**Module Descriptor**

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|---|---|---|---|
| **Title** | Community Education, Human Rights and Activism | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | BACE | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | V Barnett-Simpson | | |

**Summary of Module**

This module examines activism in both the context of contemporary community education practices in Scotland and as part of international movements in support of human rights and social justice. Students will critique the role of activism in relation to the ethics and values of community education with the aim of developing clarity and understanding of the vital relationship between notions of justice and the law.

The potential for activism as a forum for active learning and social pedagogy will be discussed and activists from a range of organsations will be invited to dialogue with the class. In addition the class will identify key issues relating to activism across a range of issues including disability, gender equality and human rights.

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

| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☐ |
|---|---|---|---|---|---|---|

[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

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| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Identify the place of activism in the core principles of community education and the ethical tensions that may arise in practice |
| **L2** | Demonstrate an understanding of learning through activism |
| **L3** | Describe the role of relevant theory related to activism in community engagment and community development |
| **L4** | Critically reflect on the knowledge, skills, and dispositions required to be an activist |
| **L5** | Demonstrate an ability to communicate effectively and appropriately, orally and in writing, in terms of different academic methods and theories. |

| **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**<br>Understanding of key theories relating to activism within a range of educational, social and political contexts. Knowledge and understanding of ethical and legal perspectives of partaking in and supporting indirectly, activism in local, national and international settings |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Awareness of the relationship between community education practice and activism for social and political change. Ability to assess appropriate practice within and beyond settings of employment. Understanding of non violent communication and basic approaches to organising and managing activist events |
| **Generic Cognitive skills** | **SCQF 8**<br>Development of argumentation and judgement skills. Emotional intelligence and navigating difference |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Developing social justice manifestos, use of social media and understanding of the use of tools such as supporter databases under standing GDPR regulations. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Reflective and reflexive skills, ability to motivate and manage conflict between individuals and groups as appropriate. Organisational and planning skills. |

| **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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 12 |
| Independent Study | 164 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

**Indicative Resources**

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


Brown, A.M. (2019) Pleasure Activism: The politics of feeling good. AK Press.

Goodhart, M.E. ed. (2016). Human rights: politics and practice. Oxford university press.

Hayes, K. and Kaba, M. (2023) Let this radicalize you: Organising and the revolution of reciprocal care. Haymarket Books.

Heron, K., Milburn, K. and Russell, B. (2025) Radical Abundance: How to win a green democratic future. Pluto Press.

McGregor, C. and Christie, B. (2021) Towards climate justice education: Views from activists and educators in Scotland. Environmental Education Research, 27(5), pp.652-668.

McGregor, C., Christie, B. and Kustatscher, M. (2024). Profane knowledge, climate anxiety and the politics of education. In Planetary Justice (pp. 196-212). Bristol University Press.

Stetsenko, A. (2017) The transformative mind: Expanding Vygotsky's approach to development and education. Cambridge University Press.


**(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:** |
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| 80% academic attendance |

| **Equality and Diversity** |
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| **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**

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|---|---|
| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| 15 minute creative output |
| **Assessment 2** |
| 1500 word reflective essay |
| **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.<br>(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** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Creative output | ☒ | ☐ | ☒ | ☒ | ☒ | 60 | 8 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Relective essay | ☐ | ☒ | ☐ | ☐ | ☒ | 40 | 8 |

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

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| New Module | 2026 | J Hopkin |
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