

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Activism In Communities			
Code: BACE08001	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points:	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Hopkin		
Summary of Module			
<p>This module will examine activism in the context of contemporary community education practices in Scotland. Taking local (personal) and international examples as exemplars, the overall purpose of the module is to locate activism in the central shibboleths of community education and to determine how and why practitioners may be called to support sustain and develop activism.</p> <p>Activism is a broad term (Ricketts, 2012; Murray 2012) but it has been usefully defined as a desire to act in the interests of creating change and making the world a better place (Taft, 2011, p.26). It is this definitional reference point that provides the bridge to the central value base and competences currently described by the community learning and development standards council. Activists and activism in community development may exist in one of three discrete domains or may overlap and intersect across domains. Newman (2006) suggests in his typology:</p> <ul style="list-style-type: none"> • community action in the local domain • social action in the societal domain • and political action in which the structures of the state serve as the catalysis for action. <p>Building an appraisal of the place of activists in organisational and community development, students on this module will connect theories of activists' learning to policy and aspirations for community empowerment and capacity building.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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	Identify the place of activism in the core principles of community education;
L2	Demonstrate an understanding of learning through activism;
L3	Describe the utility of activism in organisational and community development;
L4	Reflect on the knowledge skill and dispositions required to be an activist;
L5	Demonstrate an ability to communicate effectively and appropriately, orally and in writing, in terms of different academic methods and theories.

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)	<p>SCQF Level 8</p> <p>Demonstrate knowledge that covers and integrates the major disciplines in question within community education;</p> <p>Demonstrate a critical understanding of the principal theories, definitions and concepts related to this topic;</p> <p>Apply understanding of a range of theories, concepts and principles to this topic</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Apply knowledge, skills and understanding in using a range of the principal professional skills, techniques, practices and/or materials associated with this topic.</p>	
Generic Cognitive skills	<p>SCQF Level 8</p> <p>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</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Exercising autonomy and initiative in professional and equivalent activities; Take responsibility for own work and for the work of others; practise in ways which draw on reflection on own and others' roles and responsibilities.</p>	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Murray, K. (2012) Regulating activism: an institutional ethnography of public participation Community Development Journal Vol 47, no 2, April 2012 pp199-215</p> <p>Newman, M. (2006) Teaching Defiance – Stories and Strategies for Activist Educators San Francisco: John Wiley</p> <p>Packham, C. (2008) Active Citizenship and Community Learning Exeter: Learning Matters</p> <p>Ricketts, A. (2012) The Activists’ Handbook: A Step By Step Guide to Participative Democracy London: Zed Books</p> <p>Taft, J.K. (2011) Rebel Girls – Youth Activism And Social Change Across The Americas New York: New York University Press</p> <p>Wallace, D., (2017). Experience, Democracy, Community – Identifying with John Dewey through Youth activism in Scotland. Education in the North. 24(1), pp.27-52</p>	
(**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	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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..</p>
(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.</p>
Assessment 1 100% Practical Creative Output / Game
<p>(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.</p> <p>(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.)</p>

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
Practical Creative Output	✓	✓	✓	✓	✓	100	4

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)