Course Handbook
Masters in Community Leadership
2018/19
Course Leader: Ridwanah Gurjee
School of Social Work, Care and Community

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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

Contents

1.   Welcome to the course

The Community Leadership programme has been developed to provide a programme of professional development for people committed to volunteering, citizenship and cohesive communities.

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 programme has been developed from the best practice of highly successful BA (Hons) Community Leadership programme and from the need to provide a substantial programme, underpinned by core philosophical and ideological tools, that will capacity build key individuals to become effective leaders within their communities.

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.

Good luck!

Ridwanah Gurjee – Course Leader
UCLan, School of Social Work, Care and Community
The Centre for Volunteering and Community Leadership
Preston Campus: Livesey House, Room 213
Burnley Campus: Room C113
Tel: 01772 893669/6074
Email: rgurjee@uclan.ac.uk

1.1   Rationale, aims and learning outcomes of the course

The Masters in Community Leadership provides the students to take the contextual theory and skills developed during the Post Graduate Certificate in Equality and Community Leadership and Post Graduate Diploma in Community Leadership and employ them effectively. The aim of the programme is to engage the student in a detailed critical reflection on live practice and to develop solutions to complex issues relating to Community Leadership. Students completing the MA will be well prepared for progression to a research degree or leadership roles.

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

Knowledge and Understanding

On successful completion students will be able to:
- Critically review key concepts, theories and approaches in relation to community leadership in broad range of contexts, e.g. gender, community resilience, public consultation, interfaith dialogue, strategic approaches to global partnerships
- Identify key theoretical and practical frameworks for community governance and apply them in a broad range of contexts.
- Critically analyse the effectiveness of governance structures in a range of diverse Community contexts
- Apply appropriate terminology and vocabulary that is used to inform discussion, policy development and reflect on the impact of its delivery.
- Critically review the application and limitations of a range of research methods in a community context
- Demonstrate critical awareness, systematic understanding and original insight into issues at the forefront of the field of community leadership.

Subject Specific Skills

On successful completion students will be able to:
- Develop strategies for effective community leadership in a broad range of contexts
- Develop solutions to complex governance and leadership issues in a broad range of contexts
- Design a community based research project
- Systematically review literature in the field of community leadership
- Draw on theoretical understanding to design rigorous research instruments
- Conduct primary research in the field of community leadership

Thinking Skills

On successful completion students will be able to:
- Evaluate organisational and personal practice
- Critically analyse complex material
- Apply policies, models, concepts and theories to specific community contexts
- Draw on theoretical understanding to design rigorous research instruments
- Apply established techniques of research to create and interpret knowledge in the field

Other skills relevant to employability and personal development:
On successful completion students will be able to:

- Present arguments in a structured manner both in writing and orally
- Articulate ideas persuasively
- Criticise constructively arguments presented orally and in text
- Extract and collate information from a range of sources
- Use references in standard academic format (Harvard)
- Propose and agree objectives with others
- Make decisions in complex and unpredictable situations.

1.2 **Course Team**

Course Leader for Postgraduate Courses in Community Leadership
 	
Ridwanah Gurjee
Tel.: +44 (0)1772 893669/6074
Email: RGurjee@uclan.ac.uk
Room: Preston Campus, Livesey House 213
      Burnley campus, Room C113
	Module Tutors
	
	Jennifer Lamb
	Tel.: +44 (0)1772 892775/6075
	Email: JLamb1@uclan.ac.uk
	Room: Preston Campus, Livesey House 213
	      Burnley campus, Room C113

Director of the Centre for Volunteering & Community Leadership
 	
Dr Alethea Melling
Tel.: +44 (0)1772 893666/6062
Email: AMelling@uclan.ac.uk
Room: Preston Campus, Livesey House 212
      Burnley campus, Room C113
	Yasmeen Ali
	Tel.: +44 (0)1772 893117/6074
	Email: YAli4@uclan.ac.uk
	Room: Preston Campus, Livesey House 213
	      Burnley campus, Room C113

Course Administration Service for the School of Social Work, Care and Community **The Hub Information:** Email: BrookHub@uclan.ac.uk Room: Brook Building, 204 Number: Ext. 1993 **Opening Times:** Mon-Thurs – 8.45am – 5.15pm Friday – 8.45am – 4.00pm	**Wajid Khan** Tel.: +44 (0)1772 893171/6062 Email: WKhan@uclan.ac.uk Room: Preston Campus, Livesey House 213 Burnley campus, Room C113 **Dr Mahmood Chandia** Tel.: +44 (0)1772 893093/6074 Email: MChandia@uclan.ac.uk Room: Preston Campus, Livesey House 107 Burnley campus, Room C113

1.3 **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.

1.4 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.

1.5 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

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

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: 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

Greenbank Building
Sport and Wellbeing
Management

Business
telephone: 01772 891992/891993
email: 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

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.

- <u>Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave),</u> 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. <u>This needs to be recognised and valued as a form of communication.</u> 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

A Student will require 9 modules to gain a Masters (at level 7, some modules count as triple modules i.e. 60 credits).

Year 1 & 2

All students are required to take three compulsory modules. These arrangements are demonstrated below:

Code	Module Title
VO4001	Understanding Equality and Community Practice (20 Credits, Semester 1)
VO4008	Leadership: Theory, Practice and Reflection (20 Credits, Semester 1)
VO4009	Community and Practice-Based Research (20 Credits, Semester 2)
TOTAL	**THREE MODULES (60 credits)**

Successful completion 60 Credits: Post Graduate Certificate in Equality and Community Leadership

Students are required to take three optional modules which are as follows:

Options - Three modules from this list:

Code	Module
VO4002	Global Project Development (20 Credits, Semester 2)
VO4003	Interfaith Dialogue and Contemporary Society (20 Credits, Semester 1)
VO4004	Gender and Community Leadership (20 Credits, Semester 2)
VO4005	Community Pedagogy (20 Credits, Semester 1)
EH4118	Professional Writing and Communication (20 Credits, Semester 1)
TOTAL	**THREE MODULES (60 Credits)**

Successful completion of 120 Credits: Post Graduate Diploma in Community Leadership

Year 3

For an MA in Community Leadership all students have to complete VO4010 – Community Research Project. Please note that this is a triple module. Year 3, core module is as follows:

Code	Module
VO4010	Community Research Project (60 Credits)
TOTAL	**ONE MODULE (60 credits)**

Successful completion of 180 Credits: Masters in Community Leadership

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 60 credits per module.

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.

Target Award
Students successfully completing 180 credits can be awarded a Masters in Community Leadership.

2.3   Course requirements

Students successfully completing 180 credits on completion of level 7 can be awarded a Masters in Community Leadership.

2.4   Progression Information

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 MA Community Leadership 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
You will be attending lectures around 3 days per week in both semesters. Days and times of when lectures and workshops will be held can be found on the online timetable

2.5.2   Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

This programme is being delivered on a part time mode of study and includes a flexible blended learning teaching pattern. Modules include a mix of online lectures and compulsory full day workshops once a month. 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. This makes it possible for students that are working or live at a distance to be able to take individual modules without regular weekly attendance at the University.

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

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
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 (Wajid Khan)
- 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 every day. 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 - 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 One Stop Shop
The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated

staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment
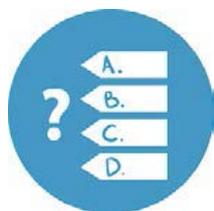
5.1 Assessment Strategy

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 50%**. 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.

(c) At level 7 the assessment will be broadly comparable with other modules offered at that level (for example, around word length). The course team have benchmarked each module to ensure that there is consistency across our modules.

This programme contains modules that are continuously assessed and modules that have a written exam as part of the assessment. Core and Compulsory modules do not contain a written exam. Some department electives might contain exams. Check the University module handbook for further details

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

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.

On successful completion of all components of the course, you will receive a Postgraduate Certificate in Equality and Community Leadership. Degree classifications will be awarded on the basis of the university system that calculates the Average Percentage Mark (APM). The following scale is used to determine the degree classification:

70% or above	Distinction
60-69.99%	Merit
50-59.99%	Pass
0-49.99%	Fail
	At assessment boards fail marks will be reclassified into letter grades as follows:
	R - Referral recommended
	N - No reassessment recommended
	X - No attempt made, reassessment inappropriate

7.   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 lecturers 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).

7.1   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.

8. Appendices

8.1 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

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution**	University of Central Lancashire
3.	**University Department/Centre**	School of Social Work, Care and Community
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	MA in Community Leadership
6.	**Modes of Attendance offered**	Full Time & Part Time
7.	**UCAS Code**	

8. Relevant Subject Benchmarking Group(s)	Politics and Sociology	
9. Other external influences	HEFCE, V Charity, CASC, AYL, Volunteering Services Overseas, Department for Communities and Local Government, United Nations, RUSI, Institute of Leadership and Management	
10. Date of production/revision of this form	November 2014 Revised January 2018	

11. Aims of the Programme

The MA in Community Leadership aims to engage students in a detailed critical reflection on live practice and to develop solutions to complex issues relating to Community Leadership underpinned by the pedagogy of Paulo Freire. The programme is built upon an action/reflection Praxis model which works by allowing the student to apply the theory in a live context and then critically evaluate and identify solutions to problems through a reflective dialogue. Students completing the MA will be well prepared for progression to a research degree or leadership roles.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion students will be able to:

A1. Critically review key concepts, theories and approaches in relation to community leadership in broad range of contexts, e.g. gender, community pedagogy, public consultation, interfaith dialogue, strategic approaches to global partnerships

A2. Identify key theoretical and practical frameworks for community governance and apply them in a broad range of contexts.

A3. Critically analyse the effectiveness of governance structures in a range of diverse Community contexts

A4. Apply appropriate terminology and vocabulary that is used to inform discussion, policy development and reflect on the impact of its delivery.

A5. Critically review the application and limitations of a range of research methods in a community context

A6. Critically reflect on issues at the forefront of the field of community leadership.

Teaching and Learning Methods

This programme will offer blended learning including a mix of online lectures and compulsory workshops once a month. 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.

Assessment methods

Students' knowledge and understanding will be assessed through presentations, essays, reports and reflective writing.

B. Subject-specific skills

On successful completion students will be able to:

B1. Develop strategies for effective community leadership in a broad range of contexts

B2. Develop solutions to complex governance and leadership issues in a broad range of contexts

B3. Design a community based research project

B4 Systematically review literature in the field of community leadership

B5 Draw on theoretical understanding to design rigorous research instruments

B6 Conduct primary research in the field of community leadership

Teaching and Learning Methods

Students will engage in blended learning including a mix of online lectures and compulsory full day workshops once a month. 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.

Assessment methods

Subject specific skills will be assessed through presentations, essays, reports and reflective writing.

C. Thinking Skills
On successful completion students will be able to: C1. Evaluate organisational and personal practice C2. Critically analyse complex material C3. Apply policies, models, concepts and theories to specific community contexts C4 Draw on theoretical understanding to design rigorous research instruments C5. Apply established techniques of research to create and interpret knowledge in the field
Teaching and Learning Methods
Students will be encouraged to develop their cognitive skills alongside the development of their knowledge and understanding via blended learning including a mix of online lectures and compulsory full day workshops once a month. 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.
Assessment methods
Cognitive skills will be assessed through presentations, essays, reports and reflective writing.

D. Other skills relevant to employability and personal development
On successful completion students will be able to: D1. Present arguments in a structured manner both in writing and orally D2. Articulate ideas persuasively D3. Criticise constructively arguments presented orally and in text D4. Extract and collate information from a range of sources D5. Use references in standard academic format (Harvard) D6. Propose and agree objectives with others D7. Make decisions in complex and unpredictable situations.
Teaching and Learning Methods
Students will have opportunity to develop these skills through blended learning including a mix of online lectures and compulsory full day workshops once a month. 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.
Assessment methods
These skills will be assessed through presentations, essays, reports and reflective writing.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	VO4001	Understanding Equality and Community Practice	20	**Masters Degree in Community Leadership** Requires 180 credits at Level 7
	VO4008	Leadership: Theory, Practice and Reflection	20	
	VO4009	Community and Practice Based Research	20	**Exit Award : Post graduate Diploma in Community Leadership** Requires 120 credits at Level 7
	VO4010	Community Research project	60	
		Plus 60 credits from the following:		**Exit Award: Post Graduate Certificate in Equality and Community Leadership** Requires 60 credits at Level 7
	VO4002	Global Project Development	20	
	VO4003	Interfaith Dialogue and Contemporary Society	20	
	VO4004	Gender and Community Leadership	20	
	VO4005	Community Pedagogy	20	
	EH4118	Professional Writing and Communication	20	

15. Personal Development Planning

This course is designed to support your personal and professional development as a Community Leader. Opportunities for Personal Development Planning (PDP) are embedded within the modules. Students are given opportunities for planning and reflection within the modules and are also encouraged to engage with tutors to demonstrate their progress in this area. On line resources to support these activities are available. Students are encouraged to incorporate PDP both within and beyond their academic learning.

16. Admissions criteria

Students will need to have one of the following admissions criteria:

A recognised first degree (minimum 2:2) or its equivalent
OR
A professional qualification deemed to be a first degree (minimum 2:2) equivalent
OR
Managerial, professional or technical expertise deemed to be appropriate for this programme of study deemed to be a first degree (minimum 2:2) equivalent.

In addition students should have at least one year's experience of working or studying in the public, voluntary or community sector. Applicants with non-standard qualifications may be accepted onto the course subject to a successful interview.

All applicants will be interviewed to establish suitability to the course in terms of access to IT and access to organisations, to use as a basis for learning and assessments in their review practice and to enable the application of theory.

International applicants will need to achieve an IELTS proficiency score of 6.5 or its equivalent

17. Key sources of information about the programme

University of Central Lancashire
The School of Education and Social Science
Centre for Volunteering and Community Leadership
Livesey House, Room 213
Preston
Lancashire
PR 2HE

Tel: 01772 893669/3662

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core or Option	Knowledge and understanding						Subject-specific Skills						Thinking Skills					Other skills relevant employability and personal development						
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Level 7	VO4001	Understanding Equality and Community Practice	Compulsory	✓						✓	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	VO4008	Leadership: Theory, Practice & Reflection	Compulsory	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	VO4009	Community and Practice Based Research	Compulsory	✓				✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	VO4010	Community Research Project	Compulsory	✓				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	VO4002	Global Project Development	Optional	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓		✓
	VO4003	Interfaith Dialogue and Contemporary Society	Optional	✓	✓	✓				✓	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	VO4004	Gender and Community Leadership	Optional	✓	✓	✓	✓			✓	✓		✓			✓		✓			✓	✓		✓	✓		✓
	VO4005	Community Pedagogy	Optional	✓	✓		✓			✓	✓	✓	✓			✓		✓			✓	✓	✓	✓	✓		✓
	EH4118	Professional Writing and Communication	Optional	✓												✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

University of Central Lancashire
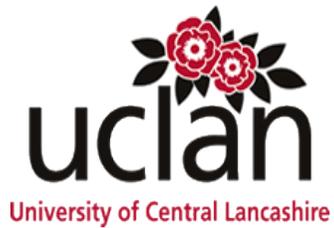
Addendum to the Course Handbook for
MA Community Leadership / PGDip Community Leadership
Entry Year of Study (2018-19)

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	PS	Amendment to Module Title VO4005 from Resilient Communities to Community Pedagogy	January 2018