



**Course Handbook**  
**BA (Hons) in Community Leadership (Top Up)**  
**2019/20**  
**Course Leader: Jenny Lamb**



Please read this Handbook in conjunction with the University's Student Handbook.

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## **1. Welcome to the course**

The Community Leadership Top Up programme has been developed to provide a programme of professional development for people committed to volunteering, citizenship and cohesive communities as well as progression for students that have completed a Foundation Degree in Community Leadership or relevant area.

It is acknowledged by all major international think tanks and governments that a fair and effective global society is best served by strong community leadership. This degree has been developed to provide a programme of professional development for people committed to volunteering, citizenship and Community Leadership. It offers you the opportunity to make a real and lasting impact on society as part of your studies, whilst developing highly transferable skills for education, employment, and life. This programme aims to be accessible and provide unique ways for you to explore policy and practice both in the UK and abroad. You will be encouraged to develop and deliver your own projects. This degree teaches people how to really make a difference in the society they live in.

A key element to the programme is the strong multi-cultural dimension and the opportunity to enhance learning from a global context. This includes the opportunity to study faith based leadership and inter-faith dialogue taught as part of an international visit to Andalusia in Spain, the role of gender as community leaders, global networks and trans-national project development.

The programme has been built upon the extensive experience of the Centre for Volunteering and Community Leadership (CVCL) and developed from a single project in 1999. CVCL has placed over 6000 young people and students in volunteering projects across Lancashire and the North-West and has acquired over £1.5m for community based projects since 2001. It has an extensive network of partners, regionally, nationally and internationally (including Russia and the USA), who will support the development of the programme through placements and expert contributions. CVCL is also noted for its work in developing community cohesion and active citizenship projects within East Lancashire, winning the CRAC Higher Education Active Community Fund Exceptional Student Volunteer of the Year 2004 and Exceptional Staff Volunteer of the Year 2008. Students will have the opportunity to develop projects within East Lancashire and through the extensive network of partnerships across the region.

This handbook aims to provide you with clear guidelines on all aspects of the course. It is also intended as a working document to be used by you and your tutors. It should be read in conjunction with the University 'Student Guide to Regulations and Policies.' If you are in any doubt about any aspect of your time here, please check the course handbook and other material you will have been given, or ask your tutor, administrative staff or myself. We hope you enjoy your studies, and look forward to working with you over the next few years.

**Jenny Lamb BSc (hons) MA FHEA Course Leader**

UCLan, School of Social Work, Care and Community

The Centre for Volunteering and Community Leadership

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## **1.1 Rationale, aims and learning outcomes of the course**

The aim of this programme is to empower individuals and community activists to be more effective in voluntary work and community activities by providing them with core skills in leadership, project development and management, mentoring, health & safety, young people and community safety. The programme will enhance sustainability within community projects by providing the people who deliver at grass roots level with the personal with the personal tool for community regeneration which they can cascade within their peer groups through mentoring. The programme will enable individuals to develop action groups both to access funding and manage it effectively. The programme aims to engage individuals and groups who would not traditionally access education for cultural and social reasons. By doing so it will include previously excluded groups into the community regeneration agenda. The programme aims to empower communities to take control of regeneration and manage it positively.

**By the end of the course you should have successfully completed the following Learning Outcomes of the course:**

### **Knowledge and Understanding:**

- Develop a comprehensive and detailed factual/conceptual knowledge base of the subject area
- Evaluate and reflect upon personal experience, policy and practice
- Be able to analyse abstract data/situations and be able to transform this into innovative solutions to identified complex problems
- Develop an awareness of personal responsibilities and professional/cultural codes of conduct.
- Be able to incorporate a critical dimension to practice and theory.

### **Subject-specific skills:**

- Lead and contribute to a small group
- Develop and Manage a project
- Complete the Certificate of training in First Aid for the Appointed Person
- Understand and apply health & safety, including child protection and safeguarding as well as the HSE Steps to Risk Assessment, to a work assessment
- Mentor groups and individuals within a community context

### **Thinking Skills:**

- Apply knowledge to practical contexts
- Evaluate concepts, theories and practice

### **Other skills relevant to employability and personal development:**

- Communication
- Apply ICT to a number of contexts
- Manage time and resources
- Working with others and carry out team work

## 1.2 Course Team

<p><b>Course Leader for BA Top-Up Community Leadership</b></p> <p>Jennifer Lamb          Tel.: +44 (0)1772 892775          Email: <a href="mailto:JLamb1@uclan.ac.uk">JLamb1@uclan.ac.uk</a>          Room: Preston Campus, Livesey House 213          Burnley Campus, Room C113</p>	<p><b>Module Tutors</b></p> <p>Yasmeen Ali          Tel.: +44 (0)1772 893117/6074          Email: <a href="mailto:YAli4@uclan.ac.uk">YAli4@uclan.ac.uk</a>          Room: Preston Campus, Livesey House 213          Burnley Campus, Room C113</p>
<p><b>Director of the Centre for Volunteering &amp; Community Leadership</b></p> <p>Alethea Melling          Tel.: +44 (0)1772 893666/6062          Email: <a href="mailto:AMelling@uclan.ac.uk">AMelling@uclan.ac.uk</a>          Room: Livesey House 212          Burnley Campus, Room C113</p>	<p>Ridwanah Gurjee          Tel.: +44 (0)1772 893669/6074          Email: <a href="mailto:RGurjee@uclan.ac.uk">RGurjee@uclan.ac.uk</a>          Room: Preston Campus, Livesey House 213          Burnley Campus, Room C113</p> <p>Dr. Mahmood Chandia          Tel.: +44 (0)1772 893093          Email: <a href="mailto:MChandia@uclan.ac.uk">MChandia@uclan.ac.uk</a>          Room: Preston Campus, Livesey House 107          Burnley Campus, Room C113</p>
<p><b>Course Administration Service for the School of Social Work, Care and Community</b></p> <p>The Hub Information:          Email: <a href="mailto:BrookHub@uclan.ac.uk">BrookHub@uclan.ac.uk</a>          Room: Brook Building, 204</p> <p><b>Opening Times:</b>          Mon-Thurs – 8.45am – 5.15pm          Friday – 8.45am – 4.00pm</p>	<p>John Lockhart          Tel: +44 (0)1772 896074          Email: <a href="mailto:JLockhart@uclan.ac.uk">JLockhart@uclan.ac.uk</a>          Room: Burnley Campus, Room C113</p> <p>Robert Walley          Tel: +44 (0)1772 893171          Email: <a href="mailto:RWalley@uclan.ac.uk">RWalley@uclan.ac.uk</a>          Room: Preston Campus: Livesey House 213          Burnley Campus, Room C113</p>

## 1.2 Expertise of staff

The Centre for Volunteering and Community Leadership (CVCL) is recognised to be at the cutting edge of youth led community cohesion, featuring as best practice in numerous national and international publications including the Cabinet Office Report into Community Cohesion – Our Shared Future for the Pendle schools based Centre for Citizenship at Marsden Heights Community College.

Currently, the Centre has a number of research areas linked to project delivery in a range of disciplines including peer leadership, mentoring, volunteering and community action.

Every member of CVCL staff are published experts in their fields. Recently a book deal has been successfully negotiated with global academic publishers Palgrave Macmillan, for the CVCL to author the definitive text book in Community Leadership.

## 1.3 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during

the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



#### **1.4 Administration details**

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

##### **Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

##### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

##### **Foster Building**

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

##### **Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

##### **Greenbank Building**

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

##### **Brook Building**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## 1.5 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.



E-mail and Blackboard are the usual means of mutual communication. As students on this course you may be working for substantial periods away from the university, communication via e-mail will be the usual method of contact. It will therefore be important to retain and contact tutors or the course team should you be having any problems associated with the course. The Administrative Hub will maintain basic contact information which must be updated when changes occur.

Good communication is a core principle of all social care practice and it is important that this underpins relationships in the School of Social Work, Care and Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

### **General points on Communication:**

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.
- The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.
- School staff are committed to supporting students with their studies; however, there is also an emphasis upon independent learning within the postgraduate Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.
- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times. There is normally a member of administrative staff on reception at the Hub (Office hours are 8.45am-5.15pm Monday to Thursday and 8.45am-4pm on Fridays), if this is not the case, please ring the bell and someone will respond.
- Communication is a two-way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

## E-mails:

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.
- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. eg. *I am copying in my course leader so that they are also aware of this situation.*

## Appointments:

- Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors, and all have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.
- Students will be helped to understand the different roles of staff during induction. For example, all students will have an Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, eg resubmission of essays, they should consult module staff, not their personal tutor. Module leaders will publish dates of assignment workshops for all students at the beginning of the semester.
- When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

### **Written feedback:**

- Students should ALWAYS read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

### **1.6 External Examiner**

The university has appointed an external examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your external examiner, you should do this through your course leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

**External Examiner: Stuart Wroe**

Lecturer on BA (Hons) Youth and Community Development

Faculty of Education

The Open University, Milton Keynes

## 2. Structure of the course

### 2.1 Overall structure

At Level 6 the student will be applying theory to practice, and reflecting on this process, the student will be making judgments based on practice and process and justifying these clearly. The student will be expected to develop and manage a project in the community as part of Year Three. The student will learn about capacity building and skilling communities for change. They will have the option of exploring community and social Enterprise; youth led regeneration, leading community projects, and practical volunteer management.



During Stage 3 students will have the option of applying to undertake the Global Community Exchange in abroad (Subject to successful application) This is a Stage Three Module where students will explore how grass roots action and leadership programmes can improve international communities. They will also look at federal policy and initiatives for regeneration. It provides the students with the opportunity to converse with activists, policy makers, and other leaders in the field.

### Level 6 – Course Structure

Top Up	Compulsory Modules plus 1 Optional (double module) (120 Credits)
VO3002 VO3003 VO3005	Leading a Community Project (40 Credits, Year) Communities Skilled for Change (20 Credits, Year) Empowering and Engaging Marginalised Groups (20 Credits, Semester 2)
<b><u>Optional</u></b> VO3004 VO3007	Practical Volunteer Management (40 Credits, Semester 1) Global Community Exchange (40 Credits, Year)

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. You are also able to choose one module refer to the Free Choice [Electives Catalogue](#)

Please note: whether options run in any particular year will depend both on staff availability and the level of student demand. As you will appreciate, for an optional module to be made available there must be sufficient student numbers choosing the module to make it viable. As a general rule, if we have ten students or more signed up for a module it will take place. If the module you are interested in taking is not able to take place we will endeavour to help you find a suitable replacement.

A Student will require 6 modules to gain an honours degree (at level 6, some modules count as a double module i.e. 40 credits).

Students are required to take three compulsory modules as follows:

Code	Module
VO3002	Leading a Community Project (40 Credits)

VO3003	Communities Skilled for Change (20 Credits)
VO3005	Empowering and Engaging Marginalised Groups (20 Credits)
<b>TOTAL</b>	<b>THREE MODULES (80 credits)</b>

**Options – 40 Credits from this list:**

Code	Module
VO3004	Practical Volunteer Management (40 Credits)
VO3007	Global Community Exchange (40 Credits)
	<b>Or 1 Elective</b>

**Level 6 – Successful completion of 120 Credits**

**Target Award**

Students successfully completing 80 credits on completion of level 6 can be awarded a BA in Community Leadership.

**2.3 Course requirements**

Students successfully completing 80 credits on completion of level 6 can be awarded a BA in Community Leadership.



**2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

The Community Leadership Top Up has been designed with the aim of developing and enhancing your career progression. Throughout the degree you will be developing key skills you need to work in a wide variety of fields, such as working with young people, children and community groups. You will also be working to reflect on your career progression after graduating from the university and we will help you to consider how best to develop your career.

**2.5 Study Time**

**2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

**2.5.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.



This programme is a full time mode of study by attending lectures. There is also the ability to attend via 'Live classroom' as the lecture is being delivered. Students will be expected to participate in and prepare for a mix of learning opportunities including full day workshops, and presentation of their work, group work, online discussions, guided and self-directed reading, learning sets and study skills development.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Brook Hub on telephone: 01772 891992/891993 or email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

Unauthorised absence is not acceptable and may attract academic penalties and may affect student loans and bursaries.

If you are absent for four weeks or more without authorisation and you do not respond to communications from the University, then you may be deemed to have withdrawn from the course and the date of withdrawal will be recorded as the last day of attendance.

Attendance is monitored online through Students Attendance Monitoring (SAM) and you can check your attendance record through MyUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Blended learning is a mixture of online lectures, chat discussions and face-to-face workshops and seminars. Students will be expected to participate in and prepare for a mix of learning opportunities including online lectures, full day workshops, and presentation of their work, group work, online discussions, guided and self-directed reading, learning sets and study skills development.

Staff also liaise closely with other sections of the University as necessary, particularly the library where the Specialised Learning Resources Unit is located. The Unit is concerned with assisting students in accessing day-to-day resources.

#### Lectures

Most modules will be taught via a combination of online lectures and day seminars/workshops once a month. Lectures will be a new experience for many of you and a few handy hints will allow you to make the most of them. First, do not try to write down everything the lecturer says. Rather note the key points and terms which you can expand on later by follow-up reading. Two common methods are either:

- *Bullet points*: Here the main issue is written down with supplementary points listed.
- *Spider graph* - Here the main point is circled with important points coming off.

You can of course use any system and develop your own 'short hand' and abbreviations. The important thing is not to be intimidated by the lecture setting or worried if the person next to you has 15 pages of notes and you have only 1 or 2 - Quality not quantity is what matters!

Second, be courteous in lectures. Do not talk or come in late as this disturbs other students and the lecturer.

Finally, if you do not understand a point then feel free to ask in the lecture. If time permits, the lecturer will deal with your point there and then, otherwise there is always time at the end of the lecture for you to approach whoever has taken the class or email your query at the earliest opportunity

### **Seminars**

A seminar is a small class for discussion and debate, providing opportunities to question points made in online lectures, to examine some of the different ways in which writers and researchers have tackled a topic, to raise issues which puzzle you, and to learn from the challenges to your own views posed by other students. Seminar attendance is therefore a requirement of the course, and each student is expected to participate in the discussion of seminar topics.

### **Reading**

Lectures and seminars can only introduce and outline the subject matter of the course. In higher education you are expected to read widely and critically, and you should plan to spend at least three hours reading for each hour of class contact - so if your weekly timetable includes about 6 hours of lectures and seminars, you should top this up with 18 hours of individual study. Plan this to make effective use of your week, including the odd hours between classes. It is not enough to rely only on lecture notes.

Suggested reading is recommended on the reading list in relation to specific topics. You should buy the recommended textbooks, but they should be supplemented by wider reading. You should use the Library catalogue, bibliographies in the Library, and the reading often recommended in text books to find further relevant material. Part of the interest in our subject lies in its relevance to current affairs

Quality newspapers (*The Independent, The Times The Guardian, The Daily Telegraph, The Scotsman*), the weeklies (*The Sunday Times, The Observer, The Economist, New Statesman and Society*, etc), monthlies - *Prospect, Red Pepper* etc, and the journals of political analysis (especially *Parliamentary affairs and Political Quarterly and Talking Politics*) provide valuable material, more up-to-date than a textbook. The Library takes a good selection of these and also holds back numbers.

But there is also much to be learnt from papers such as the Sun or Daily Mail – for example presentation of issues in society such as Asylum Seekers, homelessness or anti social behaviour.

## **3.2 Study skills**

The Department of Languages and International Studies offers specialist study advice and guidance to ALL students at the University, from Year 1 to postgraduates. This service will benefit students who want to learn more effectively and get better marks for their assignments and exams. Wiser can also help you with your Personal Development Planning (PDP) and the skills learnt can form part of your PDP portfolio. More information on WISER can be found at URL

<http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

The University is well equipped with networked computer facilities, students have access to a large number of computers in the Library (mostly located on the third floor).

Most students are computer literate. But if you are not, or if you want to develop your abilities in computing, the University provides an extensive range of courses for absolute beginners through to advanced courses. Some of these courses carry qualifications that can help you during your student career and in subsequent employment. If you need any help regarding computers the following contacts will be able to help you:

- Within the Library on the first floor – there is the Helpdesk (Tel 01772 895355). The Helpdesk will be able to help you with any general computer problems. If you are an absolute beginner, we'd recommend that you go to the Helpdesk and sign up for their 'Computers for the Terrified' session. This is a one-off three hour session to get you started, teaching you how to log on etc.
- If you run into difficulties when you are using the computers on the third floor of the Library, you can contact one of the Student helpers (identifiable by their 'helpers' T-shirt) who will try to sort out the problem for you on the spot. If you feel that you are at the most basic level here, don't be intimidated by other students who may seem more expert in computing than you - make use of the help that is available - you *can* do it.

#### 3.3.2 Electronic Resources

When appropriate, students will be encouraged to utilise the extensive range of web-based resources. There are many other websites that you might look at that may provide you with useful information linked to the work you are undertaking for this course.

*Remember wherever you start with web searches, one thing often leads to another as you 'surf' the net. So think about how you record useful websites, for example using bookmarks for information you access.*

#### **Blackboard**

Blackboard in MyUCLan is the on-line Managed Learning Environment (MLE) that the University uses to support and enhance teaching and learning. All University students have been allocated an area known as their MyUCLan (Web Course Tools) module space. Once logged into your area you can access all of the modules listed under your name without having to login to each module separately.

#### **Online Journals**

Almost all the journals included in the module reading lists below can be accessed free of charge via EBSCO Online's Internet site. For those of you using university computers accessing the site is a relatively simple procedure.

Type in the following web address: <http://ejournals.ebsco.com/home.asp>

this will take you to EBSCO online Homepage, to access a particular journal, type the title of the journal in the 'Find Journals box' on the top right hand side of the page, and then click Find Journals. After the database has found the journal, click on the title and you will then be provided with access to it. EBSCO online also allows you to conduct subject-related searches of all its journals. Simply type your search term in the Find Articles box (e.g. 'Community Cohesion' or 'Volunteering and Young People' and click the appropriate icon).

### **Accessing EBSCO online from home**

You can also access EBSCO online from your computers at home, but in order to do so you will need an ATHENS password. Ask at the library help desk – they will give you a password and information on how to log on to EBSCO online. Note - You will only be able to download the journal articles from EBSCO online if you have the basic edition of Acrobat Reader software. Most computers now come with this ready-loaded, but it can also be downloaded free of charge from Acrobat's website.

### **3.4 Personal development planning**

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning, performance and achievements and plan for their personal and career development. We are very keen to support this initiative and with colleagues provide a structured approach to PDP. This is not something that you need to worry about in your first weeks, but we will be telling you more about this in the first semester.

### **3.5 Preparing for your career**

within the workplace in order to develop highly transferable skills for effective community leadership. Students will spend time working within the third sector to build up a substantial portfolio of work experience. Throughout the programme students will gain practical experience in managing projects, supporting volunteers, empowering marginalised groups, and leading communities. Students will complete the programme with a sound knowledge of both policy and practice in the field of active citizenship and volunteer development. Moreover, through the carefully planned practical projects, students will leave the programme with excellent skills for employability and life long learning that can be transferred into any context.



These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The [UCLan Centre for Volunteering and Community Leadership](#) work with over 300 organisations across the country and have over 500 voluntary opportunities for students to get involved in, we work with the third sector voluntary organisations, charities and not for profit organisations. There are voluntary opportunities relating to Finance, Law, Business, Computing, Social work, Sports, Media, Events management and many more. Register online and get volunteering awards and accreditations along the way.

#### **4. Student Support**

Responsibility for managing the course lies with the Course Management Team in consultation with a Course Committee.

*The Course Management Team consists of:*

- Course Leader (Jenny Lamb)
- All module leaders (see the list of staff teaching on the course)

The course management team will meet at least once a semester. Its role is to oversee the smooth running of the course.

*The Course Committee consists of:*

- Student Representatives (two people from each year of the course)
- Teaching and tutorial staff on the course

The Course Committee will meet at least once a semester. Its role is to provide a bridge between the course management team and students on the course, and to discuss / rectify any issues of concern.



##### **4.1 Academic Advisors**

In your first week you will be assigned to an Academic Advisor whose role is to guide your learning and generally advise on academic work. You will be invited to meet with your Academic Advisor on a regular basis, either individually or in a small tutor group. However, you can arrange to see your Academic Advisor at other times as well. The purpose of such meetings is to enable you to meet course deadlines for submission of assessed work and progress effectively in your studies.

Academic tutorial sessions are confidential to the student and tutor concerned; unless issues arise that have general implications for the course or which may affect the student assessment. In the event of such issues arising the student and Tutor will be expected to agree on how the matter should be progressed. Module tutors provide advice & help with module coursework and many schedule group sessions on assessment during teaching. For help with specific module assignments, students should contact module tutors in the first instance. Year leaders provide additional support and general advice and information about progression. In addition the University has a Health Centre and a Student Services Section, which offers a confidential counselling service to students. Information given to student counsellors is never disclosed to teaching staff without the permission of the student.

One thing that might take some getting used to, is that in university, tutors have many other jobs to do aside from teaching (attendance at meetings, research projects, external consultancy, writing books etc), which may mean that they are not in their office everyday. They might also spend some time working from home on written work or research. Each tutor can collect their work emails from home (which many do) and can also pick up their phone messages. Tutors display times and methods of contact on their doors and can be contacted via email, telephone, voicemail or by notes left in the Course Administration Service - Hub. So if you want to see a tutor or the course leader don't keep turning up in hope, leave a message and let them contact you. This will be a much effective method for getting your problem addressed.

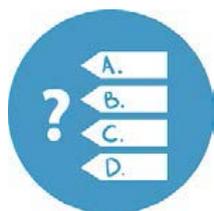
#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

#### 4.3 Students Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

### 5. Assessment



#### 5.1 Assessment Strategy

There are a wide variety of assessments you will have to accomplish including essay writing, reports, individual and group presentations. Course work for all modules will be assessed using percentage [%] marks and **you must pass each element of assessment within a module to pass the module at a minimum of 40%**. Those

responsible for individual modules have developed assessment systems that they feel are appropriate to the aims of the module. Our approach has three strands:

(a) To adopt assessment techniques that are appropriate to the individual module's objectives and to the level at which it is offered.

(b) To ensure that students will be exposed to and benefit from a broad range of assessment experience.

## **5.2 Notification of assignments and examination arrangements**

The requirements of individual assessments and their respective deadlines for submission will be covered in a timetabled session and can also be found within module handbooks on Blackboard.

Individual module tutors will set assignments and deadlines for submission. When you have a piece of assessment to hand in:

1. Log in to MyUCLan account which can be found at the following link <https://portal.uclan.ac.uk/webapps/portal/frameset.jsp>
2. Open the module you are submitting the assessment for and then click the Turn it in link.
3. Complete the steps and upload the completed assessment. The file must be a Microsoft Word file.

**NOTE:** Tutors **WILL NOT** accept any work given to them by students under any circumstances.

## **5.3 Referencing**

References are not just to be used where a piece of text has been quoted. They may be used to refer to arguments which support your own, or which you are taking issue with, or which impinge on your essay in some other specified way. You should adopt the 'Harvard' System of Referencing!

The Harvard system lists author, date of publication and (where relevant) page number(s) in parentheses after the relevant passage, thus: (*Wandberg, 2002, page 52*).

You must also include full publication details of all texts cited (author, place of publication, publisher, date of publication) in your bibliography.

### **Bibliography**

This should comprise an alphabetical list of all of the books or articles cited, or drawn on, in the course of the dissertation. For all sources, quote:

- a. Name of author
- b. Date of publication

- c. Title of publication or article
- d. Journal title (for journal articles), with volume and number
- e. Name of publisher (for books)
- f. Place of publication (for books)
- g. Page references (for journals)

Example of sources from books and journals:

Wandberg, R. (2002). *Volunteering: Giving Back*. Capstone Press, Mankato, Minnesota.

Grover, C. & Stewart, J. (2000) Modernizing Social Security? Labour and its Welfare-to-work Strategy, in *Social Policy & Administration*, Vol. 34, No. 3, Page. 235-252.

Example of sources from the World Wide Web:

Philip-Jones, L. (2004). *The Mentoring Group – Basics for Mentors Part 3*. Last accessed online on 22 February 2008 at URL [http://www.mentoringgroup.com/html/articles/mentor\\_53htm](http://www.mentoringgroup.com/html/articles/mentor_53htm)

**Note: be consistent** in references and bibliographies. Always give titles of chapters or articles in single quotation marks. *Italicise* titles of books, and journals. All these point should be clear if you study the above examples.

#### **5.4 Confidential material**

You may access confidential information during the course e.g. organisation information whilst on placement which might inform assignments. As a student you have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments.

#### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

#### **5.6 Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 6. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. For example, we now offer students the flexibility of accessing module content via the online 'Live Classroom' link on Blackboard as well as providing students with recorded lectures that can be viewed 'on demand.'



The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Other opportunities available for students to voice their opinion include course management committees, timetabled sessions with whole cohort of students, on-line and Module Evaluation Questionnaires (MEQs).

### 6.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using [guidelines](#) and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);

- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

If you are interested in being elected as a course representative please inform your course leader who will provide you with further information and requirements.

## 7. Appendices

### 7.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

**Sources of information on the programme can be found in Section 17**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution</b>	University of Central Lancashire
<b>3. University Department/Centre</b>	School of Social Work, Care and Community, Centre for Volunteering and Community Leadership
<b>4. External Accreditation</b>	
<b>5. Title of Final Award</b>	BA (Hons) Community Leadership Top up

<b>6. Modes of Attendance offered</b>	Full Time/Part Time
<b>7. UCAS Code</b>	L900
<b>8. Relevant Subject Benchmarking Group(s)</b>	Politics and Sociology
<b>9. Other external influences</b>	Freire Institute, Volunteering Services Overseas, Association of Young Leaders, Department for Communities and Local Government, Lancashire Constabulary
<b>10. Date of production/revision of this form</b>	December 2013

## 11. Aims of the Programme

- To value and validate the experience of volunteers and enable them to progress through to formal qualification
- To provide an intellectually stimulating programme in Community Leadership which will appeal to students with diverse interests
- To develop skilled and innovative community leaders from all backgrounds
- To develop excellent transferable skills for employment and life
- To promote Community leadership, volunteering and active citizenship
- To provide students with the opportunity for intense and challenging personal development experiences in diverse contexts
- To provide students with an educational experience whereby they can leave a positive tangible legacy through practical placements.
- To enable students to develop an understanding of what makes a successful cohesive community.

## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

Students will be able to:

- A1 Identify and apply a broad range of theoretical frameworks for community leadership
- A2 Critically evaluate personal experience in relation to Community Leadership
- A3 Analyse abstract data and situations and develop innovative solutions to identified complex problems in community settings
- A4 Acknowledge personal and social accountability and responsibilities in relation to professional/cultural codes of conduct.
- A5 Critically evaluate policy and practice in relation to active citizenship, volunteering and Community Leadership
- A6. Discuss in detail ethical and legal issues related to practical Volunteering

### Teaching and Learning Methods

Students will develop knowledge and understanding through:

- Lectures
- Seminars
- Presentations to peers
- Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.
- Projects
- Directed Study
- Group work
- Experiential Learning
- Debates

### Assessment methods

Students will be assessed by:

- Portfolio of Evidence, which will include a reflective diary, notes and personal observations, plus feedback from the host organisation/clients/colleagues
- Reflection and discussion
- Written Evidence in the form of reports and essays
- Presentation
- Role play

### B. Subject-specific skills

Students will be able to:

B1. Evaluate Health and Safety, Child Protection and Equal Opportunities policies  
B2. Develop and Manage a community based project  
B3. Draw on concepts in community leadership, social capital and active citizenship to underpin decision making

#### **Teaching and Learning Methods**

Students will develop Subject specific Skills through:  
Lectures  
Seminars  
Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.  
Projects  
Directed Study  
Group work  
Experiential Learning

#### **Assessment methods**

Students will be assessed through the following:  
Portfolio of Evidence  
Written Evidence in the form of essays and reports  
Discussion and Reflection  
Presentation.  
Peer Evaluation

#### **C. Thinking Skills**

Students will be able to:  
C1 Apply knowledge to practical contexts  
C2 Analyse information, concepts and theories, by critically examining policy and practice.  
C3 Design strategies and interventions in community practice..  
C4 Evaluate concepts, theories and practice  
C5 Reflect on their practical placement experience

#### **Teaching and Learning Methods**

Students will develop thinking skills through:  
Lectures  
Seminars  
Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.  
Projects  
Directed Study  
Group work  
Experiential Learning

#### **Assessment methods**

Students will be assessed by:  
Portfolio of Evidence  
Reflection and discussion  
Written Evidence in the form of reports and essays  
Presentation

#### **D. Other skills relevant to employability and personal development**

Students will be able to:  
D1 Communicate effectively  
D2 Use ICT  
D3 Manage time and resources  
D4 Work with others valuing diversity  
D5 Empower people through mentoring and leadership

D6 Manage and lead a team through volunteering project development D6 Manage and lead a team

**Teaching and Learning Methods**

Students will develop knowledge and understanding through:

Lectures

Seminars

Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.

Projects

Directed Study

Group work

Experiential Learning

**Assessment methods**

Students will be assessed by:

Portfolio of Evidence

Reflection and discussion

Written Evidence in the form of reports and essays

Presentation

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	VO3002	Leading a Community Project (Comp)	40	<b>BA Honours Degree in Community Leadership</b> Requires 120 credits including a minimum of 240 at Level 5 or above and a minimum of 100 at Level 6 or above  <b>Bachelor Degree in Community Leadership</b> Requires 80 credits
	VO3003	Communities Skilled for Change (Comp)	20	
	VO3005	Empowering and Engaging Marginalised Groups (Comp)	20	
	VO3004	<b>Plus 1 from the following:</b> Practical Volunteer Management	40	
	VO3007	Global Community Exchange	40	

### 15. Personal Development Planning

Students will be supported in PDP in the following ways:

1. There are opportunities of gaining externally accredited awards in addition to their Degree, including accreditation from the Institute:
  - V Impact Award
  - UK Youth Platinum Award
  - UK Youth Achievement Awards
  - Duke of Leadership and Management. Edinburgh (Service)
  - First Aid (Compulsory)
  - Child Protection Training (Compulsory)
  - Sports Coaching
2. All students develop the following key skills:
  - Communication
  - Working with Others
  - Literacy
  - ICT
  - Problem Solving
  - Organisation
  - Managing Self
3. Students are also expected to complete action plans for project work, to
4. Students are expected to keep a reflective diary,
5. Students will be expected to produce a CV and letter of Application as part of a compulsory module and.
6. Students will have regular tutorials where progressions to employment or further opportunities are discussed.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to

entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

This programme does not recruit into the first year of the course. It is designed to allow Year 3 entry onto the programme for applicants who meet one of the following criteria; Students will need to have one of the following admissions criteria:

- Applicants who have completed Foundation Degree in Community Leadership Pass
- Applicants who hold a HE Diploma (240 credits)
- Applicants who hold relevant Foundation Degree awarded by other higher education institutions will be considered positively.
- Relevant Experiential Prior Learning and successful interview / portfolio

All potential students will be interviewed and students and rigorous screening of all candidates for their suitability for working with young people and vulnerable adults will take place (i.e. CRB checks wherever possible). Where full clearance is not obtained, alternative volunteering opportunities will be offered.

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior (certificated or uncertificated) and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis.

#### **17. Key sources of information about the programme**

University of Central Lancashire  
School of Social Work, Care and Community  
Centre for Volunteering and Community Leadership  
Burnley Campus - Room C113  
Preston Campus – Room LH213  
01772893662/6075

**18. Curriculum Skills Map**

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and understanding						Subject-specific Skills			Thinking Skills						Other skills relevant to employability and personal development								

				A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
<b>LEVEL 6</b>	VO3002	Leading a Community Project	COMP	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	
	VO3003	Communities Skilled for Change	COMP	√		√	√	√	√	√	√	√		√	√	√		√	√	√	√		√		
	VO3004	Practical Volunteer Management	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	
	VO3005	Empowering and Engaging Marginalised Groups	COMP	√	√	√		√	√	√		√		√	√	√		√	√	√				√	
	VO3007	Global Community Exchange	O	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√