



## Module Descriptor

Title	Leading Interprofessional Practice in Community Education		
Session	2025/26	Status	
Code	BACE10002	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	J Hopkin		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

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

<b>Learning Outcomes</b>	
<b>L1</b>	Integrate perspectives on strategic thinking, professional learning and practice wisdom, to understand boundaries and distinctions in professional roles and purpose
<b>L2</b>	Critically analyse participatory and collaborative theories and practices, to consider their utility in complex community contexts
<b>L3</b>	Work with others to apply strategic knowledge and understanding of participation and collaboration in a community context
<b>L4</b>	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.
<b>L5</b>	Review and reflect on your understanding and commitment to your professional code of ethics.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Integrate critical professional and practice knowledge theories and concepts.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Apply knowledge, skills and understanding to creation of a strategic plan for practice.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically evaluate and analyse the subject matter in relation to ethical codes.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Use a range of standard ICT applications to process and obtain data. Communicate with peers, senior colleagues and specialists on a professional level.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> 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

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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	30
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	5
Independent Study	159
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>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</p> <p>Ledwith, M. (2020) Community Development: A critical and radical approach. Bristol Policy Press</p> <p>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</p> <p>Sercombe, H (2010) Youth Work Ethics. London Sage</p> <p>Tett, L. &amp; Hamilton, M. (2019) Resisting Neoliberalism in Education: Local, National and Transnational Perspectives. Bristol, Policy Press</p>
<p><b>(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)</b></p>

<b>Attendance and Engagement Requirements</b>
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p>

<b>Equality and Diversity</b>
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a> .
(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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<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.
<b>School Assessment Board</b>	Community Education
<b>Moderator</b>	V Barnett-Simpson
<b>External Examiner</b>	F Howard
<b>Accreditation Details</b>	CLD Standards Council
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	0/2

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Academic Poster Presentation
<b>Assessment 2</b>
Essay
<b>Assessment 3</b>
<p>(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.</p> <p>(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.)</p>

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	4

<b>Component 2</b>
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Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	4

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
Transfer to new template. Module Title changed	02/25	J Hopkin