

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Understanding Communities			
Code: BACE07006	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Cusack		
Summary of Module			
This module discusses what is meant by community as the context in which practitioners work with people. The place of community in enhancing well-being and facilitating social transformation will be appraised. Focusing on community as a system for connectedness and social cohesion, the module examines historical and contemporary perspectives including geographical, interest and online communities. Students will explore the central role of community as a way of creating meaning and identity among people who define or defy boundaries in order to make sense of their world. Taking an international perspective there will be consideration of the impact of globalisation and of a market driven economy and how different kinds of community can help people to find roots and a sense of belonging. Students will consider how joining a professional CLD community of practice, can contribute to understanding diverse and changing community contexts. Understanding Communities aims to examine new possibilities for community education at micro and macro levels.			

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 and explain the contexts in which different kinds of community exist;
L2	Examine the importance of boundaries as a way of creating meaning and identity;
L3	Demonstrate understanding of community as a means of building relationships for social cohesion and transformation;
L4	Show understanding of the benefits or limitations of the concept of community in a range of community education contexts;
L5	Use literature search systems to identify CLD professional skills & attributes

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 Demonstrate the ability to define the salient features of a community. Exhibit detailed knowledge of at least one community of practice and its associated demographic features and risk factors.

Practice: Applied Knowledge and Understanding	SCQF Level 7 Use a range of routine skills, techniques, practices and/or materials to gather evidence about a community, including some demographic analytical statistical skills and qualitative methods.	
Generic Cognitive skills	SCQF Level 7 Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of research on the community and, specifically, for community change. Evaluate social planning interventions.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Use a range of routine skills and some advanced and specialised skills associated with a subject/ discipline, for example: basic demographic analytical skills using computer technology, basic qualitative research skills (including semi-structured interviewing, observation and open-ended surveys).	
Autonomy, Accountability and Working with others	SCQF Level 7 Exercise autonomy and initiative in some activities related to the overlap between school and professional work as relates to community change. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance.	
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	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: Craig, G. (2007) Community capacity–building: Something old, something new...? Critical Social Policy , 2007, 27:335 Henderson & Thomas (2006) Skills in Neighbourhood Work (4th Ed) Oxford: Routledge Ledwith, M. (2011) Community Development a Critical Approach (2nd Ed) Bristol: Policy Press Ledwith, M. (2001) Community work as critical pedagogy: re-envisioning Freire and Gramsci, Community Development Journal, Vol.36, No 3. July 2001 pp. 171-182 Taylor, M. (2011) Public Policy in the Community (Second Edition) Hampshire: Palgrave Macmillan	
(**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](#).

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module. In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

(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	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.

Assessment 1 100% Assignment Case Study

(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
	✓	✓	✓	✓	✓	100	4hrs
Combined Total for All Components						100%	4 hrs

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)