



SHORT COURSE PROGRAMME SPECIFICATION

Programme Title:	Creative Communities Short Course Programme (see inside for full list of titles)
Awarding Body:	Staffordshire University
Final Awards:	Certificate of Credit Certificate of CPD
Teaching Institution:	Staffordshire University
Intermediate Awards:	N/A
Mode of Study	Part-Time only
UCAS Codes:	N/A
QAA Subject Benchmarks:	N/A
Professional/Statutory Body:	N/A
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Short Course Titles:

- Introductory/Advanced Getting Communities Involved
- Introductory/Advanced Making it Happen with Community Arts
- Introductory/Advanced Community Arts in Global Perspective
- Introductory/Advanced Project Cycle Management
- Introductory/Advanced Partnership Working
- Introductory/Advanced Developing Regeneration Practice
- Foundation Skills for Sustainable Projects
- Certificate of CPD Foundation Skills for Sustainable Projects (30 credits)
- Foundation/Introductory/Advanced Get Talking: Creative Community Consultation
- Foundation/Introductory/Advanced Volunteering: Social Action and Change
- Advanced Developing Arts for Health-The Artists' Professional Development Programme
- Foundation Making a Difference in Your Community: Speaking Up
- Foundation Making a Difference in Your Community: Taking Part
- Introductory Making a Difference in Your Community: Community Leadership for the 21st Century
- Introductory/Advanced Commissioning Local Services
- Introductory/Advanced Evaluation in Community Programmes
- Introductory/Advanced Management of Youth and Community Work
- Introductory/Advanced Working with Groups in a Youth or Community Work Context
- Introductory/Advanced Understanding the Big Society
- Introductory/Advanced Regeneration
- Introductory/Advanced Developing Sustainable Enterprise
- Introductory/Advanced Supporting Professional Development in Work-Based Learning
- Introductory/Advanced Theory and Practice of Mentoring
- Introductory/Advanced Supervision in the Helping Profession
- Introductory/Advanced Promoting Equality in the Workplace
- Certificate of CPD Empowering Communities
- Certificate of CPD Community Management and Leadership
- Certificate of CPD Contemporary Youth Work
- Certificate of CPD Skills for Working with Communities

EDUCATIONAL AIMS OF THE PROGRAMME

This Programme Specification covers a broad range of short awards collectively known as the Creative Communities Short Course Programme. The Educational Aims have been developed with reference to all awards in the programme.

The aims of the Creative Communities Short Course Programme are:

1. To provide a rigorous academic education designed to contribute to continuing professional development for persons who are in paid employment or who are volunteering and who are working with communities, broadly defined, in a variety of capacities to facilitate their development. For Short Course subjects, please refer to specific module descriptors.
2. To provide short courses taught at Levels 3, 4, and 7 that constitute awards in and of themselves. The final awards are Certificates of Credit (15 credits) or Certificates of CPD (30 credits). These provide an opportunity for non-standard students to undertake an HE "taster" which will be useful as a form of CPD, but may also encourage students to return to HE for under- or post-graduate study.
3. To provide the opportunity to develop knowledge of key government policies, enhanced skills for community work, and skills of reflection on your practice.
4. To provide a multi-disciplinary education that draws on a variety of cognate fields to provide a holistic approach to understanding communities.

What is Distinctive about this Programme?

1. Who is the Programme for?

The Short Courses provide opportunities for non-traditional students to develop their full potential by providing a high quality educational environment for teaching and learning. The CCU underpins these unique learning opportunities with high quality pastoral care and academic support and guidance. The Short Courses are timetabled specifically to meet the needs of part-time students, with day-long sessions and multiple entry points throughout the year. The bite-sized nature of the Certificates means that local students who are not sure that they can sustain a commitment to a lengthy part-time course will still be able to access accredited CPD in the HE sector. The compact nature of the courses also means that some students are able to travel long distances to participate in the courses. We frequently have students who travel in from Manchester, Birmingham, London, and the Northeast.

2. What do you study?

This wide-ranging programme is designed to maintain a high quality academic experience that is relevant to your practical work. All of the modules are designed to enhance your work-related skills and thus to provide continuing professional development for students already in employment or volunteering. We try to follow the guidance of the Egan Report (2004) which argues that practitioners who work with communities need "a broad range of generic skills, behaviour and knowledge – such as governance of communities, economic planning for prosperity, communication (especially listening to and selling to communities), risk taking, and above all leadership and partnership working." (p. 4). The programme seeks to provide such skills and knowledge for a range of professionals and practitioners working with communities in a variety of contexts. Moreover, the advent of the Big Society now enhances the need for a greater understanding of and skills for promoting the involvement of communities in all aspects of the development of policies and the delivery of services.

The CCU Short Course Programme reflects both the recognition of the need to develop a

range of courses to support the development of skills in community based work and also the role the university has in supporting the capacity of the local voluntary, community, private and public sectors to deliver the Big Society's community development agenda. These Certificates of Credit and Certificates of CPD have been developed specifically to respond to these types of needs. The aim of the Certificates is to provide those who work in the public, voluntary or private sectors, or those who volunteer, with opportunities to explore a variety of issues around the themes of community engagement, community leadership, community regeneration, youth work, the role of community arts and the voluntary sector.

The Certificates will provide you with up to date knowledge and understanding of some of the issues relating to community partnership working that affect your work practices. You will also explore a range of skills and tools that you can use within your work-places. The programme contents and delivery methods have been devised in collaboration with professionals from the arts, regeneration, youth work, voluntary and community sectors. The Certificates have been developed as a direct response to needs identified by partner organisations and they respond explicitly to evolving themes within the region and nationally.

The Certificates are taught by a group of tutors who have an active interest in and engagement with these areas. The CCU is a Faculty leader in Research-Informed Teaching, and the promotion of research and scholarly activity ensures the intellectual quality and currency of the curriculum. The teaching is underpinned by consultancy and research with organisations such as the UniQ, Stoke-on-Trent City Council, and local voluntary sector groups. Staff research specialisms include community learning, social policy, ageing, youth and community work, mentoring, coaching and leadership, participation, area-based regeneration initiatives, community arts, urban regeneration, and partnerships.

The Staffordshire Graduate: The University seeks to ensure that you are prepared for employment through the inculcation of qualities contained in the concept of the Staffordshire Graduate. The Staffordshire Graduate should have the "personal attributes and expertise that today's employers look for," including:

- an understanding of the forefront of knowledge in your chosen field
- being work-ready and employable, and understand the importance of being enterprising and entrepreneurial
- having an understanding of global issues – and their place in a globalised economy
- being an effective communicator and presenter – and be able to interact appropriately and confidently with a range of colleagues
- having developed the skills of independence of thought and, where appropriate, social interaction through teamwork
- having the ability to carry out inquiry-based learning and critical analysis
- being a problem solver and creator of opportunities
- being technologically, digitally and information literate
- being able to apply Staffordshire Graduate attributes to a range of life experiences – to facilitate life-long learning and life-long success

No one Short Course can develop all these skills, but each Short Course makes a relevant contribution to your personal and professional development. Moreover, the ethos of the Short Course Programme has always been to develop precisely these skills and attributes in our student cohort, and to make you more prepared to face the challenges of working and volunteering in a highly competitive employment market.

3. A distinctive approach to Teaching and Learning

The ideas of Paulo Freire concerning the purpose of education (*Pedagogy of the Oppressed*, 1968) underpin the CCU curriculum. Freire held that education should be a dialogue and that people should learn through working with each other. As a CCU student you will be encouraged to draw on your practical experiences in class discussions and to learn from each other as much as you learn from the teaching staff. Freire also held *praxis* to be central, that is, education should empower people to change the world. You will be

encouraged to apply the theoretical concepts and policy developments studied in class to your practical work, both through group discussion in class and through your assessments. Following our year-long Transformation in Assessment and Feedback (TIAF) research project in 2011-12, the Short Courses are able to provide a wide variety of forms of assessment so that students of all learning styles will be able to find an assessment suitable to their skills and learning preferences.

4. Progression Opportunities

Each Certificate of Credit is a stand-alone short course comprising one 15-credit module. Each Certificate of CPD comprises one 30 credit module. It is expected that some students will progress from these short Certificates to longer awards. The credits from the Certificates may be transferred within and between higher education institutions, and you may be able to use the credits from the Certificates to contribute as stepping stones to other HE qualifications, such as a Foundation Degree, or a B.A. or M.A. (depending on level). Staffordshire University has awards in related areas including:

- FD Sustainable Communities
- BA Sociology
- BA Crime, Deviance and Society
- MA Community Practice
- MA Regeneration and Sustainable Enterprise
- MA Community and Participatory Arts
- MA Youth and Community Work

PROGRAMME OUTCOMES

What will the Short Courses teach me to do?

The following table presents generic learning outcomes for the Short Course Programme as a whole. A student on a particular Short Course will not meet all of these learning outcomes. For the learning outcomes relevant to each Short Course, please consult the module descriptor.

University Outcomes You will be able to:	Award Learning Outcomes
Knowledge and Understanding	<p>Level 3: Demonstrate basic knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Level 4: Demonstrate knowledge of the underlying concepts and principles associated with the subject area.</p> <p>Level 7: Demonstrate a systematic understanding of knowledge which is at the forefront of an academic discipline or area of professional practice</p>
Learning	<p>Level 3: Develop basic lines of argument and make judgements in accordance with basic theories and concepts of the subject area.</p> <p>Level 4: Develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject area.</p> <p>Level 7: Demonstrate the independent learning ability required to advance their knowledge and understanding, and to develop new skills to a high level for continuing professional development</p>
Enquiry	<p>Level 3: Present, evaluate and interpret limited quantities of qualitative and quantitative data.</p> <p>Level 4: Present, evaluate and interpret qualitative and quantitative data.</p> <p>Level 7: Demonstrate a comprehensive understanding and critical evaluation of methodologies and techniques applicable to their own research or advanced scholarship and, where appropriate, propose new hypotheses.</p>
Analysis	<p>Level 3: Evaluate basic concepts and principles of the subject area.</p> <p>Level 4: Evaluate and interpret concepts and principles of the subject area.</p> <p>Level 7: Demonstrate a critical awareness and evaluation of current research, advanced scholarship, contemporary problems and/or new insights, much of which is at, or informed by, the forefront of the subject area.</p>

Problem Solving	<p>Level 3: Explain different approaches to solving problems related to the subject area.</p> <p>Level 4: Evaluate the appropriateness of different approaches to solving problems related to the subject area.</p> <p>Level 7: Evaluate complex issues both systematically and creatively, make sound judgements in the absence of complete data, and employ appropriate decision-making in complex and unpredictable situations.</p>
Communication	<p>Level 3: Communicate the results of study/work accurately, reliably and with organised arguments.</p> <p>Level 4: Communicate the results of study/work accurately, reliably and with structured and coherent arguments.</p> <p>Level 7: Communicate their conclusions clearly to specialist and non-specialist audiences.</p>
Application	<p>Level 3: Undertake further training and develop new skills within a structured and managed environment.</p> <p>Level 4: Undertake further training and develop new skills within a structured and managed environment.</p> <p>Level 7: Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.</p>
Reflection	<p>Level 3: Demonstrate some of the qualities and transferable skills necessary for practitioners in community, voluntary, public and private sector settings, requiring the exercise of initiative and some limited personal responsibility.</p> <p>Level 4: Demonstrate the qualities and transferable skills necessary for practitioners in community, voluntary, public and private sector settings, requiring the exercise of initiative and some personal responsibility.</p> <p>Level 7: Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.</p>

Award Structures

The Certificates of Credit each consist of one 15 credit module:

The Certificates of CPD each consist of one 30 credit module:

Introductory Getting Communities Involved	AM25022-4
Advanced Getting Communities Involved	AM25676-7
Introductory Making it Happen with Community Arts	AM50223-4
Advanced Making it Happen with Community Arts	AM50228-7
Introductory Community Arts in Global Perspective	AM22200-4
Advanced Community Arts in Global Perspective	AM22201-7
Introductory Project Cycle Management	AM50220-4
Advanced Project Cycle Management	AM25677-7
Introductory Partnership Working	AM50348-4
Advanced Partnership Working	AM50259-7
Introductory Developing Regeneration Practice	AM25644-4
Advanced Developing Regeneration Practice	AM25643-7
Skills for Sustainable Projects 1	AM00192-3
Skills for Sustainable Projects 2 (30 credits)	AM00191-3
Foundation Get Talking: Creative Community Consultation	AM25783-3
Introductory Get Talking: Creative Community Consultation	AM25784-4
Advanced Get Talking: Creative Community Consultation	AM25785-7
Foundation Volunteering: Social Action and Change	ACTJHS25932-3
Introductory Volunteering: Social Action and Change	ACTJHS25933-4
Advanced Volunteering: Social Action and Change	ACTJHS25934-7
Advanced Developing Arts for Health-The Artists' Professional Development Programme	AM25498-7
Foundation Making a Difference in Your Community: Speaking Up	AM00204-3
Foundation Making a Difference in Your Community: Taking Part	AM00205-3
Introductory Making a Difference in Your Community: Community Leadership for the 21 st Century	AM00203-4
Introductory Commissioning Local Services	AM25710-4
Advanced Commissioning Local Services	AM25711-7
Introductory Evaluation in Community Programmes	AM25713-4
Advanced Evaluation in Community Programmes	AM25712-7
Management of Youth and Community Work	AM25780-4
Advanced Management of Youth and Community Work	AM25781-7
Introductory Working with Groups in a Youth or Community Work Context	AM25714-4
Advanced Working with Groups in a Youth or Community Work Context	AM25715-7
Introductory Understanding the Big Society	AM25773-4
Advanced Understanding the Big Society	AM25774-7
Introductory Regeneration	AM25775-4
Advanced Regeneration	AM25776-7
Introductory Developing Sustainable Enterprise	AM25778-4
Advanced Developing Sustainable Enterprise	AM25779-7
Introductory Supporting Professional Development in Work-Based Learning	AM50378-4
Advanced Supporting Professional Development in Work-Based Learning	AM50379-7
Introductory Supervision in the Helping Professions	AM25579-4
Advanced Supervision in the Helping Professions	AM25572-7
Introductory Promoting Equality in the Workplace	AM25618-4
Advanced Promoting Equality in the Workplace	AM25619-7
Theory and Practice of Mentoring	AM25469-4
Theory and Practice of Mentoring	AM25461-7
Empowering Communities	AM25528-7
Community Management and Leadership	AM25839-7
Skills for Working with Communities	AM25840-7
Contemporary Youth Work	AM25723-7

HOW WILL I BE TAUGHT AND ASSESSED?

Background

The Certificates of Credit have been designed by a group of tutors who all have long teaching experience and an active interest in and engagement with non-traditional learners. In devising the teaching, learning and assessment strategies for the Short Course Programme, the team has drawn from this expertise, has consulted representatives from relevant organisations, and has also been cognisant of current National, University and Faculty wide concerns with the following principles and issues:

- Widening student access and recruitment
- Inclusion and diversity
- Promotion of life-long learning
- Student focussed and student led learning
- Transmission of transferable skills
- Employability

The Short Course Programme has been specifically designed to attract prospective students from a wide range of social and educational experiences. We therefore anticipate that, as these students embark on an HE course, they will present a multiplicity of academic and pastoral needs. In order to meet these exciting new challenges, we believe that our teaching, learning and assessment strategies must be sufficiently responsive to this diversity of student experience and demand. It must also be flexible enough to meet the different educational requirements of our students. We also recognise that most of our students are in full-time employment.

To this end, we have developed a distinctive delivery style for the Certificates of Credit, which articulates with the delivery style used in the Creative Communities Postgraduate Programme. The modules are delivered in 3 x 7 hour sessions rather than the standard two hours per week. For the students, this has the advantage that you do not have to attend university in the evenings or weekends, but can fit the teaching into the working week. Student feedback has shown that students for CPD-type awards prefer this model of delivery.

The Short Course Programme articulates firmly with the community and work-related learning agenda. The modules provide practical skills that you can immediately transfer to your employment. The assessments provide the distinction between the same subjects taught at Levels 3, 4, and 7. The assessments at Levels 3/4 will be largely reflective and work-related pieces of coursework, which will allow you to articulate the concepts and methods discussed in class with your work experiences. The assessments at Level 7 will be more analytical in nature, requiring you to critically assess the concepts and policies discussed in class in relation to your work experiences. Work-related experiences will also be discussed in class, and students and tutors will learn from each other. Overall, the Certificates of Credit are concerned to provide an educational experience that is not only distinctive in terms of curriculum content and delivery but also facilitative in terms of employability.

Teaching and Learning

Our teaching, learning and assessment strategy seeks to combine both traditional and innovative pedagogical principles. This is evidenced by curricula development, teaching and learning methods and modes of assessment.

The award's teaching and learning distinctiveness lies in:

- The tight integration of skill and knowledge provision across the modules
- The sustained link between learning in the classroom and practical experience

- The richness and depth enabled by the day-long workshop format and the sustained consideration of individual themes or texts
- The raising of professional issues, procedures and standards to the level of (critical) reflection

The CCU Short Course Programme will combine 'traditional' teaching and learning methods (for example, formal lectures and tutorials) with a variety of relatively new approaches. These innovations include practice-based workshops; small group work; interactive lectures; case studies; videos and learning through doing. The organisation of modules into day-long sessions of course makes it impossible to rely on a traditional lecture-based programme. Therefore, we have developed innovative teaching practices which draw on short periods of tutor input, small and large group discussions and feedback, short videos and discussion, reading short set texts and discussion, creative activities, and practical skills development. On most teaching days, a number of different tutors contribute to the session which adds to the wide variety of teaching methods are used. This in turn means that all students' learning styles will be accommodated. A student on the Volunteering Short Course commented that "I liked lively, informative debates in the workshops and the way in which the course programme was structured with a real mix of exercises to do alone and in groups and by use of videos and handouts."

All core modules will be team taught, with a core teaching staff from the Creative Communities Unit in the Faculty of Arts, Media and Design and contributions from other University staff such as the Director of the Sustainable Futures/Regeneration Hub. Contributions from practitioners are common in areas such as community arts, community development and youth work. Teaching and learning takes place in a relaxed and informal way and you are strongly encouraged to participate. Independent learning is important on all modules, as it enables you to develop your subject and key skills and to prepare for written and oral communication. Your learning is further promoted through the feedback given to you, which takes several forms including one-to-one discussions on summative assessment.

Much of your time will be spent in self-directed study. Module handbooks are an important guide to independent study. They identify key issues on a topic-by-topic basis and provide introductory reading lists. You will also be supported by in-class handouts, tutorial classes, Blackboard, and e-mail and telephone dialogues. It is expected that you will read widely and use the day-long workshops to test your own ideas and to engage your colleagues and staff on the programme in debate and dialogue. You should be respectful of the views of others and be prepared to work with each other to enhance the overall experience.

Use of Information Technology: You will be encouraged to use the IT facilities and electronic learning resources of the University. This is in keeping with the commitment of the University to developing and extending learning and teaching based on electronic sources to enhance independent learning and skills that are transferable to the outside world of work.

All modules are supported by Blackboard VLE, and you will submit almost all assessments electronically. We are in the process of further enhancing the use of Blackboard. Following the TIAF project, students will increasingly use the discussion boards on Blackboard and PebblePad for journals, blogs and portfolios. We also have other e-resources including a Ning (used extensively in the Digital Storytelling Research Informed Teaching project), a Twitter feed, a Facebook page, and a Blog.

Students now use e-mail as the main means of communication with staff outside of class contact sessions. Most student support relating to admissions and assessment takes place via e-mail.

Assessment

The CCU team recognises the importance of enabling you to benefit from a range of different forms of assessment, with a focus on work-related learning. The CCU has recently completed a Transformation in Assessment and Feedback (HEFCE) project which involves students in the development of new models of assessment. The outcomes of this research project will inform the assessment strategy of the Short Course Programme.

Tutorials provide clear guidance to you on what is expected of the assessment for each module. Security of assessment in the case of the Short Course Programme is provided by the reliance on work-related learning and the use of case studies. We know each student well enough to recognise their individual case study materials. Plagiarism on this programme has so far been minimal. The overall result will be based on at least two forms of assessment: an oral presentation and a portfolio containing a menu of assessments that may include: goal setting, reflection, negotiated element of work-based learning, use of discussion board on Blackboard, blogging, learning journals, video podcast, viva voce, visuals (e.g. photos), and policy papers.

The oral presentation, which will be used in most modules, reflects the presentation, discussion, and analytical skills required in both the academic and external professional environments. Other assessments will develop skills such as essay writing, report writing, policy analysis and reflection which are central to both academic and non-academic employment. Presentations, essays and other assignments should have a clear structure facilitating the presentation of an analysis or clear line of argument that focuses directly on the question under review. Essays and other assignments should follow correct academic conventions of referencing and citation.

The titles of all forms of assessment are designed to reflect the learning objectives and planned skill enhancements of that module, as included in the module descriptor. Support for assessment preparation is provided through group and individual tutorial, and also via e-mail and telephone, and the differences in assessment between Levels 4 and 7 in the Short Course Programme will be spelled out clearly to you in class and in the module handbook. The following diagramme outlines the main differences in assessment:

Assessments	Length	Content	Reflection
Level 4	2500	descriptive	comment on practice
Level 7	4000	analytical	critical reflection

In terms of formal formative assessment, all modules now have two pieces of assessment so that you receive formal feedback on a small piece of work before the final piece of assessment is due. Throughout the Short Course Programme, formative feedback will be regularly provided in the day-long workshops, in tutorials, in one-to-one discussions, via e-mail and Blackboard, and in discussions relating to formal assessment feedback.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

- For Level 3 modules: there are no formal entry requirements, applicants will be considered individually
- For Level 4 modules: two A Levels or equivalent (any subject)
- For Level 7 modules: a first degree or equivalent (any subject)

In addition we pro-actively seek to encourage non-standard applicants who have considerable relevant experience and a record of academic achievement. All applicants will be considered individually.

It is assumed that students work (paid or voluntarily), in a position relevant to the particular Short Course, so that they will be able to reflect on practical experience during the course.

IELTS score: Level 4 = 6. Level 7 = 7.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Students will be provided with an Award Handbook that will provide a comprehensive range of information regarding the award, delivery, the teaching and learning methodology, personal tutoring and pastoral support. Each module has its own Module Handbook and reading list.

The Postgraduate Programme in Community Practice is supported by:

- the Creative Communities Unit website (www.staffs.ac.uk/community)
- Blackboard
- a subject-specific library website (under development)
- Follow us on Twitter: CCUStaffs
- Like us on Facebook: Creative Communities Unit
- Share on the Ning www.creatingcommunities.ning.com
- Follow our Blog: <http://ccustaffs.wordpress.com>

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about student support and academic regulations.

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