

University of the West of Scotland

Module Descriptor

Session: 2020/21

Title of Module: Community Based Adult Education			
Code: BACE10003	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:	D Wallace		
Summary of Module			
<p>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.</p> <p>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.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>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.</p> <p>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.</p>		

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

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. 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)	<p>SCQF Level 10.</p> <p>Demonstrate a critical understanding of the scope, main areas and boundaries of the evolution of adult literacies in Scotland.</p> <p>Critically engage with the theories, principles and models underpinning adult literacy from a Scottish and an international perspective.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10.</p>

	<p>Utilise the skills of action research or action learning sets in a practical, work-based application.</p> <p>Develop more advanced skills or practices through engaging with group working in a professional environment.</p>	
Generic Cognitive skills	<p>SCQF Level 10.</p> <p>Undertake evidence-based, critical analysis of the extent to which policy and funding decisions have affected the development of adult literacy provision in Scotland.</p> <p>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.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Develop advanced interpersonal skills through working in a group while undertaking research into established practices in an adult literacies environment.</p> <p>Use a range of IT applications during production of a collaborative group resource.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Take responsibility while working as a member of a group.</p> <p>Develop interpersonal working skills while maintaining individual autonomy and initiative within a group setting.</p>	
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.

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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
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:

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

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

(**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 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	Edward Beggan
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1

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.

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