

University of the West of Scotland

Module Descriptor

Session: 2020/21

Status: Published

Title of Module: Managing People and Practice			
Code: BACE09004	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	D Wallace		
Summary of Module			
<p>This module provides the opportunity for students to analyse the organisation and management of work in community education using management theory and methods from social science. This module relates to the competence of organising and managing resources. The module will promote an awareness of management of community practice in the context of scarce resources and trends towards community self-help and co-production of policies and services.</p> <p>Contemporary policy and practice will provide the context for examining how resources are secured and managed in the interests of meeting organisational objectives. The module will revisit CLD Standards and tools such as HGIOCLD2, LEAP and/or Logic Model, which are used across CLD in quality assurance of educational activity. This provides a foundation for students to critically appraise the implications of managing community practice. Topics that will inform this analysis include: the place of organisational knowledge and learning; motivating and managing staff groups; ethical issues in negotiating power and responsibility; the management implications of networks and partnership working; and the locus of participative planning and evaluation.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face 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>Fully Online 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>		

Blended

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

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate an understanding of key theories and self-evaluation frameworks that assist in managing community practice.

L2. Review experience and practice to critically appraise models of management for community practice

L3. Demonstrate an awareness of the principles and practices for motivating and managing staff groups

L4. Evaluate funding sources for development of community education practice

L5. Appraise and contrast business & asset transfer models

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)	<p>SCQF Level 9.</p> <p>Broad knowledge and understanding of different types of resources that support learning within community settings.</p> <p>Detailed knowledge and understanding of effective strategies for managing resources within community learning settings.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Critical reflection on knowledge, understanding and skills in relation to health and safety legislation and effective management of human</p>

	<p>and physical resources.</p> <p>Use a variety of communication and interpersonal skills relevant to community learning settings and contexts.</p>	
Generic Cognitive skills	<p>SCQF Level 9.</p> <p>Critically evaluate, giving reasoned opinions and arguments in relation to effective management of resources.</p> <p>Use a range of approaches to formulate evidence-based solutions/responses in relation to specific problem-solving activities.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9.</p> <p>Communicate effectively and appropriately through a range of ICT applications (including word processing; spreadsheet and graphic manipulation).</p> <p>Make effective use of ICT to communicate information in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9.</p> <p>Demonstrate awareness of personal attitudes, values and beliefs and respect of others.</p> <p>Demonstrate awareness of personal responsibility for professional conduct in accordance with Codes of Practice and Professional Codes.</p> <p>Identify and address own learning needs both in current and in new ideas, identifying, accessing, selecting, evaluating, and using resources as appropriate.</p>	
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.

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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

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

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

Banks et al (2013) *Managing Community Practice* (2nd Edition) Bristol: Bristol Policy Press

Creative Commons (2012) *An introduction to Organisational Communication* (URL in Moodle)

Hudson, M. (2009) *Managing Without Profit, Directory for Social Change* (PDF link on Moodle)

Mphongo, M. (Undated) downloaded Feb 2016 - *What makes a good youth work manager – On-line Article* (URL on Moodle)

Ord, J. (ed) (2012) *Critical Issues in Youth Work Management*, Oxon: Routledge

(**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

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	TBC
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1 CRN added; External Examiner added

Assessment: (also refer to Assessment Outcomes Grids below)

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 Creative Output

30% 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Creative output/ Audiotapes / Videotapes/ Games/ Simulations			✓	✓	✓	70	2

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	✓	✓				30	0
Combined Total For All Components						100%	2 hours

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)