

University of the West of Scotland

Module Descriptor

Session: 2020/21

Status: Published

Title of Module: Domains of Community Education Practice			
Code: BACE08004	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Annette Coburn		
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> <ul style="list-style-type: none"> • 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 double module is designed to develop student knowledge about community education and to pave the way for option specialisms in the fourth year. 			

Module Delivery Method		
Face-To-Face	Blended	Fully Online

	✓	
<p>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.</p> <p>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.</p> <p>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</p>		

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 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 Level 8. Demonstrate a broad knowledge of the main principles of adult education, youth work and community development, with deeper

	<p>understanding of some areas depending upon previous workplace experience.</p> <p>Demonstrate the ability to assess these principles in relation to key themes in community education.</p> <p>Demonstrate a critical understanding of the main theories and models which attempt to explain the principles of informal education.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>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.</p>	
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Identify and experiment with strategies for resilient & confident practice</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Apply problem posing inquiry methods using ICT and VLE</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Demonstrate ability to work alone or in collaboration with others</p>	
Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p>	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
<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>

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
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:

Coburn A. & Gormally, S. (2017) *Communities for Social Change: practicing equality and social justice in youth and community work*. New York, Peter Lang

Jeffer, T and Smith, M.K. (2005) *Informal Education, Conversation, Democracy and Learning (Third Edition)* Derby: Education Now

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 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](#)

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	E Beggan
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 Revised weighting on assessment elements

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.

80% Practical - Poster Presentation

75% Poster Presentation

25% Reflective Essay

(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.)

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
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	✓		80	4

Component 2							
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
Essay					✓	20	4

Component 3							
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
Combined Total For All Components						100%	8 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.

(N.B. Every effort will be made by the University to accommodate any equality and

diversity issues brought to the attention of the School)

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)