



## Module Descriptor

<b>Title</b>	C Ed Practice Learning Two		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	BACE08006	<b>SCQF Level</b>	8
<b>Credit Points</b>	40	<b>ECTS (European Credit Transfer Scheme)</b>	20
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	V Barnett-Simpson		

### 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.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Identify and reflect on different leadership approaches and methods in order to demonstrate when they are appropriate in different CLD settings
<b>L2</b>	Relate leadership theory and knowledge to a specific CLD setting
<b>L3</b>	Successful completion of 336 hours of practice learning placement and a satisfactory practice learning visit.
<b>L4</b>	Demonstrate use of a range of skills in facilitation, coaching and mentoring as a means of enacting participative, democratic forms of leadership
<b>L5</b>	Demonstrate use of a range of skills in facilitation, coaching and mentoring as a means of enacting participative, democratic forms of leadership

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Critically relating knowledge and understanding of leadership theory within a CLD context.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Facilitation, coaching and mentoring approaches to working with individuals and groups. Portfolio building as a means for recording evidence-based practice.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Critical analysis of practice in relation to specific CLD competences.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Relating to other professionals. Presenting and facilitating discussion with peers. Evidencing experience in an analytical and reflective way
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> 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.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice-based Learning	336
Lecture / Core Content Delivery	14
Personal Development Plan	50
n/a	
n/a	
n/a	
<b>TOTAL</b>	<b>400</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Wenger, E. (2013) Learning in and across Landscapes of Practice. Lecture, University of Brighton. Available: <a href="https://www.youtube.com/watch?v=qn3joQSQm4o">https://www.youtube.com/watch?v=qn3joQSQm4o</a> [Accessed 16 May 2016].</p> <p>CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack.</p> <p>CLD Standards Council for Scotland, (2011). A Learning Culture for the Community Learning and Development Sector in Scotland: Continuous Professional Development Strategy.</p>
<p><b>(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)</b></p>

## 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

<b>Divisional Programme Board</b>	<b>Please select</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<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.
<b>School Assessment Board</b>	Community Education
<b>Moderator</b>	J Hopkin
<b>External Examiner</b>	C Smith
<b>Accreditation Details</b>	CLD Standards Council
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

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

Assessment 2 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). 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% Assignment - Portfolio

**Assessment 3**

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(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
Practice Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pass/Fail	

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	

**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 checked="" type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

**Change Control**

What	When	Who
Transferred to new template	Feb 25	V Barrett Simps