

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Power in Communities			
Code: BACE07005	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Hopkin		
Summary of Module			
<p>This module introduces students to key ideas about power and empowerment to facilitate understanding of philosophical questions about justice, rights, democracy and citizenship. An international perspective will be encouraged to inform and contextualize increasingly global phenomena.</p> <p>The module examines the role of ideology in shaping social practice and introduces students to a range of worldviews, including political, faith and feminist perspectives. Students will consider how values and principles are translated into practice via the CLD competences framework and will introduce the policy contexts in which Community Educators operate. Students will consider the circumstances in which ideology, policy and practice are aligned, or at odds with, contemporary relevant ethical codes.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**Learning Outcomes: (maximum of 5 statements)**
**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

L1	Examine different theoretical perspectives on power and empowerment;
L2	Discuss how differing perspectives on power and empowerment can impact on individual and community empowerment;
L3	Demonstrate an understanding of social thought and political ideologies which inform community education in Scotland;
L4	Describe and analyse current policy debates concerning sustainable empowerment;
L5	Demonstrate ability to argue for and against a particular case.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	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 a range of frameworks for professional practice in CLD: Standards, ethics and principles; and the Competent Practitioner.
Practice: Applied Knowledge and Understanding	SCQF Level 7  Use the competences as a reference for benchmarking practice.
Generic Cognitive skills	SCQF Level 7  Applying knowledge about professional practice to understand and resolve a range of CLD dilemmas and real situations.

Communication, ICT and Numeracy Skills	SCQF Level 7 Conveying complex ideas in written and presentation format.	
Autonomy, Accountability and Working with others	SCQF Level 7 Work with peers using a critical questioning approach to discuss and resolve professional dilemmas. Independently carry out an investigation of a complex issue of professional practice.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Coburn A. & Gormally, S. (2017) *Communities for Social Change: practicing equality and social justice in youth and community work*. New York, Peter Lang

Darder A., Baltodano, M. and Torres, R (eds) (2009) *The Critical Pedagogy Reader* Routledge: Oxon

Newman, M. (2006) *Teaching Defiance – Stories and Strategies for Activist Educators* San Francisco: John Wiley

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

Taylor, M. (2007) *Community Participation in the Real World: Opportunities and Pitfalls in New Governance Spaces* *Urban Studies*, 2007, Vol 44, No 2, 297-317

(\*\*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](#).

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)

### Supplemental Information

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Community Education
<b>Moderator</b>	A Cusack
<b>External Examiner</b>	F Howard
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	1

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

Assessment 1 50% Practical Debate

Assessment 2 50% Essay

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓				50	4hrs

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Debate			✓	✓	✓	50	4hrs
<b>Combined Total for All Components</b>						<b>100%</b>	<b>8 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**