



PROGRAMME SPECIFICATION

Definitive Document

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Master of Arts (MA)
1.5	FHEQ Level:	7
1.6	Programme Title:	Youth and Community Work
1.7	Mode and Duration of Study:	Full time – one year. Part-time accelerated – PG Dip in 12 months and MA in 24 months. Extended PG Dip in 24 months and MA in 36 Months
1.8	UCAS Code(s):	N/A
1.9	Admission Criteria:	12 months experience of working on a paid or voluntary basis with young people or community groups. A relevant degree (includes qualifications in the Social Sciences, Arts, Humanities or the human service professions). Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) clearance University APEL requirements apply for students with non-traditional qualifications IELTS 6.5 or equivalent for International Students with a minimum of 6 across all 4 competencies.
1.10	Accrediting Professional Body/ PSRB:	National Youth Agency (NYA)
1.11	QAA Subject Benchmarking Group(s):	Youth and Community Work (2009)

1.12	Other External Points of Reference:	QAA Masters Degree Characteristics (2010) NYA Professional Validation Guidance and Requirements (2010) National Occupational Standards (2012) CWDC Common Core of Skills and Knowledge (2010)
1.13	Language of Study (<i>for learning, teaching and assessment</i>):	English
1.14	Work-Based Learning Arrangements:	Within Placement modules YCW MP3 (15 Credits) and YCW MP4 (15 Credits).

		Work-based learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and Internationally.
1.15	Foundation Degree Progression Routes:	N/A
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	January 2014
1.18	Date of Commencement:	1 st September 2014
1.19	Review Date:	By 31 st August 2020

2. Programme Outline

The MA in Youth & Community Work leads to both an academic award and the professional qualification (JNC) in youth work and is offered as both an accelerated and extended part-time programme of study. This programme engages students in a challenging and high quality educational experience. Throughout the study period students are able to apply and develop their academic knowledge and understanding to their work practice with young people, communities and as part of wider professional networks. Students will through this programme develop knowledge, understanding and skills required to practice effectively and collaboratively as reflective and ethically informed informal educators.

The programme enables students to engage in a process of professional development that informs and shapes their professional identity and equips them to practice in complex and changing Youth and Community practice environments.

In line with the University Strategy and vision the programme generally enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work based element of the programme provides opportunities for students to develop relevant experience in working with young people and communities as part of the Universities overall contribution to wider sustainable development locally, regionally and beyond.

3. Programme Aims

The programme aims to:

1. Develop student's knowledge, understanding, reflection, analysis, articulation and ability to learn independently, commensurate with a Masters level award.
2. Provide an education to promote knowledge and understanding of youth & community work; in the context of difference, diversity and inequality and as a method of developing inclusive and anti-oppressive practice in meeting the current and future needs of young people and communities;
3. Develop students systemic and critical awareness of the role of values and ethics in the theory and practice of youth & community work
4. Develop professional confidence and a strong sense of their own professional identity

and ability to engage critically with a range of complex professional dilemmas and contexts.

4. Programme Learning Outcomes

The programme is designed to enable students to simultaneously develop their knowledge and skills and provides opportunities to develop their own scholarship through holistic, interdisciplinary, critical and rigorous enquiry. Students will be enabled to engage in high level reflection, and literature-based and research activities. Programme outcomes have been developed in such a way that they emphasise the envisioning and integration of theory and practice; so that students develop as effective, reflective practitioners.

The programme outcomes are also informed by the Youth and Community Work Subject Benchmarks (2009) and the National Occupational Standards for Youth Work (2012) with reference to the Master's Degree Characteristics (2010).

All of the outcomes include aspects of knowledge and understanding; intellectual abilities practical skills, key and transferable skills and can be categorised as follows:

Knowledge and Understanding

By the end of this programme students should be able to:-

1. Provide an in depth critical evaluation of key concepts and theoretical perspectives and frameworks within and surrounding youth and community work;
2. Demonstrate a commitment to the application of the values in youth & community work, as well as a critical awareness of them in practice;
3. Have an ability and readiness to formulate, examine and defend the judgments upon which the role(s) of the youth and community worker are based
4. Have an in depth understanding of a range of informal educational roles played by youth and community workers alongside the different models, approaches and methods of practice;
5. Have a critical appreciation of the professional role of a youth and community worker, and contribution to a range of fieldwork settings and contexts including multi professional practice, integrated teams and partnerships.

Intellectual skills:

By the end of this programme students should be able to:-

6. Analyse policies and practices informed by a range of theoretical perspectives;
7. Use their knowledge and understanding critically to locate and justify their position in relation to their role as a professional youth & community worker;
8. Demonstrate a critical awareness of disadvantage and inequality and ability to critically evaluate a range of anti- oppressive approaches as practice strategies to address such issues;
9. Demonstrate a high level of skill in integrating theory to practice;
10. Engage in practitioner research within an ethical research framework to develop and extend professional youth and community work practice and provision.

Practice skills:

By the end of this programme students should be able to -:

11. Have an in depth knowledge and understanding of the skills and abilities necessary for the effective practice of youth and community work;
12. Develop and evaluate approaches that facilitate young people's individual and collective learning and development and creatively resolve problems encountered in practice;
13. Demonstrate a sophisticated understanding and application of a practitioner research approach to practice;
14. Demonstrate a commitment to reflection and reflexivity that challenge their own attitudes in relation to inequality;
15. Confront issues of discrimination and make informed judgements relating to complex ethical and professional issues in action;
16. Commitment to continuing professional development needs of self and others in response to and in promoting change.

Key /Transferable Skills

By the end of this programme students should be able to demonstrate -:

17. Competence in a range of 'relationship' skills including interpersonal communication and group work; in the context of youth and community work practice;
18. A capacity to evaluate their limitations and strengths as youth & community work practitioners;
19. Recognition of the need for continuing professional development and ability to plan to address those needs as an indication of commitment to improve practice and in order to respond to the changing nature of the work;
20. Understanding and application of the design, delivery, monitoring and development (including research) of youth and community service provision;

In addition to meeting the programme outcomes above, students will be expected to use their placement experience to demonstrate competency of the key roles identified by the National Occupational Standards for Youth Work. These are generally categorised under five broad headings:

- A. Work with young people and others
- B. Facilitate the personal, social and educational development of young people
- C. Promote inclusion, equity and young people's interests and well-being
- D. Develop youth work strategy and practice
- E. Develop, lead and manage self and others

5. Learning and Teaching Methods

A range of learning and teaching approaches are utilized on this programme to enable flexible, student-centered learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, independent study, and individual supervision. As the revalidated programme beds down there will be increasing emphasis on blended learning via the University Virtual Learning Environment (Learning Space), including access to a variety of electronic resources including Epigeum for research learning. There will also be opportunities for students to enhance their learning outside of the formal programme through participation in workshops annually (alongside MA PE and MEd

students). These workshops offer combinations of taught input, personal reflection, and group-based discussions.

The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their and others' learning. Practice-based learning is central to the programme and this is integrated into the programme. Fieldworkers are central to student's learning and professional development in their role as fieldwork supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a University Personal Development Tutor who will provide tutorial support during field work practice. The Personal Development Tutor role contributes to ensuring an holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. Personal development tutors play a significant role in supporting this dimension of the learning experience.

In line with the University Learning and Teaching Strategy the teaching team are committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate.

A variety of teaching and learning processes are used to enable the programme learning outcomes to be achieved. Indicative examples of these include;

Case Studies	Students using case studies as a site of analysis and to develop their thinking in an area that has already been introduced on the course – involves reading, review of resources and includes discussion and feedback.
E Learning	Utilisation of electronic media, normally via the University's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates, exercises.
Experiential Learning	Students utilising their direct lived and practice based experiences to make meaning and inform their own theories of practice.
Group work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.

Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Placement	Learning takes place in an authorised agency setting, with a focus on designated NOS. Placement learning includes briefings, workshops, field work, supervision and Tutor field visits.
Presentations	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers.
Tutorials & Supervision	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype.
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6. Assessment

All student work is assessed in accordance with the University's Assessment Regulations. The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work according to the criteria developed in relation to the professional requirements of the National Youth Agency and in relation to the level of the course (Masters). Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by External Examiner and External Examiner (Placements) enables a wider reference point of the standards attained.

Assessment takes place for each stage (module) of the MA in line with level descriptors for the programme (see Appendix 2 for level descriptors). The pass mark is 50% and assessment borderlines are expressed as per the University Student Handbook.

In line with the University Assessment Policy, formative assessment is offered via the assigned University tutor. Assessment is by coursework and includes a final dissertation of 15,000 words. A wide range of assessment methods are used on the programme in recognition of the impact assessment has on student learning, approaches to learning and how this informs professional development. The assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and professional learning needs. Consideration is given to the development of particular key skills which may be developed through assessment. Examples include presentation skills and self -assessment. Self -assessments are used in both placement modules, and supports students to develop their reflective practice and plan for their professional development needs. An overview of assessment details with dates is provided in the Programme Handbooks. Module Outlines or their equivalent provide the details of individual assessment tasks.

The Assessment of Professional Practice

The assessment of professional practice is by pass / fail. Students must therefore pass the practice elements and the associated academic tasks associated with the module in order to pass the module. The criteria for fieldwork assessment can be summarised as follows:

1. Participation in / use of supervision throughout the placement
2. Completion of placement hours

3. Participation in three 3-way meetings
4. Depth of learning
5. Critical evaluation of National Occupational Standards in relation to practice
6. Achievement of learning outcomes in associated placement modules
7. Links to Ethical Conduct in Youth Work

Fieldwork supervisors receive a specific briefing on the criteria, and training of fieldwork supervisors includes a focus on assessment issues. The final recommendation on fieldwork practice is made to the Exam Board and is the responsibility of the University Tutor, who utilises :

- Fieldwork supervisors reports
- Evidence from discussions at 3-way meetings/ any evidence from observations of practice, and any further discussion with students;
- Placement file;
- External Examiner (Placements) comments, if appropriate.

Summary of Assessment:

Module	Assessment	
YCWM10 Theory and Practice of Youth and Community Work	Coursework (100%)	CW1: Essay (3750 words)
YCWM11 Professional Development (1) Anti-Oppressive, Interpersonal Communication and Group Work in Youth and Community Work	Coursework (100%)	CW1: Presentation (Equivalence 2500 words) CW2: Professional Project Report (5000 words)
YCWM12: Professional Development (2) Enhancing Youth and Community Work Practice through Research and Enquiry	Coursework (100%)	CW1: Presentation (Equivalence 2500 words) CW2: Portfolio (5000 words)
YCW M13: Professional Development (3) Managing and Leading Youth and Community Work	Coursework (100%)	CW1: Essay (3750 words)
YCW MD2 Practitioner Research in Youth and Community Work	Coursework (100%)	CW1: Dissertation (15,000)
YCW MP3: Youth and Community Work Practice (1)	Coursework (100%)	CW1: Field Work Practice (0% - Must be passed) CW2: Placement Folder containing: Contract Health and Safety assessment Evaluative Recording (1750 words) Self- Assessment (2000 words)

Module	Assessment	
YCWMP4:	Coursework (100%)	CW1: Field Work Practice (0% - Must be passed) CW2: Placement Folder containing: Contract Health and Safety assessment Evaluative Recording (1750 words) Self- Assessment (2000 words)

For the four taught modules (M10, 11, 12, 13) students must undertake 2 essays, two presentations and a professional project report and portfolio of learning

2 compulsory Essays in M10 and M13

2 compulsory presentations in M11 and 12

The presentations in M11 and 12 represent a proposal for the professional project report and portfolio respectively and offer an opportunity to receive formative feedback to inform CW2.

Glossary of Assessment Terms

Critical Review	A critique of a selected text or activity informed by independent research.
Dissertation	An independent study conducted under the supervision of a University tutor. Dissertations involve either the implementation of a small scale research project, or can be theoretically based. They demonstrate a depth of knowledge and critical awareness in a specified area, including research knowledge, through a systematic and critical enquiry.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Oral Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.
Placement folder	A file containing learning contract, reflective diary and other associated assessment requirements.
Portfolio	A collection of materials (eg summaries, critical analyses, proposals) focused on a particular theme or group of topics within a module.
Professional Project	A practice-related project assignment, with clearly defined parameters, and decided upon in conjunction with a University Tutor.
Self-Assessment	A critically reflective account of development of self, usually set against identified learning needs.

7. Programme Specific Regulations

The MA in Youth and Community Work leads to both an academic and a professional award and hence there are specific regulations that apply. To achieve the award of Postgraduate Diploma (120 credits) and the professional qualification (JNC) students undertake 4, 15 credit modules and two 30 credit modules and this represents a potential step off point.

Students can go on to complete a 60 credit Research Dissertation to achieve the award of Master's Degree (180 credits). The academic award and the professional status are inextricably linked and cannot be conferred separately. Arrangements are in place for students to transfer credits towards an alternative programme of study.

In order to be eligible for progression to the next stage or for the award of Postgraduate Diploma in Youth and Community with Professional Qualification students need to achieve sufficient credits and have met the programme attendance requirement of 80%. Attendance registers are taken on all taught modules and attendance during the placements periods associated with YCW MP3 and YCW MP4 are recorded by students and monitored by fieldwork supervisors. A student will be required to transfer credits to another programme or resit the module to progress through the programme if they have not achieved the required 80% level of attendance. Attendance levels are consistent with NYA requirements and due to the professional nature of the programme.

Due to the professional nature of the programme students must pass every module; modules are not condoned. Where students are awarded academic credits but have failed to meet the professional requirements of the placement modules, they may transfer at each stage to an alternative programme of study.

Guidance will be provided to ensure that students make an informed decision where there is an option to step off, or transfer credits to an alternative programme of study.

Students on this programme are required to develop an ethical approach to practice, guided by the Youth Work Values (National Occupational standards for Youth Work), the Ethical Conduct in Youth Work (NYA 2004 currently under revision) and the University's 'Assessment of Fitness for Professional Practice'.

8. Work based learning/Placement Learning

Placement learning is integral to the programme. There are placement modules at the PG Cert and PG Dip stage as shown in the table below:

Level	Stage	Module Code	Credits	Placement hours	Total hours
7	PG Cert	YCW MP3	15	148	148
	PG Dip	YCW MP4	15	444	444
TOTAL HOURS:					592

The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice, see below for summary;

YCW MP3: Youth and Community Work Placement Practice (1)	
Learning and development focus	Building and developing educative and inclusive relationships with young people and communities
NOS focus	A1: Build relationships and engage with young people A2: Engage with the local community B1: Facilitate the learning and development of young people through youth work B3: Promote young people's self awareness, confidence and participation B4: Promote access to information and support C1: Engage in critical dialogue and work with young people in promoting their rights C2: Safeguard the health and welfare of young people C3: Promote inclusion, equity and the valuing of diversity C4: Fulfil regulatory and organisational requirements E1: Manage yourself E4: Maintain Health and Safety in the Work Place
Associated taught modules	YCW M10- Theory and Practice of Youth and Community Work YCW M11- Professional Development (1) Anti Oppressive Practice, Interpersonal Communication and Group Work in Youth and Community Work
YCW MP4 Youth and Community Work Practice Placement (2)	
Learning and development focus	Researching, managing, leading and improving practice
NOS focus	All of the above NOS associated with YCW MP3 plus: A3: Build working relationships and networks B2: Plan and implement learning activities in youth work D1: Establish and prioritise requirements for youth work D2: Plan and implement youth work strategy D3: Monitor and evaluate the effectiveness of youth work strategy and plans E2: Lead and manage others E3: Develop colleagues
Associated taught modules	YCW M12- Professional Development (2) Enhancing and improving Youth and Community Work Practice through Research and Enquiry YCW M13:- Professional Development (3) Managing and Leading Youth and Community Work

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and internationally.

The programme team provide Briefings to field work supervisors who supervise students on placement twice a year. The briefing sessions ensure that supervisors have update information and support. Field Work Supervisors are also provided with a Supervisor's

Handbook that outlines the placement requirements, placement assessment processes and supervision requirements.

9. Programme Structure

	Module Code	Module Title	Credits	Assessment			Semester/ Term [^]	C/O*	Non- conดอนable
				%age Course work	%age Writt en exam	%age Practic al exam			
Level 7 :PG Cert	YCW M10	Theory and Practice of Youth and Community Work	15	100			X	C	√
	YCW M11	Professional Development (1) Anti-Oppressive Practice, Interpersonal Communication and Group Work in Youth and Community Work	30	100			X	C	√
	YCW MP3	Youth and Community Work Practice Placement (1)	15	100			X	C	√
Level 7: PG Dip	YCW M12	Professional Development (2) Improving and enhancing Youth and Community Work through Research and Enquiry	30	100			X	C	√
	YCW M13	Professional Development (3) Managing and Leading Youth and Community Work	15	100			X	C	√
	YCW MP4	Youth and Community Work Practice Placement (2)	15	100			X	C	√
MA	YCW MD2	Researching Youth and Community Work Dissertation	60	100			X	C	

Key:

[^] X = modules delivered across terms 1, 2 and 3

* C = compulsory; O = optional

A V indicates that the module is non-condonable on this programme.

10. Professional Advisory Group

The University recognises the importance of employer engagement through on going partnership with the field in the development of its youth and community work courses. Staff members have extensive links with a range of organisations and groups locally and nationally.

The Professional Advisory Group is made up of practitioners and employers in the field. This provides on-going formalised liaison with the field to help ensure the courses remain relevant in terms of current practice, and informed by national and regional developments. The PAG is also integral to the wider arrangements to ensure the quality of the programme and is part of the professional validation requirements by the NYA. Student representatives are invited to the Professional Advisory Group Meeting. The group meets once a semester, receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Department and Faculty Leadership teams.

11. Career Progression and Employability

It is intended that the MA in Youth and Community Work will continue to make both a significant contribution to individual professional development (CPD) and a general contribution to innovation and creativity in the fields of youth and community practice. The introduction of a non-qualifying route alongside the traditional qualifying route will strengthen this commitment.

Successful completion of an MA Youth and Community programme signals to employers advanced professional scholarship. Part of the rationale for the programme (qualifying and non-qualifying) is to enhance career prospects and progression in a competitive, challenging and rapidly changing jobs market. The programme team will want to continue to work with employers to encourage them to see the relevance of the MA as both a qualifying route and CPD route for experienced practitioners.

The JNC qualification continues to be valued by employers across the region and nationally and the programme team continues to place significant emphasis on enabling students' professional development. In this context students are encouraged to develop their skill sets that will enhance their employability prospects.

12. Quality and Standards

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms. The quality of placements is assured through the normal University placement learning regulations and procedures. Feedback is continually sought from students, tutors and placement supervisors in regards to the

appropriateness of placement agencies, particularly given the ever changing nature and context of youth work. The National Youth Agency conducts annual monitoring of the programme.

13. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the Universities facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal development tutors for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University College and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

Appendix 1: Programme Learning Outcomes mapped against Modules

MA Youth and Community Work

Programme Learning Outcomes (PLOs) mapped against Modules (Core modules identified in bold text)

		Knowledge and understanding					Intellectual Skills					Practical Skills					Key/Transferable Skills				
Level	Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Level 7 PG Cert	YCW M10	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓								
	YCW M11	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓		✓		✓	
	YCW MP3		✓		✓	✓		✓		✓		✓	✓		✓	✓		✓	✓	✓	
	YCW M12	✓	✓	✓	✓		✓			✓	✓			✓	✓	✓					✓
Level 7 PG Dip	YCW M13	✓	✓			✓	✓			✓		✓				✓	✓			✓	✓
	YCW MP4	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

Appendix 2: MA Youth and Community Work - Programme Level Descriptors

CREDIT LEVEL 7	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Provide an in depth critical evaluation of key concepts and theoretical perspectives and frameworks within and surrounding youth and community work; 2. Demonstrate a commitment to the application of the values in youth & community work, as well as a critical awareness of them in practice 3. Have an ability and readiness to formulate, examine and defend the judgments upon which the role(s) of the youth and community worker are based 4. Have an in depth understanding of a range of informal educational roles played by youth and community workers alongside the different models, approaches and methods of practice. 5. Have a critical appreciation of the professional role of a youth and community worker, and contribution to a range of fieldwork settings and contexts including multi professional practice, integrated teams and partnerships.
Intellectual skills	<ol style="list-style-type: none"> 6. Analyse policies and practices informed by a range of theoretical perspectives 7. Use their knowledge and understanding critically to locate and justify their position in relation to their role as a professional youth & community worker 8. Demonstrate a critical awareness of disadvantage and inequality and ability to critically evaluate a range of anti-oppressive approaches as practice strategies to address such issues; 9. Demonstrate a high level of skill in integrating theory to practice 10. Engage in practitioner research within an ethical research framework to develop and extend professional youth and community work practice and provision

Practical skills	<ol style="list-style-type: none"> 11. Have an in depth knowledge and understanding of the skills and abilities necessary for the effective practice of youth and community work; 12. Develop and evaluate approaches that facilitate young people's individual and collective learning and development and creatively resolve problems encountered in practice 13. Demonstrate a sophisticated understanding and application of a practitioner research approach to practice 14. Demonstrate a commitment to reflection and reflexivity that challenge their own attitudes in relation to inequality, 15. Confront issues of discrimination and make informed judgements relating to complex ethical and professional issues in action 16. Commitment to continuing professional development needs of self and others in response to and in promoting change
Transferable/key skills	<ol style="list-style-type: none"> 17. Competence in a range of 'relationship' skills including interpersonal communication and group work; in the context of youth and community work practice; 18. A capacity to evaluate their limitations and strengths as youth & community work practitioners 19. Recognition of the need for continuing professional development and ability to plan to address those needs as an indication of commitment to improve practice and in order to respond to the changing nature of the work. 20. Understanding and application of the design, delivery, monitoring and development (including research) of youth and community service provision;