

University of the West of Scotland

Module Descriptor

Session: 2020/21

Last modified: 04/03/2019 10:43:03

Status: Published

Title of Module: C Ed Practice Learning 1			
Code: EDUC07025	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Annette Coburn		
Summary of Module			
<p>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.</p> <p>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).</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online</p>		

and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to:	
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. Observe practice in action and analyse this in relation to their own strengths in CLD Competences.	
L4. Plan and deliver learning experiences and match aspects of these experiences to the competence: Build and maintain relationships with individuals and groups.	
L5. Demonstrate the ability to utilise the UWS placement framework documents for planning and evaluating practice learning.	
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 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 Level 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 Level 7. Applying the competences to practice.	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 7. Relating to other professionals. Working with a colleague to plan and deliver a short session with peers.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills.</p> <p>Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24

Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack.</p> <p>Moon, J. A. (2004) A Handbook of Reflective and Experiential Learning: Theory and practice, Kogan Page: London.</p> <p>Ord, J. (2009) Experiential learning in youth work in the UK: a return to Dewey. International Journal of Lifelong Education, 28(4), 493 — 511</p> <p>Thompson, S. and Thompson, N. (2008) The Critically Reflective Practitioner. Basingstoke: Palgrave Macmillan</p> <p>Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. Cambridge: Cambridge University Press.</p>	
<p>(**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)</p>	
Attendance Requirements	
<p>In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure</p>	

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	David Wallace

External Examiner	G Roberts
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 CRN added; External examiner added.

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; portfolio, report; facilitated workshop; illustrated talk; video production; lecture; or poster.

100% 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Portfolio of practical work	✓	✓	✓	✓	✓	100	0
Combined Total For All Components						100%	4 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)