



Module Descriptor

Title	Ced Practice Learning Three		
Session	2025/26	Status	
Code	BACE9005	SCQF Level	9
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Education and Social Sciences		
Module Co-ordinator	V Barnett-Simpson		
Summary of Module			
<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</p> <p>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> <p>Key aspects of the module:</p> <ul style="list-style-type: none">•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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
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 9 Integrating practice theory in a wider CLD context.
Practice: Applied Knowledge and Understanding	SCQF 9 Negotiating and planning relevant CLD practice experience, and implementing actions and projects to evidence a range of identified CLD competences.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	SCQF 9 Practice in a competent and professional way while remaining sceptical of contemporary management and policy issues.
Communication, ICT and Numeracy Skills	SCQF 9 Relating to other professionals. Evidencing experience in an analytical and reflective way.
Autonomy, Accountability and Working with Others	SCQF 9 Relating to other professionals. Evidencing experience in an analytical and reflective way.

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>CLD Standards Council for Scotland, (2011). A Learning Culture for the Community Learning and Development Sector in Scotland: Continuous Professional Development Strategy.</p> <p>CLD Standards Council for Scotland, (2011). Using the Competences for the Community Learning and Development Sector in Scotland: A Resource Pack.</p> <p>Scottish Centre for Regeneration (2005), Learning in regeneration identifying and</p>

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.

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	C Smith
Accreditation Details	CLD Standards Council
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

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

Assessment 2 - Summative assessment 2 makes up 70% of the overall module mark and consists of practical project (Capstone)

Assessment 3

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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Practice Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pass/Fail	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Capstone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70%	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	30%	
Combined total for all components						100%	hours

Change Control

What	When	Who
Transferred to new template	Feb 25	V Barnett-Simps