University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Community Based Adult Education			
Code: BACE10003	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Jamie Hopkin		

Summary of Module
Drawing on Domains of Practice (SCQF 8), this module affords students the opportunity to investigate the principles and practices of adult education. It builds on the concept of community-based education that is founded in informal education and rooted in social practices. The dispositions and skills required for such practice will be appraised and contrasted with formulations of teaching and tutoring that have connections to institutional learning conventions. It will enable students to establish an understanding of the principles of Adult Education and examine how these principles are evidenced in practice. The focus of this module is to provide students with the opportunity to explore and recognise the diversity of influences on adults as learners and to help them establish a fuller understanding of the place of theory and practices in adult education. The module provides scope for examining the range of work with adults that comprise the sector in community education. Students will consider whether a common framework of understanding of principles, theories and concepts for the field is practicable and desirable. It will also help students develop an understanding of the diversity of approaches to the design, development and implementation of programmes of adult education.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate an understanding of discrete philosophies of adult education and relate these to a conceptual framework for community education
L2	Critically appraise the diversity of practices that constitute adult education in CLD
L3	Understand the nature of current developments in adult education and their relationship to global citizenship, well-being and sustainability issues
L4	Synthesise theoretical frameworks as a means of building an appreciation of the resources, skills and dispositions required to implement community-based adult education
L5	Engage critically reflective practice across social and cultural milieu

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** Demonstrate a critical understanding of the scope, main areas and boundaries of the evolution of adult literacies in Scotland. Critically engage with the theories, principles and models underpinning adult literacy from a Scottish and an international perspective.

Practice: Applied Knowledge and Understanding	SCQF Level **10**
	Utilise the skills of action research or action learning sets in a practical, work-based application.
	Develop more advanced skills or practices through engaging with group working in a professional environment.
Generic Cognitive skills	SCQF Level **10**
	Undertake evidence-based, critical analysis of the extent to which policy and funding decisions have affected the development of adult literacy provision in Scotland.
	Draw on a range of sources in making judgements about the current role of adult literacies in their workplace. Compare these judgements to alternative local or international perspectives on the implementation of adult literacies.
Communication, ICT and Numeracy Skills	SCQF Level **10**
	Develop advanced interpersonal skills through working in a group while undertaking research into established practices in an adult literacies environment.
	Use a range of IT applications during production of a collaborative group resource.
Autonomy, Accountability and Working with others	SCQF Level **10**
	Take responsibility while working as a member of a group.
	Develop interpersonal working skills while maintaining individual autonomy and initiative within a group setting.
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
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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Lecture/Core Content Delivery	24
Asynchronous Class Activity	24
Independent Study	140
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Brookfield, S. (2006) The Skilful Teacher: On Trust, Technique and Responsiveness in the Classroom. 2nd Ed.San Francisco: John Wiley and Sons

Bryant, I. (1984) Radicals and Respectables: The Adult Education Experience in Scotland, Edinburgh: Scottish Institute of Adult Education.

Jarvis, P. (2010) International Handbook of Lifelong Learning London: Routledge

Tett, Lyn., & Fyfe, I.. (2010) Community Education, Learning and Development. (3rd edition). Edinburgh: Dunedin Academic Press

Wallace, D., & Coburn, A. (2013) Community Education and Community Learning and Development in Scottish Education in Bryce, T. & Humes, W. (2018) Scottish Education (fifth edition), Edinburgh: Edinburgh University 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)

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Community Education
Moderator	Alan Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	

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.

Assessment 1 100% Practical Creative Output/Games/Audio/Film

(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.)

Assessment Outcome Grids (See Guidance Note)

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
Creative output/ Audiotapes / Videotapes / Games/ Simulations	✓	✓	✓	✓	✓	100	4

Component 2

Combined Total for All Components	**100%**	**4 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)