

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Philosophy of Education			
Code: EDLR11006	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Felton		
Summary of Module			
<p>This module. Offers students an opportunity to explore philosophical thinking in relation to education and learning. And to develop a clear understanding of the theoretical and ethical underpinnings of their practise as educators. Drawing connections between contemporary issues in education. And their own knowledge and practise.</p> <p>This module engages with key themes in philosophy of education. Including ethics, epistemology, and philosophy of mind. The UWS graduate attributes that are commonly developed through the completion of this module are:</p> <p>Critical and analytical thinking Resilience, autonmy, and motivation Effective communication and collaboration Development of professional knowledge and skills.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate and understanding of the key concepts and theories of philosophy of education.
L2	Demonstrate a critical understanding of the relevance of these theories within educational practice.
L3	Demonstrate a critical understanding of relevant literature relating to philosophy of education.
L4	Present their understanding and analysis of theories, practice and relevant literature in a clear and consistent format.
L5	

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 Level 11 Demonstrate a critical understanding of the theories, ideas, and concepts concerning philosophy of education. A critical understanding of these concepts in relation to educational practise. A critical awareness of these concepts in relation to current issues within professional educational contexts.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Apply an understanding of the theories and concepts of philosophy of education within educational practise. Demonstrate originality or creativity in the application of knowledge and understanding of philosophy of education within practise, showing effective engagement with education, teaching and learning.</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Apply critical analysis, evaluation, and synthesis to ideas, concepts, and theories relating to philosophy of education. Develop original and creative responses to theories, ideas, and concepts.</p> <p>Critically review, consolidate and extend knowledge and thinking in relation to education, teaching, and learning.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicate using appropriate methods to a range of audiences with different levels of knowledge or expertise. Communicate and collaborate with a range of peer professionals to enhance teaching and learning within individual professional settings.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities. Take responsibility for own work and or significant responsibility for the work of others.</p> <p>Demonstrate leadership and initiative and contribute to change and development in relation to quality learning experiences. Practise approaches that engage with philosophical theories and concepts in relation in reflection on own and others roles and responsibilities within an educational setting.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core content delivery	28
Tutorial/Synchronous Support Activity	8
Independent Study	168
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Blake, M. Smeyers, P. Smith, P and Standish, P. (2003) The Blackwell Guide to the Philosophy of Education. Oxford: Blackwell.</p> <p>Biesta, G. (2021) World-Centred Education. New York: Routledge.</p> <p>Higgins, C. (2011) The Good Life of Teaching: An Ethics of Professional Practice. Chichester: Wiley-Blackwell.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

In line with the academic and attendance. Procedure Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course related learning resources including those in the library and on Aula and completing assessments and submit these on time.

Please refer to the Academic engagement and attendance procedure at the following link: Academic Engagement and Attendance procedure.

For the purposes of this module, academic engagement equates to the following. All full-time students, part time and distance learning students should check with their programme. Learner leader for any queries are required to attend all scheduled classes and participate with all delivered elements of the module. As part of their engagement with their programme of study, consideration will be given to students who have protection under the appropriate equality law.

Please refer to UW S Regulations, Chapter one 1.64 to 1.67 available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Given the professional nature of the programme, 100% attendants and engagement is expected. The module coordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module coordinator, personal tutor, and the student to identify steps to support engagement. And success.

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.](#)

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	CPL
Moderator	N Aviles Nunez
External Examiner	S Daniels

Accreditation Details	
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Group presentation, showing understanding of philosophical arguments and positions covered so far in relation to students professional practise.
Assessment 2 Written assignment.
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	x	x				20	5

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	x	x	x	x	x	80	5

Combined Total for All Components						100%	10 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)