



Module Descriptor

Title	Becoming Critical in Education		
Session	2025/26	Status	
Code	EDLR11016	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N Aviles Nunez		
Summary of Module			
<p>What is Criticality in Education and what does it mean to become critical? How does our understanding of Criticality shift across different cultural perspectives? This module provides a grounding in Criticality and the skills of evaluation, synthesis and analysis that underpin academic and educational practice.</p> <ul style="list-style-type: none">• Dispositions and attributes for critical thinking• Perspectives on critical thinking• Critical explorations of local and Intercultural knowledge practices• Building skills in academic practice			

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"/>	

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

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"/>
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Learning Outcomes	
L1	Demonstrate the development of an understanding of theories and concepts of Critical Thinking and Criticality in relation to educational practice
L2	Demonstrate an understanding of the impact of Criticality and Critical Thinking across the field of Education and in relation to diverse international perspectives
L3	Demonstrate a critical understanding of the relevant professional and research literature relating to the development of students as critically aware professionals
L4	Undertake a systematic analysis of theories and concepts relating to Critical Thinking and Criticality across educational settings, and present the analysis 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)	<p>SCQF 11</p> <p>Demonstrate the development of an understanding of theories and concepts of Critical Thinking and Criticality in relation to educational practice</p> <p>Demonstrate an understanding of the impact of Criticality and Critical Thinking across the field of Education and in relation to diverse international perspectives</p> <p>Demonstrate a critical understanding of the relevant professional and research literature relating to the development of students as critically aware professionals</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Apply an appropriate range of learning and teaching techniques and practices that demonstrate effective skills and knowledge in supporting a diverse range of learners across individual professional settings.</p> <p>Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective engagement with learning, teaching and assessment.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Undertake a systematic analysis of theories and concepts relating to Critical Thinking and Criticality across educational settings, and present the analysis in a clear and consistent format</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline related to criticality and critical thinking</p>
Communication, ICT and Numeracy Skills	SCQF 11

	<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>SCQF 11</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>Practise ways that draw on critical 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)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	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>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Blake, N., Smeyers, P., Standish P. & Smith, D. P. (eds) (2008). The Blackwell Guide to the Philosophy of Education. Germany: Wiley.</p> <p>Davies, M. & Barnett, R. (2015) The Palgrave Handbook of Critical Thinking in Higher Education. New York, Palgrave Macmillan</p>

Dei, G. J. S. & Cacciavillani, A. (2024). Actualizing decolonization: a case for anticolonizing and Indigenizing the curriculum, *Journal of Philosophy of Education*, 58 (2-3), pp. 209–226, <https://doi.org/10.1093/jopedu/qhae036>

Santos, B. d. S. (2015). *Epistemologies of the South: Justice Against Epistemicide*. United Kingdom: Taylor & Francis.

(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	CPL
Moderator	C Manousou
External Examiner	S Daniels
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Reflective Journal – 100%

Independent

Each student will create a reflective journal online using Microsoft Word. It will be composed of 5 journal entries. Each of the 5 journal entries will include critical reflective writing, critical responses to module readings and learning and discussions. The reflective journal will average around 4500 words and will include references.

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	10

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"/>		

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

What	When	Who
New template, assessment updated & indicative resources	Mar 25	N Aviles Nunez

