



Module Descriptor

Title	Community Education: Foundations of Practice		
Session	2025/26	Status	
Code	BACE08004	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	J Hopkin		
Summary of Module			
<p>This double module starts from the proposition that community education as a field of practice in Scotland is founded on a synthesis of practice domains – youth work, adult education and community development. The rationale for such a synthesis will be critically appraised by testing theoretical lenses provided by Freire, Dewey and Gramsci. It is these positional theories that take the student to a consideration of a conceptual framework for practice across the three domains. Approaches to learning, practice dispositions and history of practice will be drawn upon to build analysis of informal education in community education traditions. Elaborating on the three core domains to draw out contemporary manifestations of community practice, the conceptual framework will be utilised to deduce core practice dispositions and principles.</p> <p>Utilising a conceptual framework, students will then appraise experience, practice exemplars and contemporary policy. Core teaching sessions will focus separately on each of the three domains (Youth Work, Adult Learning and Community Development) to examine the discrete history, philosophies and practice traditions. Drawing on literature, students will both learn about contemporary practice and utilise a conceptual framework to decode and critique unifying and atomising influences.</p> <p>By the end of the module students will have a firm understanding of community education and will be able to articulate practice principles within and between all three of the central domains of practice. This module is designed to develop student knowledge about community education and to pave the way for option specialisms in the fourth year.</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 checked="" type="checkbox"/>	Term 2	<input 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 and critically review the constituent domains of community education practice
L2	Develop and use a conceptual framework for critically appraising principles for ethical community education practice
L3	Use skills in reflection and evaluation to critically appraise experience, practice and policy in community education utilising the work of founding theorists
L4	Clearly articulate the principles for practice in each of three core community education domains during discussion with peers in university
L5	Reflect on domains of practice to inform emerging professional development

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 a broad knowledge of the main principles of adult education, youth work and community development, with deeper understanding of some areas depending upon previous workplace experience. Demonstrate the ability to assess these principles in relation to key themes in community education. Demonstrate a critical understanding of the main theories and models which attempt to explain the principles of informal education.

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 8 Apply new knowledge and understanding to the workplace by carrying out an investigation to identify, analyse and formulate differing approaches to routine practices within the student's work environment.
Generic Cognitive skills	SCQF 8 Identify and experiment with strategies for resilient & confident practice
Communication, ICT and Numeracy Skills	SCQF 8 Apply problem posing inquiry methods using ICT and VLE
Autonomy, Accountability and Working with Others	SCQF 8 Demonstrate ability to work alone or in collaboration with others

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)
Independent Study	164
Tutorial / Synchronous Support Activity	36
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Coburn A. & Gormally, S. (2017) Communities for Social Change: practicing equality and social justice in youth and community work. New York, Peter Lang</p> <p>Jefferies, T and Smith, M.K. (2005) Informal Education, Conversation, Democracy and Learning (Third Edition) Derby: Education Now</p>

Johnston, R. (2000) Community education and lifelong learning: local spice for global fare in Field, J & Leicester, M. (2000) Lifelong Learning – Education Across the Lifespan London: RoutledgeFalmer

Tett, L. (2014) Lifelong Learning Policies, Paradoxes and Possibilities, Adult Learner 2014, The Irish Journal of Adult and Community Education, pp15-29 Accessed March 2015
<http://www.aontas.com/pubsandlinks/publications/the-adult-learner-journal-2014/>

Wallace, D., & Coburn, A (2018) Community Education and Community Learning and Development in Scottish Education in Bryce, T. & Humes, W. (2018) Scottish Education (fourth edition), Edinburgh: Edinburgh University 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	G Hodge
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	0/1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Academic Poster Presentatio
Assessment 2
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
Poster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	4

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	4

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
New template - Title change, PA campus added	Mar 25	J Hopkin