



Module Descriptor

Title	Community Wellbeing		
Session	2025/26	Status	
Code	BACE08005	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	J Hopkin		

Summary of Module

This module is intended to provide students with an introduction to the new field of positive psychology and how it might be applied in community education contexts. It will provide insights into discourses on human behaviour, emotions and relationships that make a positive contribution to human flourishing. The module is complimentary to sociological perspectives that are developed in other modules. Taking a positive psychology perspective, the module will consider understandings of well-being that draw on cultural, social, economic and neuroscience perspectives. The module will examine how positivity creates opportunities through which people and communities thrive by envisaging a very different economy that is driven by social and emotional well-being as distinct from financial markets. Discussion will incorporate micro-level exploration of how community education interventions foster positivity that helps to create a hopeful pedagogy and optimistic practice

This module is intended to ensure students are fully conversant and confident in the theory and practice of community wellbeing. This includes recent trends in community wealth building, Doughnut Economics and the Circular Economy. The module will also link to both the SDG's but the newly developing Internal Development Goals (IDGs). Covering culultural, social, economic and neuroscience perspectives students will engage with the social module of health and developments in truam informed practice.

It will provide insights into the discourses on human behaviour, emotions and relationships that make a positive contribution to human flourishing, It will engage with current thinking and practice around connection with nature and understanding of the importance of building knowledge and understnadning of other than human life. Research on the care economy, degrowth, feminist and decolonial pathways beyond GDP will be linked to social imagination practice and notions of radical hope. The module will enable students to work confidently in increasingly mainstream work realting to CLD and will link to the ongoing development of learning for sustainability and decolonial pracitce which runs through the course content.

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	Discuss how perspectives in positive psychology and community wellbeing shape everyday experiences and life chances among individuals and groups
L2	Articulate the links between positive emotions, subjective well-being, connection with nature and good mental health
L3	Evaluate how community education, as a collaborative methodology, can contribute to enhancing individual and social well-being
L4	Formulate strategies for practice which engages people in optimal learning and enhances knowledge and understanding of the well being economy
L5	Offer evidence based strategies for positivity and sustainable socially justice practice in community work

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 Broad knowledge and understanding of learning dispositions and barriers to learning. Including trauma informed practice Detailed knowledge and understanding of effective strategies for positivity and wellbeing and regenerative practice
Practice: Applied Knowledge and Understanding	SCQF 8 Use a variety of communication and interpersonal skills relevant to community learning settings and contexts

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	<p>SCQF 8</p> <p>Critically evaluate, giving reasoned opinions and arguments in relation to positive psychology and wellbeing and regenerative community based economic models.</p> <p>Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities</p>
Communication, ICT and Numeracy Skills	<p>SCQF 8</p> <p>Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation). Develop economic literacy and ability to critically appraise economic arguments.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Demonstrate awareness of personal attitudes, values and beliefs and respect of others.</p> <p>Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes.</p> <p>Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources as appropriate.</p>

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.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Adamson, P., Bradshaw, J., Martorano, B., and Natali, L. (2013) Child well-being in rich countries: A comparative Overview. Innocenti Report card 11, UNICEF Office of Research, Florence

Coburn, A. (2011). Building social and cultural capital through learning about equality in youth work. *Journal of Youth Studies*, 14(4), 475-491

Csikszentmihalyi, M., (2002) *Flow: the classic work on how to achieve happiness*. London, Random House

Fredrickson, B.L. (2009) *Positivity: ground-breaking research to release your inner optimist and Thrive*. One World, Oxford

Seligman, M. E. P., & Csikszentmihalyi, M (2000) *Positive Psychology: An Introduction*. *American Psychologist* (55) 5 -14

Hickel, J. (2020). *Less is more: How degrowth will save the world*. Random House.

De Oliveira, V.M. (2021). *Hospicing modernity: Facing humanity's wrongs and the implications for social activism*. North Atlantic Books.

Dinerstein, A.C. and Pitts, F.H. (2021). *A world beyond work? Labour, money and the capitalist state between crisis and utopia*. Emerald Publishing Limited.

Raworth, K. (2018). *Doughnut economics: Seven ways to think like a 21st century economist*. Chelsea Green Publishing.

Čović, S. (2023) *Earth for All-A Survival Guide for Humanity*. (Sandrine Dixon-Declève, Owen Gaffney, Jayati Ghosh, Jørgen Randers, Johan Rockström i Per Espen Stoknes). *Socijalna ekologija: časopis za ekološku misao i sociologijska istraživanja okoline*, 32(3), pp.317-321.

McGarvey, D. (2022). *The Social Distance Between Us: How Remote Politics Wrecked Britain*. Random House.

Davis, W. (2015) *The Happiness Industry: How Government and Big Business sold us Well-being*, Verso Books

(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	CLDSC 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
<p>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.</p> <p>100% Practical Creative Output / Game</p>
Assessment 2
Assessment 3
<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>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative Output/ Game	<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
New template, title change, LOs updated	Mar 25	M Langdon