Module Descriptor

Title	Applied Critical Pedagogy & Andragogy		
Session	2025/26	**Status**	
Code	BACE09001	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	D McAuliffe		

Summary of Module

This module will draw on critical social and cultural theory and will help you to engage methods of observation, research and practice. Underpinning analysis will be an understanding that social justice (including but not restricted to racial, sexual diversity, gender, religious, geographic, economic equity) informs the application of critical pedagogical theories.

This module builds on theory and practice from critical pedagogy one, to consider ideas on human rights, equality and social justice in order to critique their utility in community education contexts.

Including a critical tentative lens, students will engage in post-formal cognition, moving from traditional positivist methodologies found in both formal and informal education. Moving from self-actualization and conscientisation discovered in Critical Pedagogy 1, students will apply social theory to an emancipatory vision of youth and community work for the present and the future.

In this way, students will explore practices that sometimes sit uncomfortably with professional standards and/or legal requirements for equality. As such the module prompts critical questioning of how CLD standards are agreed, maintained and developed and what the benchmarks for emancipatory practice might be. Understanding how difference is constructed, will engage students in finding ways of critically decoding their own and others' practice, in order to challenge discrimination and facilitate professional emancipatory 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 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Critique theoretical perspectives on Human Rights, Equality and Social Justice and their application in Community Education contexts
L2	Use social theories on critical pedagogy to analyse the construction of social difference and to reflect on their own discourses and prejudices
L3	Demonstrate a socially just pedagogy
L4	Evaluate how critical social theories can be used to rethink and redesign old paradigms
L5	Apply creative thinking to complex problems in articulating an emancipatory vision and practice of youth and community work

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 9 Use knowledge and understanding of core ideas to critically question theory and practice in debating contemporary policies Consolidate knowledge and understanding of the nature and possibilities for transformational and democratic education.
Practice: Applied Knowledge and Understanding	SCQF 9 Develop capability in creative thinking of how to challenge the status quo. Show critical Refection on knowledge, understanding and skills in relation to being an effective community educator. Effectively implement appropriate communication and interperso

Generic Cognitive skills	**SCQF 9** Critically evaluate, giving reasoned opinions and arguments in relation to designing authentic curricula relevan to issues of equality and social justice.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicate effectively and appropriately through a range of ICT applications Contribute to the literature on, and public discussion of, applied critical pedagogy for emancipatory.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate awareness of personal attitudes, values and beliefs and respect of others. Exercise substantial autonomy and initiative in working collaboratively to initiate an educational seminar consistent with the values and principles of critical pedagogy. Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources as appropriate.

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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Darder A., Baltodano, M. and Torres, R (eds) (2009) The Critical Pedagogy Reader Routledge: Oxon

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

Johnston, R. (2008) Making space for social purpose adult education within civil society. Paper presented at 38th SCUTREA Conference, 2-4 July, University of Edinburgh, Edinburgh

(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:**

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	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Practical Presentation
Assessment 2
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**
Presentation	☐	☐	☒	☒	☒	60	4

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☐	☐	☐	40	4

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

Change Control

What	When	Who