11** Develop effective communication strategies to communicate effectively with diverse audiences, use digital tools to research and analyse information, collaborate with others across different cultures and contexts.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate autonomy, accountability by taking ownership of work, collaborate effectively with others, and adapt to global changing circumstances.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The Global Perspectives in Education (GPE) module is a 20-credit module comprising 200 hours of total student learning and assessment time. The module is delivered through a combination of on-campus teaching, guided independent study, collaborative learning activities, and assessment preparation.

The module includes approximately 36 contact hours delivered through weekly on-campus lectures, seminars, workshops, and structured writing retreat activities over the duration of the term. Contact sessions are designed to be highly interactive and student-centred, encouraging critical engagement with contemporary issues in global education, including globalisation, culture, social justice, human rights, sustainability, international development, educational policy, and comparative education.

On-campus learning events focus on active learning approaches, including group discussions, case studies, debates, collaborative problem-solving, Padlet activities, video analysis, reflective exercises, student-led presentations, peer feedback, and writing development workshops. Students are expected to undertake preparatory reading and engage with learning resources prior to class, as well as complete follow-up activities to consolidate learning after each session.

Asynchronous learning activities are provided through Brightspace and are designed to complement and support the on-campus learning experience. These activities include engagement with recorded resources, directed readings, online discussions, formative learning tasks, assessment guidance materials, and self-directed research activities. Asynchronous activities are not included within the scheduled contact hours but form an essential component of the overall learning experience.

The module places a strong emphasis on academic writing and critical reflection. Through the structured writing retreat programme, students receive guided support in developing

academic writing skills, including paragraph construction, use of evidence, critical analysis, synthesis of literature, and academic argumentation.

Students are expected to engage actively with both face-to-face and online learning opportunities and to make effective use of the resources available through Brightspace. Independent study time will be used for reading, preparation for seminars, assessment development, reflective learning activities, research, and consolidation of weekly topics.

Indicative Learning Activities and Hours:

• Lectures, seminars, workshops, and structured writing retreat activities (contact hours): 35 hours

• Online assessment drop-in and assessment guidance sessions: 1 hour

• Combined independent study activities (directed reading, preparation for classes, engagement with Brightspace resources, assessment preparation, research, writing, and reflective consolidation activities): 164 hours

Total Learning Hours: 200 hours

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200 Hours

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Brooks, J., Hormore, A., H., Brooks, M, C., Surn, N. (Eds.) (2022) Globalization and Education. Teaching, Learning and Leasing the World Schoolhouse, Charlotte, Information Age Publishing.

Lingard, B. (2021) Globalisation and Education, Routledge.

Marshal, J. (2nd Ed.) (2019) Introduction to Comparative and International Education, London, Sage.

Philips and Schweisfurth (2014). Comparative and International Education: An Introduction to Theory, Method, and Practice". Bloomsbury Academic.

Rizvi, F. and Lingard, B., (2009). Globalizing education policy. Routledge.

Schleicher, A. (2018). World class: How to build a 21st-century school system. Paris: OECD Publishing.

Verger, A., Altinyelken, H, K., Novell, M. (Eds.) (2018). Global Education Policy and International Development: new agendas, issues and policies, London, Bloomsbury

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The University is committed to providing a supportive learning environment that actively facilitates student success. In this module, your academic engagement is demonstrated through regular attendance and participation in scheduled on-campus lectures, seminars, workshops, and other timetabled learning activities, as well as through your independent study and preparation outside of class.

Whilst we understand that there may be occasions when competing commitments make attendance challenging, to gain the maximum benefit from this module it is strongly recommended that you attend all scheduled classes and complete any associated independent learning activities in a timely manner.

Regular attendance is important because the module content builds progressively throughout the term, with opportunities for discussion, collaborative learning, formative feedback, and assessment preparation taking place during class sessions.

Please note that, where circumstances require it (for example, transport disruptions, tube strikes, severe weather, or other exceptional situations), scheduled on-campus sessions may be moved to an online format. In such cases, you will be notified in advance wherever possible and are expected to attend and participate in the online session as you would for an on-campus class.

Students are also expected to engage regularly with the Virtual Learning Environment (Brightspace). This includes accessing learning materials, reviewing lecture slides and resources, completing directed learning activities, and catching up on any content missed due to absence. Engagement with Brightspace is an important component of your overall academic engagement and supports your learning both inside and outside the classroom.

It may be difficult to successfully complete the assessments associated with this module if you are not regularly attending classes and engaging with the learning activities. Where concerns arise regarding attendance or engagement, we may contact you to discuss your circumstances and identify any support that may be available to help you succeed in your studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation, including the Equality Act (2010), and the UWS Equality, Diversity and Human Rights Code, the Global Perspectives on Education (GPE) module is designed to provide an accessible, inclusive, and supportive learning environment for all students. The module embraces diverse perspectives, experiences, and backgrounds, reflecting the global and intercultural themes explored throughout the course.

Teaching, learning, and assessment activities are designed in accordance with University guidance on inclusive learning and teaching. Where appropriate, reasonable adjustments will be made to support students with additional needs, ensuring equitable access to learning opportunities and assessment. Specialist support, assistive technologies, alternative formats

of learning materials, and assessment adjustments will be provided in accordance with UWS policies and regulations. The GPE module encourages respectful dialogue, critical reflection, and the consideration of diverse viewpoints on global issues, education, culture, social justice, sustainability, and human rights. Students are expected to contribute to creating an inclusive and respectful learning community where all participants feel valued and able to engage confidently in discussions and collaborative activities. If you have a disability, long-term health condition, specific learning difference, caring responsibilities, or any other circumstances that may affect your engagement with the module, you are encouraged to discuss your needs with the University's support services and inform the module team where appropriate so that suitable support and reasonable adjustments can be considered.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	ESS
Moderator	Dr Laurie Walden
External Examiner	Dr Richard Race
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1: Portfolio of Written Work (a combination portfolio with a collection of student's individual and group works in line with learning outcomes and skills) - 100%
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of Written Work	☒	☒	☒	☒	☒	100	36

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	When	Who