

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Domains of Community Education Practice			
Code: BACE08004	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		
Summary of Module			
This double module starts from the proposition that community education as a field of practice in Scotland is founded on a synthesis of practice domains – youth work, adult education and community development. The rationale for such a synthesis will be critically appraised by testing theoretical lenses provided by Freire, Dewey and Gramsci. It is these positional theories that take the student to a consideration of a conceptual framework for practice across the three domains. Approaches to learning, practice dispositions and history of practice will be drawn upon to build analysis of informal education in community education traditions. Elaborating on the three core domains to draw out contemporary manifestations of community practice, the conceptual framework will be utilised to deduce core practice dispositions and principles. Utilising a conceptual framework, students will then appraise experience, practice exemplars and contemporary policy. Core teaching sessions will focus separately on each of the three domains (Youth Work, Adult Learning and Community Development) to examine the discrete history, philosophies and practice traditions. Drawing on literature, students will both learn about contemporary practice and utilise a conceptual framework to decode and critique unifying and atomising influences. • By the end of the module students will have a firm understanding of community education and will be able to articulate practice principles within and between all three of the central domains of practice. This double module is designed to develop student knowledge about community education and to pave the way for option specialisms in the fourth year.			
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 critically review the constituent domains of community education practice
L2	Develop and use a conceptual framework for critically appraising principles for ethical community education practice
L3	Use skills in reflection and evaluation to critically appraise experience, practice and policy in community education utilising the work of founding theorists
L4	Clearly articulate the principles for practice in each of three core community education domains during discussion with peers in university
L5	Reflect on domains of practice to inform emerging professional development
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 8

	Demonstrate a broad knowledge of the main principles of adult education, youth work and community development, with deeper understanding of some areas depending upon previous workplace experience. Demonstrate the ability to assess these principles in relation to key themes in community education. Demonstrate a critical understanding of the main theories and models which attempt to explain the principles of informal education.	
Practice: Applied Knowledge and Understanding	SCQF Level 8 Apply new knowledge and understanding to the workplace by carrying out an investigation to identify, analyse and formulate differing approaches to routine practices within the student's work environment.	
Generic Cognitive Skills	SCQF Level 8 Identify and experiment with strategies for resilient & confident practice	
Communication, ICT and Numeracy Skills	SCQF Level 8 Apply problem posing inquiry methods using ICT and VLE	
Autonomy, Accountability and Working with others	SCQF Level 8 Demonstrate ability to work alone or in collaboration with others	
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	Student Learning Hours (Normally totalling 200)

undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	48
Asynchronous Class Activity	48
Independent Study	280
	400 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Coburn A. & Gormally, S. (2017) Communities for Social Change: practicing equality and social justice in youth and community work. New York, Peter Lang Jeffs, T and Smith, M.K. (2005) Informal Education, Conversation, Democracy and Learning (Third Edition) Derby: Education Now Johnston, R. (2000) Community education and lifelong learning: local spice for global fare in Field, J & Leicester, M. (2000) Lifelong Learning – Education Across the Lifespan London: RoutledgeFalmer Tett, L. (2014) Lifelong Learning Policies, Paradoxes and Possibilities, Adult Learner 2014, The Irish Journal of Adult and Community Education, pp15-29 Accessed March 2015 http://www.aontas.com/pubsandlinks/publications/the-adult-learner-journal-2014/ Wallace, D., & Coburn, A (2018) Community Education and Community Learning and Development in Scottish Education in Bryce, T. & Humes, W. (2018) Scottish Education (fourth edition), Edinburgh: Edinburgh University Press	
(**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](#).

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	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)

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 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.

80% Practical - Poster Presentation

20% - Reflective Essay

(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
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	✓	✓	80	4

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	✓	✓	✓	✓	✓	20	4

Combined Total for All Components						100%	8 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)