

# University of the West of Scotland

## Module Descriptor

Session: 2020/21

Status: Published

<b>Title of Module: C Ed Practice Learning 3</b>			
<b>Code: BACE09002</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> <b>60</b>	<b>ECTS: 30</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	E Beggan		
<b>Summary of Module</b>			
<p>The final practice learning placement will enable students to consolidate and refine their understanding of the complex roles and responsibilities of a professional community educator. This will include detailed understanding of how the field is developed through use of established techniques of enquiry and research methodologies. This module offers students a chance to spend an extended period in a practice learning environment where they can deepen their critical awareness of CLD practice in action, and within a supportive community of practice. The module will include completion and presentation of a capstone project that integrates core themes in community education and demonstrates student achievement in terms of CLD Competences. The module will also encourage students to consider their next steps in becoming a competent reflexive professional as part of their ongoing PDP.</p>			

<b>Module Delivery Method</b>		
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>
	✓	
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

**Campus(es) for Module Delivery**

The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to:	
L1. Integrate theories and standards of practice to show understanding of the complex roles and responsibilities of a professional community educator	
L2. Demonstrate originality and creativity in negotiating and planning a capstone project in a CLD setting ;	
L3. Present, discuss and critique their final capstone project in order to synthesize understanding and demonstrate the skills and competencies they have acquired to date;	
L4. Demonstrate employability in being able to work with others to bring about change, development and/or new thinking ;	
L5. Recognise and develop a collaborative landscape for practice.	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. Integrating practice theory in a wider CLD context.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Negotiating and planning relevant CLD practice experience, and implementing actions and projects to evidence a range of identified CLD competences.
Generic Cognitive skills	SCQF Level 9. Practice in a competent and professional way while remaining sceptical of contemporary management and policy issues.
Communication, ICT and Numeracy Skills	SCQF Level 9. Relating to other professionals. Evidencing experience in an analytical and reflective way.

Autonomy, Accountability and Working with others	SCQF Level 9.  Taking responsibility for leading and supporting others to carry out identified activities. Relating to other professionals, and working with colleagues to review and evaluate practice.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>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.</p> <p>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.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	9
Tutorial/Synchronous Support Activity	28
Asynchronous Class Activity	42
Independent Study	521
	600 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	

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

CLD Standards Council for Scotland, (2011). A Learning Culture for the Community Learning and Development Sector in Scotland: Continuous Professional Development Strategy.

CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack.

Scottish Centre for Regeneration (2005), Learning in regeneration identifying and meeting learning needs in community regeneration, Scottish Centre for Regeneration and Scottish Executive: Glasgow

Taylor, M. (2011) Public Policy in the Community (Second Edition) Hampshire: Palgrave Macmillan

(\*\*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 Requirements**

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

## **Supplemental Information**

<b>Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Community Education
<b>Moderator</b>	D Wallace
<b>External Examiner</b>	G Roberts
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	1 Change to coordinator; change to moderator

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.
70% Practical Project (Capstone)
30% Assignment Portfolio
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
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
Clinical/ Fieldwork/ Practical skills assessment / Debate/ Interview/ Viva voce/ Oral		✓	✓	✓	✓	70	3

<b>Component 2</b>							
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
Portfolio of written work	✓					30	0

<b>Combined Total For All Components</b>	100%	3 hours
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#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### **Equality and Diversity**

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

#### **UWS Equality and Diversity Policy**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)