

Division of Psychology, Sociology & Education
BA (Hons) Education Studies and BA (Hons) Education
Studies (Primary)

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1.1 Welcome to the Queen Margaret University (QMU) Community Based Education (CBE) Handbook.

I would like to welcome you to the Division of Psychology, Sociology and Education at Queen Margaret

1.2 Aims of the Community Based Education (CBE) Experience

This handbook provides an overview of CBE arrangements for the QMU Education Studies programme, the processes and support mechanisms involved in CBE provision. The Handbook is intended for all Education Studies students, CBE mentors hosting CBE and Seminar Tutors at the University.

Undertaking a CBE is a unique aspect of this degree. In this way students learn about the integration of formal and informal education through various community based education settings. In the first year, students arrange a 5 day (30 hour) self-organised, community based education experience linked to the Developing Academic Literacies for Learning Module (X1034).

CBE is an important part of the learning process giving students the opportunity to carry out a journey of personal and professional development within a community based education setting. It enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon learning gained in the University environment. CBE and University Seminar Tutors, working in collaboration, have a crucial part to play in supporting our students' learning within a CBE setting.

Throughout this document, *the term 'CBE' is used informally* to indicate all CBE settings in which students undertake activities; the term Community Based Educator or Seminar Tutors refers to all professionals with whom students work whilst on CBE.

The success of CBE is highly dependent upon a clear and supportive interchange between students, University, and community based settings.

The CBE experience ought to conclude no later than Friday 27th March 2020. It should be **5 days (30 hours) duration** - either as a single block or as separate days spread across a number of weeks. You will have already been asked to complete a PVG application, and this will be a necessary pre-requisite to starting this placement. **This placement is a compulsory requirement for Education students taking the Academic Literacies (X1034) for Learning module. Failure to organise or complete the placement will halt your progress onto the professional part of the degree programme.**

A central aim of CBE is to encourage students to consider a range of third sector organisations, non-governmental organisations or charities, who work with young people and families, and who support the organisations directly or indirectly. We think it would be most beneficial for our BA (Hons) Education Studies students to hear about the networks of collaboration that exist out with the organisations and the many important ways in which children, young people and their carers are supported. This initiative fits within our degree programmes which have been created with an embedded focus on inclusive and social justice practices.

As such, we aim to provide students with a variety of opportunities to participate in community based projects. We have already established contacts with a range of charities, voluntary organisations and community based learning programmes who are willing to offer students an opportunity for experiential

School of Arts, Social Sciences & Management

1.4 Staff Contact Details

Name & Address of Institution Queen Margaret University, Edinburgh, Queen Margaret University Drive, Musselburgh, East Lothian, EH21 6UU

Telephone +44 (0) 131 474 0000 / Fax +44 (0) 131 474 0001

To contact a member of staff by phone please use the direct dial number, then follow the voice automated instructions. Email communication is preferred.

CBE Team:			
Staff	E-mail	Responsibility	Days working at University
Sandra Eady	seady@qmu.ac.uk	Senior Lecturer, Programme Leader	Monday -Thursday
Geetha Marcus	gmarcus@qmu.ac.uk	Senior Lecturer, Academic Lead for Partnerships & CBE	Monday - Thursday
Helen Coker	hcoker @qmu.ac.uk	Lecturer	Monday - Friday
Linda Craig	lcraig@qmu.ac.uk	Lecturer	Monday/Tuesday/ Wednesday
Chris Green	cgreen		

University Student Counselling	counselling@gmu.ac.uk		Monday - Friday
Disability Service Team	studentservices@gmu.ac.uk	See website for details: https://www.gmu.ac.uk/study-here/student-services/disability-service/	Check website for details or email for appointment

This requires an effective learning environment based on intellectual and communicative space to learn, with shared values of honesty, trust, authenticity, respect and reciprocity.

The environment should generate a culture of engagement and criticality where you can creatively explore and question theories, practices and different sources of knowledge in an atmosphere of high challenge and high support.

As part of this process you will find yourself reflecting on your learning and development as an education studies student, and as part of a team, while on CBE. Think about what supports and strengthens your learning experience out with University and in the community based setting.

To support your learning and reflections on experiences in practice it is strongly recommended that you keep a reflective journal on your learning experiences; how you make sense and meaning out of these experiences in relation to your development during this year of professional and academic study. **This is your journal and you choose whether to share any sections of the journal or not.**

Many of the tasks and activities set when on CBE revolve around critical reflection as not only is it a lifelong aspect of learning and teaching, it is also central to the GTCS's SPR.

2.1 Structure

- ◁ 30 hours or 5 working days (not necessarily consecutive)

2.2 During the CBE, you will be expected to:

- ◁ Complete the **Health & Safety Induction Form** (Appendix C)
- ◁ Complete the checklist of tasks, wherever possible
- ✕ Through focused observation develop understanding of building relationships with children and young adults and the **pedagogy/theory**

required reflective answers to a range of theoretically underpinned questions related to education studies.

2.4 Overview of CBE Tasks

There are 9 tasks for you to complete in total from prior to CBE to the end of the CBE. Your tasks should be completed in writing and submitted

- dates and times for meetings with the community based organisation (how frequent, when and where, how long)
- your responsibilities
- © rules of engagement
- your expectations and the community based organisation

- ◁ How does the organisation support / help children, young people families and schools *directly*?
- ◁ How does the organisation support / help children, young people, families and schools *indirectly*?
- ◁ What, in your view, are the 3 most significant challenges facing children, young people and their families today?

Your presentation ought to be guided by the appropriate CIRCLE resource which has helped to lay the foundations of your observations, understanding, and reflections of

<http://www.gtcs.org.uk/web/FILES/teacher-regulation/professional->

As an ITE student

Where a detailed risk assessment is required, then the standard from provided as part of QMU's ethics approval regulations is used and further information regarding the ethical approval process may be found here:-

<https://www.qmu.ac.uk/about-the-university/quality/forms-and-guidance/research-ethics/>

4.7 Health and Safety and Incident Reporting

Students must adhere at all times to health and safety policies that apply to the area in which they are working. If an incident occurs, the student must inform the Seminar Tutor and/or the Placement and Partnership Officer. When an incident occurs outside of normal working hours, where there is an urgent requirement to contact the University, students or providers are advised to telephone (0131) 474 0000 and, when prompted, to ask for reception.

4.8 Dress Code

Dress code on CBE ought to be *smart casual*. The main thing to remember when dressing up for smart casual is try to look smart but not overly formal, and make sure that your clothes are neat and clean; shoes are freshly polished. If in doubt ask your University or community based organisation

6 APPENDICES

APPENDIX A Community Based Education Proposal (Submit to X1033 Seminar Tutor by 6th December 2019)

COMMUNITY BASED EDUCATION PROPOSAL

Module:-

Student name:-

The student should provide the following detail for consideration:-

Organisation: (give as much detail as possible what it is and what it does)

Contact details:

Full address

Contact Name:

Phone Number:

E-mail:

Timescale: (dates, period, how often e.g. weekly? length of each session)

APPENDIX C (page 1 of 2) Agreement to Provide CBE Experience Opportunity

AGREEMENT TO PROVIDE STUDENT COMMUNITY BASED EDUCATION OPPORTUNITY

DETAILS OF PROVIDER

Name:

Address:

Tel No:

Contact person:

Contact person email:

DETAILS OF STUDENT(S)

Name(s):

Course:

DETAILS OF COMMUNITY ENGAGEMENT EXPERIENCE

Main Tasks:

Start Date:

End Date:

Basis: (e.g. 2 Hour Session Once Per Week)

Location of Community Based Education Experience:

COMMUNITY ENGAGEMENT AGREEMENT (CONTINUED)

The University shall prepare all students for the community based education experience and ensure

APPENDIX E CBE Evaluation of Student by Community Based Organisation

First Year Community Based Education (CBE) Experience

Student Number:

Student Name:

Subject:

Organisation Name:

Organisation Contact Name:

Organisation Contact Email/Telephone Number:

- 1) Please describe the roles that were carried out throughout the CBE:
 - 2) Please give us and the student some feedback about how well they did and what, if anything, could have been better.

I can confirm the above student has completed the equivalent of 5 days or 30 hours on their self-organised CBE experience.

Print Name.....

Signature.....

Date.....

