



1. Programmes:

Programme Title	UCAS GU Code Code
MSc Working with Communities (Social Sciences)	KG7P3QTS
Pg Cert Working with Communities (Social Sciences)	KG9P3QT6
Pg Dip Working with Communities (Social Sciences)	KG8P3QTQ

2.1 SCQF Level:

11

2.2 Credits:

180

3. Awarding Institution:

University of Glasgow

4. Teaching Institutions:

Linked Work and Training Trust, University of Glasgow

5. College:

College of Social Sciences

6. School:

Social and Political Sciences [REG40500000]

7. Programme Accredited By:

Programme accreditation will be sought through the National Standards Council for Community Learning and Development in Scotland

8. Entrance Requirements:

¹ This 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Please refer to the current postgraduate prospectus at: <http://www.gla.ac.uk/postgraduate/prospectus/>

9. Programme Aims:

This programme has been designed to provide professionals, who have a role in developing and implementing policy and practice in communities, with the opportunity to gain the requisite skills and knowledge to:

- Know and understand the communities in which they work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice to the highest standards.

The programme will provide students with the opportunity to critically engage with theory and practice in relation to working with communities. The MSc has a professional and vocational orientation and is designed to support the development of professional practice based on a critical understanding of:

- What community practice can offer practitioners and policy makers in their decision making
- The policy implications of community engagement and involvement
- Different strands of practice, how and why they have developed and how these might influence practice
- The power of research as a tool for community and professional capacity building, understanding and development
- How to gauge the implications and benefits of community practice as a mode of delivery

The aim will be to enable students to do this through learning and reflection based on a programme which blends academic study with work experience.

The programme will be characterised by a number of distinctive emphases:

1. Emphasis on student ownership of the learning experience: Each student is obliged to assume personal responsibility for developing his/ her own programme of study in conjunction with his/ her Tutor. Each programme will be flexible enough to allow the student to define his/ her learning needs, while sufficiently structured to ensure progression to attainment of the qualification by the end of the programme.
2. Emphasis on field-based experience: Learning is guided and developed around the work the student is employed or aspires to do in the field, so that the practical experience which each student brings informs the education programme.
3. Emphasis on an interdisciplinary perspective: The programme has a strong applied social science orientation, weaving together analytical insights and material from social policy, sociology, politics, psychology, economics, management and administration. Global perspectives based around sustainability issues are also key aspects of the programme. Participants will also come from a wide range of professional disciplines.
4. Emphasis on interrelationship between practice and theory: A central feature of this programme is the way in which practical learning, recognition of the relevance and value of analytical approaches, and the development of academic skills grow out of the experience of the individual student. The prerequisites for this are a commitment to teaching and learning through practice. The outcome is development of conscientious, self-reflective practice and learning. There is also an emphasis on current issues and developments in practice and theory.
5. Emphasis on quality of educational provision: The LWTT and University of Glasgow have a well established and deep commitment to high quality educational provision and the programme is conducted in accordance with comprehensive procedures designed to ensure that quality.

The aims are intended to meet the needs of students and employers through the provision of a relevant educational qualification of the highest possible standard. We aim to equip graduates with the knowledge and skills to make an effective contribution to policy and practice in working with communities and enhance the quality of life in those communities. We aim to produce graduates who are independent, critical thinkers, able to work in a wide range of roles in the public and voluntary sector.

10. Intended Learning Outcomes of Programme:

The intended learning outcomes of this programme are that students will be able to:

- Develop and design community practice approaches to be used across a number of policy interests
- Demonstrate a knowledge of community engagement, involvement and empowerment theory and practice and in application in a range of settings
- Provide an independent, critical assessment of the implications and effectiveness of specific involvement and engagement processes
- Outline the appropriate roles and responsibilities that relate to each of the levels of community practice
- Demonstrate specialist knowledge from their own professional experience and also a critical analysis of the complexity of working in communities; organisations, professions, tiers of government and of the challenges of producing 'joined-up' solutions
- Demonstrate a critical understanding and knowledge of monitoring and evaluation methodologies that support working in communities

The programme will provide the opportunity for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas;

Knowledge and Understanding:

By the end of this programme it is intended that students will be able to:

- Analyse and describe the community in which they work
- Outline the value of research and evaluation in working with communities
- Outline the methods and techniques commonly used in research and evaluation of working with communities
- Analyse and assess current issues and challenges in evaluation, quality assurance and performance measurement in working with communities
- Outline theoretical perspectives on community and how this impacts on practice
- Analyse the policy context that work with communities currently operates within
- Outline the equalities and discrimination agenda, how it affects communities and how it might best be implemented
- Describe and assess the range of methods and techniques in working with communities and the situations where they can be applied to best effect
- Outline organisational theory, how it has evolved and its relevance in working with communities
- Analyse how partnerships function, how best to intervene and support their development
- Describe the nature of power and how it is exercised in communities
- Demonstrate specialist knowledge from chosen options

Skills and Other Attributes:

By the end of this programme it is intended that students will be able to:

Subject-specific/practical skills

- Develop and support collaborative working in community settings both at a strategic and operational level
- Build and maintain relationships with individuals and groups in communities and with others working with communities
- Provide learning and development opportunities in a range of contexts working with communities
- Facilitate and promote community empowerment in communities
- Organise and manage resources to develop and support work with communities
- Demonstrate skills in the practical application of research and evaluation to working with communities

Intellectual skills

- Provide an independent, critical assessment of current issues and policy in working with communities
- Analyse the institutions and processes through which policies are developed and delivered to develop work with communities.

Transferable/key skills

- Further develop and enhance their oral and written communication skills
- Further develop and enhance their information retrieval and research skills

11. Assessment Methods:

Throughout the Programme, assessment will be continuous, with no written examinations. Both formative and summative assessment is integral to the programme. The aim is to ensure that students have the opportunity to attain the intended learning outcomes.

Given that the intended learning outcomes are related to the elements of competence established and approved by the Standards Council for Community Learning and Development in Scotland, the assessment scheme will ensure that appropriate standards have been attained by those who graduate from the programme. The assessment of whether a learning outcome has been attained will take place in a number of ways.

Each unit of the course will require that the production of a written assignment in the form of an essay of 3000 - 4500 words. The essay should demonstrate knowledge, understanding and critical analysis of the subject. This will be preceded by an oral presentation and discussion with peers, of the essay topic lasting 1.5 hours. The essay topic will be determined by the student and agreed with the tutor. Assessment of both oral and written work will be governed by the University of Glasgow Code of Assessment with the following criteria also applied;

Written assignments: General Content, Evidence of Reading, Conceptual Framework and Analysis, Presentation

Oral presentations: Description Analysis, Conclusion, Presentation, Skills in Managing Discussion

This will enable the assessment of both knowledge and understanding and skills and attributes. Each course will also contain project work, case study evaluations and guided discussion. Tutors will provide feedback verbally and in writing to each student to aid performance improvement and encourage peer and self assessment.

At the end of each stage of the programme each tutor with their tutorial student, will complete an assessment grid which records attainment of ILOs. This will enable more effective planning of individual learning to ensure students attain ILOs and where necessary be able to take remedial action if this is not the case. The External Examiners of the BCLD undergraduate programme have regularly given very positive comments on the quality of this type of feedback.

12. Learning and Teaching Approaches:

The approach to learning and teaching is based on LWTT's core business; work based learning and education. Delivering the Masters on this basis will have particular strengths. These are as follows:

- While the programme is primarily based on study, learning is guided around the work the student is employed to do so that practical experience informs the education/ training programme;
- Central to each student's development is the way in which practical learning, critical reflection and theoretical understanding grow out of the experience of the student;
- The programme provides the structure for analysis, reflection and academic input;
- Students are supported to link key perspectives in national policy context to their work and experience in the community;
- The programme provides sustainability in terms of the work experience, qualifications and access to a range of future employment opportunities.

The approach will be underpinned by taking due cognisance of learning styles and the learning cycle. The learning methods therefore are varied to accommodate different learning preferences and include guided reading, e-learning and internet research, visits to community development projects and organisations, lectures, group and project work, peer presentations, structured debate. The emphasis is on active and varied approaches to teaching. Two main methods however will be employed to enhance learning:

1. Individual tutorials form an important element of the programme, enlarging the scope for personal learning and enabling programmes of work to be tailored to particular requirements. These tutorials integrate the various strands of educational work undertaken by each individual student, help link study-unit material with practice and establish a critical framework.
2. Group-learning seminars, exercises, simulations and role-plays which together constitute a forum for debate, discussion, identification of mutual problems and possibilities, support and criticism and shared learning experiences. In this context students are able to draw on each other's experience, knowledge, ideas and values to extend their personal learning and competence.

The pedagogic methods employed and the learning approaches encouraged are intended to provide each individual student with a systematic educational experience focused on their particular needs in relation to

their work experience and aspirations: to encourage critical self-assessment, attainment of learning outcomes and demonstration of appropriate professional competence.

The independent study around the core teaching days is an important part of the student's learning. Set texts and guidance on wider reading will be given. In addition to the University library, LWTT has its own library of texts, articles and learning resources on community learning and development.

Each module within the programme will have a designated lead tutor who will provide assistance and guidance by email or in person on inquiries specific to the topic of study. In addition each student will have an individual tutor to assist with their learning and provide pastoral care. The Director of LWTT will be the Programme Director and will advise students on the overall direction of their studies as well as dealing with any general issues that may arise.

Central to the Masters programme will be the cyclical and holistic nature of learning in which making connections between experience, study, reflection, theory and practice is the key process. At the core of this learning is the participant's own previous experience and current work practice.

The approach of delivering the programme with a strong emphasis on students' work experience has particular strengths:

- Learning is guided around the work the student is employed to do so that the practical experience of doing community development work forms the basis of the education/ training programme;
- Central to each student's development is the way in which practical learning, critical reflection and theoretical understanding emerge from the experience of the student;
- The programme provides the structure for analysis, reflection and academic input;
- Students are supported to link key perspectives in national policy context to their work and experience in the community;
- The programme provides sustainability in terms of the work experience, qualifications and access to a range of future employment opportunities.

It is a requirement that every candidate must present a dissertation before he or she can be considered for award of the MSc Working with Communities (Social Sciences). The dissertation is 12-15,000 words. Students will have completed the research and evaluation compulsory course as part of the programme and will be required to attend 5, ½ day sessions on writing a dissertation. Each student will have the topic for their dissertation approved by the course co-ordinator and from an initial proposal, they are allocated a tutor relevant to the topic. They will then work up a full proposal for a dissertation, including ethical approval. The student then carries out the research and writes up the dissertation, with the supervisor offering advice, support and critical comment as requested.

13. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

There are currently no QAA specific subject benchmark statements for Masters degrees in CLD. Cognisance has been taken of the draft 'Master's Degree Characteristics' issued by the QAA in September 2009. Quality assurance for the programme is based on the Competences for CLD approved by the professional body, the Standards Council for Community Learning and Development in Scotland. The original competences applied to what was community education and were published in 1995. LWTT were contracted by Scottish Government to undertake both an analysis of current practice and an extensive consultation exercise with practitioners, training providers, employers and other stakeholders and produce a new set of competences for CLD. It is also important to deliver the programme in a way which is open, transparent, accountable and of high standard. We have approached quality assurance therefore in two ways.

Quality assurance of the programme content will be based on ensuring that the content and the student's attainment of ILOs meets the approved CLD Competences. There are 7:

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Evaluate and inform practice
- Develop and support collaborative working

The programme is subject to standard University and Faculty-wide procedures in respect of Quality

Assurance. These procedures are set out in definitive documentation, with immediate responsibility for ensuring overall observance of these procedures lying with the Board of Management of the programme, under the general supervision of the Faculty of Law, Business and Social Sciences Quality Assurance Officer.

The University of Glasgow's policy in respect of the assurance of quality of educational provision is contained in its document *Quality Assurance of Teaching: Guide to Good Practice* setting out Senate-required and recommended procedures to be applied in the provision of degree programmes and courses. These procedures relate to course documentation, student feedback, evaluation of teaching, student support, external examination, formal course review and establishment of new courses. Specifically in relation to this programme all written assessed assignments will be double marked blind and a final grade agreed between examiners. With assessed presentations a minimum of 2 at each diet will be double marked. The Programme Director will also attend a taught session during each unit to assess the quality of the teaching.

14. Programme Structure and Features:

The programme is structured to give students a critical understanding of the theory, policy and practice which shapes working in communities. The structure is based on students completing the three core courses in the first nine months of year 1, the optional courses by the first three months of year 2 and for those who progress to the MSc, the dissertation by the end of year 2.

The first nine months of Year 1 comprises –

Induction:

Five half day sessions covering study, writing, presentation and library skills sessions for students to support their learning.

40 hours equivalent including self study

Three compulsory courses:

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| 1. Engaging with Communities: 20 Credits | 10 half day teaching sessions |
| 2. Practising in Communities: 20 Credits | 10 half day teaching sessions |
| 3. Research and Evaluation: 20 Credits | 10 half day teaching sessions |

150 hours equivalent

Each course also involves self study and assignment production.

375 hours equivalent

With individual tutorial support the year involves 600 hours of study and learning. Successful completion of the three compulsory courses covers at a basic level, all the intended learning outcomes. Students may exit with a Postgraduate Certificate (60 credits).

The latter three months of year 1 and three months of Year 2 comprises –

Elective optional courses. The selection of one from three, 20 credit optional courses;

Building Community Capacity: 20 Credits 10 half day teaching sessions

Empowering Communities: 20 Credits 10 half day teaching sessions

Social Justice and Communities: 20 Credits 10 half day teaching sessions

50 hours equivalent each

Plus either one or both of the remaining 20 credit options or to replace one or both of the 20 credit options with two or four, 10 credit options chosen from:

Models of Community Practice: 10 Credits 5 half day teaching sessions

Working in Partnership: 10 Credits 5 half day teaching sessions

Developing Learning Opportunities: 10 Credits 5 half day teaching sessions

Understanding the Policy Process: 10 Credits 5 half day teaching sessions

Organisation and management: 10 Credits 5 half day teaching sessions

25 hours equivalent each

Subject to availability students may substitute other 10 credit optional courses provided by Urban Studies which meet a minimum of two of the programme learning outcomes. These currently include;

Evaluation for Public Policy: 10 credits

Financing Social Housing: 10 credits

Partnership working and joined up government: 10 credits

With self study assignments and individual tutorial support each student will complete 600 hours of study and learning. These options will enable each student to gain and demonstrate deeper understanding and skills in selected learning outcomes linked to their work experience. Students may exit with a Postgraduate Diploma

(120 credits).

The last six months of Year 2 comprises –

Dissertation. The successful submission of a dissertation presenting an original piece of work that meets the requirements for postgraduate dissertations as set by the Faculty of Law, Business and Social Sciences: 60 Credits. This represents a further 600 hours of study.

LWTT programmes are not linked to the University academic year but are run on a calendar year based on the start date.

15. Additional Relevant Information:

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (<http://www.gla.ac.uk/services/tls/sls/>), the Student Counselling and Advisory Service (<http://www.gla.ac.uk/services/counselling/>), the Student Disability Service (<http://www.gla.ac.uk/services/studentdisability/>) and the Careers Service (<http://www.gla.ac.uk/services/careers/>).

Who is the Programme for?

The programme is of particular relevance to professionals and practitioners working in or seeking to work with communities. The programme offers the opportunity to increase their awareness of the issues, key elements and approaches that will enhance community engagement and development.

The programme also provides opportunities for those involved in partnership working, in a voluntary capacity or as representatives of partner agencies. It offers clear benefits to the effectiveness of partnership planning and learning through its focus on developing a deeper understanding of the interaction between community policies and practice. It also enables participants to become familiar with different choices in approaches and their implications.

The programme offers continuous professional development opportunities for community learning and development practitioners and for other sectors involved in community based provision of learning opportunities, enabling them to explore their practice experience within a broader policy framework. The programme also enhances their opportunities to inform theory and practice developments around community practice and community policy.

16. Academic Session:

2010-11

Additional Administrative Information to be completed:

17. Fee Type:

Non-Standard

18. Attendance Type:

Part Time

Date of production/revision:

20/07/2010