Module Descriptor

Title	Community Education Practice Learning: Foundations		
Session	2026/27	**Status**	Approved
Code	BACE07011	**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

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).
This module will facilitate understanding of interpersonal communication through analysis of psychological and sociological theories that underpin group work skills and processes. Particular emphasis is placed on developing knowledge and understanding of power dynamics within groups in order to consider the transformative potential of group work. Participating in group work activities and tasks engages students in experiential learning that use the CLD Standards Council Competency Framework to explore the range of contexts in which group work is facilitated.

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

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☒
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	Demonstrate an understanding of the significance of the reflective practitioner with community education practice and reflect on practice dispositions which exemplify competences for Community Learning and Development.
L2	Demonstrate an understanding of key groupwork theories and communication skills and how they might be applied within a community context.
L3	Awareness and understanding of the CLD Standards Council for Scotland informing practice.
L4	Reflect on the skills and attributes that are required in different group work situations within community education and how these facilitate engagement and learning.
L5	Demonstrate emerging professional competence in Community Learning and Development (CLD) practice by engaging with the CLDSC Professional Practice Placement Standards; applying the CLDSC Code of Ethics in practice; and working towards the development of CLD Competences.

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 the theoretical framework of the Reflective Practitioner and the practice framework of the CLD Competences. Demonstrate an understanding of core theories related to groupwork and communication.

[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

Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge of reflective and reflexive practice and groupwork in relation to practice learning and CLD competences.
Generic Cognitive skills	**SCQF 7** Present and evaluate the CLD competences in relation to student practice to include a range of groupwork approaches.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of ICT and communication tools to effectively present and convey complex ideas in a well structured and coherent form.
Autonomy, Accountability and Working with Others	**SCQF 7** Work under guidance with others to aquire an understanding of current professional practice in community education.

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)
Practice-based Learning	325
Lecture / Core Content Delivery	37.5
Tutorial / Synchronous Support Activity	37.5
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Benson, Jarlah. (2000) Working More Creatively with Groups. London: Routledge. CLD Standards Council for Scotland, (2026). Competent Practitioner Framework. Available at: https://cldstandardscouncil.org.uk/resources/competent-practitioner-framework

Jeffs, Tony and Mark K. Smith (2005) Informal Education. Conversation, democracy and learning 3e. Nottingham: Educational Heretics Press.

Johnson, David W. and Frank P. Johnson (2003) Joining Together. Group theory and group skills. Boston: Allyn and Bacon.

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

Preston-Shoot, M. (2007) Effective Groupwork, Basingstoke: Palgrave Macmillan

Westergaard, Jane (2009) Effective Group Work with Young People. Maidenhead: Open University Press..

Friere, Dewey, Gramsci

(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, 100% placement 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	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 the practice learning hours and practice learning forms with a satisfactory placement visit. This is designated as Pass/Fail with no marks awarded.
Assessment 2
Presentation of creative output exploring groupwork theory within practice learning – graded 50/50 with assessment 3
Assessment 3
1500 word reflective account demonstrating an understanding of the CLD values within the student's individual practice learning placement. Graded 50/50 with assessment 2
(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**
Practice Learning	☐	☐	☐	☐	☒	0 (Pass/Fail)	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☐	☒	☐	50	8

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective Essay	☒	☐	☒	☐	☐	50	8
Combined total for all components						100%	16 hours

Change Control

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