Module Descriptor

Title	Understanding Communities		
Session	2025/26	**Status**	
Code	BACE07006	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J Hopkin		

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	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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 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 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 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 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	**SCQF 7**

and Working with Others	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.

Prerequisites	**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** (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
n/a	
n/a	
TOTAL	200

Indicative Resources
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.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	0/2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study
Assessment 2
Assessment 3

(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☒	☒	☒	☒	☒	100	4

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transfer to new template - MC updated	Jan 25	J Hopkin