



Module Descriptor

Title	Philosophy of Education		
Session	2025/26	Status	
Code	EDLR11012	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	G Felton		

Summary of Module

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 for their practice as educators. Drawing connections between contemporary issues in education and their own knowledge and practice, 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:

- Critical and Analytical thinking
- Resilience autonomy and motivation
- Effective communication and collaboration
- Development of professional knowledge and skills

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"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

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

		<input type="checkbox"/> Paisley	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3

Learning Outcomes	
L1	Demonstrate an 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 that adheres to academic conventions and UWS academic writing and referencing guidance, using credible academic sources to support arguments
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)	<p>SCQF 11</p> <p>Demonstrate a critical understanding the theories, ideas concepts concerning philosophy of education</p> <p>A critical understanding of these concepts in relation to educational practice.</p> <p>A critical awareness of these concepts in relation to current issues within professional educational contexts.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Apply an understanding of the theories and concepts of philosophy of education withing educational practice.</p> <p>Demonstrate originality or creativity in the application of knowledge and understanding of philosophy of education within practice, showing effective engagement with education, teaching and learning.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>SCQF Level 11 Choose an item.</p> <p>Apply critical analysis, evaluation and synthesis to ideas, concepts and theories relating to philosophy of education.</p> <p>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 11</p> <p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</p> <p>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>Please select SCQF Level</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities.</p> <p>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.</p> <p>Practise approaches that engage with philosophical theories and concepts in reflection on own and others' roles and responsibilities within an educational setting.</p>

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

Indicative Resources
<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. Standish, P. (2003) The Blackwell guide to the philosophy of education. Oxford: Blackwell.</p>

Higgins, C. (2011) *The Good life of Teaching: An ethics of professional practice* (Wiley-Blackwell, Chichester)

Biesta, G. (2021) *World-centered Education*. New York: Routledge.

(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

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	Education
Moderator	N Aviles Nunez
External Examiner	S. Daniels
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

3500-word Essay: Analyse, examine and evaluate an aspect of educational practice through ideas and frameworks drawn from philosophy.

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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	36

Component 2

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

Component 3

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

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/2021	H McLean
Updated contact hours	13/3/25	G Felton
Assessment	13/3/25	G Felton