



Module Descriptor

Title	Advanced Policy and Community Practices		
Session	2025/26	Status	
Code	BACE010001	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Cusack		
Summary of Module			
<p>This module advances knowledge and critique of the policy and community contexts in which Community Education is practiced and developed. It enhances understanding of policy as a temporary structure that synthesizes knowledge and power to bring about particular actions in core areas of social, economic and cultural life.</p> <p>Returning to the foundations of social policy and the nature of contemporary communities as introduced in year one, students will be able to consider their role as ethical and professional practitioners in implementing and developing policy that impacts on community life and well-being. The module will help students to become conscious and critical of how policies drive practice and how policies can be changed by practice. It offers possibilities for working with communities strategically towards authentic community development and a more participatory politics. Drawing on examples from Scottish, UK and International policy and practice landscapes, students will be prepared for offering a counterbalance to the contemporary neo-liberal, compliance culture and political rhetoric.</p>			

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 type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

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

Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Integrate understanding of historical and contemporary theoretical perspectives on social policy and reflect on different models of welfare and social justice at national and international levels
L2	Critique the temporal and changing nature of policy development and implementation to show how this creates taken-for-granted assumptions in working with communities and CLD professional practice
L3	Synthesize knowledge and understanding to show how to creatively manage and resource ethical practice
L4	Create strategies for new ways of working within, or outside of, the controversies of contemporary policy environments
L5	Demonstrate ability to offer professional insights to complex problems related to policy and its impact on practice

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 10 Understanding the nature and debates around poverty and exclusion. Appreciating how inequality is refracted through discourses and state policies. Evaluating the models of the professions.
Practice: Applied Knowledge and Understanding	SCQF 10 Recognize how policies and models of the family affect decision-making and practices.
Generic Cognitive skills	SCQF 10 Giving reasoned arguments, identifying factors shaping viewpoints, and surfacing implied political positions. And having a critical grasp of the evidence said to support those decisions.
Communication, ICT and Numeracy Skills	SCQF 10 Communicating in writing and speech with respect and effectiveness. Interpreting complex and contested source materials and their discourses. Making effective use of literature search systems and data-bases.
Autonomy, Accountability and Working with Others	SCQF 10 Working effectively in teams and with community citizens and individuals taking the role of organizer when appropriate.

	<p>Being reflexively and critically aware of self in terms of the impact of one's approach on others.</p> <p>Being disposed to seek out learning opportunities to address developing and future needs.</p>
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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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Reid, J. (1972) Ailenation: James Reid Rectorial Address. Glasgow, University of Glasgow. Available: http://www.gla.ac.uk/media/media_167194_en.pdf [Accessed 10 Oct 2015].</p> <p>Smith, M. K. (2014). 'What is Community education?' Available: http://www.infed.org/community/b-comed.htm [Accessed 18 Oct 2015].</p> <p>Tett, L (2006) Community Education, Lifelong Learning and Social Inclusion. Policy and Practice in Education, Volume 4.</p> <p>Dean, H. (2012). Social Policy, 2nd edition. Cambridge. Polity Press</p> <p>Spicker, P. (2008) Social Policy. Bristol: Policy Press.</p>
(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	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

30% Assignment Case Study Presentation

Assessment 2

70% Comparative Essay

Assessment 3

(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
Case Study Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Comparative Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transferred to new template	Jan 25	A Cusack