University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: C Ed Practice Learning 2			
Code: BACE08006	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		

Summary of Module
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.   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.   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.   Key aspects of the module: • Professional learning, support, supervision and assessment on placement from accredited practice teaching staff.   • Classroom sessions to support learning on placement and to prepare students for assessment.

•　　　UWS staff support throughout the duration of the placement (placement tutors).

•　　　As a practice learning module, the pedagogical approach will be that of enquiry-based learning.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐

See Guidance Note for details.

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end 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	Successful completion of 290 hours of practice learning placement and a satisfactory practice learning visit.
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	
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** 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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	**Student Learning Hours** (Normally totalling 200

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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)
Practice Based Learning	336
Tutorial/Synchronous Support Activity	14
Lecture/Core Content Delivery	50
	Hours Total 400

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: 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]. CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack. CLD Standards Council for Scotland, (2011). A Learning Culture for the Community Learning and Development Sector in Scotland: Continuous Professional Development Strategy.
(**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.

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Community Education
Moderator	J Hopkin
External Examiner	C.Smith
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1.1 Pass fail component added to assessment

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 - Summative assessment 1 is the completion of the practice learning hours with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2 - Summative assessment 2 makes up 100% of the overall module mark and consists of practice learning portfolio and completed practice learning placement forms.

(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.)

Assessment Outcome Grids (**See Guidance Note**)

Component 1							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
Practice Learning			x			0(Pass/Fail)	290

Component 2							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
Portfolio	X	X		x	x	100	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)