

University of the West of Scotland

Module Descriptor

Session: 2020/21

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Status: Published

Title of Module: Understanding Communities			
Code: EDUC07029	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:	Eddie Beggan		
Summary of Module			
<p>This module discusses what is meant by community as the context in which practitioners work with people. The place of community in enhancing well-being and facilitating social transformation will be appraised.</p> <p>Focusing on community as a system for connectedness and social cohesion, the module examines historical and contemporary perspectives including geographical, interest and online communities.</p> <p>Students will explore the central role of community as a way of creating meaning and identity among people who define or defy boundaries in order to make sense of their world. Taking an international perspective there will be consideration of the impact of globalisation and of a market driven economy and how different kinds of community can help people to find roots and a sense of belonging. Students will consider how joining a professional CLD community of practice, can contribute to understanding diverse and changing community contexts. Understanding Communities aims to examine new possibilities for community education at micro and macro levels.</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>		

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.

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. Identify and explain the contexts in which different kinds of community exist;
- L2. Examine the importance of boundaries as a way of creating meaning and identity;
- L3. Demonstrate understanding of community as a means of building relationships for social cohesion and transformation;
- L4. Show understanding of the benefits or limitations of the concept of community in a range of community education contexts;
- L5. Use literature search systems to identify CLD professional skills & attributes

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)	<p>SCQF Level 7.</p> <p>Demonstrate the ability to define the salient features of a community.</p> <p>Exhibit detailed knowledge of at least one community of practice and its associated demographic features and risk factors.</p>
Practice: Applied Knowledge and Understanding	SCQF Level 7.

	Use a range of routine skills, techniques, practices and/or materials to gather evidence about a community, including some demographic analytical statistical skills and qualitative methods.	
Generic Cognitive skills	SCQF Level 7. Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of research on the community and, specifically, for community change. Evaluate social planning interventions.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Use a range of routine skills and some advanced and specialised skills associated with a subject/ discipline, for example: basic demographic analytical skills using computer technology, basic qualitative research skills (including semi-structured interviewing, observation and open-ended surveys).	
Autonomy, Accountability and Working with others	SCQF Level 7. Exercise autonomy and initiative in some activities related to the overlap between school and professional work as relates to community change. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance.	
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
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. 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
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:

Craig, G. (2007) Community capacity–building: Something old, something new...? *Critical Social Policy* , 2007, 27:335

Henderson & Thomas (2006) *Skills in Neighbourhood Work* (4th Ed) Oxford: Routledge

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

Ledwith, M. (2001) Community work as critical pedagogy: re-envisioning Freire and Gramsci, *Community Development Journal*, Vol.36, No 3. July 2001 pp. 171-182

Taylor, M. (2011) *Public Policy in the Community* (Second Edition) Hampshire: Palgrave Macmillan

(**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	David Wallace
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 Change to coordinator; Change to moderator; Change to External Examiner

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.

100% Assignment - Case Study

(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
Case study	✓	✓	✓	✓	✓	100	4
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.

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)