Module Descriptor

Title	Community Development		
Session	2025/26	**Status**	
Code	BACE010004	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	M Langdon		

Summary of Module

Building on the Domains of Practice module, students will develop understanding the world as an ever changing and increasingly complex phenomenon that offers tremendous opportunities for those working in youth and community work. Community Development practices are underpinned by understandings of what it means to be a citizen and our obligations to each other as social beings, in working together to achieve a good life.

This module is designed to reinforce critical and deep understanding of community development through evaluation of current community development approaches. It aims to develop theoretically informed, systemic and historical awareness of community development practice. Students will have an opportunity to investigate the principles and practices of Community Development, whereby community-based education is founded in informal education and rooted in social practices.

Students will examine ideas on the inter-linkages between economy, culture and society in order to question contemporary critically reflect on core principles required to underpin engagement with community politics and relationship building. They will consider the thinking behind citizenship, participation and democracy and how it impacts generally and specifically in community development. It is expected that students will be able to help play a central co-ordinating role in their establishment through knowledge gained, particularly in developing an international perspective and a more sophisticated approach to research. Students will examine practice through a mixture of faculty expertise and outside speakers. In particular, this will include:

• Democracy and world events

• Sustainability

• Global issues and global citizenship

• Innovative approaches in community development.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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 specialist knowledge of international and historical definitions and views of community development and its core aims in contemporary practice.
L2	Conceptualise the complex nature of contemporary community development practice and its relationship to global citizenship, wellbeing and sustainability issues.
L3	Work with others to consider the dynamics between community development and movements for social change at local, national and international levels.
L4	Exercise autonomy in using case studies and analysis of critical incidents to evaluate the skills and dispositions that contribute to work with communities.
L5	Engage in critically reflective practice in diverse contexts 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** Participants will be able to show: • A critical understanding of the contested concepts in the field; • Detailed knowledge of the development of international thinking in community development; • Understanding of new ideas in the field.

[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

Practice: Applied Knowledge and Understanding	**SCQF 10** Participants will be able to • Demonstrate an ability to inquire/research into an area; • Identify and analyse workplace issues, including controversial/moral value materials
Generic Cognitive skills	**SCQF 10** Participants will be able to • Use a range of sources to investigate issues; • Use critical evaluation tools to examine issues
Communication, ICT and Numeracy Skills	**SCQF 10** Participants will be able to • Prepare a presentation to peers, staff and other audiences; • Use IT to communicate information.
Autonomy, Accountability and Working with Others	**SCQF 10** Participants will be able to • Work as part of a team; • Lead a team; • Work independently

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:

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Dale, A. (2013) Agency: Individual 'Fit' and Sustainable Community Development Community Development Journal Nov, 2013.

Johnston, R. (2008) Making space for social purpose adult education within civil society. Paper presented at 38th SCUTREA Conference, 2-4 July, University of Edinburgh, Edinburgh

Ledwith, M. (2011) Community Development a Critical Approach (2nd Ed) Bristol: Policy Press

Reisch, M. (2013) Community Practice Challenges in the Global Economy in Weil, M., Reisch, M., & Ohmer, M., (eds) (2013) The Handbook of Community Practice (2nd Edition) London: Sage

Shaw, M. (2011) Stuck in the middle? Community development, community engagement and the dangerous business of learning for democracy Community Development Journal Vol 46 No 52 April 2011

Update March 2025

Ledwith, M. (2020) Community Development: A critical and radical approach (3rd Edition) Bristol:Policy Press.

Ledwith, M., 2016. Community development in action: Putting Freire into practice. Policy Press.

Ledwith, M., 2017. Emancipatory action research as a critical living praxis: From dominant narratives to counternarrative. The Palgrave international handbook of action research, pp.49-62.

Shaw, M., 2017. Community development: reviving critical agency in times of crisis. In The Routledge handbook of community development (pp. 26-39). 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.

(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	1

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

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
New template, PA campus added	Mar 25	M Langdon