**Module Descriptor**

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| **Title** | Community Development and Popular Education | | |
| **Session** | 2026/27 | **Status** | Approved |
| **Code** | BACE10010 | **SCQF Level** | 10 |
| **Credit Points** | 40 | **ECTS (European Credit Transfer Scheme)** | 20 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | J Hopkin | | |

**Summary of Module**

Students will develop their understanding of the world as an ever changing and increasingly complex phenomenon that offers tremendous opportunities for those working in youth and community work. Community Development and popular education approaches support praxis underpinned by problemitisation 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.

This module is designed to reinforce critical and deep understanding of community development and popular education through evaluation of current theory and practice. It aims to develop theoretically informed, systemic and historical awareness of how community development practice represetns itself in different settings from the ameliorative to the critical. Students will have an opportunity to investigate transformative praxis as iniated by popluar education techiniques, identifying opportuntiies for community-based education to support and iniatiate systemic change in informal education and related social practices.

Students will examine ideas on the inter-linkages between economy, culture and society in order to question contemporary policy and practice and 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 settings.

| **Module Delivery Method** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☐ | ☒ | ☐ | ☐ |

[1] 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.

[2] 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.

[3] 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.

[4] 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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate an understanding of national and international definitions and views of community development in relation to its core contemporary practice. |
| **L2** | Conceptualise the complex nature of community development practice and its relationship to wider community education practice. |
| **L3** | Understanding of policy and practice in realtion to community development. |
| **L4** | Evaluate the skills and dispositions that contribute to working with and with-in communities. |
| **L5** | Engage in critically reflective practice in diverse contexts across social and cultural settings. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 10**<br>Participants will be able to show:<br>• A critical understanding of the contested concepts in the field;<br>• Detailed knowledge of the development of international thinking in community development; |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br>Participants will be able to<br>• Demonstrate an ability to use critical discourse analysis to interrogate the range of policies that impact communities;<br>Demonstrate an ability to use crticial pedagogical skills to discuss with peers and community members issues of current import, translating important theoretical concepts into practical terms.<br>• Contrast and compare the impact of policies on communities with differing socio-economic conditions. |
| **Generic Cognitive skills** | **SCQF 10**<br>Participants will be able to<br>• extend their capacity to engage in complex policy texts;<br>• Use critical theory to analyse community development issues<br>Refine their capacity to engage in critical media literacy |

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| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br>Participants will be able to<br>• Prepare a presentation to peers, staff and other audiences;<br>• Use IT to communicate information. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br>Participants will be able to<br>• Work as part of a team;<br>• Lead a team;<br>• Work independently |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 48 |
| Tutorial / Synchronous Support Activity | 24 |
| Independent Study | 328 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 400 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br>Al-Jayyousi, O.R. (2012), Islame and Sustainabale Development, Abingdon: Gower Publishing. |

Beck, D. and Purcell, R., (2020). Community development for social change. New York: Routledge.

Finley, E., 2025. Practicing Social Ecology; From Bookchin to Rojava and Beyond. Pluto Press.

Giroux, H.A., 2023. Insurrections. Bloomsbury Academic.Mayo, M, Mendiwelso-Bendek and Packham, C. (2013) Community Research for Community Development , Basinstoke: Palgrave MacMillan. [electronic book]

Ledwith, M. (2020) Community Development: A critical and radical approach (3rd Edition) Bristol:Policy Press.

Ledwith, M., (2016). Community development in action: Putting Freire into practice. Policy Press.

Mayo, M, Mendiwelso-Bendek and Packham, C. (2013) Community Research for Community Development , Basinstoke: Palgrave MacMillan. [electronic book]

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

Rao, G.P. (2014) Remaking Ourselves, Enterprise and Society, An Indian Approach to Human Values in Management, Abingdon: Gower Publishing.

Shaw, M., (2017). Community development: reviving critical agency in times of crisis. In The Routledge handbook of community development (pp. 26-39). Routledge.

**(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** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:** |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.** |
| **(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**

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| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br><br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to** |

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| | **programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Community Education |
| **Moderator** | B Cross |
| **External Examiner** | |
| **Accreditation Details** | CLD Standards Council for Scotland |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| 2000 word equivalent: Creative output to demonstrate the underpinning theory behind community development. |
| **Assessment 2** |
| 2000 word essay exploring community development practice and policy. |
| **Assessment 3** |
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| (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.<br>(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.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Creative output | ☐ | ☒ | ☐ | ☒ | ☒ | 50 | 4 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☐ | ☒ | ☐ | ☐ | 50 | 4 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 8 hours |

**Change Control**

| What | When | Who |
|---|---|---|
| **New Module** | 2026 | J Hopkin |
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