Module Descriptor

Title	Critical 'Pedagogies'		
Session	2026/27	**Status**	Approved
Code	BACE07010	**SCQF Level**	7
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

The module will engage with a broad ranges of educational theories and approaches to learning. It will facilitate Freirian decoding to initiate critical exploration of the theories and processes that underpin differing conceptions of learning, curriculum and pedagogy. This module will feature an early engagement with critical theory as a mechanism for developing analysis of ideologies in education and in lifelong learning. The dominant discourse of education as schooling and the relationship between institutional approaches to education and neoliberal influences will be critiqued. A critical appraisal of contrasting social and economic imperatives in education policy and in practice will be undertaken.

Developing from a historical analysis of the relevance of Paulo Freire for community education practice, students will be engaged in fostering their own conscientisation. The relationships between principles for forms of schooling and the development of transformational praxis will be explored. An international perspective will be encouraged to inform and contextualize analysis of increasingly global phenomena.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☒ Paisley		☐ 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	Identify the development and application of key educational theory
L2	Demonstrate an emerging understanding of ideological positions in education and lifelong learning and relate this to dominant discourse of education
L3	Analyse conceptions of educational experience, practice, and policy
L4	Understand social purpose, democratic education traditions as a form of praxis for community education reflectling on individual value systems & practices
L5	Evaluate conceptions of schooling, experience, practice, and policy in relation to Critical Pedagogies and Community Education.

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** Broad knowledge and understanding of the nature of transformational and democratic education as applied to a range of community learning contexts.
Practice: Applied Knowledge and Understanding	**SCQF 7** Refection on knowledge, understanding and skills in relation to being an effective community educator, implementing appropriate communication and interpersonal skills relevant to community learning settings and contexts
Generic Cognitive skills	**SCQF 7** Evaluate, giving reasoned opinions and arguments in relation to designing authentic curricula relevant to community learning settings.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate effectively and appropriately through a range of ICT applications
Autonomy, Accountability and Working with Others	**SCQF 7** Demonstrate awareness of personal attitudes, values and beliefs and respect of others.Identify and address personal learning styles, identifying new ideas, accessing, selecting, evaluating, and using resources as appropriate Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes.

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)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	36
Independent Study	328
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:

Cranston, P. (2006) Understanding and promoting Transformative Learning (2nd Ed) San Francisco: Josey Bass

Darder A., Baltodano, M. and Torres, R (eds) (2009) The Critical Pedagogy Reader Routledge: Oxon

Freire, P. (1996). Pedagogy of the Oppressed (M.B. Ramos, Trans. 2nd ed.). London: Penguin

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

Ledwith, M. (2015) Community Development in Action- Putting Freire into Practice Bristol: Policy Press

Wallace, D. (2020) Identifying with Borders and Boundaries: The Place of Critical Pedagogy as Social Responsibility Education. In E., Sengupta, P. Blessinger and C. Mahoney. (Eds) University-Community Partnerships for Promoting Social Responsibility in Higher Education (Vol.23) Bingley, Emerald Publishing

(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:** 80% 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	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical presentation
Assessment 2
Essay
Assessment 3

Viva voce
(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**
Practical presentation	☒	☐	☐	☐	☒	50	8

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☐	40	8

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Viva voce	☐	☒	☐	☐	☐	10	1
Combined total for all components						100%	17 hours

Change Control

What	**When**	**Who**
New Module	2026/27	J Hopkin