

University of the West of Scotland

Module Descriptor

Session: 2020/21

Status: Published

Title of Module: Positivity in Community Work			
Code: BACE08005	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Coburn		
Summary of Module			
<p>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.</p>			

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. Discuss how perspectives in positive psychology shape everyday experiences and life chances among individuals and groups	
L2. Articulate the links between positive emotions, subjective well-being 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	
L5. Offer evidence based strategies for positivity 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 Level 8. Broad knowledge and understanding of learning dispositions and barriers to learning. Detailed knowledge and understanding of effective strategies for positivity and wellbeing
Practice: Applied Knowledge and Understanding	SCQF Level 8. Use a variety of communication and interpersonal skills relevant to community learning settings and contexts.
Generic Cognitive skills	SCQF Level 8. Critically evaluate, giving reasoned opinions and arguments in relation to positive psychology and wellbeing.

	Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation).	
Autonomy, Accountability and Working with others	SCQF Level 8. Demonstrate awareness of personal attitudes, values and beliefs and respect of others. Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes. Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources as appropriate.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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> <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>

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	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	200 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:

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

(**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	1 Updated Moderator; EE and reading list

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% Practical Creative Output / Game

(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
Creative output/	✓	✓	✓	✓	✓	100	4

Audiotapes / Videotapes/ Games/ Simulations							
Combined Total For All Components						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)