Module Descriptor

Title	Learning for Sustainability in Community Education		
Session	2026/27	**Status**	
Code	BACE	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

This module locates the crucial perspectives of Learning for Sustainability (LfS) within the context of professional practice relating to community education. It will introduce students to all key aspects of LfS practice and theory giving a foundational knowledge of the field.

The module is closely linked to a range of the UNSDG but most significantly SDG 3, 4 , 10,13 and 16. By providing opportunities for in depth discussion of , critical global citizenship, eco pedagogy, post growth thinking, outdoor learning, decolonial epistemologies and ontologies this module will enhance the global perspectives of all students.

By linking the work of key theorists such as Freire, Dewey, hooks, Darder and Mayo to the most current thinking in the field as characterised by Hickel, Andreotti, Raworth, Kopina and Bourne, learners will develop their critical thinking and practice across LfS.

The module will deliver a deeper understanding of the benefits of outdoor learning and connection with nature as a crucial element of educational practice.

Graduate attributes will include critical, decolonial and anti-racist practice. Knowledge of post humanist and post growth perspectives and how these impact around understanding of learning for sustainability as a value-based, holistic 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	Students have an understanding of the key issues related to Learning for Sustainability including the centrality of connection with nature and can link these to the values, ethics and practice of community educators.
L2	Students will gain an emerging knowledge of the root causes of climate breakdown and how these interlink with other systemic causes of social and environmental inequality and injustice.
L3	Students are confident in engaging with the complexity of the issues relating to LfS and are enabled to challenge mis and disinformation related to issues of climate justice, human rights and global citizenship.
L4	Students are aware of key policy and practice in relation or LfS in Scotland
L5	Learners are aware of the manner in which LfS is woven through Community Education 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 7** Demonstrate knowledge of National and International policy context relating to Learning for Sustainability and Education for Sustainable Development Knowledge and understanding of how LfS links to community education and the core ethics and values of the CLD Standrads Council Knowledge and understanding of the interdisciplinary nature of LfS and awareness of three key strands of global citzenship, outdoor learning and human and environmental rights Knowledge and understanding of how wellbeing economics and community wealth building provise provide post growth alternatives to current growth orientated economic models
Practice: Applied Knowledge and Understanding	**SCQF 7** Confidence to engage with the complexity of the issues involved and understaning of how to engage learners with the issues in a postive and creative way. Ability to apply knowledge of the subject to develop awareness of the intregral nature of the topic and how it weaves through all aspects of learning and practice

	Recognition that outdoor learning requires supporting connection with nature and the development of ecopedagogical skills
Generic Cognitive skills	**SCQF 7** Apply analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/ Develop original and creative responses to problems and issues for practice in this area
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise; communicate with peers, and tutors; use a wide range of ICT applications to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercising autonomy and initiative in professional and equivalent activities; Take responsibility for own work and for the work of others; practice in ways which draw on reflection on own and others' roles and responsibilities Evidence of dispostions of practice which recognise and exhibit the core values of learning for sustainability

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	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
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: Hall, B.L., Clover, D.E., Crowther, J. and Scandrett, E. eds., 2013. Learning and education for a better world: The role of social movements (Vol. 10). Springer Science & Business Media. Harley, A. and Scandrett, E., (2019) Environmental Justice, Popular Struggle and Community Devt. Policy Press. Hickel, J., (2020) Less is more: How degrowth will save the world. Random House. Machado de Oliveira, V. (2021) Hospicing Modernity: Facing Humanity's Wrongs and the Implications for Social Activism. London: Penguin Random House Misiaszek, G. (2023) Freire and Environmentalism: Ecopedagogy. London: Bloomsbury Academic Moyer, J.M. and Sinclair, A.J. (2020) Learning for sustainability: Considering pathways to transformation. Adult Education Quarterly, 70(4), pp.340-359. https://doi.org/10.1177/0741713620912219 Stein, S., Andreotti, V., Suša, R., Amsler, S., Hunt, D., Ahenakew, C., Jimmy, E., Cajkova, T., Valley, W., Cardoso, C. and Siwek, D. (2020) Gesturing towards decolonial futures: Reflections on our learnings thus far. Nordic Journal of Comparative and International Education (NJCIE), 4(1), pp.43-65.
(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	TBC
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
Creative group presentation
Assessment 2
1500 word essay
Assessment 3
(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**
Group Presentation	☒	☐	☒	☒	☐	50	4

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
1500 Word Essay	☐	☒	☐	☐	☒	50	4

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

Change Control

What	When	Who
New Module	2026	J Hopkin