University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Applied Critical Pedagogy			
Code: BACE09001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education & Social Sciences		
Module Co-ordinator:	J Hopkin		

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					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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 Level **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.

2

	Show detailed knowledge and understanding of pedagogy as applied to a range of community learning contexts.
Practice: Applied Knowledge and Understanding	SCQF Level **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 interpersonal skills relevant to community learning settings and contexts.
Generic Cognitive skills	SCQF Level **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 Level **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 Level **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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching

Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills.

Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.

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** (Normally totalling 200 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
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**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: Free Text – to add detail

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. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒

School Assessment Board	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLDSC
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – 60% Practical Presentation
Assessment 2 – 40% 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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	✓	✓	60	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	✓	✓	
Combined Total for All Components						100%	4 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)