

COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Social and Community Work
Intermediate Awards Available	BA, Dip HE, Cert HE
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	Cass School of Education and Communities
UCAS Code	L590
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	QAA Subject benchmark statements for Youth and Community Work and Early Childhood Studies.
Additional Versions of this Course	
Date Specification Last Updated	April 2019

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Develop skills and knowledge about working in communities in non-formal and social educational settings
- Develop an understanding of community cohesion, tensions and challenges.
- Relate the academic study of anti-discriminatory practice, policy to professional practice.
- Develop a range of cognitive, communication and social skills relevant to your intellectual, vocational and personal development

What you will learn:

Knowledge

- To understand the nature and significance of contextual theory, policy, ethics and equality as it affects work with children, young people and families.
- To apply concepts, theories and methods used in theory to the practical application of community intervention.
- To demonstrate knowledge and understanding of the importance of leadership, management and research environment which support and challenge work with children, young people and families.

Thinking skills

- To articulate and reflect on the motivations, actions and outcomes of professional practice work in the field.
- To understand the social, emotional, political and environmental factors which impact lives and professional practice.
- To understand multi-faceted needs of those in and working with children, families and young people.

Subject-Based Practical skills

- To develop ethical, theoretical and appropriate intervention and support methods for working with a variety of needs and communities.
- To develop and establish professional communication and interactional skills suitable for work with communities on a variety of levels.
- To understand and implement appropriate strategies for safeguarding, support and risk in working with children, young people and adults.

Skills for life and work (general skills)

- To develop and utilise appropriate personal and professional reflection techniques.
- To use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including where appropriate, statistical or numerical information
- To work independently, demonstrating initiative, self-organisation and time management.
- To collaborate with others to achieve common goals through group work and presentations

Learning and Teaching

Knowledge is developed through

- Integrated lectures and seminars
- Guided reading
- Private study to prepare for seminars, essays and presentations.
- Knowledge-based activities with feedback
- Fieldwork practice placements/work experience
- Visiting lecturers

Thinking skills are developed through

- Structured discussion in seminars
- Linking conceptual and empirical work
- Structuring essays and other written assignments
- Reflective activities with feedback

Practical skills are developed through

- Researching presentations, projects and dissertations
- Undertaking data collection and analysis
- Group work

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

- Presentations
- Managing workload
- Participating in the group life of the Course

Assessment

Knowledge is assessed by:

- Essays
- Time constrained assessments
- Report writing
- Presentations

Thinking skills are assessed by:

- Seminar discussions
- Structure of argument in essays
- Responses to reflective questions

Practical skills are assessed by:

- Library and internet searches
- Preparing presentations
- Managing workload and Course deadlines
- Fieldwork practice experience

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

- Presentations
- Use of information technology in assessment
- Research

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

An advantage of studying in London is that there are multiple opportunities for undertaking work experience or placement as part of this degree. At level five and six students on the course will take a module designed to support them in securing work experience/placement opportunities and complete a work experience module where they will be supported in finding an appropriate placement.

Course Structure

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

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

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.

- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

L e v e l	M o d u l e C o d e	M o d u l e T i t l e	C r e d i t W e i g h t i n g	C o r e/ O p t i o n	A v a i l a b l e b y D i s t a n c e L e a r n i n g? Y/N
4	SY 40 00	Knowledge , Skills, Practice and the Self (Mental Wealth)	20	Core	N
4	SY 40 12	Constructi ons of Identity	20	Core	N

4	SY 40 02	Psychology: Perspectives for Psychosocial and Community Work	20	Core	N
4	SY 40 01	Communication for Psychosocial and Community Work Relationships	20	Core	N
4	SY 40 13	Preparation for Working in Communities	20	Core	N
4	SY 40 15	Introduction to Psychosocial and Community Work	20	Core	N
5	SY 50 00	Knowledge Skills Practice and the Self (Mental Wealth)	20	Core	N
5	SY 50 01	Difference, Race, Diversity, I nequality	20	Option	N
5	SY 50 06	Children Young People and Families	20	Option	N

5	SY 50 02	Mad, Bad or Sad, Understand ing Mental Disorder	20	Core	N		
5	SY 50 03	Profession al Practice in Communiti es 1	20	Core	N		
5	SY 50 04	Counsellin g: Therapeuti c Skills & Practice	20	Core	N		
5	ED 50 57	Research Methods	20	Core	N		
6	SY 60 00	Knowledge , Skills, Practice and the Self: Mental Wealth 3	20	Core	N		
6	SY 60 01	Profession al Practice in Communiti es 2	20	Core	N		Counsellin g/therapies (title tbc) Children, Young People and Families (not just social policy)
6	PS 60 00	Applied Project	40	Core	N		

6	SY 60 05	Managing and Leading In The Not For Profit Sector	20	Option	N
6	SY 60 04	Leaders, Followers, Fanatics	20	Option	N
6	SY 60 03	Health, Communit y & Activism	20	Option	N
6	SY 60 06	Gender, Difference and Empower ment	20	Option	N

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

How the teaching year is divided

The teaching year begins in September and ends in June

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of six 20 credit modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

The overall credit-rating of this course is 120 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level

of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time 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.

The expected duration of this course is three years full-time or four years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

The course might include walks and visits to locations off campus. Entrance fees *may* be covered, and you will need to pay for public transport within London.

Alternative Locations of Delivery

N/A

