Title of Module: Activating Collaborative Practices			
Code: BACE10002	**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:	A. Coburn		

Summary of Module
This module assists graduating students to understand what it means to be a community educator whose professional role is to facilitate social change through participation in community learning and development. Drawing on perspectives from border crossing pedagogy and radical community development, the module scopes a range of professional contexts in which graduates work to address issues of inequality and social injustice. This will include UK and international perspectives on community education to enhance the professional repertoire of graduates in realising their potential. In particular the module encourages strategic thinking in order to enhance conditions for equality and social justice. Students will develop understanding of how to apply their specialist knowledge to resolve ethical and professional problems they may face in collaborating across ever-changing disciplinary areas. This will enable students to develop strategies for educational, economic, health and social impacts in working alongside individual and community participants to develop their capabilities for making a good life.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				

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.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Integrate perspectives on strategic thinking, professional learning and practice wisdom, to understand boundaries and distinctions in professional roles and purpose.
L2. Critically analyse participatory and collaborative theories and practices, to consider their utility in complex community contexts.
L3. Work with others to apply strategic knowledge and understanding of participation and collaboration in a community context
L4. Create an authentic and meaningful strategy that contributes to an aspect of practice that can be claimed to enhance conditions for equality and social justice.
L5. Review and reflect on your understanding and commitment to your professional code of ethics.

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. Integrate critical professional and practice knowledge theories and concepts.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply knowledge, skills and understanding to creation of a strategic plan for practice.
Generic Cognitive skills	SCQF Level 10. Critically evaluate and analyse the subject matter in relation to ethical codes.
Communication, ICT and Numeracy Skills	SCQF Level 10. Use a range of standard ICT applications to process and obtain data. Communicate with peers, senior colleagues and specialists on a professional level.
Autonomy, Accountability and Working with others	SCQF Level 10. Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognise the limits of these codes and seek guidance where appropriate
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: Module Title:

	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

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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 reflect on their experiences of collaborative practices in order to understand how they might act with others to create conditions for establishing a coherent model for activating purposeful collaboration. 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	12
Asynchronous Class Activity	40
Independent Study	136
	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: Coburn, A and Wallace, D. (2020) Critical Community Education: The Case of Love Stings. In Steinberg, S and Down B. (Eds) The Sage Handbook of Critical Pedagogies, London, Sage Ledwith, M. (2020) Community Development: A critical and radical approach. Bristol Policy Press Sercombe, H., Mackie, G., and Ryan, A.(2012) A service, a 'way of working', or a profession? A discourse analysis of Community Education/Community Learning and Development, in Scotland. Discourse: Studies in the Cultural Politics of Education, 34 (3) 394 – 410 Sercombe, H (2010) Youth Work Ethics. London Sage Tett, L. & Hamilton, M. (2019) Resisting Neoliberalism in Education: Local, National and Transnational Perspectives. Bristol, Policy Press
(**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)

Engagement Requirements
In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: **Academic engagement procedure** Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attend classes as directed in module handbook and undertake off-campus or on-line tasks, as directed by module tutor.

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Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	D. Wallace
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Version Number	2.02

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Assessment: (also refer to Assessment Outcomes Grids below)
Design/ Diagram/ Drawing/ Photograph/ Sketch = 50%
Essay = 50%
(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**
Design/ Diagram/ Drawing/	✔	✔	✔			50	0

Photograph/ Sketch							

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			✓	✓	✓	50	0
			Combined Total For All Components			100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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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

Our UWS Equality and Diversity Policy is available at the following link:
https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity/
Community Education is an emancipatory practice that works with communities to challenge inequality and promote social justice. Thus, a commitment to equality and accepting difference underpins curriculum, content and process, across the Programme. It is therefore not surprising that our values and ethos adhere to, and go beyond, the minimum legal position as detailed within the Equality Act 2010, in requiring compliance with the general equality duty to:
• Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
• Advance equality of opportunity between people who share a protected characteristic and those who do not; and
• Foster good relations between people who share a protected characteristic and those who do not.
The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials are presented in formats that facilitate flexible access and with all reasonable adjustments being made to ensure fair and inclusive engagement. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

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)