Module Descriptor

Title	Community Based Adult Education		
Session	2025/26	**Status**	
Code	BACE10003	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J Hopkin		

Summary of Module

Drawing on Domains of Practice (SCQF 8), this module affords students the opportunity to investigate the principles and practices of adult education. It builds on the concept of community based education that is founded in informal education and rooted in social practices. The dispositions and skills required for such practice will be appraised and contrasted with formulations of teaching and tutoring that have connections to institutional learning conventions. It will enable students to establish an understanding of the principles of Adult Education and examine how these principles are evidenced in practice.

The focus of this module is to provide students with the opportunity to explore and recognise the diversity of influences on adults as learners and to help them establish a fuller understanding of the place of theory and practices in adult education. The module provides scope for examining the range of work with adults that comprise the sector in community education. Students will consider whether a common framework of understanding of principles, theories and concepts for the field is practicable and desirable. It will also help students develop an understanding of the diversity of approaches to the design, development and implementation of programmes of adult education.

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	Demonstrate an understanding of discrete philosophies of adult education and relate these to a conceptual framework for community education;
L2	Critically appraise the diversity of practices that constitute adult education in CLD
L3	Understand the nature of current developments in adult education and their relationship to global citizenship, well-being and sustainability issues
L4	Synthesise theoretical frameworks as a means of building an appreciation of the resources, skills and dispositions required to implement community based adult education
L5	Engage critically reflective practice across social and cultural milieu

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 10** Demonstrate a critical understanding of the scope, main areas and boundaries of the evolution of adult literacies in Scotland. Critically engage with the theories, principles and models underpinning adult literacy from a Scottish and an international perspective.
Practice: Applied Knowledge and Understanding	**SCQF 10** Utilise the skills of action research or action learning sets in a practical, work-based application. Develop more advanced skills or practices through engaging with group working in a professional environment.
Generic Cognitive skills	**SCQF 10** Undertake evidence-based, critical analysis of the extent to which policy and funding decisions have affected the development of adult literacy provision in Scotland. Draw on a range of sources in making judgements about the current role of adult literacies in their workplace. Compare these judgements to alternative local or international perspectives on the implementation of adult literacies.

Communication, ICT and Numeracy Skills	**SCQF 10** Develop advanced interpersonal skills through working in a group while undertaking research into established practices in an adult literacies environment. Use a range of IT applications during production of a collaborative group resource.
Autonomy, Accountability and Working with Others	**SCQF 10** Take responsibility while working as a member of a group. Develop interpersonal working skills while maintaining individual autonomy and initiative within a group setting.

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: Brookfield, S. (2006) The Skilful Teacher: On Trust, Technique and Responsiveness in the Classroom. 2nd Ed.San Francisco: John Wiley and Sons

Bryant, I. (1984) Radicals and Respectables: The Adult Education Experience in Scotland, Edinburgh: Scottish Institute of Adult Education.

Jarvis, P. (2010) International Handbook of Lifelong Learning London: Routledge

Tett, Lyn., & Fyfe, I.. (2010) Community Education, Learning and Development. (3rd edition). Edinburgh: Dunedin Academic Press

Wallace, D., & Coburn, A. (2013) Community Education and Community Learning and Development in Scottish Education in Bryce, T. & Humes, W. (2018) Scottish

(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	Commmunity 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	0/3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical Creative Output/Games/Audio/Film
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**
Practical Creative Output/Games/Audio/Film	☒	☒	☒	☒	☒	100	5

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