

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Advanced Policy and Community Practices			
Code: BACE10001	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		
Summary of Module			
This module advances knowledge and critique of the policy and community contexts in which Community Education is practiced and developed. It enhances understanding of policy as a temporary structure that synthesizes knowledge and power to bring about particular actions in core areas of social, economic and cultural life. Returning to the foundations of social policy and the nature of contemporary communities as introduced in year one, students will be able to consider their role as ethical and professional practitioners in implementing and developing policy that impacts on community life and well-being. The module will help students to become conscious and critical of how policies drive practice and how policies can be changed by practice. It offers possibilities for working with communities strategically towards authentic community development and a more participatory politics. Drawing on examples from Scottish, UK and International policy and practice landscapes, students will be prepared for offering a counterbalance to the contemporary neo-liberal, compliance culture and political rhetoric.			

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	☐
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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	Integrate understanding of historical and contemporary theoretical perspectives on social policy and reflect on different models of welfare and social justice at national and international levels
L2	Critique the temporal and changing nature of policy development and implementation to show how this creates taken-for-granted assumptions in working with communities and CLD professional practice
L3	Synthesize knowledge and understanding to show how to creatively manage and resource ethical practice
L4	Create strategies for new ways of working within, or outside of, the controversies of contemporary policy environments
L5	Demonstrate ability to offer professional insights to complex problems related to policy and its impact on practice

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 10. Understanding the nature and debates around poverty and exclusion. Appreciating how inequality is refracted through discourses and state policies. Evaluating the models of the professions.

Practice: Applied Knowledge and Understanding	SCQF Level 10 Recognize how policies and models of the family affect decision-making and practices.	
Generic Cognitive skills	SCQF Level 10 Giving reasoned arguments, identifying factors shaping viewpoints, and surfacing implied political positions. And having a critical grasp of the evidence said to support those decisions.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicating in writing and speech with respect and effectiveness. Interpreting complex and contested source materials and their discourses. Making effective use of literature search systems and data-bases	
Autonomy, Accountability and Working with others	SCQF Level 10 Working effectively in teams and with community citizens and individuals taking the role of organizer when appropriate. Being reflexively and critically aware of self in terms of the impact of one's approach on others. Being disposed to seek out learning opportunities to address developing and future needs.	
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: Reid, J. (1972) Ailenation: James Reid Rectorial Address. Glasgow, University of Glasgow. Available: http://www.gla.ac.uk/media/media_167194_en.pdf [Accessed 10 Oct 2015]. Smith, M. K. (2014). 'What is Community education?' Available: http://www.infed.org/community/b-comed.htm [Accessed 18 Oct 2015]. Tett, L (2006) Community Education, Lifelong Learning and Social Inclusion. Policy and Practice in Education, Volume 4. Dean, H. (2012). Social Policy, 2nd edition. Cambridge. Polity Press Spicker, P. (2008) Social Policy. Bristol: Policy Press. 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:

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)

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 – 30% Assignment Case Study

Assessment 2 – 70% Assignment Portfolio

(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
Case study	✓		✓		✓	30	1

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		✓		✓		70	3

Combined Total for All Components						100%	4 hours
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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)