



Module Descriptor

Title	Power in Communities		
Session	2025/26	Status	
Code	BACE070005	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	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 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	On-Campus¹ <input checked="" type="checkbox"/>		Hybrid² <input type="checkbox"/>		Online³ <input type="checkbox"/>		Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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Learning Outcomes	
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 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 7 Use the competences as a reference for benchmarking practice
Generic Cognitive skills	SCQF 7 Applying knowledge about professional practice to understand and resolve a range of CLD dilemmas and real situations
Communication, ICT and Numeracy Skills	SCQF 7 Conveying complex ideas in written and presentation format.
Autonomy, Accountability and Working with Others	SCQF 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.

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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:

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](#).

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	0/3

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Practical Debate

Assessment 2

Essay

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

Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	4
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Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	4

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transfer to new template	Jan 25	J Hopkin