University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: CEd Practice Learning 3			
Code: BACE09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Cusack		

Summary of Module

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.

Key aspects of the module:

•Professional learning, support, supervision and assessment on placement from accredited practice teaching staff.

•Classroom sessions to support learning on placement and to prepare students for assessment.

•UWS staff support throughout the duration of the placement from visiting Lecturers.

•As a practice learning module, the pedagogical approach will be that of enquiry-based learning.

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	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	Successful completion of 364 hours of practice learning placement and a satisfactory practice learning visit.

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** 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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Practice Based Learning	364
Lecture/Core Content Delivery	48
Personal Development Plan	188
	Hours Total 600

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

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	J Hopkin
External Examiner	C.Smith
Accreditation Details	CLD Standards Council Scotland
Changes/Version Number	1.1 Pass fail component added to assessment

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 - Summative assessment 1 is the completion of the practice learning hours with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2 - Summative assessment 2 makes up 70% of the overall module mark and consists of practical project (Capstone)
Assessment 3 - Summative assessment 3 makes up 30% of the overall module mark and consists of practice learning portfolio and completed practice learning placement forms.
(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
Practice Learning					x	0 (Pass/Fail)	

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
Capstone		x	x	x		70%	

Component 3							
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	x					30%	
					Combined Total for All Components	**100%**	**XX 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)