Module Descriptor

Title	Fundamentals of Social Practice		
Session	2026/27	**Status**	
Code	BACE08010	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J Hopkin		

Summary of Module

This module starts from the understanding that community education as a field of practice in Scotland is founded on a synthesis of practice domains. The rationale for such a synthesis will be critically appraised by testing theoretical lenses provided by, but not limited to Freire, Dewey and Gramsci. Students will be introduced to approaches to learning, practice dispositions and history of informal and non-formal learning will be drawn upon to build analysis of current praxis in the field.

Drawing on literature, students will both learn about core and contemporary social practices to decode and critique unifying and atomising influences. By the end of the module students will have a firm understanding of community education and will be able to articulate practice principles within and between all fundamentals of practice.

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 ☐	

[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

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

Learning Outcomes	
L1	Identify and critically review the constituent domains of community education practice
L2	Develop and understanding of the critical triad of theory, policy and ethical practice.
L3	Use skills in evaluation to critically appraise experiences, practice and policy in community education utilising the work of founding theorists
L4	Clearly articulate the principles for practice across core domains of community
L5	Reflect on domains of practice to inform emerging professional development

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 broad knowledge of the main principles of the domains within community education Demonstrate a critical understanding of the main theories and models which attempt to explain the principles of informal education.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply new knowledge and understanding to the workplace by carrying out an investigation to identify, analyse and formulate differing approaches to routine practices within the student's work environment.
Generic Cognitive skills	**SCQF 8** Identify and experiment with strategies for resilient & confident practice Communication,
Communication, ICT and Numeracy Skills	**SCQF 8** Apply problem posing inquiry methods using ICT and VLE
Autonomy, Accountability and Working with Others	**SCQF 8** Demonstrate ability to work alone or in collaboration with others

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)
Independent Study	164
Tutorial / Synchronous Support Activity	36
Please select	
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:

Coburn A. & Gormally, S. (2017) Communities for Social Change: practicing equality and social justice in youth and community work. New York, Peter Lang

Jeffs, T and Smith, M.K. (2005) Informal Education, Conversation, Democracy and Learning (Third Edition) Derby: Education Now

Johnston, R. (2000) Community education and lifelong learning: local spice for global fare in Field, J & Leicester, M. (2000) Lifelong Learning – Education Across the Lifespan London: Routledge

Falmer Tett, L. (2014) Lifelong Learning Policies, Paradoxes and Possibilities, Adult Learner 2014, The Irish Journal of Adult and Community Education, pp15-29. Available at: https://files.eric.ed.gov/fulltext/EJ1043354.pdf

Wallace, D., & Coburn, A (2018) Community Education and Community Learning and Development in Scottish Education in Bryce, T. & Humes, W. (2018) Scottish Education (fourth edition), Edinburgh: Edinburgh 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:

80% academic 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	**Please select**
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
2000 word equivalent Creative Presentation
Assessment 2
1000 word Essay
Assessment 3
(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**
Creative Presentation	☐	☒	☒	☐	☐	50	4

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☐	☐	☒	☒	50	4

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

Change Control

What	When	Who
New Module	2026	J Hopkin