

# University of the West of Scotland

## Module Descriptor

Session: 2020/21

Status: Published

<b>Title of Module: C Ed Practice Learning 2</b>			
<b>Code: BACE08003</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> <b>40</b>	<b>ECTS: 20</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	A Coburn		
<b>Summary of Module</b>			
<p>Using the CLD Competences as a framework for defining and developing practice, students will examine leadership theories related to learning organisations in order to evaluate how well these support ideas about self-determination and empowerment. Students will review and reflect on the extent to which leadership in community learning environments contributes to the development of critical pedagogy.</p> <p>Drawing on UK and international practices, students will have opportunities to identify and develop understanding of their own leadership approach and will explore tensions between a participative and social democratic practice and a pragmatic practice where policy imperatives suggest a more directive approach. They will consider dilemmas that occur in CLD practice where processes of empowerment can conflict with the expectations of employers and funders.</p> <p>This module challenges students to critically examine their professional identity as part of a community of practice in order to fulfill their potential for leading work with people and communities. To support the theme of leadership students will negotiate opportunities to develop their skills in facilitation, coaching and mentoring in their practice learning setting. They will observe others in leading roles and will try out new leadership roles themselves. Gathering and generating evidence about policies and practices that impact on the setting will help students to reflect on different leading roles and perspectives on leadership, and to consider when these might be applied in practice.</p>			

<b>Module Delivery Method</b>		
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>
	✓	

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Identify and reflect on different leadership approaches and methods in order to demonstrate when they are appropriate in different CLD settings

L2. Relate leadership theory and knowledge to a specific CLD setting;

L3. Successfully complete a practice learning placement experience which involves leading, supervising and supporting others

L4. Demonstrate use of a range of skills in facilitation, coaching and mentoring as a means of enacting participative, democratic forms of leadership

L5. Identify and experiment with strategies for ethical, resilient & confident practice

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. Critically relating knowledge and understanding of leadership theory within a CLD context.

Practice: Applied Knowledge and Understanding	SCQF Level 8. Facilitation, coaching and mentoring approaches to working with individuals and groups. Portfolio building as a means for recording evidence-based practice.	
Generic Cognitive skills	SCQF Level 8. Critical analysis of practice in relation to specific CLD competences.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Relating to other professionals. Presenting and facilitating discussion with peers. Evidencing experience in an analytical and reflective way.	
Autonomy, Accountability and Working with others	SCQF Level 8. Leading and supporting others (individuals and groups) in activities. Relating to other professionals. Working with a colleague to plan and deliver a short session with peers.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills.</p> <p>Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.</p>	
<b>Learning Activities</b> During completion of this module, the learning	<b>Student Learning Hours</b> (Normally totalling 200)

activities undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	48
Asynchronous Class Activity	48
Independent Study	280
	400 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

Blanchard, K., Fowler, S. & Hawkins, L. (2009) Self Leadership and the One Minute Manager: Increasing effectiveness through situational self-leadership. Harper Collins E-books

CLD Standards Council for Scotland, (2011). A Learning Culture for the Community Learning and Development Sector in Scotland: Continuous Professional Development Strategy.

CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack.

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

Wenger, E. (2013) Learning in and across Landscapes of Practice. Lecture, University of Brighton. Available: <https://www.youtube.com/watch?v=qn3joQSQm4o> [Accessed 16 May 2016].

(\*\*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 Requirements**

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

<b>Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Community Education
<b>Moderator</b>	D Wallace
<b>External Examiner</b>	G Roberts
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	1.03 Changed Mod Co-ordinator

**Assessment: (also refer to Assessment Outcomes Grids below)**

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.

100% Assignment - Portfolio

(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 Handbook.)

**Assessment Outcome Grids (Footnote A.)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	✓	✓	✓	✓	✓	100	4
<b>Combined Total For All Components</b>						100%	4 hours

## Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

### **UWS Equality and Diversity Policy**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)