

Education and Community Development

This programme is no longer recruiting

Final award	B A (Hons)
Intermediate awards available	Cert HE, Dip HE
UCAS code	XL35
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Education Youth and Community Work
Date specification last up-dated	February 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

Education and community development is a flexible programme that prepares students to support and facilitate learning where people are working together for social change and justice in both formal and informal contexts. Graduates will be equipped for a wide range of careers in diverse contexts. The programme is mapped to the National Occupational Standards for Community Development.

ENTRY REQUIREMENTS

240 UCAS tariff points

If you are entering from school or college the basic entry requirement is usually a minimum of two A level subjects, (or equivalent e.g. Baccalaureate, Irish Highers, GNVQ or BTEC awards) and five GCSEs at Grade C.

For all programmes we welcome mature students who may not have formal qualifications. Their prior learning and experience will be taken into account as will their attendance at a recognised Access to Higher Education or Access to a Teaching programme.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

ABOUT THE PROGRAMME

What is Education and Community Development?

Education and community development refers to education for change and social justice in both informal and formal education contexts. It is about learning the values that underpin teaching and learning for community development. Students taking this programme may be interested in careers in education, community development, the voluntary sector, government as well as a variety of other ventures and services. In addition to modules about issues of diversity, inclusion, citizenship and social justice in education, students will learn about communities as sites of learning; government policy relating to communities and practical skills for individual and community transformation.

Education and Community Development at UEL

Education and community development prepares students for a range of careers in community development and education, capacity building, community engagement and inclusion and community cohesion. For students interested in careers in school teaching, the degree may lead to the one year Post Graduate Certificate in Education (PGCE) in primary years. The degree is also excellent preparation for other post graduate courses in youth or community work, social work, refugee studies or further research in the field.

Programme structure

Students may study full-time or part-time to complete the BA Education and Community Development degree. A full-time programme would typically take three academic years to complete with students taking six modules per year. If studying part-time, students would take between two and four modules per year. The BA Education and Community Development degree programme can be taken as either a single honours or a combined honours degree.

Learning environment

The Education and Community Development degree programme provides students with a variety of learning experiences. In addition to lectures, and seminars, students will participate in practical workshops, engage in web-based learning as well as voluntary work placements; they will also conduct their own independent research in to an area that is of particular interest.

Assessment

Learning is assessed using various methods chosen as the most appropriate for demonstrating achievement of the learning outcomes for each module. All modules are assessed by means of course work in the form of essays, reports, literature reviews, presentations, learning journals, portfolios, online tasks and group working.

Work experience/placement opportunities

Practice focused modules will; introduce students to putting into practice the values and principles of community development work, as well as some of the challenges of working in this area and how to resolve them on an ethical basis. There are local and international

placement opportunities at level 2 as well as the option to do a work based learning module at level 3 of the degree.

Project work

At level three students are expected to carry out an independent research project on a topic relevant to the field of education and community development. This is a core module (ED3000) and runs over two semesters counting as a double module (the equivalent of 2 modules). For this module (ED3000) students are supported through seminar sessions and tutorials during the two semesters so that they can develop research skills which are essential for lifelong learning, career flexibility; and for professional practice as well as for personal and professional development. In addition, students have the option to become involved in a number of collaborative projects through which they can, as part of the degree, develop project management, time management and interpersonal team work skills.

Added value

The Education and Community Development programme provides a richly textured learning experience that includes several opportunities to meet and study with local East End and global groups. The qualification is recognised for the broad range of knowledge and skills that its graduates acquire making them favoured candidates for a wide range of positions. This is an exciting programme for people who want to become critical and reflective practitioners for a range of contexts. Your choice of careers on graduation is wide and in changing times, you will be in a position to move into new roles opening up across all sectors in education, community work and community development.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Education for social change and social justice
- Exploring different approaches to learning and teaching
- Education for the transformation of individuals and communities
- Equality of opportunity
- Learning to think critically
- Resolving real world problems
- Analysing and evaluating education's role in social change and social justice

If you enjoy...

- Problem solving and creative thinking
- Working independently, and also in groups
- Working in and with communities
- Engaging in debate about contemporary issues

If you want...

- A flexible degree that will equip you for entry to a range of careers in the voluntary, public and private sectors.

- To be able to meet the learning needs of a variety of individuals and groups in diverse contexts.
- To use a wide range of methods to facilitate and support learning.

Your future career

Successful completion of the BA Education and Community degree programme will equip you with the necessary personal, intellectual and presentational qualities to proceed either to a suitable career in community development, education and / or training.

How we support you

The team who deliver the BA Education and Community Development in the Cass School of Education have knowledge and experience in the field from all sectors and are experienced teachers and researchers. For each of the modules of learning, guides are provided which detail the requirements for attendance, participation, and assessment as well as academic standards and conventions that students are expected to meet and follow.

Academic writing and study skills modules are a core part of the programme. Student experiences and views are taken into account in the development of the programme by means of student elected representatives who present student views to the degree programme committee which reports, in turn, to the Field of Education and Community Committee.

Bonus factors

In addition to Masters Degree programmes in related fields, the Cass School of Education at UEL offers PGCEs in primary, secondary education, and Post Compulsory Education and there are also opportunities to do PhD research or a Professional Doctorate.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Develop knowledge and understanding for critical education and community development work.
- Build skills and abilities for education and community development practice in diverse contexts
- Acquire the principles and values for sound moral reasoning and ethical practice in education and community development.

What will you learn?

Knowledge:

- how to examine a wide range of social change and social justice issues.

- understanding of how individuals are educated, influenced, informed and trained. (Maj, J, M)
- understanding of the structural, institutional, personal and cultural systems and ideas which affect the education of individuals and groups for social change and social justice in different contexts. (Maj, J, M)

Thinking skills

- You will learn how to think critically about the theories and models presented as part of your studies. (Maj, J, M)
- You will learn how to analyse practical situations and theoretical issues, in the context of current policy in education and community development. (Maj)
- You will learn to evaluate information and present an argument in a range of ways, such as group discussions, written work, presentations and online discussion. (Maj, J, M)
- You will learn how to plan, manage and reflect on your own learning and professional development. (Maj, J, M)

Subject-Based Practical skills

- You will be able to apply the theoretical concepts in practice through presentations, placements, work based learning and independent research; (Maj, J, M)
- You will be able to use your learning to undertake a small-scale research project on education and community development. (Maj, J, M)
- You will be able to present information clearly and coherently and communicate effectively to different audiences in a range of modes and media. (Maj, J, M)

Structure

The programme structure

Introduction

All programmes are credit-rated to help you understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time per week (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme

- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is three years when attended in full-time mode or five years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

The teaching year begins in September and ends in June, but students may also join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- University Wide Option - Select from a wide range of university wide options

The following are the core and optional requirements for the single, major, joint and minor routes for this programme

The following are the core and optional requirements for the single and major routes for this programme

LEVEL TITLE	CREDITS	SKILLS	STATUS	STATUS	STATUS	STATUS
			MINOR	SINGLE	MAJOR	JOINT

1	ED1000: Critical Reading and Writing	20	Y	Core	Core	Option*	
1	ED1002: The Sociology of Education	20		Core	Core	Core	Core
1	ED1004: Communities, Learning and Education	20		Core	Core	Core	Option
1	ED1015: Diaspora Communities in the UK	20		Core	Core	Option	Option
1	ED1010: Children in Their Social Contexts	20		Option		Option	Option
1	ED1025: Introduction to Special Needs and Inclusive Education	20		Option		Option	Option
1	ED1033: ICTs in Educational Settings	20		Option		Option	Option
1	ED1902: Language, Society and Culture	20		Option		Option	Option
2	ED2000: Research Design and Method	20	Y	Core	Core	Option*	
2	ED2001: Professional Development	20	Y	Core	Core	Option*	
2	ED2046: Community Development Theory and Practice	20		Core	Core	Option	Option
2	ED2500 Volunteering	20		Core	Core	Option	Option
2	ED2003: Challenging Disability	20		Option		Option	Option
2	ED2017: Family Sociology	20		Option		Option	Option

2	ED2028: Multi Cultural Education	20	Option		Option	Option
2	ED2033: E- Media in Education,; Evaluation and Pedagogy	20	Option		Option	Option
2	ED2037: International Placement in Educational Settings	20	Option		Option	Option
2	ED2051: Issues in Multilingualism	20	Option		Option	Option
2	ED2060: Children in Global Society	20	Option		Option	Option
	ED2905: Language Change Contact and Creoles	20	Option		Option	Option
2	ED2037: International Placement in Educational Settings	20	Option		Option	Option
3	ED3000: Independent Research Project	40	Core	Core	Option*	
3	ED3002: Contemporary Issues in Education and Training	20	Core	Core	Core	Core
3	ED3008: Educational Practices in a Multilingual Setting	20	Option	Option	Option	Option
3	ED3013: Curriculum in the Early Years: National and International Issues	20	Option	Option	Option	Option
3	ED3014: International Perspectives in Childhood and Child Health	20	Option	Option	Option	Option

3	ED3019: Explaining Behaviour	20	Option	Option	Option	Option
3	ED3022: Gender Security and Education for All	20	Option	Option	Option	Option
3	ED3028: Inclusion	20	Option	Option	Option	Option
3	ED3033: E- Learning; Communication, Cooperation and Collaboration Online	20	Option	Option	Option	Option
3	ED3031: Education Systems in Comparative Perspectives	20	Option	Option	Option	Option
3	ED3020: Negotiated Work- Based Learning	20	Option	Option	Option	Option
3	ED3902: Language, Identity and Community	20	Option	Option	Option	Option
3	ED3903: World Englishes	20	Option	Option	Option	Option

*** note that students must take the module unless the equivalent skills/dissertation module is taken in the student's other joint programme**

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- (A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree)

Degree Classification

The arithmetic mean of the best 100 credits at level 3 $\times 2/3$ + The arithmetic mean of the next best 100 credits at levels 2 and/or 3 $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the School of Education

Thinking skills are developed through

- Analysing and applying theory through programme work and examination preparation
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals

Practical skills are developed through

- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations
- Volunteering
- Placement

Skills for life and work (general skills) are developed through

- Group work which enables skills in planning, negotiation, working with others to develop
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

Assessment

Knowledge is assessed by

- Programme work assignments
- Self reflective assignments
- Presentations
- Individual tutorials

Thinking skills are assessed by

- programme work assignments
- Examinations
- Presentations
- Individual tutorials
- Participation in sessions

Practical skills are assessed by

- programme work assignments
- Examinations
- Active participation in presentations
- Individual tutorials
- Observation of participation in sessions

Skills for life and work (general skills) are assessed by

- Work-based learning
- Seminar participation and group work skills

- Personal development plans and students' own reflection.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- UELPlus Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme notice board
- providing details through UEL Plusstudent forum and student emails

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with Local Authorities
- Liaison with Placement settings

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
N/A	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module Guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- UEL School of Education webpage www.uel.ac.uk/education