

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Critical Pedagogy One			
Code: BACE07003	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	J Hopkin		
Summary of Module			
An engagement with personal histories will facilitate Freirian decoding to initiate critical exploration of the theories and processes that underpin differing conceptions of learning, curriculum and pedagogy. This module will feature an early engagement with critical theory as a mechanism for developing analysis of ideologies in education and in lifelong learning. The dominant discourse of education as schooling and the relationship between institutional approaches to education and neoliberal influences will be critiqued. A critical appraisal of contrasting social and economic imperatives in education policy and in practice will be undertaken. Developing from a historical analysis of the relevance of Paulo Freire for community education practice, students will be engaged in fostering their own conscientisation. The relationships between principles for forms of schooling and the development of transformational praxis will be explored. An international perspective will be encouraged to inform and contextualize analysis of increasingly global phenomena.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
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:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐
--------	--------------------------	--------	-------------------------------------	--------	--------------------------

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	Identify the core constructs that underpin critical theory
L2	Demonstrate an understanding of ideological positions in education and lifelong learning and relate this to dominant discourse of education as schooling
L3	Evaluate conceptions of schooling, experience, practice, and policy
L4	Understand social purpose democratic education traditions as a transformational praxis for community education
L5	Reflect on individual value systems & practices

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 7. Broad knowledge and understanding of the nature of transformational and democratic education. Detailed knowledge and understanding of pedagogy as applied to a range of community learning contexts.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Reflection on knowledge, understanding and skills in relation to being an effective community educator. Effectively implement appropriate communication and interpersonal skills relevant to community learning settings and contexts.

Generic Cognitive skills	SCQF Level 7. Evaluate, giving reasoned opinions and arguments in relation to designing authentic curricula relevant to community learning settings.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation)	
Autonomy, Accountability and Working with others	SCQF Level 7. Demonstrate awareness of personal attitudes, values and beliefs and respect of others. Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes. Identify and address own learning needs, identifying new ideas, accessing, selecting, evaluating, and using resources as appropriate.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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	12

Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cranston, P. (2006) <i>Understanding and promoting Transformative Learning</i> (2nd Ed) San Francisco: Josey Bass Darder A., Baltodano, M. and Torres, R (eds) (2009) <i>The Critical Pedagogy Reader</i> Routledge: Oxon Freire, P. (1996). <i>Pedagogy of the Oppressed</i> (M.B. Ramos, Trans. 2nd ed.). London: Penguin Ledwith, M. (2001) Community work as critical pedagogy: re-envisioning Freire and Gramsci, <i>Community Development Journal</i>, Vol.36, No 3. July 2001 pp. 171-182 Ledwith, M. (2015) <i>Community Development in Action- Putting Freire into Practice</i> Bristol: Policy Press Wallace, D. (2020) Identifying with Borders and Boundaries: The Place of Critical Pedagogy as Social Responsibility Education. In E., Sengupta, P. Blessinger and C. Mahoney. (Eds) <i>University-Community Partnerships for Promoting Social Responsibility in Higher Education</i> (Vol.23) Bingley, Emerald Publishing Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.	
(**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:

Free Text – to add detail

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 ☐ No ☒
School Assessment Board	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but

do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – 100% Practical Presentation

(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	✓	✓	✓	✓	✓	100	4
Combined Total For All Components						100%	4 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	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)