

University of the West of Scotland

Module Descriptor

Session: 2020/21

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Status: Published

Title of Module: Power in Communities			
Code: EDUC07028	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 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 world-views, 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
	✓	
<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>		

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 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. 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

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 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.	
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)**

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 Requirements

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](#)

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	Eddie Beggan

External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 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; report; facilitated workshop; illustrated talk; video production; lecture; or poster.

50% Practical Debate

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 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
Essay	✓	✓				50	4

Component 2							
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
Clinical/ Fieldwork/ Practical			✓	✓	✓	50	4

skills assessment / Debate/ Interview/ Viva voce/ Oral							
Combined Total For All Components						100%	8 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.

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)