



Module Descriptor

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| 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 | J Chinnasamy | | |
| Summary of Module | | | |
| <p>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.</p> <p>Some broad areas that will be covered and not limited to the mentioned topics</p> <ul style="list-style-type: none">• 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 | | | |

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> | | |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | | <input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | | |
| Terms for Module Delivery | Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input checked="" type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
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| 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 | |
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| 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

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| 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. |

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

| Learning and Teaching | |
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| 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. | |
| 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 |
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| 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.

Marshall, 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:

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](#).

(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

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| Divisional Programme Board | Education |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 | L Walden |
| External Examiner | R Race |
| Accreditation Details | |

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| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 1.1 |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| Assessment 1: Hybrid Portfolio (a combination portfolio with a collection of student's individual and group works in line with learning outcomes and skills) - 100% |
| Assessment 2 |
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| Assessment 3 |
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| (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.) |

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| Component 1 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Portfolio of Written Work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100 | 3 |

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| Component 2 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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| Component 3 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | hours |

Change Control

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| What | When | Who |
| New template | Mar 25 | J Chinnasamy |
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