

Session: 202324

Status: Published

Title of Module: Community Development			
Code: BACE10004	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			
<p>Building on the Domains of Practice module, students will develop understanding the world as an ever changing and increasingly complex phenomenon that offers tremendous opportunities for those working in youth and community work. Community Development practices are underpinned by understandings of what it means to be a citizen and our obligations to each other as social beings, in working together to achieve a good life.</p> <p>This module is designed to reinforce critical and deep understanding of community development through evaluation of current community development approaches. It aims to develop theoretically informed, systemic and historical awareness of community development practice. Students will have an opportunity to investigate the principles and practices of Community Development, whereby community based education is founded in informal education and rooted in social practices.</p> <p>Students will examine ideas on the inter-linkages between economy, culture and society in order to question contemporary critically reflect on core principles required to underpin engagement with community politics and relationship building. They will consider the thinking behind citizenship, participation and democracy and how it impacts generally and specifically in community development. It is expected that students will be able to help play a central co-ordinating role in their establishment through knowledge gained, particularly in developing an international perspective and a more sophisticated approach to research. Students will examine practice through a mixture of faculty expertise and outside speakers. In particular, this will include:</p> <ul style="list-style-type: none">• Democracy and world events• Sustainability• Global issues and global citizenship• Innovative approaches in community development.			
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> <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</p>		

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)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate specialist knowledge of international and historical definitions and views of community development and its core aims in contemporary practice.</p> <p>L2. Conceptualise the complex nature of contemporary community development practice and its relationship to global citizenship, wellbeing and sustainability issues.</p> <p>L3. Work with others to consider the dynamics between community development and movements for social change at local, national and international levels.</p> <p>L4. Exercise autonomy in using case studies and analysis of critical incidents to evaluate the skills and dispositions that contribute to work with communities.</p> <p>L5. Engage in critically reflective practice in diverse contexts across social and cultural milieu</p>	
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.

	Participants will be able to show: <ul style="list-style-type: none"> • A critical understanding of the contested concepts in the field; • Detailed knowledge of the development of international thinking in community development; • Understanding of new ideas in the field. 	
Practice: Applied Knowledge and Understanding	SCQF Level 10. Participants will be able to <ul style="list-style-type: none"> • Demonstrate an ability to inquire/research into an area; • Identify and analyse workplace issues, including controversial/moral value materials 	
Generic Cognitive skills	SCQF Level 10. Participants will be able to <ul style="list-style-type: none"> • Use a range of sources to investigate issues; • Use critical evaluation tools to examine issues 	
Communication, ICT and Numeracy Skills	SCQF Level 10. Participants will be able to <ul style="list-style-type: none"> • Prepare a presentation to peers, staff and other audiences; • Use IT to communicate information. 	
Autonomy, Accountability and Working with others	SCQF Level 10. Participants will be able to <ul style="list-style-type: none"> • Work as part of a team; • Lead a team; • Work independently 	
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:

Dale, A. (2013) Agency: Individual ‘Fit’ and Sustainable Community Development Community Development Journal Nov, 2013.

Johnston, R. (2008) Making space for social purpose adult education within civil society. Paper presented at 38th SCUTREA Conference, 2-4 July, University of Edinburgh, Edinburgh

Ledwith, M. (2011) Community Development a Critical Approach (2nd Ed) Bristol: Policy Press

Reisch, M. (2013) Community Practice Challenges in the Global Economy in Weil, M., Reisch, M., & Ohmer, M., (eds) (2013) The Handbook of Community Practice (2nd Edition) London: Sage

Shaw, M. (2011) Stuck in the middle? Community development, community engagement and the dangerous business of learning for democracy Community Development Journal Vol 46 No 52 April 2011

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	Annette Coburn
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1.03 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.

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)