Module Descriptor

Title	Community Education Practice Learning: Intermediate		
Session	2026/27	**Status**	
Code		**SCQF Level**	8
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	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 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 and its impact on equality, diversity and inclusive practices.

Students will have opportunities to identify and develop understanding of their own leadership approach, exploring tensions between participative and social democratic practice and 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 expectations of employers and funders.

Students are challenged to critically examine their professional identity as part of a community of practice to fulfil their potential for leading work with people and communities. Students will negotiate opportunities to develop skills in facilitation, coaching and mentoring in their practice learning setting. They will observe others in leading roles and try out new leadership roles themselves. Gathering and generating evidence about policies and practices that impact on the setting will help students reflect on different leading roles and perspectives on leadership, and to consider when these might be applied in practice.

Students should expect professional learning, support, supervision and assessment on placement from accredited staff; classroom sessions to support practice learning and assessment; UWS staff support throughout placement.

All students are encouraged to be associate members of the CLD Standards Council.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify, reflect and critique different leadership approaches and methods
L2	Relate leadership theory and knowledge to specific CLD settings
L3	Demonstrate an awareness of the principles and practice for motivating and leading groups.
L4	Review equality, diversity and inclusive practices within community education
L5	Successful completion of 492 hours of practice learning placement and a satisfactory practice learning visit.

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** Demonstrate a discerning knowledge and understanding of leadership theory within a CLD context.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a multi faceted range of professional and diverse approaches to working with individuals and groups.

[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	**SCQF 8** Critically analyse contemporary practices in relation to the CLD ethics, values and competences.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of ICT and communication tools to effectively present and convey complex ideas in a well structured and coherent form.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level in community education practice learning placement.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice-based Learning	492
Lecture / Core Content Delivery	27
Tutorial / Synchronous Support Activity	54
Independent Study	27
Please select	
Please select	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: CLD Standards Council for Scotland, (2026). Competent Practitioner Framework. Available at: https://cldstandardscouncil.org.uk/resources/competent-practitioner-framework Jeffs, Tony and Mark K. Smith (2005) Informal Education. Conversation, democracy and learning 3e. Nottingham: Educational Heretics Press. Johnson, David W. and Frank P. Johnson (2003) Joining Together. Group theory and group skills. Boston: Allyn and Bacon.

Moon, J. A. (2004) A Handbook of Reflective and Experiential Learning: Theory and practice, Kogan Page: London.

Ord, J. (2009) Experiential learning in youth work in the UK: a return to Dewey. International Journal of Lifelong Education, 28(4), 493 — 511

Tett L, (2010) Community Education, Learning and Development. Dunedin Academic, 3rd Ed. Edinburgh

Wenger, E. (2013) Learning in and across Landscapes of Practice. Lecture, University of Brighton. Available: https://www.youtube.com/watch?v=qn3joQSQm4o [Accessed 09 Feb 2026].

(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:** 80% - academic attendance, 100% placement attendance

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	☒ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	J Hopkin
External Examiner	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Completion of the practice learning hours and practice learning forms with a satisfactory placement visit. This is designated as Pass/Fail with no marks awarded.
Assessment 2
Creative output (in Groups): In your experince, identify and reflect on leadership in community education/CLD
Assessment 3
2500 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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practice Learning	☐	☐	☐	☐	☒	0	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative Output	☒	☒	☐	☐	☐	60	8

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☐	40	8
Combined total for all components						100%	16 hours

Change Control

What	When	Who
New Module	2026	J Hopkin