

# Refugee Studies and Community Development

<b>Final award</b>	MA
<b>Intermediate awards available</b>	PGCert, PGDip
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	N/A
<b>Date specification last up-dated</b>	December 2014

## Profile

### The summary - programme advertising leaflet

#### Programme content

Analysis of the relationship between community development and refugees as a social group. Main topics studied include forced migration and community responses to refugees and asylum seekers; globalisation, regionalism and forced migration; community and social development issues, comparative welfare; international and regional institutions, policies and conventions; community work for social professionals; and research methods

#### MA Refugee Studies and Community Development at UEL

- Unique interdisciplinary MA degree combining critical analysis of social care for refugees with community development concerns
- Highlights the growing relevance of refugee issues in the UK, Europe, and elsewhere
- Addresses the theoretical and practical needs of social care workers in communities where caseloads include a prevalence of refugees and asylum seekers
- Will appeal to professionals and practitioners both locally and internationally

#### Admission requirements

Applicants are normally required to have a good first degree in a cognate area of study and substantial professional experience in a relevant field. Admission is made on the basis of a written application supported by two satisfactory references and an interview. Decisions will be based on evidence of the following:

- an indication (e.g. through personal statement) that the applicant has relevant previous experience and/or that the programme is appropriate to future work plans;
- ability to study at advanced level, including (if English is not the applicant's first language) evidence of ability to undertake study and written assessment through English.

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

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

### **Programme structure**

Typically one year full-time; two years part-time. Three compulsory taught modules; choice of one taught modules from eight options; research dissertation.

### **Learning environment**

Lectures, seminars, workshops and tutorials. Group work is encouraged.

### **Assessment**

All assessment is by coursework: essays, reports, presentations, research proposal, and dissertation. All modules are assessed. The final award takes account of all modules marks.

### **Relevance to work/profession**

The programme is especially relevant to employment where there is engagement with refugees and other migrants, including in community work, social services, education, health, welfare, law and legal advice, advocacy, and counselling. It has general relevance to public-sector employment. Projects, including the dissertation, may draw extensively on previous experience.

### **Thesis/Dissertation/project work**

Some modules give opportunities for group work, especially when assessment includes student presentations. Dissertations provide the opportunity for focused independent research.

### **Added value**

The programme equips students with key transferable skills. By the end of the programme students should have acquired:

- high levels of competence in library and bibliographical research;
- advanced critical and evaluative abilities;
- research management skills;
- capabilities to design and deliver substantial written reports;
- capabilities to design and execute social research projects;
- enhanced abilities in verbal presentation;
- skills in data collection and analysis.

## **Your future career**

Prepares students for employment in areas related to refugee needs in communities, notably in the fields of education, welfare, health, employment, housing, community development, counselling, human rights, and immigration law. Also develops skills appropriate for further academic research in migration and community studies, ethnic and diaspora studies, legal studies, and in social, political, psycho-social and cultural theory.

## **How we support you**

All students benefit from work in small groups, from an active tutorial system, from training in research methods, to access to a dedicated archive on refugee issues

## **Bonus factors**

All students benefit from access to the Refugee Archives at UEL, to seminars and workshops organised by Research Centres at the University, and to internships with refugee agencies and refugee communities.

# **Outcomes**

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- increase your knowledge of comparative and cross national community development issues, with particular reference to forced migration and to European social policy and practice; engage in analysis of roles of social professionals and their place in promoting social change and individual and community empowerment at a local and global level;
- Consider links between theoretical and applied/policy issues in forced migration. The programme looks at global and local causes and outcomes of forced migration, the implications for refugees and wider communities, and the approaches of governments and agencies. Pays special attention to refugee community life in London.
- Develop independent critical approaches to contemporary refugee issues. The programme questions dominant discourses of the refugee, and media images and popular conceptions of forced migrants. It examines critically regimes of exclusion, and the marginalisation of refugee communities. It encourages independent research drawing directly on refugee experiences. It facilitates dissemination of such research through seminars, workshops, conferences and publications.

### **What will you learn?**

- **Knowledge-** increased your knowledge about the inter-relationship between countries and communities globally and about the ways in which events and developments in one part of the world impact on the social conditions and life chances of individuals and communities in other societies;

- **Thinking skills** - enhanced your ability to critically analyse material and to relate general theories to specific cases as relevant to the role of social professionals;
- **Subject-Based Practical skills** - tested out skills in setting up and carrying out a small scale research project
- **Skills for life and work (general skills)** - developed your skills in cross cultural communication and in networking, as well as acquiring new ideas about ways of responding to social problems informed by international and comparative perspectives

## Structure

### The programme structure

#### Introduction

All programmes 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 programme
- 4 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 - equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 - equivalent in standard to a Masters degree

#### Credit rating

The overall credit-rating of this programme is 180 for Masters, 60 for PGCert, 120 for PGDip.

#### Typical duration

The typical duration of this programme is 1 full-time or 2 years part-time. 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.

#### How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. A typical student registered in a full-time attendance mode will study two 30 credit modules per semester and a

typical student registered in a part-time attendance mode will study one or two modules per semester. The advanced independent research module may occur during the summer period.

### What you will study when

Full-time students must complete 180 credits (includes dissertation) in Year 1; part-time students must complete 60 credits in Year 1 and 120 credits (includes dissertation) in year 2.

The following are the core and optional requirements for this programme

Year 1 F/T	Year 2 P/T	Module title	credit	status
1	1	Introduction to Forced Migration	30	Core
1	2	Forced Migration and Community Development	30	Core
1	2	Research Methods	30	Core
1	1-2	Approaches to Public and Community Service	30	Option
1	1-2	Current Issues in Forced Migration	30	Option
1	1-2	Governance	30	Option
1	1-2	International Human Rights	30	Option
1	1-2	International Refugee Law	30	Option
1	1-2	Migration, Citizenship & Social Policy	30	Option
1	1-2	Psycho-Social Perspectives On Forced Migration	30	Option
1	1-2	Volunteering, Voluntarism and Voluntary Action	30	Option
1	1-2	*University Wide Option	30	Option
1	2	Dissertation	60	Core

\* Subject to the agreement of the Programme Leader

### Requirements for gaining an award

- In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.
- In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7
- In order to obtain a Masters, you will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

### Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks 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% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

##### **Knowledge is developed through**

- lectures
- seminars
- workshops
- tutorials
- day schools

##### **Thinking skills are developed through**

- seminars
- small-group discussions
- workshops
- tutorials
- day schools

##### **Practical skills are developed through**

- library and archive research
- essay and report writing
- workshops
- group presentations (may use mixed media)
- research seminars
- independent research dissertation

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

- essay and report writing
- group presentations
- research methods module/research proposal
- independent research dissertation

#### **Assessment**

##### **Knowledge is assessed by**

- essays

- reports
- presentations
- research proposal
- dissertation

Emphasis is placed upon familiarity with a wide range of relevant literature and with key debates in the relevant field

### **Thinking skills are assessed by**

- essays
- reports
- presentations
- research proposal
- dissertation

Emphasis is placed upon understanding of topic/s; application of knowledge in making an argument; clarity of arguments; evidence of synthesis and creativity; evidence of independent thought; and originality and distinctiveness of the student's own viewpoint.

### **Practical skills are assessed by**

- presentations, including use of mixed media
- research proposal
- research project, concluding with the dissertation

Emphasis is placed upon evidence of systematic preparation; coherent structure and form of the assessed work; and clarity of expression. In the case of verbal presentations, clear articulation and positive interaction with other members of the class are of importance. In the case of collaborative work, including presentations, emphasis is placed upon positive mutual engagement with other members of the assessed group.

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

- essays and reports
- group presentations and use of media
- research methods module/research proposal

Emphasis is placed upon coherence of assessed work and clarity of expression, whether written or verbal. Students are encouraged to become familiar with various media and visual aids: video, photographs, slides, OHP, PowerPoint etc and to use these in assessed presentations. The research proposal is assessed as an exercise in development of general research skills.

## **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:

List the methods that you use e.g.

- Module evaluations
- Student representation on programme committees (meeting 6 times year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme notice board

### **Listening to the views of others**

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

- Questionnaires to former students
- Group discussions with former students
- Annual student satisfaction questionnaire

## **Further Information**

### **Where you can find further information**

Further information about the MA Cultural Studies programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook
- Module study 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/>
- The School web site <http://www.uel.ac.uk/lss/postgraduate/a-zcourselist/>
- The University Post Graduate Studies Page  
<http://www.uel.ac.uk/programmes/lss/postgraduate/summary/refugeecomm.htm>

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