



Module Descriptor

Title	Activism in Communities		
Session	2025/26	Status	
Code	BACE08001	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	M Langdon		
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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
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)	SCQF 8 Demonstrate knowledge that covers and integrates the major disciplines in question within community education; Demonstrate a critical understanding of the principal theories, definitions and concepts related to this topic; Apply understanding of a range of theories, concepts and principles to this topic
Practice: Applied Knowledge and Understanding	SCQF 8 Apply knowledge, skills and understanding in using a range of the principal professional skills, techniques, practices and/or materials associated with this topic.

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

Generic Cognitive skills	SCQF 8 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 8 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 8 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

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	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Murray, K. (2012) Regulating activism: an institutional ethnography of public participation Community Development Journal Vol 47, no 2, April 2012 pp199-215

Newman, M. (2006) Teaching Defiance – Stories and Strategies for Activist Educators San Francisco: John Wiley

Packham, C. (2008) Active Citizenship and Community Learning Exeter: Learning Matters

Ricketts, A. (2012) The Activists' Handbook: A Step By Step Guide to Participative Democracy London: Zed Books

Taft, J.K. (2011) Rebel Girls – Youth Activism And Social Change Across The Americas New York: New York University Press

Wallace, D., (2017). Experience, Democracy, Community – Identifying with John Dewey through Youth activism in Scotland. Education in the North. 24(1), pp.27-52

Malm, A., 2021. How to blow up a pipeline. Verso Books.

Giroux, H.A. (2023) Insurrections. Bloomsbury Academic.

Giroux, H.A. (2022) Pedagogy of resistance. Bloomsbury Academic.

Ledwith, M. (2016) Community development in action: Putting Freire into practice. Policy Press.

Brown, A.M. (2017) Emergent Strategy: Shaping Change, Changing Worlds. AK Press.

(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:

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
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.
Assessment 2
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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	4

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/2021	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Update to new form and update of indicative resources	8/3/2025	M Langdon