

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Managing People and Practice			
Code: BACE09004	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education & Social Sciences		
Module Co-ordinator:	J Hopkin		
Summary of Module			
This module provides the opportunity for students to analyse the organisation and management of work in community education using management theory and methods from social science. This module relates to the competence of organising and managing resources. The module will promote an awareness of management of community practice in the context of scarce resources and trends towards community self-help and co-production of policies and services. Contemporary policy and practice will provide the context for examining how resources are secured and managed in the interests of meeting organisational objectives. The module will revisit CLD Standards and tools such as HGIOCLD2, LEAP and/or Logic Model, which are used across CLD in quality assurance of educational activity. This provides a foundation for students to critically appraise the implications of managing community practice. Topics that will inform this analysis include: the place of organisational knowledge and learning; motivating and managing staff groups; ethical issues in negotiating power and responsibility; the management implications of networks and partnership working; and the locus of participative planning and evaluation.			

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	Demonstrate an understanding of key theories and self-evaluation frameworks that assist in managing community practice
L2	Review experience and practice to critically appraise models of management for community practice
L3	Demonstrate an awareness of the principles and practices for motivating and managing staff groups
L4	Evaluate funding sources for development of community education practice
L5	Appraise and contrast business & asset transfer models
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 9. Broad knowledge and understanding of different types of resources that support learning within community settings. Detailed knowledge and understanding of effective strategies for managing resources within community learning settings.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Critical reflection on knowledge, understanding and skills in relation to health and safety legislation and effective management of human and physical resources.

	Use a variety of communication and interpersonal skills relevant to community learning settings and contexts.	
Generic Cognitive skills	SCQF Level 9. Critically evaluate, giving reasoned opinions and arguments in relation to effective management of resources. Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities.	
Communication, ICT and Numeracy Skills	SCQF Level 9. Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation). Make effective use of ICT to communicate information in an appropriate form.	
Autonomy, Accountability and Working with others	SCQF Level 9. 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 both in current and in new ideas, identifying, 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
Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical

and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills. Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.

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:

Banks et al (2013) Managing Community Practice (2nd Edition) Bristol: Bristol Policy Press

Creative Commons (2012) An introduction to Organisational Communication (URL in Moodle)

Hudson, M. (2009) Managing Without Profit, Directory for Social Change (PDF link on Moodle)

Mphongo, M. (Undated) downloaded Feb 2016 - What makes a good youth work manager – On-line Article (URL on Moodle)

Ord, J. (ed) (2012) Critical Issues in Youth Work Management, Oxon: 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](#).

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	CLDSC
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – 60% Practical Presentation

Assessment 2 – 40% 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
Presentation	✓	✓	✓	✓	✓	60	0

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	✓	✓	✓	✓	✓		
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)