PROGRAMME SPECIFICATION

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| Awarding Institution | University of Huddersfield |
| Teaching Institution | The University of Huddersfield |
| School and Department | School of Education and Professional Development  Department of Education and Community Studies |
| Course accredited by | National Youth Agency |
| Mode of delivery | Full-time; Part-time for In-Service students |
| Final award | BA (Hons) |
| Course title | Youth and Community Work |
| UCAS code | L530 |
| Subject benchmark statement | Youth and Community Work (2019) |
| Date of Course Specification Approval | November 2015 |

# EDUCATIONAL AIMS OF COURSE

The BA (Hons) Youth and Community Work is designed to prepare students for work in the field of youth and community work and includes the professional qualification which is endorsed by the National Youth Agency and recognised by the Joint Negotiating Committee as conferring nationally qualified status as a youth worker. As such, it brings together academic and vocational aspects with the aim of nurturing reflective practitioners who are ready to enter the professional field on graduation.

Youth and community workers are employed within local authorities’ integrated services and other departments. They are also employed by a wide range of third sector, voluntary and charitable organisations, schools and pupil exclusion units, housing and drugs charities and health education agencies. The course was developed in collaboration with employers and continues to have strong links with the field, locally, regionally and nationally.

The main aims of the programme are to:

11.1 Offer a programme of study which requires students to undertake a comprehensive analysis of youth and community work as a form of informal education and to address the diverse ways in which the term may be understood and applied.

11.2 Develop generic and transferable skills which will qualify students for careers within the field of informal education, in youth and community work and a range of other related capacities.

11.3 Offer specifically the NYA-endorsed vocational qualification in youth and community work embedded within the degree programme and awarded on successful completion of the honours degree.

11.4 Develop proactive, enterprising, reflective practitioners who have the skills, knowledge and values to:

- Build relationships with young people which enable them to explore and make sense of their experiences, and plan and take action;

- Facilitate young people’s learning, and their personal and social development;

- Enable young people to organise and take increasing responsibility for activities, events and projects;

- Work with young people in accordance with the core values of youth work (as identified by the National Youth Agency);

- Plan, manage and develop youth work;

- Support and develop effective, efficient and ethical practice in youth work.

11.5 Address the education and training needs of individuals intending to seek employment as informal social educators within local authority services and within the statutory and voluntary sector in related professional areas.

11.6 Encourage the integration of theory and practice through the development of high quality work placements which will be the site for work-based learning modules with outcomes which require the application of cognitive and transferable skills to professional situations.

11.7 Offer a course which builds on the historic strengths of the School of Education & Professional Development as a provider of education and training for youth and community worker for over two decades.

11.8 Offer a flexible course, which can be used by individuals at different stages in their personal and professional development, by ensuring access at different levels and through different modes of study.

11.9 Enhance existing links and establish new partnerships between the University and local and regional providers and developers of informal education through the management of the Course, the placement of students and the development of joint research and development activity.

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

# COURSE LEARNING OUTCOMES

The programme outcomes for the degree have been developed in the light of the National Occupational Standards for Youth Work and the Quality Assurance Agency for Higher Education subject benchmark statements for Youth and Community Work .

Please note: where reference is made to ‘placements’, this applies to in-service students’ workplaces.

***Knowledge and Understanding***

1. Key features and purposes of youth and community work.
2. Definitions of the term ‘community’.
3. The function of reflective practice and the experiential learning cycle.
4. The role of the professional worker in youth and community work.
5. The management, organisation and administration of youth and community work.
6. The processes by which youth and community work can be monitored and evaluated
7. The history and development of youth and community work and its relevance.
8. Key legislation relating to young people and youth and community work, understands its relevance and applies aspects in practice.
9. Theories and principles underpinning youth work practice.
10. Theories of adolescence and development.
11. Relevant ethical frameworks.

***Professional/practical skills***

1. Identifies social and economic circumstances influencing communities and individuals.
2. Identifies structural, environmental and individual factors contributing to social inequalities.
3. Critically analyses differing explanations for these inequalities and can distinguish between them.
4. Identifies equal opportunities issues affecting the role of the informal educator.
5. Systematically reflects the changing nature of the political, policy and economic environment within which youth and community work takes place, and differing explanations for these changes.
6. Builds relationships with young people which enable them to explore and make sense of their experiences, and plan and take action.
7. Facilitates young people’s learning and personal and social development.
8. Enables communities to organise, and take increasing responsibility for activities, events and projects.
9. Works with young people in accordance with the core values of youth work.
10. Plans, manages and develops youth and community work programmes.
11. Supports and develops effective, efficient and ethical practice in youth and community work.
12. Develops the skills, values and knowledge identified as the foundation of youth and community work practice.
13. Demonstrates effective face to face skills working with young people, and others.
14. Works developmentally in, and with, communities and community groups.
15. Demonstrates professional competence and integrity.
16. Plans, develops and contributes to the management of youth and community work programmes.
17. Supports and develops effective, efficient and ethical practices in youth and community work.
18. Demonstrates a commitment to, and the abilities of, a reflective practitioner who can link theory with practice
19. Develops research skills appropriate to youth and community work including skills related to needs analysis and practice-based research.
20. Undertakes development projects specific to youth and community work practice.
21. Evaluates own, and others’, professional practice.

***Transferable/Key Skills***

1. Develops confidence and competence in the use of ICT.
2. Identifies strengths and weaknesses in arguments and opinions.
3. Communicates effectively both verbally and in writing.
4. Develops confidence, a sense of autonomy and the ability to work independently.
5. Demonstrates a high level of literacy and communication skills.
6. Understands and compiles numerical data.
7. Works effectively as a member of a team, taking the lead where appropriate.
8. Develops anti-oppressive practice and recognises and challenges own prejudices and oppressive behaviours.
9. Develops enhanced self-awareness leading to an understanding of personal strengths, weaknesses and preferred learning and working styles.
10. Develops a strong sense of professionalism and professional responsibility.
11. Develops awareness of own performance when working individually, in teams and in groups.
12. Develops the ability to use relevant empirical and theoretical data in addressing tasks and formulating possible actions.
13. Acquires facilitative skills for working with individuals, groups and communities towards educational goals.
14. Develops a wide range of personal qualities appropriate to the professional youth and community worker, for example, integrity, sensitivity, openness and resilience.
15. Employs time management skills and works to deadlines effectively.
16. Understands and uses the University’s approved referencing system referencing system and is able to construct an accurate bibliography.

# COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The award comprises 360 credits: 120 Foundation level credits, 120 Intermediate level credits and 120 Honours level credits. Foundation and Intermediate level modules are 30 credits. Honours level also includes one 20 and one 40 credit module.

Each compulsory module contributes to meeting Units of the National Occupational Standards for Youth Work. At intermediate level students select one thirty credit module from a list of options.

All modules linked to fieldwork practice are compulsory which means that all students on the BA YCW must complete the module and must pass all assessed items contributing to the module and the module cannot be condoned. Other modules, identified as ‘core’, must be taken by all BA YCW students. These modules are available for condonement. At intermediate level students have the opportunity to select their choice of option module. These modules are available for condonement.

Part-time In-Service Students complete 90 credits in each academic year. Permission for students to study 90 credits was agreed by the Pro-Vice Chancellor (Teaching and Learning) in 2010. During years two and three students are studying modules at different levels at the same time.

Year 1: 90 credits @ Foundation level

Year 2: 30 credits @ Foundation level and 60 credits @ Intermediate level

Year 3: 60 credits @ Intermediate level and 30 credits at Honours level

Year 4: 90 credits @ Honours level

Attendance at taught sessions and placement is compulsory for all students. At least 80% attendance at taught sessions is required and placement hours must combine to reach the total prescribed by the National Youth Agency (see below).

Distinctive Features (full-time Students):

Students attend University alongside fieldwork placements in youth and community work agencies. Placements follow a set pattern each week with placements starting during the first term:

Week 7: First year students’ placements normally start

Week 4: Second year students’ placements normally start

Week 1: Final year students’ placements normally start

* First year students are on placement for 12 hours per week for 25 weeks. This gives a total of 300 hours. During the 18 teaching weeks included in this period students attend taught sessions at University for 2 days per week (12 hours per week). At least 50% of the placement will be spent in direct engagement with young people aged 13 – 19. The rest of the placement will be spent on youth work related activity that contributes to reflective practice and professional formation.
* Second year students are on placement for 15 hours per week for 20 weeks. This gives a total of 300 hours. During the 18 teaching weeks included in this period students attend taught sessions at University for 2 days per week (12 hours per week). At least 50% of the placement will be spent in direct engagement with young people aged 13 – 19. The rest of the placement will be spent on youth work related activity that contributes to reflective practice and professional formation.
* Third year students are on placement for 15 hours per week for 14weeks. This gives a total of 210 hours. During teaching weeks, students attend taught sessions at University for between 8 and 12 hours per week.

Over the course of the BA (Hons) Youth and Community Work students complete a total of 810 hours on placement, normally at a total of 3 fieldwork settings with 3 Fieldwork Supervisors. Some students may return to the location of their first or second year placement for their third year.

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| **Year 1 [Foundation level]**  **Progression requirements**  A minimum of 90 credits for progressions  A minimum of 120 credits for the award of Certificate in Higher Education (this is an academic qualification and does not provide any form of vocational qualification) (unnamed).  **Year Long Modules (compulsory)**  Foundations for Practice (30 credits) DFU1330  **Year Long Modules (core)**  Self, Society and Welfare (30 credits) DFM1230  Perspectives on Learning and Development (30 credits) DFM1130  Theories and Strategies for Learning (30 credits) DFM1030 |
| **Year 2 [Intermediate level]**  **Progression requirements**  A minimum of 210 credits for progressions  A minimum of 240 credits for the award of Diploma in Higher Education (this is an academic qualification and does not provide any form of vocational qualification) (unnamed).  **Year Long Modules (compulsory)**  Working in Community Settings (30 credits) DIM4030  People in Action: Work with Individuals and Groups (30 credits) DIM1430  **Year Long Modules (core)**  Social Policy, Inclusion & Equality (30 credits) DIM4130  **Year Long Modules (option)**  DIM1130 Safeguarding Children and Young People  Developing Language and Communication for Learning (30 credits) DIM4230  Philosophical Approaches to Education (30 credits) DIA2730  Abrahmic Religion in Contemporary contexts (30 credits) DIR1130 |
| **Year 3 [Honours level]**  **Progression requirements**  An Honours degree together with professional status as a Youth and Community Worker (JNC recognised) is awarded on the basis of gaining 120 Foundation level credits; 120 Intermediate level credits and 120 Honours level credits (360 credits)  **Year Long Modules (compulsory)**  Theorising for Advanced Practitioners (30 credits) DHM2530  **Year Long Modules (core)**  Research Methodologies (20 credits) DHM1020  Major Study (40 credits) DHF2940  Leadership and Management in Professional Contexts (30 credits) DHJ2230 |

Distinctive Features (In-Service Students):

BA students are in-service students with relevant work placements within youth and community work.

For formal records, the work-based learning period normally is regarded as starting during the first week of teaching and continuing for 22 weeks. This gives a total of 220 hours during each of the first three academic years.

In-Service BA students undertake a secondary ‘placement’ of 230 hours at an alternative location. Normally this is completed during the fourth year of study and is linked with Honours level outcomes. The secondary placement must take place in a context where students:

* Experience different organisational structures and arrangements.
* Follow a programme of work which is new and challenging.
* Have a different supervisor (aka mentor) and line manager.
* Are located with a different employer (the only exception may be made where a move within a large organisation such as a local authority is justifiable and the only feasible alternative).

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| **Year 1 [Foundation level]**  **Progression requirements**  A minimum of 60 credits for progressions  **Year Long Modules (compulsory)**  Foundations for Practice (30 credits) DFU1335  **Year Long Modules (core)**  Self, Society and Welfare (30 credits) DFM1235  Theories and Strategies for Learning (30 credits) DFM1035 |
| **Year 2 [Foundation level + Intermediate level]**  **Progression requirements**  A minimum of 150 credits for progression.  A minimum of 120 credits for the award of Certificate in Higher Education (this is an academic qualifications and does not provide any form of vocational qualification) (unnamed).  **Year Long Modules (compulsory)**  Reflection and Practice DIU6135 replaced by  Working in Community Settings (30 credits) DIM4035 in September 2017  **Year Long Modules (core)**  Perspectives on Learning and Development (30 credits) DFM1135  Social Policy and Inclusion (30 credits) DIM1035 |
| **Year 3 [Intermediate level + Honours level]**   |  | | --- | | **Year Long Modules (option)**  DIM1130 Safeguarding Children and Young People Language and Communication for Effectiveness and Inclusion (30 credits) DIM2435  Philosophical Approaches to Education (30 credits) DIA2735  Abrahamic Religion in Contemporary contexts (30 credits) DIR1135 |   **Year Long Modules (compulsory)**  People in Action: Work with Individuals and Groups (30 credits) DIM1435  **Year Long Modules (core)**  Leadership and Management in Professional Contexts (30 credits) DHJ2235  **Progression requirements**  A minimum of 240 credits for progression.  A minimum of 240 credits for the award of Diploma in Higher Education (this is an academic qualifications and does not provide any form of vocational qualification) (unnamed). |
| Year 4 [Honours level]   |  | | --- | | **Year Long Modules (compulsory)**  Theorising for Advanced Practitioners (30 credits) DHM2535  **Year Long Modules (core)**  Research Methodologies (20 credits) DHM1025  Major Study (40 credits) DHF2945 |  |  | | --- | | **Progression requirements**  An Honours degree together with professional status as a Youth and Community Worker (JNC recognised) is awarded on the basis of gaining 120 Foundation level credits; 120 Intermediate level credits and 120 Honours level credits (360 credits). | |

# TEACHING, LEARNING AND ASSESSMENT

Skills are embedded throughout the course. It should be noted that many of the skills listed below are core professional skills and thus required by the National Youth Agency and included in the QAA Benchmarks. A sample of the skills included at each level of the BA YCW is included below. It should be noted that this is not a finite list.

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| **LEVEL** | | | | | | | |
| **Module Levels and Titles** | | **Foundation level Module** | **Foundation level Module** | **Intermediate level Module** | **Intermediate level Module** | **Honours level Module** | **Honours level Module** |
| Foundations for Practice | Theories and Strategies for Learning Theories and Strategies for Learning | Working in Community Settings | People in Action | Theorising Advanced Practice | Research Methodologies |
| Critical Thinking |  | | x |  |  | x | x |
| Self reflection | x | |  | x |  | x |  |
| Note-making skills | x | | x | x | x | x | x |
| Oral communication | x | | x |  | x | x |  |
| Formal writing skills |  | | x |  |  | x | x |
| Interpersonal skills | x | |  | x | x | x |  |
| Identifying and solving problems | x | | x | x | x | x | x |
| Leadership | x | |  | x | x | x |  |
| Teamwork | x | |  | x | x |  |  |
| Organisation |  | | x |  | x |  | x |
| Producing an argument |  | | x | x |  | x | x |
| Referencing | x | | x | x | x | x | x |
| Information literacy |  | | x | x |  |  | x |
| Computer literacy |  | | x | x |  |  | x |

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. A checklist is available which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the checklist students are then required, as part of the formative element of their work, to complete a standard proforma which briefly outlines the proposed focus and methods of research. This records ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this proforma is discussed and agreed before any research takes place and students are clear that research which differs in any way from the agreed plan is unacceptable and will result in failure of the module. The form is signed by the module tutor and agreed with another tutor from SEPD. There is a mechanism for further consideration, by a virtual ethics panel, of any proposal which two tutors still have concerns over. When agreement is reached regarding the proposed piece the student must record on information and consent forms that the process has been approved by SEPD, University of Huddersfield. All printed information given to respondents will display appropriate tutor contact details.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

The principal features of the support for students are as follows:

* The course begins with an induction programme. In particular this will include an overview of the course; an introduction to study skills, and an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library services; an introduction to Student Central; it also includes an explanation of the Personal Development Planning process [see below].
* At the beginning of the course, students will be allocated a Personal Tutor who will offer pastoral support, academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the student to other University support mechanisms as appropriate.
* Students are introduced to the Virtual Guide and will be provided with a Student Handbook which contains, inter alia, information on university facilities, course organization, assessment regulations, and advice on the presentation of assignments.
* Students will be provided with a Fieldwork Handbook which includes information about their fieldwork placement arrangements together with the relevant proformas such as the Fieldwork Supervisor’s Report.
* Throughout the course students will have access to face-to-face, telephone and email tutorial support from both module tutors and personal tutors.
* The Academic Skills Tutor within the School of Education and Professional Development will be available to provide academic support in a range of contexts including: support for dyslexic students; support for mature students who are returning to study; learning issues specific to international students; tutorials for all students covering generic academic skills; and academic writing skills workshops.
* During the course students will be able to access advice from module tutors on correct forms of referencing using the University’s approved referencing system.
* Students will have access to the provision of the Directorate of Student Services, which includes the Careers and Employability Service, the Faith Centre, the Wellbeing and Student Support Service.
* All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.

Personal Development Plans (PDPs) have been used on the course since 2005 and provide students with a means of measuring their personal and professional development during their period of study. During Induction, students are allocated to Personal Development Groups (PDGs). PDGs meet with the allocated Personal Tutor on a regular basis and focus on tasks of direct relevance to personal and professional development. The fieldwork modules all focus on personal and professional development. Assignments for these modules will form a central strand of the PDP for students.

The course complies with Equality Act 2010. It is compliant with disability legislation arising from the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001.

Attendance at the course is a requirement of the NYA and the University and is monitored.

# CRITERIA FOR ADMISSION (Full-time students)

Academic entry requirements for this course are normally one of the following:

•  BBC at A Level or equivalent

•  108 UCAS points

In addition applicants must also:

•  have GCSE English grade C or above, or equivalent.

•  have experience of working on a paid or voluntary basis, with young people or community groups.

•  provide an enhanced Disclosure and Barring Service (DBS) check

Applications are accepted from candidates over the age of 21, who may not meet all of the above requirements. The successful completion of an Access to Higher Education course with 45 credits at merit or above will also be accepted for admission.

Candidates may apply for APEL/APLA for previous qualifications/learning in line with the procedures established within the School. APEL / APLA is not awarded with regard to youth and community work fieldwork practice or experience except where it contributes to modules completed successfully at another HEI.

Candidates holding the Commonwealth Youth Programme’s Diploma in Youth in Development may apply for direct entry to the second year of the course.

The Admissions Tutor, or other JNC qualified Tutor, reads all UCAS applications. Personal statements and references are read with care to identify applicants demonstrating commitment to the vocational field. This may be demonstrated through paid or voluntary work, community involvement or other relevant activity (for example membership of student councils, youth parliaments etc.). We follow the National Youth Agency’s recommendation of 100 hours or 1 year of good quality experience. Offers conditional on the achievement of the course’s academic requirements are made together with invitations to Applicant Visit Days. This enables applicants to meet with members of the Course Team and explore Course content and requirements. Enhanced DBS checks are required.

**CRITERIA FOR ADMISSION (Part-time in-service students)**

Candidates will normally been working within the field of youth and/or community work for a minimum of 1 year. Students will normally be expected to evidence 280 UCAS points plus GCSE English s at ‘C’ or above (or equivalent).

Candidates over 21 (this has been the majority of applicants to our in-service route) who do not meet the entry requirements but who may have appropriate alternative experience or qualifications will be eligible for consideration. Evidence of ability to study at level 3 is expected. NVQ 3 in Youth and Community Work or an Access to Higher Education course will be considered as relevant qualifications. All candidates will be expected to possess good literacy and numeracy skills. Evidence of this should be included within the reference from the employer.

Suitable candidates (identified as such from their application form) are normally invited for an individual discussion about the course and their situation. Discussions are led by members of the JNC course team who may be accompanied by professional youth and community workers.

Confirmation that the student has paid / unpaid work of at least 10 hours per week at a relevant YCW agency and that they have identified a suitably experienced Fieldwork Supervisor (aka mentor) is a prerequisite for them taking up a place on the course and is identified at the interview. Their existing job becomes their primary site for work-based learning. It is preferred that students will be in paid work but if students are in unpaid work they must be able to evidence their long term commitment to the agency where they are working and of the commitment of the agency to their professional development.

Candidates may apply for APEL/APLA for previous qualifications/learning in line with the procedures established within the School. APEL/APLA is not awarded with regard to youth and community work fieldwork practice or experience except where it contributes to modules completed successfully at another higher education institution.

Where appropriate, conditional places are offered which require the applicant to successfully meet the criteria above. It is assumed that employers will have completed an enhanced Disclosure and Barring Service (DBS) check. Confirmation of this is required.

# METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

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| Mechanisms for review and evaluation:   * Module evaluation by students * Course evaluation by students * Module Leader’s Report * Moderation of assessments for all modules * Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee * Annual course monitoring prepared by the Course Leader and submitted to the National Youth Agency * School Board * Annual staff appraisals * Peer observation of teaching * External Examiners’ reports * External Examiners’ report and responses from the course team are reported in the Course Annual Evaluation Report. * School Teaching and Learning Committee. * School Accreditation and Validation Panel approves amendments to the course, structure and module specifications * Subject review / revalidation   Committees with responsibility for monitoring and evaluating quality and standards:   * Student Panel * Course Committee * School Board * School Teaching and learning Committee * University Teaching and Learning Committee * Course Assessment Board * School Accreditation and Validation Panel * Annual Evaluation Committee   Mechanisms for gaining student feedback on the quality of teaching and their learning experience:  Feedback is obtained from students through course evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee.  Staff Development:  Annual Staff Appraisals  Peer observation of teaching  Staff required to attain appropriate higher degrees  Updating professional and IT computing developments  All staff required to attain HE Academy membership  Research and scholarly activity |

# REGULATION OF ASSESSMENT

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| Regulations are outlined in the University Regulations for Awards and the Student Handbook of Regulations (see <http://www2.hud.ac.uk/registry/regulations.php>)  <http://www2.hud.ac.uk/registry/students_handbook.php> |
| *Role of External Examiners*  External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee. They monitor and comment on:   * the quality of student work * the appropriateness of approaches to teaching, learning and assessment as indicated by student performance * the relevance and currency of the curriculum and the adequacy of learning resources * the strengths and weaknesses of cohorts of students * the quality of assessment procedures * the conduct of examination boards |

# INDICATORS OF QUALITY AND STANDARDS

**Please note**:  This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook.  The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

The programme is validated by the University, during a process which includes external representation.

Within the School of Education and Professional Development, courses in youth and community work are subject to endorsement and accreditation by the National Youth Agency and teacher training courses are inspected by OFSTED.

The provision of the School of Education and Professional Development was reviewed by the Quality Assurance Agency in 2001. The School received an excellent grading of 22 out of 24.

The University possesses the Investors in People Quality Kitemark.

The School is a Centre for Excellence in Teacher Training.

**BA (Hons) Youth and Community Work Rationale document prepared for validation NOVEMBER 2015**

**1. Introduction**

The BA (Hons) Youth and Community Work brings together academic and vocational components and leads to the professional qualification in youth and community work (validated by the National Youth Agency) as well as the honours degree. Alongside their university attendance, Students undertake supervised workbase placements in each of their three years of study. Placement agencies mirror the range of organisations employing qualified youth and community workers and include local authorities’ integrated youth services, pupil referral units and a range of statutory and voluntary organisations working with young people and communities.

The part-time BA (Hons) Youth and Community Work (In-service) brings together academic and vocational components and leads to the professional qualification in youth and community work as well as the honours degree. Alongside their university attendance, Students undertake supervised work-base placements in each of their four years of study. In-service students are drawn from a range of organisations employing youth and community workers and include local authorities’ youth services and a range of statutory and voluntary organisations working with young people and communities. Part-time and full-time students normally study together for the majority of their time on the course.

**2. course context: History and Development**

The University of Huddersfield’s School of Education and Professional Development has a long history of involvement in the training of teachers. It has particular strengths in the training of teachers for the post-16 sector, including further and higher education. Much of this provision is delivered through a consortium comprising Further Education Colleges across the North of England.

The School also has key strengths in the effective management of work-based learning. It has extensive experience of working with individuals in their own workplaces through its in-service teacher training provision. Substantial work placements are offered within the full-time pre-service teacher training work, where the School currently manages over 300 placements in more than 60 institutions, including colleges, prisons, adult and community education settings and training organisations.

This experience provided a firm basis on which the BA (Hons) Community Education was created in 1995 as a new and innovative initiative for the School: its first full undergraduate degree course and its first Course in youth and community work (YCW) including the professional qualification in the field, endorsed by the National Youth Agency (NYA). Local authorities, especially Kirklees, Calderdale, Oldham, Rochdale and Wakefield, further education colleges, racial equality councils, voluntary organisations, professional bodies and trades unions were involved in the development of the Course, ensuring the curriculum addressed issues faced by young people and communities, and the qualification was relevant to the job prospects of the students.

The vision underpinning the degree was one which located youth and community work within a wider perspective of community-based education. However, the degree title was seen as limiting recruitment, particularly beyond the immediate locality. Many potential and current YCW practitioners were unaware that the degree included the NYA-validated Diploma and categorisation within UCAS was unclear. As a result, following discussion with the Pathway Committee, which continued to represent a wide range of local and regional employers, the degree was retitled in 2002. The first Students achieving the BA (Hons) Youth and Community Work graduated in 2005. The retitling of the degree did not involve any change to the vision underpinning the degree which retained its emphasis on YCW as an educational endeavour.

In 1999, the success of the BA (Hons) Community Education gave rise to the postgraduate Diploma in Professional Studies (YCW). This responded directly to local and regional demand for a post-graduate YCW qualification and also met needs identified in the report, ‘A Different Country?’; research into the training needs of youth and community arts workers, undertaken in partnership with Yorkshire Arts and the Youth Association. Originally established as an in-service, part-time course, the postgraduate programme is being offered at master’s degree level on a full-time or part-time basis.

In September 2009 the first cohort of students embarked on the newly created BA (Hons) Childhood Studies. Students on the BA CS and BA YCW (both routes) together with students on the BA Religion and Education and BA Early Years study many modules together, which enriches the learning experience for students on all courses. From September 2012, greater coherence was introduced through the creation of the ‘undergraduate framework’ which links the School’s undergraduate provision into a clear structure. Students on the BA(Hons) Youth and Community Work study alongside students who are studying on the BA(Hons) Youth and Community Work (In-Service), enabling them to benefit from the practical experience of those studying on a day-release basis.

The part-time In-Service route draws on the staff team’s experience of delivering courses to in-service students. The course has been designed to take account of the pressures on part time students who are also working within the field and on the needs of the profession and the agencies that are employing professional Youth and Community Workers. When we moved from a Foundation Degree to a full Honours Degree, further pressures were placed on both students and employers. The course was designed to take account of the need to increase the academic standing of the qualification to a full honours degree.

The part-time route to the degree is an in-service route but on occasion we may allow students that are working within a volunteering capacity the possibility of accessing the course. This is seen as a way of allowing mature students who are already sure of their commitment to the profession and who already have a substantial amount of relevant experience a way into professional training. Any volunteering placement would be examined to ensure that it was an appropriate and supportive environment for professional learning. We would be expecting that students starting as volunteers on the course would be able to move into paid employment as they progressed through the course. It may well be that students already have paid work in a related field and have thus already moved towards commitment to the youth and community work profession.

**3. RATIONALE: THE LOCAL AND NATIONAL CONTEXT**

In 2005 the National Youth Agency’s Education and Standards Committee announced its intention to initiate a process of transition from professional qualification at Diploma in Higher Education level to professional qualification at Honours Degree level. Since 2010 Students embarking upon professional qualifications in youth and community work have been required to complete honours degrees. The University of Huddersfield moved its pre-service provision to a full honours degree in 2005 and its course was revalidated (with no conditions) by the National Youth Agency in 2011 for the period September 2011- August 2016.

The move to offering a full degree in 2005 was made following consultation with employers (including youth services, voluntary organisations and other agencies employing youth and community workers) across the region through the mechanisms provided by the Course Committee. Since 2005, the course has provided workplace placements in each of its three years.

In 2010 the BA (Hons) Youth and Community Work In-Service was validated with a new 90-credits per year format enabling students to attend part-time and to achieve honours degrees in four years. The BA (Hons) Youth and Community Work builds on this format. Students were consulted and responded positively to the idea of 30-credit modules. The staff team worked together with other undergraduate programmes to ensure maximum compatibility within the undergraduate framework.

**4. Market Position**

The degree is well-established under the title of BA (Hons) Youth and Community Work and appears in UCAS and other literature as such. For several years, the course experienced an annual increase in applications from school leavers alongside the traditional market of predominantly mature non-traditional Students from the region. For several years running the course was categorised as ‘Satisfactory with Distinction’ by the National Youth Agency following its annual monitoring. The introduction of an electronic format saw the end of grades being identified and circulated. Nonetheless the course continues to have an excellent reputation across the region.

Full-time Students come both from the travel-to-study area (from Oldham and Rochdale to York and Keighley to Doncaster and Sheffield) and from further afield. Younger Students have moved to Huddersfield to study from Scotland, Northern Ireland and Wales as well as from across England. The course receives enquiries from students across the Commonwealth who have completed the Commonwealth Youth Programme’s Diploma in Youth in Development: it is a programme which welcomes overseas students.

Youth and Community Work is a publicly funded service which has been seriously affected by cuts to local authorities and third sector organisations. However many students are going on placement with alternative organisations working with young people and communities. With regard to employability, the transferable skills which form the core of the BA remain attractive to employers from a wide range of agencies. The embedding of professional status within the BA provides a good opportunity for students to secure two qualifications within their period of undergraduate study (without being subject to additional fees).

With regard to the part-time In-Service route, our ability to continue to offer the relevant professionally validated undergraduate qualification to in-service staff is an important part of our partnership with the field in our ‘local’ area. This partnership has been built over many years and ensures that the course has a strong Course Committee that is attended by a range of professionals from many partner organisations. The partnership has also involved course staff actively supporting the profession’s development through a number of organisations: the regional Work Force Development Groups in both the Yorkshire and Humber region and in the North West region; the management group of the Youth Association based in Wakefield and other steering and advisory groups. Professionals from the field are invited to deliver guest presentations particularly as part of fieldwork modules. This professional involvement has ensured that teaching staff are up to date with all issues that are affecting the training of professionals within the field and has also ensured the easy networking within the regions.

**5. Course Structure and Delivery**

The BA (Hons) YCW is built on a strong commitment to the furthering equality of opportunity and outcome, both for Students themselves and for the people with whom they work both during their studies and in the longer term. The primary orientation of the Course reflects its location in the School of Education and Professional Development: youth and community work is identified essentially as an educational activity. The vision is founded on Schön’s work (1983, 1987) on the development of professional reflexivity and is also situated within Eraut’s (1994) interpretation of Dreyfus and Dreyfus’s model of skills acquisition. Thus Students are nurtured through a continuum which encompasses their development from novice practitioners, through competence to proficiency and, at the highest level, intuitive expertise.

Staff facilitate students’ engagement in dialogue and critical reflexivity with, as the starting point, their existing values, assumptions, cultures, life experience, perspectives and practice. The curriculum draws on a wide range of intellectual resources and theoretical perspectives in order to interrogate and extend practice. Throughout its life, the philosophy underpinning the Course has remained consistently located within an informal education framework whilst the Course has developed and evolved in order to ensure it remains at the forefront of contemporaneous knowledge and practice and responds to policy initiatives within the YCW field. Modules have been designed to ensure Students not only engage with the National Occupational Standards for youth work but also achieve intellectual confidence in the critical analysis of concepts commensurate with degree-level study.

This has resulted in the creation and retention of a nexus which presents an ongoing dynamic interplay between practice-based study, underpinning theory and professional techniques and knowledge. The following diagram illustrates the relationship operating within the BA (Hons) YCW. Each horizontal line represents a year of study and sample modules have been included to demonstrate its application.

At each level, the practice-based modules require students to undertake professional roles within their work, to reflect on their experiences and to evidence the integration of their learning and their professional development. The work placement also allows students to take their learning from the more theoretical modules into a real world situation thus providing students with opportunities to try and test out theories encountered in the academic setting. Learning outcomes in the work-based modules require students to make links between theories and models encountered within all of the modules to their work and learning within the work place.

The following diagram illustrates the relationship operating within the BA (Hons) YCW. Each horizontal line represents a level of study.Some module names have been included as an illustration of the dynamic interface between practice, theory and professional techniques and knowledge.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Professional Techniques and Knowledge** | **Practice / Work place** | **Underpinning Theory** |
| **Honours Level** | * Leadership and Management in Professional Contexts | * Theorising Advanced Practice | * Major Study * Research Methodologies |
| **Intermediate Level** | * People in Action: Work with Individuals and Groups | * Working in Community Settings | * Social Policy and Inclusion |
| **Foundation Level** | * Perspectives on Learning and Development | * Foundations for Practice | * Self, Society and Welfare * Theories and Strategies for Learning |

At each level, hours spent on workbase placement form a vital part of ‘professional techniques and knowledge’ modules. Assessments require Students to reflect on their experiences and make links with aspects of theory.

**6. Placements**

The University of Huddersfield uses concurrent placements where Students attend University alongside doing fieldwork following a set pattern each week. Students are able to bring examples from practice to their University studies and to focus on issues almost immediately. Similarly, they are able to introduce ideas from University to their practice. This provides immediacy and enhances the learning at University. The use of concurrent placements means that Students are not normally able to undertake fieldwork beyond the travel-to-study area.

Full-time Students normally start their placements in the seventh teaching week of the autumn term.

* First year students are on placement for 12 hours per week for 25 weeks. This gives a total of 300 hours. During the 18 teaching weeks included in this period students attend taught sessions at University for 2 days per week (12 hours per week). At least 50% of the placement will be spent in direct engagement with young people aged 13 – 19. The rest of the placement will be spent on youth work related activity that contributes to reflective practice and professional formation.
* Second year students are on placement for 15 hours per week for 20 weeks. This gives a total of 300 hours. During the 18 teaching weeks included in this period students attend taught sessions at University for 2 days per week (12 hours per week). At least 50% of the placement will be spent in direct engagement with young people aged 13 – 19. The rest of the placement will be spent on youth work related activity that contributes to reflective practice and professional formation.
* Third year students are on placement for 15 hours per week for 14weeks. This gives a total of 210 hours. During teaching weeks, students attend taught sessions at University for between 8 and 12 hours per week.

Over the course of the BA (Hons) Youth and Community Work students complete a total of 810 hours on placement, normally at a total of 3 fieldwork settings with 3 Fieldwork Supervisors. Some students will return to the location of their first or second year placement for their third year.

The BA(Hons) Youth and Community Work complies with the University of Huddersfield / School of Education and Professional Development’s systems and procedures with regard to aspects of the administration of placements including risk assessment.

**Part-time In-Service Students: the Work base as a place of Learning**

In-service students are working alongside their studies. This enables students to bring examples from practice to their University studies and to focus on issues almost immediately. Similarly, they are able to introduce ideas from University to their practice. This provides immediacy and enhances the learning at University.

In-service students are required to be working for a minimum of 10 hours per week within a relevant work placement. Placements are normally seen as starting in the first teaching week of the autumn term continuing for 22 weeks. Within the first 3 years of the course this ensures that students have undertaken a minimum of 660 hours of relevant work placement. Most students will be working in relevant work placements for many more than the minimum of 10 hours per week as many have substantial part time or full time posts within the field.

Students are required by the NYA to undertake a minimum of 230 hours in a second placement. This second placement will normally take place during the 4th year of study thus ensuring a minimum of 890 placement hours in total.

These placement hours reflect an increase in the focus on work based learning for our part time students in response to the national strategy. Within the academic setting we are seeking to support our students to maximise their learning from their place of work by:

* Including work placement hours in the hours attached to fieldwork modules
* Increasing the focus on building student’s skills in writing relevant and challenging learning agreements with their work place
* Including an additional section within the supervisor’s fieldwork report that comments on the students ability to reflect on and learn from their own practice
* Including an additional section within the fieldwork report that requires students to reflect on the supervisor’s report.

**7. THE SUPERVISION OF PLACEMENTS**

Regular developmental supervision is vital for the professional development of Students and for the meaningful assessment of practice. Therefore the University requires placement agencies / employers to commit to providing such supervision by suitably qualified and / or experienced practitioners. The Agreement, which is made at the beginning of the placement, contains the key expectations of the placement agency / employer, the key responsibilities of the University and includes the Student’s responsibilities, learning needs and agreed practice designed to meet the learning needs. The Agreement proforma is included in the Fieldwork Handbook’s appendices and is also available electronically. The following points encapsulate the essential principles underpinning the Agreement:

* Students should meet regularly at an agreed time with the Fieldwork Supervisor for formal developmental supervision with a clear focus on the Course.
* Students should be given appropriate project opportunities in their work-base to enable them to meet the learning outcomes for the Practice-based modules.
* Particularly at intermediate and higher level, Students’ experiences should balance opportunities to pursue special interests and areas of expertise with the need to undertake tasks necessary to the placement organisation and the need to develop a broad portfolio of skills and experience.
* Students should be supported in developing autonomy and independence during their placement.

Aspects of the theory and practice of professional supervision are addressed in the teaching of Practice-based modules. This includes a focus on self-organisation, assertiveness and preparation so Students’ experience of supervision is maximised.

**8. 3-WAY FIELDWORK MEETINGS**

Full-time Students together with their Fieldwork Supervisor and Fieldwork Tutor normally meet together during each placement during their first and second years of study for a ‘three-way meeting’. In order to ensure students are appropriately supported in the context of their learning and the demands of the placement, first year students normally receive two or three visits depending on need, and second years receive one or two. Third year placements are supported through one face-to-face meetings and/or telephone contact.

In-service students together with their Fieldwork Supervisor and Fieldwork Tutor normally meet together at the start of each year of study to ensure that students have appropriate ‘Learning Agreement’ that can enable them to develop appropriate professionally competence and also meet the learning outcomes for the practice based modules. Fieldwork tutors will ensure that Supervisors are able to produce appropriate supporting documentation towards the end of the year through additional fieldwork meetings or telephone and electronic communication between tutor and supervisor. Students identified as possibly struggling with professional competence will have an additional 3 way meeting to ensure that the University, student and the employer are clear about what actions need to be undertaken for the student to achieve the appropriate level of competence in their work place. During the 4th year students will normally have two 3-way meetings to ensure that appropriate learning is taking place within the secondary placement.

3-way meetings are a vital part of the BA (Hons) YCW’s approach to ensuring good quality fieldwork / work-based learning experiences, including meaningful developmental supervision. All Fieldwork Tutors involved in these meetings are JNC-qualified teaching staff from within the University’s Youth and Community Work team. The 3-way visits are allocated to the Tutors on a geographical basis. The meetings are a vital part of the Courses for the following reasons:

* The first meeting enables further training / clarification / orientation for the Fieldwork Supervisor, including the roles and responsibilities of all concerned;
* The first meeting includes in-depth exploration of the learning needs of the Student which links directly with the completion of the Agreement;
* Subsequent meetings provide scope for in-depth discussion of the Student’s ongoing learning and the identification of subsequent placement possibilities;
* Areas for development / tasks for completion are identified;
* Each year’s final meeting provides the opportunity for summative discussion of the Student’s learning and development. This may be conducted by phone, synchronous communication or using email where appropriate. This links with / feeds into the Fieldwork Supervisor’s completion of the report;
* Meetings provide direct contact between the University and the professional field, including their premises, so keeping University staff in touch with the changing needs and realities of the professional field.

Before the first 3-way meeting, the Student and Fieldwork Supervisor will discuss and draft the Fieldwork Placement Agreement. The relevant proforma is included in the Fieldwork Handbook and is also provided electronically. The Agreement should be renegotiated on a regular basis in the light of the Student’s learning and any other changes in circumstances.

The aim of each meeting is to discuss:

* The progress of the Student, using the Fieldwork Placement Agreement and the module outcomes;
* Ways in which the Student is developing relevant skills, knowledge and values and producing evidence towards meeting their learning needs and module outcomes;
* The progress of the Student from the Student’s and the Fieldwork Supervisor’s perspectives, including the Student’s progress towards professional competence;
* Any area of concern presented by the Student, the Fieldwork Supervisor or the Fieldwork Tutor.

The Fieldwork Tutor takes responsibility for taking notes during the meeting using a specially designed format. The notes are agreed at the end of each meeting, confirmed by all parties and the Fieldwork Supervisor, Student and Fieldwork Tutor each has a copy for future reference.

**STAFFING AND MANAGEMENT**

The Course involves staff taking on the following roles:

* Course Leader
* Examinations Tutor
* Admissions Tutor
* Fieldwork Manager
* Module Leader
* Module Tutor

In most cases, members of staff are likely to take on the same roles for both the full time and in-service BA (Hons) YCW where this will ensure coherence and promote the smooth running of the courses.

**Equality and Diversity**

The School of Education and Professional Development operates within the University’s Disability Discrimination and Equal Opportunities policies and a commitment to these policies are stated within the general aims of the school.

**Environmental Sustainability**

The course operates within, and has a commitment to, the school ethos for sustainability. This is achieved through VLE and attention to minimising printing of handouts.

## Appendix 1 Subject Benchmark Mapping

**Youth and Community Work 2019 Subject benchmark statements mapped against the Course Learning Outcomes**

| **Subject Benchmark Statements for Youth and Community Work (2019)** | **Course Learning outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** | **CLO10** | **CLO11** | **CLO12** | **CLO13** | **CLO14** | **CLO15** | **CLO16** | **CLO17** | **CLO18** | **CLO19** | **CLO20** | **CLO21** | **CLO22** | **CLO23** | **CLO24** | **CLO25** | **CLO26** |
| i critically appraise dilemmas and complex ethics to devise responses informed by the professional value base and ethical principles of youth and community work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ii analyse youth and community work practice within a comparative context using theory and evidence from a range of local, regional, national and international sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iii investigate their own youth and community work practice using reflective practice and research methods and propose alternative future action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iv appraise social theory and social policy discourses and distinguish clearly between normative and empirical arguments and assess their impact on young people and communities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| v analyse and critically evaluate competing perspectives, recognise contested concepts and inspect their impact on youth and community work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vi locate youth and community within dominant discourses and perspectives and justify arguments for change if required |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vii interpret and justify the practice of youth work, community education and community development within professions, society and social policy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **Subject Benchmark Statements for Youth and Community Work (2019)** | **Course Learning outcomes (CONTINUED)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO27** | **CLO28** | **CLO29** | **CLO30** | **CLO31** | **CLO32** | **CLO33** | **CLO34** | **CLO35** | **CLO36** | **CLO37** | **CLO38** | **CLO39** | **CLO40** | **CLO41** | **CLO42** | **CLO43** | **CLO44** | **CLO45** | **CLO46** | **CLO47** | **CLO48** |  |  |  |  |
| i critically appraise dilemmas and complex ethics to devise responses informed by the professional value base and ethical principles of youth and community work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ii analyse youth and community work practice within a comparative context using theory and evidence from a range of local, regional, national and international sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iii investigate their own youth and community work practice using reflective practice and research methods and propose alternative future action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iv appraise social theory and social policy discourses and distinguish clearly between normative and empirical arguments and assess their impact on young people and communities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| v analyse and critically evaluate competing perspectives, recognise contested concepts and inspect their impact on youth and community work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vi locate youth and community within dominant discourses and perspectives and justify arguments for change if required |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vii interpret and justify the practice of youth work, community education and community development within professions, society and social policy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

A graduate achieving the **threshold** standard is able to:

i describe the underlying professional value base and ethical principles of youth and community work and use these to conduct practice

ii discuss and apply a personal and professional commitment to equality, diversity, human rights, autonomy, freedom, responsibility and justice

iii construct youth and community practice interventions informed by theories of change, learning and human development

iv formulate action in association with young people and communities that promotes participation, inclusion, learning and human flourishing

v recognise social theory, social policy and media discourses and their impact on young people and communities

vi inspect current youth and community work practice using basic research methods, and question professional understandings

vii locate and distinguish youth and community work practice in the context of interprofessional and multidisciplinary practice

viii identify contemporary debates, key concepts and contested issues within then discipline and comment on them

ix seek out, use and evaluate literature, research and practice evidence

x communicate effectively verbally and in writing using basic academic and professional standards.

7.4 A youth and community work graduate achieving the **typical** standard is able to (in addition to the threshold standard):

i critically appraise dilemmas and complex ethics to devise responses informed by the professional value base and ethical principles of youth and community work

ii analyse youth and community work practice within a comparative context using theory and evidence from a range of local, regional, national and international sources

iii investigate their own youth and community work practice using reflective practice and research methods and propose alternative future action

iv appraise social theory and social policy discourses and distinguish clearly between normative and empirical arguments and assess their impact on young people and communities

v analyse and critically evaluate competing perspectives, recognise contested concepts and inspect their impact on youth and community work

vi locate youth and community within dominant discourses and perspectives and justify arguments for change if required

vii interpret and justify the practice of youth work, community education and community development within professions, society and social policy.

7.5 Youth and community work graduates achieving an **excellent** standard demonstrate to a higher level the knowledge and skills listed above and in addition show evidence of:

i a systemic approach to learning and practice

ii extensive independent reading

iii originality of thought and expression

iv critical insight, analytic rigour and systematic synthesis of theoretical and evidence informed knowledge applied effectively in the work-based professional context

v application of wide-ranging knowledge of the subject

vi originality and innovation in the practice setting contribution to practice knowledge

base and effective sharing of practice with colleagues.

7.6 Graduates who have received a professional qualification meet the standards defined by the relevant endorsement body. Graduates on a professionally endorsed qualification are typically able to:

i create and apply theories about practice and demonstrate practice skills as outlined

in this Statement

ii design practice which integrates theory and is evidence informed

iii practise ethically, recognising the complex, contested and essential nature of

ethical practice in this discipline

iv identify discrimination, oppression and/or exclusion and be strategic in developing

interventions to address these and promote inclusion

v manage complex accountabilities, including being able to compromise and

negotiate without losing integrity and professional principles

vi recognise and analyse powerful social policy and media discourses shaping

practice, in order to work in the interests of young people and community group

members

vii facilitate informal and community learning and community development, using

group work and a range of interpersonal skills; ability to operation in deregulated

environment

viii record, evaluate and report on the impact of interventions in the context of up-todate knowledge

ix operate as critical and reflective practitioners

x promote experiential learning and reflection in self and others

xi exhibit insight and confidence in managing themselves and draw on conscious use

of self in working with others and in leading or participating in teams

xii engage in continuous professional development.

## Appendix 2 Mapping of Modules onto Course Outcomes

|  |  |
| --- | --- |
| **Course Outcomes**  **Knowledge and Understanding:** | **Modules:** |
| CLO1 Knows about and can describe key features and purposes of youth and community work. | Foundations for Practice  Perspectives on Learning and Development  Working in Community Settings |
| CLO2 Definitions of the term ‘community’. | Self, Society and Welfare  Perspectives on Learning and Development  Working in Community Settings  People in Action: work with Individuals and Groups |
| CLO3 The function of reflective practice and the experiential learning cycle. | All practice-based modules  Theories and Strategies for Learning |
| CLO4 The role of the professional worker in youth and community work. | All practice-based modules  People in Action: work with Individuals and Groups  Leadership and Management in Professional Contexts |
| CLO5 The management, organisation and administration of youth and community work. | Leadership and Management in Professional Contexts  Theorising for Advanced Practitioners |
| CLO6 The processes by which youth and community work can be monitored and evaluated | Leadership and Management in Professional Contexts  All practice-based modules |
| CLO7 The history and development of youth and community work and understands its relevance. | Theories and Strategies for Learning  Social Policy and Inclusion |
| CLO8 Key legislation relating to young people and youth and community work, understands its relevance and applies aspects in practice. | All Practice based modules  Perspectives on Learning and Development |
| CLO9 Theories and principles underpinning youth work practice. | Theories and Strategies for Learning  All Practice based modules  Major Study  People in Action: work with Individuals and Groups |
| CLO10 Theories of adolescence and development. | Perspectives on Learning and Development |
| CLO11 Understands relevant ethical frameworks. | All practice-based modules  People in Action: work with Individuals and Groups  Research Methodologies  Major Study |

|  |  |
| --- | --- |
| **Course Outcomes**  **Professional/practical skills** | **Modules:** |
| CLO12 Identifies social and economic circumstances influencing communities and individuals. | Perspectives on Learning and Development  Self, Society and Welfare  Working in Community Settings  Social Policy and Inclusion |
| CLO13 Identifies structural, environmental and individual factors contributing to social inequalities. | Perspectives on Learning and Development  Self, Society and Welfare  Social Policy and Inclusion |
| CLO14 Critically analyses differing explanations for social inequalities and can distinguish between them. | Perspectives on Learning and Development  Social Policy and Inclusion |
| CLO15 Identifies equal opportunities issues affecting the role of the informal educator. | Perspectives on Learning and Development  Self, Society and Welfare  Social Policy and Inclusion  All practice-based modules |
| CLO16 Systematically reflects the changing nature of the political, policy and economic environment within which youth and community work takes place, and differing explanations for these changes. | Perspectives on Learning and Development  Self, Society and Welfare  Social Policy and Inclusion  Research Methodologies  All practice-based modules |
| CLO17 Builds relationships with young people which enable them to explore and make sense of their experiences, and plan and take action | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO18 Facilitates young people’s learning and personal and social development | All practice-based modules |
| CLO19 Enables communities to organise, and take increasing responsibility for activities, events and projects | All practice-based modules |
| CLO20 Works with young people in accordance with the core values of youth work | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO21 Plans, manages and develops youth and community work | All practice-based modules |
| CLO22 Supports and develops effective, efficient and ethical practice in youth and community work | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO23 Develops the skills, values and knowledge identified as the foundation of youth and community work practice. | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO24 Demonstrates effective face to face skills working with young people, and others. | All practice-based modules  People in Action  Leadership and Management in Professional Contexts |
| CLO25 Works developmentally in, and with, communities and community groups. | People in Action: work with Individuals and Groups  Working in Community Settings |
| CLO26 Demonstrates professional competence and integrity. | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO27 Plans, develops and contributes to the management of youth and community work programmes. | Leadership and Management in Professional Contexts  Working in Community Settings  Theorising for Advanced Practitioners |
| CLO28 Supports and develops effective, efficient and ethical practices in youth and community work. | All practice-based modules  People in Action |
| CLO29 Demonstrates a commitment to, and the abilities of, a reflective practitioner who can link theory with practice | All practice-based modules |
| CLO30 Develops research skills appropriate to youth and community work including skills related to needs analysis and practice-based research. | Research Methodologies  Major Study |
| CLO31 Undertakes development projects specific to youth and community work practice. | Foundations for Practice  All practice-based modules  Research Methodologies  Major Study |
| CLO32 Evaluates own, and others’, professional practice. | All practice-based modules |

|  |  |
| --- | --- |
| **Course Outcomes**  **Transferable/Key Skills** | **Modules:** |
| CLO33 Develops confidence and competence in the use of ICT. | All modules  Theories and Strategies for Learning |
| CLO34 Identifies strengths and weaknesses in arguments and opinions | Theories and Strategies for Learning  Research Methodologies  Major Study  Theorising for Advanced Practitioners |
| CLO35 Communicates a basic line of argument both verbally and in writing | Theories and Strategies for Learning  All modules |
| CLO36 Develops confidence, a sense of autonomy and the ability to work independently. | Theories and Strategies for Learning  All modules |
| CLO37 Demonstrates a high level of literacy and communication skills. | Theories and Strategies for Learning  All modules |
| CLO38 Understands and compiles numerical data | All practice-based modules  Social Policy and Inclusion  Major Study |
| CLO39 Works effectively as a member of a team, taking the lead where appropriate. | All practice-based modules  People in Action: work with Individuals and Groups  Research Methodologies |
| CLO40 Develops anti-oppressive practice and recognises and challenges own prejudices and oppressive behaviours. | All modules |
| CLO41 Develops enhanced self-awareness leading to an understanding of personal strengths, weaknesses and preferred learning and working styles. | Foundations for Practice  All practice-based modules |
| CLO42 Develops a sense of professionalism and professional responsibility. | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO43 Develops awareness of own performance when People in Action: work with Individuals and Groups, in teams and in groups. | All practice-based modules  People in Action: work with Individuals and Groups |
| CLO44 Develops the ability to use relevant empirical and theoretical data in addressing tasks and formulating possible actions. | All Professional Techniques and Knowledge modules  All Underpinning Theory modules |
| CLO45 Acquires facilitative skills for People in Action: work with Individuals and Groups, groups and communities towards educational goals. | People in Action: work with Individuals and Groups and Groups  All practice-based modules |
| CLO46 Develops a range of personal qualities appropriate to the professional youth and community worker, for example, integrity, sensitivity, openness and resilience. | All practice-based modules |
| CLO47 Employs time management skills and works to deadlines effectively | All modules |
| CLO48 Understands and uses the University approved referencing system and is able to construct an accurate bibliography | Theories and Strategies for Learning  All modules |

## Appendix 3 Sample Assessment Schedule (Foundation Level: FULL-TIME STUDENTS)

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Summative Assessment** |
| 3 | Induction |  |
| 4 | Teaching 1 | Theories and Strategies for Learning DFM1230 – element of Task 1 - Formative |
| 5 | Teaching 2 |  |
| 6 | Teaching 3 | Foundations for Practice (30 credits) DFU1330 – Formative test |
| 7 | Teaching 4 |  |
| 8 | Teaching 5 | Theories and Strategies for LearningDFM1230 – Formative Task 1 |
| 9 | Teaching 6 |  |
| 10 | Teaching 7 | Foundations for Practice (30 credits) DFU1330: Summative  test |
| 11 | Teaching 8 | Self Society and Welfare Module – Formative test |
| 12 | Teaching 9 | Theories and Strategies for LearningDFM1230 – Summative Task 1 |
| 13 | Teaching 10 |  |
| 14 | Teaching 11 | Perspectives on Learning and Development – Formative assessment |
| 15 | Teaching 12 | Self Society and Welfare Module – Summative test  Theories and Strategies for LearningDFM1230 – Summative Task 2 |
| 16 | Xmas |  |
| 17 | Xmas |  |
| 18 | Xmas |  |
| 19 | Teaching 13 |  |
| 20 | Teaching 14 | Perspectives on Learning and Development – Summative display |
| 21 | Teaching 15 |  |
| 22 | Teaching 16 |  |
| 23 | Teaching 17 |  |
| 24 | Teaching 18 |  |
| 25 | Teaching 19 |  |
| 26 | Teaching 20 |  |
| 27 | Teaching 21 | Perspectives on Learning and Development – Formative test |
| 28 | Teaching 22 | Self, Society and Welfare Module – Formative assignment |
| 29 | Easter |  |
| 30 | Easter |  |
| 31 | Easter |  |
| 32 | Teaching 23 | Foundations for Practice (30 credits) DFU1330 - Formative 2500 word project proposal |
| 33 | Teaching 24 | Perspectives on Learning and Development – Summative Test |
| 34 |  |  |
| 35 |  | Self, Society and Welfare Module – Summative Assignment |
| 36 |  |  |
| 37 |  |  |
| 38 |  | Foundations for Practice (30 credits) DFU1330 2500 word project proposal |
| 39 |  |  |
| 40 |  |  |
| 41 |  |  |
| 42 | Exam Board |  |

## Appendix 4 PDP MAPPING

**Foundation level:**

**Foundations for Practice**:

Practice based module with learning agreement, review of current skills, knowledge and values, supervisor’s report (including student’s comment on their report), a review of how theory links to own practice, reflective recordings as part of the required evidence for the module

**Theories and Strategies for Learning** requires students to determine their own preferred methods and strategies for learning, and then make appropriate plans for future learning, including the successful completion of the course.

**Intermediate level:**

**Working in Community Settings:**

Practice based module with learning agreement, review of current skills, knowledge and values, supervisor’s report (including student’s comment on their report), a review of how theory links to own practice, reflective recordings as part of the required evidence for the module.

**People in Action** looks at the requirements of employees in the workplace, and develops strategies for ensuring successful integration into the world of work.

**Honours level:**

**Theorising Advanced Practice:**

Theorising Advanced Practice focuses on the nurturing and development of supervision as an aspect of professional practice. The module also looks at the use of theory in practice and engages with the ideas of different theorists in a way which supports students’ development of professional practice.

**Major Study** requires students to undertake a significant investigation into an aspect of their chosen vocational area. It will develop generic transferable skills in the areas of decision making, ethical issues, communication and selecting appropriate information.