



**Division of Psychology, Sociology & Education
BA (Hons) Education Studies and BA (Hons) Education
Studies (Primary)
Community Based Education (CBE)
Handbook
For Students (Yr. 1) and Staff**

2019-2020





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1 Introduction

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 University. It is our hope that you will both enjoy and benefit from your studies as you progress towards your goal of becoming educators, whether in schools or in other professional education settings. You will more than likely be aware that the programme is a mixture of academic work, usually undertaken while at the University, combined with several periods of community or school-based practice, spread over the totality of the course. **You are required to undertake a short, community based education (CBE) experience** over the next academic year. Possible contexts for this initial two week (or equivalent) experience might include:

- Working with organisations such as Deaf Action, Barnados, Food banks etc
- Working with children as a coach in sporting clubs, either as lead or assistant working with swimming lessons
- Helping with after school clubs in a school
- Library
- Museum Education Dept.
- Language School
- Third sector voluntary organizations (Guides, BB, Scouts)
- VSO type CBE abroad

This list is indicative of the kinds of acceptable environment, but it is not exhaustive – if you have an alternative suggestion, then please email your Seminar Tutor, who will advise you of the appropriateness of your choice.

You will be expected to find, contact and negotiate the arrangements of the community based education, and (as far as possible, given your qualifications and experience) the nature of your activity there. For example, if you were working in a foodbank, this might mean you taking on the role of an assistant, but your duties and responsibilities would be negotiated by you and the person responsible for you on your CBE.

The idea behind this community based experience is that upon its completion, you will have valuable experiences to share with your peers, as well as material upon which to draw in subsequent years of your degree programme. The University will provide a letter certifying your *bona fide* status as a student engaged in a course of ITE, which you must give to your host organisation. We will also provide you with a proforma which must be completed, signed off by your Seminar Tutor and presented to the Placement & Partnership Officer, **by no later than 6th December 2019.**

Yours sincerely,

Dr Olivia Sagan
Head of Division
Psychology, Sociology and Education



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 learning. Students have the opportunity to complete a reflective log, incorporating their experiences and observations, which they will use to inform their presentation and discussion to -their seminar group and tutor at the end of the academic year.



Although we do not identify this learning opportunity as a formal ‘placement’, we have drawn upon aspects of the QAA Expectations and Indicators for sound practice in placement experiences which are most appropriate to community based, experiential learning, such as this. Here, we explain how we will approach particular aspects of the guidelines, such as: the identification of student needs, advance CBE preparation and planning; procedures for student reflection and recording of evidence during the CBE; the monitoring and support of students; liaison with and feedback from the CBE host.

The community based education experience will provide opportunities and support students to:

1. *Apply* theory and evidence in original and creative ways to support inclusive learning in the practice setting and develop original and creative responses to problems and issues
2. *Observe* complex issues and how informed judgements are made in situations
3. *Communicate* effectively and collaboratively in various media to a range of audiences (e.g. peers, tutors, research community, pupils, parents/carers, allied professionals)
4. *Engage in critical reflection* to develop skills of self and peer appraisal and enable insights and application to practice
5. *Demonstrate* originality, creativity, independence, autonomy and accountability in relation to personal and professional practice and development.

1.3 Glossary

Community Based Education Experience	The “CBE” in which a student is based for a stipulated period of time (30 hours or 5 days).
Academic Lead for CBE and Partnerships	The academic member of staff based at the University, who oversees partnerships, community based learning and school CBE for all Education Programmes.
Seminar Tutors	The academic member of staff who acts as a contact person for a group of students, and community based organisation.
Placement and Partnership Officer	The administrator who co-ordinates all the administrative aspects of school or community based learning.
Community Based Placement Provider	The person/persons/organisation facilitating students’ learning whilst they are working in the organisation . The community based organisation acts as a mentor and professional guide to students.



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@qmu.ac.uk	Lecturer	Monday - Friday
Terry Wrigley	TWrigley@qmu.ac.uk	Senior Lecturer	Monday/Tuesday/ Wednesday
Wendy Stewart	ITEplacements@qmu.ac.uk	Placement & Partnership Officer	Monday/Wednesday / Thursday
Student Finance Adviser	studentfunding@qmu.ac.uk		Monday - Friday



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

1.5 Email Etiquette

Please be judicious, as a student, in the emails you send. Academic staff receive a very high volume of mail and may be unable to respond to your email if it requests information that can be found elsewhere. Check Education Studies area on the Hub, and the handbooks, to see if the information is available elsewhere first. As a general rule of thumb, you should only email academic staff when it concerns an **academic** matter.

Staff will endeavour to respond to emails within 3 working days (i.e. not including weekends, public holidays and annual leave).

When sending emails to academic and support staff within QMU it is good practice to adopt a professional tone and to be clear about the issue you are addressing. For Ed Studies (Primary) students in particular, this tone reflects the professional etiquette expected of teachers and is in line with the [SPR on Professional Values](#) and the [Student Teacher Code](#).

1.6 Your E-Mail Inbox

As an ITE student, you must get into the habit of clearing out your email inbox regularly. Your inbox has limited capacity and if you do not regularly delete emails, especially those with large attachments, emails sent to you will not reach your inbox and you may miss important information. Alternatively, Outlook has an Archive function (which can be found in "Mailbox Cleanup" under the "File" tab), which allows you to hold on to your old emails in a separate folder. Please ask in the Learning Resource Centre (LRC) for help with this option.

2 REFLECTIVE PRACTICE and SITUATED LEARNING

Learning is a lifelong process experienced through connections that are embodied through diverse learning situations. Central to this strategy is the need for you to engage in learning experiences, a readiness to listen and explore, preparedness to be open to experiences and a resolve to keep going.



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 that informs practice** in community establishments
- Reflect on the role of the organisation in supporting young people and/or their families
- Recognise the importance of working in **partnership with parents/carers**
- Identify the roles of professionals working in **integrated children's services**
- Gain more understanding of the factors that impact on the lives of young people and consider inclusive approaches to their learning
- Observe how the organisation plans, implements, assesses and evaluates their daily objectives

2.3 Formative Assessment: Self-Evaluation

During the CBE experience, all students will be invited to keep a Reflective Log (with guidance from Seminar Tutors). *'If professional practice is about change, development and meaningful conscious action, the art of reflection becomes a pre-requisite'* (Burrows, 1995)¹. Critical reflection involves *'deliberate thinking about action with a view to its improvement.'* (Hatton and Smith, 1995)². The student may record all activities and sessions which they have participated in, and there will be some

¹ Burrows, D. E. (1995). The nurse teacher's role in the promotion of reflective practice. *Nurse Education Today*, 15(5), 346-350.

² Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and teacher education*, 11(1), 33-49.



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 to your Seminar Tutor in the form of an online Portfolio (More details from X1034 to follow).

2.4.1 Prior to the CBE

- Task 1:** Decide on a community based organisation, make contact informally to check if they will be willing to support you on a CBE experience. If so, fill in a **Community Based Education Proposal (Appendix A)**
- Appendix A must be completed, signed off by your Seminar Tutor and presented to the Placement & Partnership Officer (ITEplacements@qmu.ac.uk), **by no later than 8th January 2020**
- Task 2:** With approval from your X1033 Seminar Tutor, approach the agreed organisation using the **Contact Letter (Appendix B)**
- Task 3:** Ensure you submit the **Agreement to Provide CBE Experience Opportunity (Appendix C)** and send this to ITEplacements@qmu.ac.uk
- Task 4:** Read one of the following documents, depending on whether your organisation works with /for children in their early years, 5- 11 year olds or young people aged 12 – 18 years. These are available in the library.

CIRCLE (2017) Up, Up and Away! Inclusive Learning and Collaborative Working, Practitioners' Ideas and Carers' Ideas in Practice: Early Years Resource – 0 to 5 years. Ideas and Carers'.

OR

CIRCLE (2015) Inclusive Learning and Collaborative Working, Ideas in Practice: Primary School Resource – 5 to 11 years.

OR

CIRCLE (2016) Inclusive Learning and Collaborative Working, Ideas in Practice: Secondary School Resource – 12 to 18 years.

This resource will help to lay the foundations of your observations, understanding, reflection and presentation of your ideas during the CBE experience. (see section 2.4.5)

2.4.2 During the CBE (1st day)

- Task 4:** Complete the **Health & Safety Induction checklist (Appendix D)**
- Task 5:** Create a negotiated plan or contract with the community based organisation. **The development of the plan is your responsibility.**
 - organise observations
 - organise time of arrival and leaving



- 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's expectations
- your current strengths and aspects of your practice which can be built on and enhanced
- other meetings you can attend
- any extra duties you could perform or that you might be interested in pursuing

2.4.3 *During the CBE (Days 2-5, as a suggested guide)*

Task 6: Observation and Profiling

The purpose of the CBE is to orientate yourself to the workings of a community based organisation and it introduces you to how an organisation can work inclusively.

There are three central themes that permeate CBE – **1) Relationships 2) Reflection and 3) Research – the 3 R's.**

When you start your CBE, step back and take an objective overview of the organisation.

The process of profiling involves *creating a picture or map of the community* in relation to the makeup, needs and resources, to provide a working context. Speak to people working in and with the organisation, ask questions and get support. Use your reflective journal to record your observations and thoughts.

Task 7: Shadow a member of staff (if possible)

Task 8: Observe, take notes on the following (you will be asked to present and discuss your reflective thoughts to a panel around end of March 2020)

- 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?

2.4.4 *At the end of the 5 days*

Task 9: This is your final task whilst on CBE. Ensure that you have received Appendix E – the evaluation of your CBE from the organisation

2.4.5 *Assessment Panel and Interview (around end of March 2020)*

Prepare a 10 minute **PowerPoint presentation** on the following to present to the panel (HT, seminar tutor and one other academic staff member)³

³ We will confirm the format, date and time early in the 2nd semester.



- 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 the CBE experience. (see section 2.4.1)

You ought to have a copy of Appendix A, B, C, D, E and a copy of the negotiated plan or contract with the CBE organisation, to support your assessment and interview.

2.5 Community Engagement Feedback

Feedback will be sought at the end of the CBE experience using a standard form which asks for comments on items such as - overall input, organisational skills, application and attitude (Appendix E).

3 ORGANISATION OF CBE - ADMINISTRATION, PROCESSES AND PROCEDURES

3.1 Students with Disabilities

QMU is committed to equality of opportunity and believes in a culture of diversity and inclusion⁴. Disabled students should experience the same broad range of practice settings to enable them to demonstrate that they have achieved the learning outcomes for each CBE. At QMU, the term 'disabled' relates to the impact of an illness, impairment, developmental disorder or specific learning difficulty on the specific tasks associated with University level study. The Disability Service works with a broad range of students including those with long term medical conditions (such as MS, epilepsy, diabetes, chronic fatigue etc), mental health difficulties, sensory impairments, physical impairments, those on the autism spectrum and those with specific learning difficulties (such as dyslexia).

Disabled students are actively encouraged to meet with the Disability Adviser (DA) to discuss their Individual Learning Plan (ILP). Disability Advisers email the ILP to the University's Academic Disabled Students Coordinator (ADSC) as this is an opportunity for dialogue between them to check if there is a recommendation which may need to be amended. In some circumstances, though not often, the DA may ask the ADSC to share the ILP with relevant academics. The student can of course choose to share their ILP for any reasonable adjustments and assessment arrangements to be made, which may be necessary to enable them to meet the learning outcomes of each CBE.

⁴ <https://www.qmu.ac.uk/study-here/student-services/disability-service/>



QMU acknowledges that not all information about a student's disability or health may be relevant to CBE providers and that normally, information would be provided with student's agreement.

Reasonable adjustments during CBE are dependent on students disclosing a disability or health condition, or at least, sharing information about their needs with the CBE provider.

Students should keep their Personal Academic Tutor, or Programme Leader, University and Community based organisations, Disability Service and their ADSC informed of any changes to their health status. It is essential that students discuss any concerns they may have with staff as early as possible.

If you require further information or advice, please feel free to contact the Disability Service for a confidential chat.

3.2 Travel and Accommodation

There is no direct provision by QMU for the cost of accommodation or travel expenses whilst on CBE. Students should consider the cost of CBE as being a necessary and integral element of the programme and plan for this in advance.

The University Student Finance Service administers two discretionary funds provided by the Scottish Government. These are the Childcare Fund which is aimed at students who incur childcare costs whilst studying and the Hardship Fund when students find themselves facing exceptional financial problems. An application form is completed and submitted with supporting evidence which is then considered at a confidential monthly meeting of the Hardship Committee. It is useful to make an appointment to see the Student Finance Adviser before submitting an application. Student Finance Adviser: Contact studentfunding@qmu.ac.uk

3.3 Identity Check

Where appropriate, CBE hosts will be asked to undertake an identity check as per QMU regulations. To enable an identity check we ask all students to show the host their QMU matriculation card on their first day of the CBE experience. This card displays the photograph and name of the student.

3.4 Attendance

The University is aware that many students now find it essential to find work whilst studying. However, employment outside of the programme must not adversely affect student's work during CBE. Students are expected to mirror their working patterns to those in operation at the organisation. They must recognise that flexibility on the part of the organisation is not to be expected.

Similarly, all requests for pre-arranged absence from CBE must be discussed with the University. Planned absences from CBE may be approved by the University in exceptional circumstances only. If difficulties arise with CBE hours, community based organisations, and the student are actively encouraged draw this to the attention of the organisation and University so that a mutually acceptable plan of action can be developed.

IMPORTANT: Students do not have the right to negotiate holidays, or other leaves of absence during



a CBE directly with the community based organisation.

3.5 Absence from CBE

Students are expected to comply with the attendance, and reporting sickness policies of the organisation and must familiarise themselves with these policies within the first week of CBE. If absence is before start of a CBE the student must contact the community based organisation to report any sickness or absence.

Every student is required to inform the organisation and the University should they be unable to attend their CBE on any given day.

As a student you should:

- Contact both organisation and the Placement and Partnership Officer
- Complete a self-certificate in the Student Portal
- If absent for more than one day you should contact both the organisation and the Placement and Partnership Officer on each day of absence
- If absent for more than 5 working days you must submit a medical certificate to ITEplacements@gmu.ac.uk
- When you return to the organisation you should advise the Placement and Partnership Officer, via ITEplacements@gmu.ac.uk
- Any days missed due to absence must be made up if the organisation is in agreement or by undertaking an additional CBE.

IMPORTANT: Failure by students to inform the Community Based Educator, and the University that they are not attending will be regarded as unprofessional behaviour.

In the event that you have an authorised or unexpected absence from CBE which lasts for more than 24 hours we ask that the community based organisation informs the University's Placement and Partnership Officer - ITEplacements@gmu.ac.uk

Attendance must be monitored throughout the CBE and all absences from CBE must be noted by Community Based Educator.

3.6 Acceptable use of Social Media, ICT & Other Mobile Devices

3.6.1 Using Social Media

The University acknowledges that social media (e.g. Facebook, Twitter, Linked-in, Blogging, YouTube, Pinterest, Instagram) is a significant part of people's lives and is a positive way to keep in touch and share information.

Student teachers, in particular, could be putting their registration at risk if posting inappropriate comments about pupils, parents, teachers, the organisations, others employed by the organisation, as well as other students or posting any material that could be considered explicit. COPAC and the GTCS produced statements/briefings on the use of social media. These can be found at:



<http://www.gtcs.org.uk/web/FILES/teacher-regulation/professional-guidance-ecomms-social-media.pdf>

As a student, you should be very careful about the information posted on-line. You should remember that:

- The law around defamation and harassment, and confidentiality applies at all times
- Anything posted on-line to a social networking site is in the public domain, even with the strictest privacy settings
- The more personal lives are exposed through social networking sites, the more likely it is this could have a negative impact
- What may be considered as “letting off steam” about a situation at CBE could potentially be seen by another person as unprofessional behaviour.

The following points are offered to you as guidance:

- Make use of appropriate etiquette when posting materials to social networking sites
- Act responsibly at all times upholding the reputation of the profession, and QMU
- Protect your own privacy, think through the kinds of information you want to share and with whom, and adjust their privacy settings
- Observe CBE providers’ bullying, harassment and dignity policies when posting on-line (including e-mail, and text messaging) with colleagues, and peers
- Do not post information to social networking sites that may lead to the identification of service users
- Do not make disparaging remarks about the CBE, service users, or employees on a social networking site (even when anonymised these are likely to be inappropriate).

3.6.2 Using official ICT Facilities, and Mobile Devices

Educational settings offering CBE have policies regarding the use of mobile devices (e.g. smart phone, iPad, Android tablet, lap top computer, digital pen, memory stick) stating where and in what circumstances such devices are permitted or prohibited.

It is important therefore that when you go out on CBE that you make it a priority to familiarise yourself with the local regulations. This will give you a better understanding of what is permitted and what is not.

Any ICT/official mobile devices offered to students during CBE are provided for use in learning and/or pursuit of their studies. You should keep user names and passwords secret at all times. You must not abuse ICT facilities for any other purpose, e.g. use of social networking sites or for recreational internet use. You should be aware that organisations hosting CBE may have auditing systems in place that can identify who is looking at what, and where, and when this activity took place.

Service user confidentiality, privacy, and dignity must be maintained at all times. Students should **never** use their own mobile devices or QMU ICT to create or send official organisation records (including photographs, videos, audio recording).

3.6.3 Keeping Safe



As an ITE student your studies may involve internet searches relating to young people. This may generate unwanted links to objectionable websites. You are advised to use wherever possible, specific education related search engines.

Even if you are careful you may accidentally access internet sites you did not mean to. This might happen because you clicked on a misleading link, you clicked on a link by accident, or because a site has been 'hijacked'. You may also find that you get bombarded by unsolicited and explicit 'pop-up' advertising. If any of these things happen whilst you are on CBE, you should:

- Take a note of the URL (web address) of the site and the time it was accessed
- Tell someone immediately
- If possible, show them what happened
- Record the details of the site accessed, before logging off the computer
- Tell your community based organisation as soon as possible
- Tell local ICT staff (any alerts regarding inappropriate internet use will go to them first)
- Contact your Personal Academic Tutor at the University to advise them of what has happened.

There may be an investigation into your on-line activities, but if the accident was legitimate and these steps are followed, it will be resolved quickly.

The University does not discourage students from using such services. However, you should be aware the University will take seriously any occasions where these services are used inappropriately. If occasions arise of what might be read to be on-line harassment, or materials deemed to contravene professional conduct these will be dealt with in the same way as other such instances.

3.7 Student Withdrawal/ Removal from CBE

If a student chooses to withdraw from CBE without prior discussion with the community based organisation, and approval of the University, normally, the student is deemed to have failed the CBE module. However, if extenuating circumstances occur which preclude prior discussion (such as serious illness, or a sudden family bereavement) then a course of action will be mutually agreed.

There may be rare occasions when the community based organisation feels it appropriate to remove a student from the organisation immediately, and they have the authority to do so. While, on these rare occasions, the organisation will report the matter at its earliest convenience to the University, the student is also required to inform their Seminar Tutor *and Personal Academic Tutor* immediately any such event occurs.

It is important that all involved in this decision be as objective as possible, are clear about the relevant evidence that they have, follow the relevant procedures, seek advice and record decisions and outcomes.

A CBE experience may be terminated for the following reasons.

3.7.1 Reasons related to the student

- Professional conduct
- Issues related to competency and/or fitness to practise
- Health and safety issues and mandatory programme requirements
- Personal issues



3.7.2 *Reasons related to the Community Based Educator*

- community based organisation's competency, and/or conduct issues
- Personal issues

3.7.3 *Reasons related to the organisation*

- Staffing shortages

Where this is the case the University should be notified at the earliest opportunity so that an appropriate action plan can be developed.

3.7.4 *Possible actions might be*

- CBE continues with extra support from the organisation and the University
- The CBE terminated is taken at another time dependent upon the recommendation made by the Professional Progress Committee

3.8 Complaints Handling Procedure

The University has implemented a Complaints Handling Procedure (QMU Revised 2018) which can be found here: <https://www.qmu.ac.uk/media/6651/qmu-complaints-procedure.pdf>

Any queries about the complaints procedure or any complaints written on the Complaints Form may be e-mailed to complaints@qmu.ac.uk

4 PREPARING YOU FOR CBE

Approaches to assist students to prepare for CBE are blended to allow flexibility of delivery and to accommodate for different learning styles. These include online learning, lectures and interactive workshops on self-evaluation activities, directed reading, and e-learning. Key aspects to support the preparation process are described in more detail below.

4.1 Identification of Student Needs

Students are initially asked to reflect on the forms of CBE that might help them achieve the learning outcomes of the module, as well those which might reflect their own substantive interests. Students are encouraged and expected to suggest and organise their own CBE experience. Students will be required to submit a Community Based Education Proposal (Appendix A) prior to allocation and initiation of the project. Proposals will be discussed on a one-to-one basis, if necessary, between the student and Seminar Tutor and, ultimately, will be approved by the Seminar Tutor. At all times, the Seminar Tutor reserves the right to refuse any proposal and to suggest an alternative.

See Appendix A – CBE Proposal (to be signed off by your seminar tutor)

See Appendix B – CBE Contact Letter (to be sent to the CBE organisation)

4.2 Advance Preparation and Planning



Introductory lectures and workshops provide detailed preparation for the CBE activities. Furthermore, students are informed about any necessary documentation that must be completed prior to the commencement of the CBE activity.

4.3 Community Based Education Agreement Letter

Once a CBE opportunity has been agreed, the student will issue **two copies of a Letter of Agreement** which sets out the details of the project, including start and end dates, indicative hours per week, location, contact details, etc. Agreements are countersigned by both parties and one copy is retained by the QMU School Office and one by the CBE provider.

See Appendix C – Community Based Education Agreement Letter (to be sent to the CBE organisation)

4.4 Protection of Vulnerable Groups Scheme (PVG)

As students will be doing regulated work with pupils, and protected adults during CBE, they must apply to register with the Protection of Vulnerable Groups Scheme (PVG). It is the responsibility of each student to fill in the detailed application form provide the necessary documentation and to pay for this to be carried out prior to the first CBE. The University ensures that all PVG membership applications are appropriately checked and countersigned and that the whole process has been completed satisfactorily prior to the commencement of CBE.

Some CBE providers require additional checks before accepting students on CBE and make this known to the University when making CBE offers. Further information on the PVG Scheme is available at: <https://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm>

IMPORTANT: Failure to have PVG Certificate in place will result in the deferral of CBE.

4.5 Insurance Cover for Motor Vehicle Use

Students using their own motor vehicle during CBE will be expected to obtain confirmation from their insurers that adequate cost cover is in place for all costs and claims and no liability is placed on the University and/or CBE provider. **This is usually business cover.** The vehicle must be in a roadworthy condition with valid road tax and MOT (if applicable). A copy of the insurance policy certificate must be retained for inspection. Under no circumstance should students carry pupils, parents, teachers, or others employed by the organisation in their own vehicle.

4.6 Student Community Based Education Health and Safety Checklist

This is a standard School of Arts, Social Sciences and Management document that requires the CBE provider to verify that they have in place appropriate documents and procedures in relation to key elements such as a health and safety policy, a risk assessment procedure, first aid arrangements and fire safety procedures. The provider is required to make available to the Seminar Tutor a copy of their Employers' Liability Insurance certificate and to return the checklist duly signed with a note of the date when the various procedures and arrangements will be explained to the students (usually on day one of the CBE experience). **See Appendix D – CBE Health and Safety Checklist**



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.

A student whose personal appearance is deemed to be inappropriate by the community based organisation may be asked to leave the educational setting and reported absent until they return dressed appropriately. CBE hours may be deducted for this absence.

4.9 Preparation Seminars and Workshops

The University will prepare students for CBE covering topics such as:

- Child protection
- Review of the learning outcomes and specific tasks for each CBE, and exploration of how these will facilitate the integration of theory and practice
- Professional conduct during CBE
- Preparation for, and review of self- evaluation on CBE
- Developing, and using a Professional Development Portfolio.

4.10 Confidentiality Issues

Ensuring confidentiality is not just good practice; it is a right owed to all individuals and is central to the maintenance of trust between organisations, teaching staff, parents and pupils. They have the legitimate expectation that students will respect their privacy and act appropriately.

Student teachers in particular are expected to adhere to and comply with guidance provided by the regulatory body GTCS COPAC: <http://www.gtcs.org.uk/regulation/complaints/copac.aspx>

Any written work completed by students during the CBE must also be stored as a confidential record. Students are expected that to maintain the boundaries of confidentiality outside CBE both in discussions, presentations and written course work for the University. At all times, the identity of anyone connected with the CBE must be protected, and permission for the use of sensitive material must follow the policies and guidelines of the CBE organisation.



4.10.1 CBE Settings

It is important that students do not specifically name staff, or CBE geographical areas on any documents, or in assignments submitted to the University. Students are advised to describe their CBE in general terms for example, “planning team”, “additional support service”. Students may use initials or pseudonyms.

It is important to recognise that students are in a learning situation, formative feedback is an essential part of supporting students to comply with good practice. Community based organisations will report actual, and possible student breaches of security or confidentiality to the University as a matter of priority.

5 CONTACT AND SUPPORT MECHANISMS

5.1 Student Contact and Support

Support from the programme teams is provided in different ways throughout CBE reflecting current demands for sustainable practices including face to face meetings as well as the use of digital technologies. Seminar Tutors act as the first point of contact for an identified group of students and community based organisations throughout each CBE responding to initial requests for advice and support from community based organisations and their students, normally within 24 hours.

Support is offered face-face, via email, telephone, or Skype, or video conferencing. If a student's performance is causing concern on any CBE at the request of the community based organisation and/or student, a visit can be arranged. All communications and follow-up actions agreed with community based organisations and students are documented and copies of completed reports and action plans are retained in their file and the Academic Lead for Partnership and CBE and Programme Leader are kept informed of any issues.

5.1.1 Problems on CBE

If a student is experiencing difficulties on CBE or needs to discuss any aspect of the CBE with a member of academic staff they are advised to contact their Seminar Tutor initially. Students may choose to discuss problems of a personal nature with their community based organisations, or to contact their Personal Academic Tutor.

Where an incident occurs outside of normal working hours, where there is an urgent need to contact the University, please telephone: (0131)-474-0000. When prompted ask for reception.

5.1.2 Student Counselling Service & Student Central

Students experiencing any personal difficulties while on placement are encouraged to make use of <https://studentcentral.qmu.ac.uk/>; here students can access information regarding various services: Wellbeing & Counselling; Disability Service; Careers & Employability; Student Funding; and the Effective Learning Service

The Wellbeing and Counselling services are confidential, and sessions can be arranged to suit his/her timetable. All students are welcome to use these services, which can also provide information on other sources of help that may be more appropriate.



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)

Community engagement activity :(what, in general terms, will you be doing e.g. working with a youth group; running workshops; organising events)

Why – for you: (what are your learning aims? Why this experience rather than another? What are the benefits for you at this point in your experience? What are your expectations of the host organisation?)

Why – for the host organisation: (what is the organisation with whom you are working hoping to gain from your contribution? What are their expectations of you and the CBE experience? In what way will you interconnect with what they usually do?)

Responsibilities: (What will you actually be doing? Detailed plans are not required at this point but you should identify the types of activities you envisage).

Please note – all CBE proposals are discussed individually and must be approved by the Seminar Tutor. The tutor reserves the right to refuse any CBE proposal that is considered inappropriate and to suggest an alternative.



APPENDIX B – CBE Contact Letter



Queen Margaret University
EDINBURGH

Division of Psychology Sociology and Education

Head of Division

Dr Olivia Sagan

CBE Office

Queen Margaret University

Musselburgh EH21 6UU

Scotland

Telephone: +44 (0) 131 474 0000

State person's name or department name

E-mail: ITEplacements@qmu.ac.uk

Dear Sir/Madam,

Community Based Education (CBE) Experience

Thank you for agreeing to accept one of our students into your establishment as part of their preparations to begin our professional programme. We can confirm that _____ is currently registered on our Initial Teacher Education programme at Queen Margaret University. We are very grateful for any help you and your colleagues can offer in providing our students with relevant experiences in an educational environment. This is a valuable part of the learning process as it encourages students to think more broadly about education, as well as providing a rich bank of experience upon which they can draw in the next phase of their studies at the University.

To that end we ask students to organise and undertake a period of work experience in a professional learning/educational context of no less than 5 days (30 hours) in duration, which may be taken in one block, or spread out over a longer period of time. We encourage students to negotiate this directly with you, and make strategic decisions to better prepare themselves for the rest of their course.

All of our students have obtained a PVG certificate before commencing their CBE with you. It is essential for our records (and to ensure that students are properly accredited for this experience) that you sign the record sheet confirming that the student did attend your establishment for the times indicated. If you wish to add any comments about their work with you, this will provide valuable information for us, but please do not feel obliged to do so.

Once again, thank you for agreeing to help and please do not hesitate to contact us if you have any queries or concerns. Please pass on our thanks to all colleagues involved in supporting this work experience.

Yours sincerely,



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 that they understand the scope of the project and the limitations of their responsibilities.

The University shall ensure that PVG/Disclosure is undertaken where appropriate – provided that the host indicates that this is necessary.

The University will provide its standard Health and Safety Checklist for the provider to review and to sign. The host shall take all reasonable steps to ensure the health, safety and welfare of the student while in their care.

The host will ensure that students will be adequately supervised at all times by appropriately experienced and/or qualified personnel. The host will nominate a supervisor(s), who will be responsible for each student whilst on the community based education experience.

The host will inform Queen Margaret University of any in-house prohibitions with regard to items of machinery and equipment, and under what conditions students may be permitted to use such equipment and machinery.

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 and the provider should inform the relevant Seminar Tutor and/or the School Office. 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

The host shall maintain Employers Liability and Public Liability insurance policies deemed appropriate in respect of the students whilst in the host’s supervision.

Signed:

On behalf of QMU

On behalf of

Signature:.....

Signature:.....

Name:.....

Name:.....

Position:

Position:.....

Date:

Date:.....



APPENDIX D – CBE Health and Safety Checklist

School of Arts and Social Sciences and Management	
Health and Safety Checklist	
Name of CBE Provider	
Nature of Business Activity	
Department where Student will work	
Please place a ✓ in the right-hand column to confirm that the following documents are made available to students or appropriate arrangements are in place.	
• <i>A health & safety policy</i>	
• <i>Risk assessments relative to the work our students will be involved with</i>	
• <i>Confirmation that the details of any identified significant risks and associated control measures are communicated to the student on CBE</i>	
• <i>Fire safety arrangements</i>	
• <i>1st aid arrangements</i>	
• <i>An induction process for our students</i>	
• <i>Students will be allocated a nominated person who will offer appropriate levels of supervision</i>	
• <i>Details of any equipment or processes which the student will be prohibited from using</i>	
• <i>Employers Liability Insurance</i>	Yes / No
<i>[Please attach details (copy of certificate) of employers liability insurance]</i>	
Signature	
Name (Printed)	
Position in Company	
Date	



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:

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

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.....



Queen Margaret University
EDINBURGH

School of Arts, Social Sciences & Management
