Session: 2020/21

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Title of Module: Advanced Policy and Community Practices			
Code: EDUC10043	**SCQF Level: 10** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Edward Beggan		

Summary of Module
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. 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.

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
	✓	

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.

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. 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 Level 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 Level 10. Recognize how policies and models of the family affect decision-making and practices.
Generic Cognitive skills	SCQF Level 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 Level 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 Level 10. Working effectively in teams and with community citizens and individuals taking the role of organizer when appropriate. Being reflexively and critically aware of self in terms of the impact of one's approach on others. Being disposed to seek out learning opportunities to address developing and future needs.
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

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): (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
	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:

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].

Smith, M. K. (2014). 'What is Community education?' Available:
http://www.infed.org/community/b-comed.htm [Accessed 18 Oct 2015].

Tett, L (2006) Community Education, Lifelong Learning and Social Inclusion. Policy and Practice in Education, Volume 4.

Dean, H. (2012). Social Policy, 2nd edition. Cambridge. Polity Press

Spicker, P. (2008) Social Policy.Bristol: Policy Press.

In-house learning materials will be made available on Moodle and in class.

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	David Wallace
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 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.
30% Assignment Case Study
70% Assignment Portfolio

(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
Case study	✓		✓			30	1

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		✓		✓	✓	70	3
Combined Total For All Components						100%	4 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)