Module Descriptor

Title	Experiential Learning in Community Education		
Session	2026/27	**Status**	Approved
Code	BACE07009	**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

This module will enable learners to prepare a claim for Recognition of Prior Learning for entry to the BA (Hons) Community Education. Students are supported through a series of workshops and one to one supervision to reflect on experience which they have gained, in a CLD setting and consider this in the context of a relevant subject discipline aligned to UWS subject disciplines.

Students will be assigned a relevant supervisor, usually the Programme Leader or designate to explore more deeply opportunities to progress learning in an academic context, building on their learning in another context. A series of learning statements will be developed to allow learners to structure their claim for experiential learning with the intention of enrolling on a specific undergraduate degree programme, often with accelerated entry.

The learning outcomes are designed to recognise the work involved for learners to understand reflective practice and identify learning which has taken place in a workplace or equivalent setting and would award 20 credits at Level 7 to reward the process attached to the preparation of a claim for prior experiential learning. On completion of this module, the learner would be encouraged to submit their claim for prior experiential learning where additional credits could be added to the learner transcript, as per UWS RPL Policy and Practice.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Provide evidence of knowledge and understanding of procedures and CLD competences that are appropriate to community education practices to illustrate, with references, your previous learning in this area.
L2	Demonstrate understanding of how you have taken a lead in a groupwork context in either your personal or professional roles. Drawing on your selected experience you will show how you facilitated transgression of any problems encountered at various stages of the group development process.
L3	Sucessful ratification and evidence of pratice learning hours in line with the Community Learning and Development standards council.
L4	
L5	

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** Developing a deeper understanding of theories, concepts and principles underpinning reflection. Evaluate knowledge and understanding of current professional practices and how to use this learning in an educational context.
Practice: Applied Knowledge and Understanding	**SCQF 7** Reflect and demonstrate application of a range of theories as well as knowledge of policy, legislation and frameworks which underpin professional practice.
Generic Cognitive skills	**SCQF 7** Convey complex ideas in a well-structured and coherent form.
Communication, ICT and Numeracy Skills	**SCQF 7** presenting information on sector relevant topics in a variety of modes to peer audiences; using a range of ICT applications to support and enhance work; interpreting, using and evaluating numerical and graphical data to achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 7** Learners are supported by subject specialist in the development and preparation of a portfolio of evidence to prepare a claim for experiential learning.

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cottrell, S (2023) Critical Thinking Skills, Effective Analysis and Reflection. 4th Edition, Bloomsbury Publishing Pears, R & Shields, G. (2022) Cite them Right: The Essential Referencing Guide, Bloomsbury Publishing Students are encouraged to engage in a breadth of academic reading throughout the course of their studies, including academic texts, journal papers, online resources and government documentation and policy. Students will be expected to conduct their own research to complete their assessment, this will include exploration of materials online. All module reading materials will be provided in class and on the VLE.
(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:** 100% Academic Attendance

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	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	G Hodge & V Barnett-Simpson
External Examiner	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Completion of APEL portfolio
Assessment 2
Professional Discussion
Assessment 3
Signed and completed hours of prior practice learning. 325 hours at level 7 495 Hours at level 8 These hours must be attested for by a qualified CLD Standards council member
(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**
Portfolio	☒	☒	☐	☐	☐	100	10

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Professional Conversation	☒	☒	☐	☐	☐	0	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Prior-Practice Hours	☐	☐	☒	☐	☐	0	4
Combined total for all components						100%	18 hours

Change Control

What	**When**	**Who**