Module Descriptor

Title	Advanced Critical Education in Practice		
Session	2026/27	**Status**	
Code	BACE	**SCQF Level**	9
Credit Points	120	**ECTS (European Credit Transfer Scheme)**	60
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

The module 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 Community Education 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 encapsulate the dynamic nature of 'critical pedagogies' in community education practice.

Students will explore practices that sometimes sit uncomfortably with professional standards and/or legal requirements for equity. 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.

Students can expect professional learning, support, supervision and assessment on placement from accredited practice teaching staff; classroom sessions and student led seminars to support critical engaged learning and UWS staff support placement.

** Students who are undertaking the bracketed award in ESOL/TESOL must complete their placement in a community ESOL setting and focus their capstone in this field**

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Integrate theories and standards of practice to show understanding of the complex roles and responsibilities of a professional community educator
L2	Critique theoretical perspectives on pedagogy/andragogy and Social Justice and their application in Community Education contexts
L3	Use social theories on critical pedagogy to analyse the construction of social difference and prejudices
L4	Apply advanced critical and creative thinking to complex and contested practice issues, integrating safeguarding responsibilities and trauma-informed approaches in the development and articulation of an emancipatory vision and practice of community education.
L5	Critically demonstrate and evaluate professional competence in Community Learning and Development (CLD) practice by consistently meeting the CLDSC Professional Practice Placement Standards; applying and reflecting on the CLDSC Code of Ethics to inform decision-making; and evidencing progress towards, and integration of, CLD Competences in complex practice contexts at SCQF Level 9.

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** 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. Show detailed knowledge

[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

	and understanding of pedagogy as applied to a range of community learning contexts.
Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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.

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	144
Laboratory / Practical Demonstration / Workshop	15
Practice-based Learning	620
Independent Study	421
Please select	
Please select	

TOTAL	1200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cooper, S. (2018) Participatory evaluation in youth and community work. London: Routledge 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 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. **For the purposes of this module, academic engagement equates to the following:** 80% academic attendance, 100% placement attendance

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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
1 Hour Facilitated Workshop
Assessment 2
Part A: Capstone (6000 word equivalent) ** Students on bracketed award must complete their capstone in realtion to the field of ESOL. Part B: 2000 word Essay
Assessment 3
Pass/ Fail '0' weight observed practice learning visit, plus completion of practice learning forms. The overall result will be decided jointly by the partner agency and the University Lecturer. ** Students on bracketed award must complete their placement in an ESOL setting.
(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**
Workshop	☐	☒	☐	☐	☐	25	6

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Part A: Capstone Part B: Essay (LO 3)	☒	☐	☒	☒	☐	75	6

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Observed Visit	☐	☐	☐	☐	☒	0	3
Combined total for all components						100%	15 hours

Change Control

What	When	Who
New Module	2026	J Hopkin