Module Descriptor

Title	C Ed Practice Learning One		
Session	2025/26	**Status**	
Code	BACE07007	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

This module features an exploration of core features for practice learning including competences, experiential learning, reflective practice and the process of continuous professional development. Students will work collaboratively to share field work experiences and show how these animate learning, to examine notions of competence and to reflect on practice exemplars as a means of identifying core practice dispositions. Field work competences specified by the professional body will be utilised for analysis, personal reflection and development.

Placement preparation will form the core of this module, articulating the systems and processes the student will be required to employ throughout the course (embracing placement in years 1, 2 and 3).

Key aspects of the module:

- Professional learning, support, supervision and assessment on placement from accredited practice teaching staff.
- Classroom sessions to support learning on placement and to prepare students for assessment.
- UWS staff support throughout the duration of the placement (placement tutors).
- As a practice learning module, the pedagogical approach will be that of enquiry-based learning.

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

[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

				☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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	Demonstrate an understanding of the significance of the reflective practitioner within community education practice.
L2	Reflect on practice dispositions that exemplify competences for Community Learning and Development.
L3	Completion of 164 Hours of practice learning placement and a satisfactory practice learning visit
L4	Plan and deliver learning experiences and match aspects of these experiences to the competence: Build and maintain relationships with individuals and groups.
L5	Awareness and understanding of the CLD Standards Council for Scotland informing 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 7** Knowledge and understanding of the theoretical framework of the Reflective Practitioner and the practice framework of the CLD Competences
Practice: Applied Knowledge and Understanding	**SCQF 7** Reflection and reviewing of practice in relation to the CLD Competences. Observation, analysis and evaluation of practice in action. Session planning and process recording.
Generic Cognitive skills	**SCQF 7** pplying the competences to practice
Communication, ICT and Numeracy Skills	**SCQF 7** Relating to other professionals. Presenting and facilitating discussion with peers. Making recordings of an evaluative and reflective nature
Autonomy, Accountability and Working with Others	**SCQF 7** Relating to other professionals. Working with a colleague to plan and deliver a short session with peers

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)
Tutorial / Synchronous Support Activity	164
Lecture / Core Content Delivery	36
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack. Moon, J. A. (2004) A Handbook of Reflective and Experiential Learning: Theory and practice, Kogan Page: London. Ord, J. (2009) Experiential learning in youth work in the UK: a return to Dewey. International Journal of Lifelong Education, 28(4), 493 — 511
(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	**Please select**
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	J Hopkin
External Examiner	C Smith
Accreditation Details	CLD Standards Council
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1- Summative assessment 1 is the completion of the practice learning hours with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2
Assessment 2 - Summative assessment 2 makes up 100% of the overall module mark and consists of practice learning portfolio and completed practice learning placement forms.
Assessment 3
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(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**

Practice Learning	☐	☐	☒	☐	☐	Pass/Fail	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☐	☒	☒	100%	

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**
Transferred to new Template	Feb 25	V Barnett-Simps