University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: C Ed Practice Learning 1			
Code: BACE07007	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 30 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		

Summary of Module
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.   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).   Key aspects of the module: - Professional learning, support, supervision and assessment on placement from accredited practice teaching staff.   - Classroom sessions to support learning on placement and to prepare students for assessment.   - UWS staff support throughout the duration of the placement (placement tutors).   - As a practice learning module, the pedagogical approach will be that of enquiry-based learning.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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	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	Completion of 210 Hours of practice learning placement and a satisfactory practice learning visit.
L4	Plan and deliver learning experiences and match aspects of these experiences to the competence: Build and maintain relationships with individuals and groups.
L5	Awareness and understanding of the CLD Standards Council for Scotland informing practice.

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:**

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 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): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice Based Learning	164
Lecture/Core Content Delivery	36

	Hours Total 200

Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack. Moon, J. A. (2004) A Handbook of Reflective and Experiential Learning: Theory and practice, Kogan Page: London. Ord, J. (2009) Experiential learning in youth work in the UK: a return to Dewey. International Journal of Lifelong Education, 28(4), 493 — 511
(**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.

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. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Community Education
Moderator	J Hopkin
External Examiner	C.Smith
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1.1 Added pass/fail component to assessment

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1- Summative assessment 1 is the completion of the practice learning hours with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2 - Summative assessment 2 makes up 100% of the overall module mark and consists of practice learning portfolio and completed practice learning placement forms.
(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)

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
Practice Learning			x			0 (Pass/Fail)	200

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
Portfolio	x	x		x		100	

Change Control:

What	When	Who
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)