

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	6
1.6 Programme Title:	Community, Youth and Families
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	School of Education
1.9 HECoS Code:	100466
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	CMYF
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. A DBS check and an interview is required. Applicants should have sufficient practical experience prior to commencement of the course (i.e. 100 hours).
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Youth and Community Work 2019
1.15 Other External Points of Reference:	N/A
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	CYFC51, CYFD51, CYFH51
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	April 2023
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By August 2029

2. Programme Outline

The BA (Hons) in Community, Youth & Families is a single honours programme, which leads to an academic award. The core of the curriculum has been designed to introduce students to theory and practice in youth & community work. This means that students can transfer into this programme at levels 4, 5 and 6, and that students can be supported to prepare to go on to postgraduate study in youth work if they want to achieve a professional qualification (JNC). In response to consultation of stakeholders, the curriculum aligns with current and anticipated workforce needs and developments. This includes the co-delivery of some specialist modules, bringing in experts from local organisations, further strengthening Marjon's links into the community.

Work with communities, youth and families is a practice of informal education that involves the development of democratic and associational approaches, which promote learning and development in the communities or individuals who choose to take part in the programmes that workers facilitate and support. It is focused on work with adolescents and adults, with groups as well as individuals, and with personal development in the context of the development of wider social networks and collective engagement with issues of social justice.

The programme provides a high-quality educational experience, which offers students significant and challenging opportunities for personal, experiential and academic development in order that they develop as effective reflective practitioners with the understanding and skills required to work effectively with young people and communities, and as critically reflective practitioners able to practise collaboratively with other professionals in the context of the inter-disciplinary workforce.

Students can transfer into the programme at level 5 or 6 if they have credits from another degree-level programme. This enables students who may have a foundation degree to transfer in at level 6 and top-up their degree to a BA (Hons).

2.1 Integrating Sustainability into the Curriculum

The programme's curriculum and pedagogy seek to enhance students' capabilities to contribute to sustainable and just societies as individuals and as skilful practitioners. The programme's aims support the development of democratic and inclusive practice, and the central location of values enables students to acquire the skills and knowledge that allow them to make a lasting contribution to sustainable communities and environments. The placement elements of the programme provide relevant experience and improve sustainability skills for students. This link between the campus and the community enables the University to contribute to sustainable development beyond the campus.

The programme team aims to lead by example, enabling students to participate in activities for a sustainable future and, in line with the pedagogy of the programme, critique and develop this knowledge further. Across the programme, we reduce our impact on the environment through the use of e-learning, e-submission and e-books. We promote student wellbeing and develop resilience, in the self and others. Additionally, there is an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which enables them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

The primary focus of this programme is the development of skilful community, youth and family workers. Work with Communities, Youth and Families is a distinctive body of practice held together by a commitment to a set of shared values: participation, inclusion, empowerment, partnership and learning. The Community, Youth and Families programme is rooted in a community development tradition, which is distinct from social work and formal education pedagogies and practice. The task of community, youth and family work is to plan, provide, manage and evaluate appropriate experiences of learning, challenge and reflection through working in a way that aims for social justice and community-led transformation.

The course has a design to help students achieve their best possible results, with an extended academic year of three terms, enabling modules to be taught in a way that paces the assessment and learning load, and allowing students to develop skills without feeling overwhelmed.

Teaching usually consists of one full day on campus, generally 6 hours a week, split between lectures and activity-based seminars, with some online study and 1-2-1 tutorials that can be arranged to suit the student's needs, with a timetable to fit around other life commitments, like work and childcare. Throughout the academic year, there is usually a consistent day on campus each week, allowing students to benefit from the full range of Plymouth Marjon University's digital and information resources and facilities.

Experiential practice is a key element of what makes this programme distinct. Experiential practice placements take place each year to support the development of practical skills. These are supported by experienced practitioners in the role of Practice Tutors and Fieldwork Supervisors. Experiential placements are focused on community development and asset-based approaches that challenge deficit discourses of families and communities which are often encountered in practice. A flexible approach is taken to placements that can be in community, youth or family settings according to the student's professional focus and vision for their future career.

Students' ability to apply academic theory to their direct work with communities, young people and families is crucial to their achievements. Additionally, the pedagogy employed on the programme is, as far as possible, congruent with the educational processes that students are being trained to use in community settings, whilst recognising the formal and assessed nature of the degree.

4. Programme Aims

- Enable students to develop a competent level of knowledge and understanding and independent learning ability commensurate with an Honours degree level award and recognised skills in community-based practice.
- Promote understanding of communities, young people and families in the context of difference and inequality through which students develop inclusive, anti-oppressive and transformative practices.
- Promote understanding of work with communities, young people and families characterised by its attention to values, principles, purposes and processes, and enable students to develop transformative and educational practices compatible with these.
- Encourage students to be reflexive and reflective practitioners in order that they have confidence in their ability to explore complex professional dilemmas from an ethical base.

- Enable students to develop a strong sense of their own professional identity, enabling them to engage critically with a variety of policy contexts and with complex fields of accountability.

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:

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

1. Knowledge and understanding of the key concepts and principles relevant to communities, youth & family work practice.
2. Awareness of ethical issues in community, youth & families work, with an ability to discuss these in relation to the lives of individuals and communities.
3. Understanding of the role of the community, youth and families worker within the community development tradition, and of different models, approaches and methods of practice.
4. Awareness of their professional role, including the understanding of values, ethics and critical reflective practice.

Intellectual skills:

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

5. Ability to analyse using given classifications/principles.
6. Ability to synthesise ideas and information in a predictable and standard format.
7. Confidence to use their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to apply tools/methods accurately and carefully to a well-defined problem relevant to community, youth & families work and begin to appreciate the complexity of issues.

Practical skills:

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

9. Ability to operate in predictable, defined contexts using a range of techniques.
10. Ability to select, plan and deliver appropriate approaches from a range of intervention methods to facilitate individual and collective learning.
11. Confidence to manage self, including a commitment to continuing professional development.
12. Ability to operate as a reflective practitioner, demonstrating appropriate skilful actions and behaviours.

Transferable / key skills:

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

13. Ability to communicate in a variety of forms, working effectively with others as a member of a group and meet obligations to others.
14. Ability to select and manage information using appropriate ICT.
15. Ability to evaluate their own strengths and weaknesses within criteria largely set by others.

16. Ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Level 5 Learning Outcomes

Knowledge & understanding:

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

1. Detailed knowledge of major theories relevant to community, youth & families work practice.
2. Awareness of wider social and environmental implications of community, youth & families work in the lives of individuals and communities.
3. Awareness of their professional role within partnership, integrated teams and multi-professional practice.
4. Ability to debate issues in relation to more general ethical perspectives.

Intellectual skills:

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

5. Ability to analyse a range of information using given classifications/principles and to compare alternative methods and techniques for obtaining data/information.
6. Ability to reformat a range of ideas and information in relation to community, youth & families work practice.
7. Confidence in using their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to design a research study within an ethical research framework relevant to community, youth & families work.

Practical skills:

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

9. Skills necessary to facilitate democratic and inclusive practice and understanding of wider developments of community, youth & families work.
10. Ability to develop interpersonal and intervention work with individuals and groups.
11. Confidence to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.
12. Awareness of how to operate as a reflective practitioner, awareness of professional actions and behaviours and be able to make informed judgements on ethical and professional issues.

Transferable / key skills:

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

13. Ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.
14. Ability to select and use appropriate quantitative and qualitative techniques for data collection and presentation.
15. Ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.

16. Ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity.

Programme Level Outcomes (Level 6)

Knowledge & understanding:

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

1. Detailed knowledge of the key concepts and theoretical frameworks relevant to community, youth & families work practice.
2. Awareness of the interpersonal, intrapersonal and the cultural and structural aspects of power relationships and the impact of injustice and inequality on the lives of individuals and communities.
3. Comprehensive understanding of the role of the community, youth & families worker as transformative and educational practitioner, and of different models, approaches and methods of practice.
4. Awareness of their professional role and their contribution to partnership, integrated teams and multi-professional practice.
5. Appreciation of the centrality of values, ethics and critical reflective practice.

Intellectual skills:

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

6. Ability to analyse policies and practices in the light of a range of theoretical perspectives.
7. Confidence to articulate and defend the criteria on which intellectual and professional judgements are made in relation to community, youth & families work.
8. Confidence and flexibility in using their knowledge and understanding critically to locate and justify a personal position in relation to their role.
9. Ability to conduct research within an ethical research framework relevant to community, youth & families work.

Practical skills:

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

10. Skills necessary to foster democratic and inclusive practice and contribute to wider developments of community, youth & families work practice.
11. Skilful interpersonal and intervention work with individuals and groups.
12. Ability to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.
13. Ability to manage self, staff and resources, including a commitment to continuing professional development in response to change.
14. Confidence to operate as a reflective practitioner, demonstrating appropriate skilful actions and behaviours and be able to make informed judgements on complex ethical and practice-based issues.

Transferable / key skills:

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

15. Ability to communicate effectively in a variety of forms.
16. Ability to work effectively as a member of a team and select leadership responsibility where appropriate.

17. Ability to select and manage information using appropriate ICT.
18. Ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
19. Confidence to challenge received opinion and engage in professional debate.
20. Ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

Learning and Teaching Methods

A range of learning and teaching approaches is utilised on the programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue to model the practice students employ in their community, youth and families work practice. The teaching team is 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. Emphasis is placed on working in small groups, starting from strengths and encouraging active participation. We aim to develop approaches to learning that will support reflection and analysis, aiding the application of theory to practice and developing a critical awareness of the multi-dimensional influences on working with communities, young people and families.

Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their own and others' learning. Placement-based learning is central to the programme and is supported by meetings between Practice Tutors and Placement Supervisors. This 3-way support is central to students' learning and professional development in their role, to assist them with the task of relating and integrating theory and practice.

Students are encouraged to develop an ethical approach to practice, guided by the Youth Work Values (YW00 Youth Work National Occupational Standards), the Ethical Conduct BA Youth & Community Work v8.2 in Youth Work (NYA 2004), the Code of Ethics (Institute of Youth Work) and the University's 'Assessment of Fitness for Professional Practice'.

Glossary of Learning and Teaching Modes

Method	Description
Briefing	The provision of relevant information relating to a specific topic usually associated with placements and dissertation.
Directed Study	Time set aside by the lecturer for learners to study a particular subject.
Critical Conversation /Discussion /Review	Formal discussion on a particular matter in which a range of perspectives is explored.
E-Learning/Electronic Material/Blended learning	Utilisation of electronic media, normally via the University's virtual learning environment 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.
Enquiry-based Learning / Problem-based Learning	A research-based learning method in which students are encouraged to solve practical problems which are set in a real-world framework. Students work together in small groups supported by the lecturer.
Fieldwork / Assessed Practice	Experiential learning through engagement in practice placements or assessment of specific elements of practice in the workplace.
Fieldwork Supervision - Supervisors	Formative process between student and fieldwork supervisor to support the development of reflective practice.
Groupwork	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 discussions.
Independent/Directed Study	Activities where an individual learner conducts research or carries out a learning activity on their own. Can include internet resources, sound and video files, book and handout-based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which shares information.
Practical/Practical Project	Students work in small groups to achieve a goal or carry out a task. It involves individuals or small groups of students researching, preparing and presenting information/activities to their peers. It can include students leading sessions or developing practical resources for use elsewhere. There is usually a feedback session and a chance to disseminate the results within the wider community of practice.
Seminar	A group of people developing an area that has already been introduced on the course. Generally, it involves reading, review or observation of resources followed by discussion and feedback.
Tutorial – individual or module	Tutorials offer guidance, supervision and support and can be conducted F2F or via telephone, email or Teams.
Workshop	Learning normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process, acquire skills, techniques and conceptual understanding.
3-way meeting	Meetings between student, Placement Supervisor and Practice Tutor, where the student actively engages in dialogue in relation to their work in order to gain constructive feedback to enable development.

6.1 Learning Enhancement

Students will actively engage in a 'community of practice', for example through the development of learning resources for the wider field, through participation in blogs, and through presenting their work at an annual conference for practitioners. This engagement will support their networking knowledge, understanding and skills. Students may be taught alongside students on BA (Hons) Youth & Community Work and apprentices on the Level 6 Integrated Degree Apprenticeship in Youth Work. They also have the opportunity to participate in a series of 'Master classes' alongside postgraduate students and practitioners, again supporting their networking skills and professional identity development.

6.2 e-Learning

E-learning and digital literacy development are central components of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will at least provide information and links to literature and other resources on the University's virtual learning environment. Most of the modules will utilise a blended learning approach via the VLE in which e-learning activities support the face-to-face interaction and learning environment as well as provide the students with opportunities to further enhance and apply their knowledge and practice. Students are also directed to the wide range of e-based learning tools offered by the University.

7. Modes of Assessment

The purpose of assessment is to demonstrate to students and staff the achievement of individuals in specific areas of work according to the criteria developed in relation to the level of the programme. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. The programme is assessed in accordance with the University's Assessment Regulations and Procedures and moderation by an External Examiner enables a wider reference point of the standards attained.

A range of assessment methods is used on the programme in recognition of the impact assessment has on student learning and approaches to learning. The teaching team is committed to engaging with the emerging innovations in assessment, particularly in relation to recognising and valuing the variety of learning styles within any given cohort and the importance of taking into account students' academic and professional learning needs. Consideration is given to the development of particular key skills which may be developed through assessment, for example presentation skills and collaborative working skills. There is a mixture of controlled (e.g. presentation) and open assessment (e.g. essays or assignments) at all levels:

- Formative assessment is used in YCWC51 to support students' transition to higher education.
- Self-assessment is used in placement modules to support students to develop their skills in reflective practice. An overview of each year's assessment details with dates is provided on the virtual learning environment.
- Collaborative assessment is used in experiential placement modules: CYFC51, CYFD51, CYFH51

An overview of each year's assessment details with dates is provided on the virtual learning environment. Module Handbooks, or their equivalent, provide the details of individual assessment tasks.

Assessment of Experiential Practice

To pass the module, students must pass both experiential practice and associated academic tasks associated with the module.

The criteria for fieldwork assessment can be summarised as follows:

1. Completion of pre-agreed hours for the placement.
2. Active participation in supervision throughout the placement.
3. Participation in 3-way meetings.
4. Evidence of consideration of community, youth and families values and ethical practice.

Fieldwork Supervisors receive a briefing on the criteria, including a focus on assessment issues. The final recommendation on fieldwork practice to the Exam Board is the responsibility of the University tutor, who utilises:

- Report from Fieldwork Supervisor
- Evidence from discussions at 3-way meetings, any evidence from observations of practice, and any further discussion with students
- Student's Placement Portfolio, including learning contract, reflective diary and relevant evidence (outlined in assessment guidance in module handbook).
- External Examiner's comments, if appropriate.

Glossary of Assessment Methods

Method	Description
Critical Review	A critique of a selected text or activity or conversation.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Learning Resource	A resource made to use in a practice setting or within the community of practice.
Placement Portfolio	A file containing learning contract, reflective diary and evidence of practice, and other associated assessment requirements.
Portfolio (research, practical or project portfolio)	A tutor-specified collection of assessments covering the learning outcomes of the module, which usually takes several different forms such as essays, reports, evaluations, presentations or tasks utilising various media formats.
Poster	A visual explanation of ideas for a specified audience.
Practical Project	A piece of practical work undertaken, by an individual or a group, which may include the production of a resource. This will include creativity, problem-solving, and innovation.
Practitioner Research Report	An extended piece of work carried out by an individual student, on a relevant topic of their choice. It may involve scholarly primary research and/or a critical analysis of published works.
Presentation (individual / group)	Clearly structured verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates knowledge and analysis.
Project	A piece of creative/practical work which might include the production of a teaching environment or resource.
Reflective Recording	A piece of writing rooted in own practice, utilising a reflective practice epistemological approach and appropriate methods/tools/techniques.
Research Proposal	A detailed proposal to design a small-scale research study.
Self-Assessment	A critically reflective account of development of self, usually set against identified learning needs
Structured Assignment	A tutor-specified format usually related to an extended piece of research and / or own reflective practice.

8. Exemptions to University Regulations

N/A

9. Experiential Placement Learning

There are placement modules at each level as shown in the table below:

Level	Term	Module Code	Credits	Indicative placement hours
4	2	CYFC51	20	12 weeks part time
5	3	CYFD51	20	12 weeks part time
6	2	CYFD51	20	12 weeks part time

The focus of each level of experiential placement is intrinsically linked to the associated taught modules in that level to support students to apply their academic learning to their practice.

Placements are managed in accordance with the University Placement Work-based and Placement Learning Policy (2022). Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and internationally. Fieldwork Supervisors are provided with a Supervisor's Handbook that outlines the placement requirements, placement assessment processes and supervision requirements and briefings annual briefings are held to provide inform, update and share learning between the field and the University.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YWCW55	Engaging with Learning: Youth & Community Work	20	40% practical 60% coursework	1	Compulsory	Condonable
YWCW51	Intro to YCW: Principles and practices	20	100% coursework	1	Compulsory	Condonable
YWCW52	Interpersonal communication and relationship skills	20	100% coursework	2	Compulsory	Condonable
CYFC51	Experiential Placement 1	20	100% coursework	2	Compulsory	Non-condonable
YWCW53	Diversity, inclusion and social justice	20	50% coursework 50% practical	3	Compulsory	Condonable
YWCW54	Issues and Interventions	20	50% coursework 50% practical	3	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWD51	Policy & Practice	20	60% coursework 40% practical	1	Compulsory	Condonable
YCWD53	Developing and leading projects	20	30% coursework 70% practical	1	Compulsory	Condonable
YCWD52	Youth & Community Practice in the Digital World	20	60% coursework 40% practical	2	Compulsory	Condonable
YCWD54	Practitioner Research	20	50% coursework 50% practical	2	Compulsory	Condonable

CYFD51	Experiential Placement 2	20	40% coursework 60% practical	3	Compulsory	Non-condonable
CYFD52	Families, friends and communities	20	100% coursework	3	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWH51	Organising, Leading & Managing Practice	20	100% practical	1	Compulsory	Condonable
YCWH53	Working in and with communities	20	50% practical 50% coursework	1	Compulsory	Condonable
YCWH52	Changing Practice: contemporary controversies and dilemmas	20	70% coursework 30% practical	2	Compulsory	Condonable
CYFH51	Experiential Placement 3	20	100% practical	2	Compulsory	Non-condonable
YCWH54	My Professional Identity	10	100% coursework	3	Compulsory	Condonable
YCWH55	Practitioner research report, aimed at publication	30	100% coursework		Compulsory	Non-condonable

The University's Educational Gain Model provides 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

1. Research & enquiry
2. Global citizenship with a particular focus on education for sustainable development
3. Data literacy
4. Leadership & influence
5. Creative & critical thinking
6. Subject expertise
7. Linking theory and practice through reflection

Threads Level 4

Module Code	Module Title	Thread
YCWC55	Engaging with Learning: Youth & Community Work	3, 5, 6, 7
YCWC51	Intro to YCW: Principles and practices	2, 6, 7

YCWC52	Interpersonal communication and relationship skills	1, 5, 6, 7
CYFC51	Experiential Practice L4	1, 3, 4, 6, 7
YCWC53	Diversity, inclusion and social justice	1, 2, 3, 6, 7
YCWC54	Issues and Interventions	1, 3, 4, 5, 6, 7

Threads Level 5

Module Code	Module Title	Thread
YCWD51	Policy & Practice	1, 3, 4, 6, 7
YCWD53	Developing and leading projects	1-7
YCWD52	Youth & Community Practice in the Digital World	1, 3, 4, 5, 6, 7
YCWD54	Practitioner Research	1-7
CYFD51	Experiential Practice L5	1, 3, 4, 6, 7
CYFD52	Families, Friends and Communities	1, 2, 3, 5, 6, 7

Threads Level 6

Module Code	Module Title	Thread
YCWH51	Organising, Leading & Managing Practice	1-7
YCWH53	Working in and with communities	1, 4, 5, 6, 7
YCWH52	Changing Practice: contemporary controversies and dilemmas	1-7
CYFH51	Experiential Practice L6	1, 3, 4, 6, 7
YCWH54	My Professional Identity	1-7
YCWH55	Practitioner research report	1-7

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Professional Advisory Group (PAG) comprises of representatives from local organisations and alumni from Plymouth Marjon Youth and Community Work programmes. They contribute to the programme through an annual meeting with a focus on placements, and to programme reviews and revalidations.

In addition to this, the University recognises the importance of ongoing 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, nationally and internationally.

The engagement of a wide range of practitioners and employers in the field is facilitated through formal and informal meetings that help ensure the courses remain relevant in terms of current practice, and aware of regional developments. The University sees it has a significant role to play in developing a 'community of practice' and student participation is an integral part of this.

13. Academic Progression Opportunities

Graduates can progress on to postgraduate study at Marjon or other institutions. Programmes may include:

- MA Youth & Community
- MA Social Policy
- Coaching & Mentoring
- MRes

14. Employability and Career Progression Opportunities

The pedagogical underpinning of this professional education programme, the skills, knowledge, behaviours and values that students develop, enable them to find and gain employment in the service of others, in particular within placement modules, and holistically through the programme, notably where the threads of Leadership & influence (4) and Linking theory to practice through reflection (7) are evident; please see threads table in Section 10. Successful completion of the programme signals to employers advanced professional scholarship and practice experience. Students make use of university-wide available resources to support them to prepare for their career journey pre and post-graduation.

Graduates progress to a range of careers in areas of work with young people and communities, for example, youth work, community development, work with families, youth justice, school inclusion, housing and public health. Examples of the roles graduate progress to include Community Worker, Youth Support Worker, Children & Families Worker, Outreach Worker, Early intervention Worker, Youth Mentor and Project Worker. In whatever career they choose, they bring a practice grounded in the theory and practice of community-based informal education.

Employability skills developed on the programme include:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.

- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills developed on the programme include:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto, online tutorials). They are also able to participate in digital assessment such as online quizzes, and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. 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 University's 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 Tutor 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 and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Employers and fieldwork practitioners (many of whom are alumni) provide feedback through discussions with University Tutors at placement visits, at the briefing and where possible at events hosted by the University. The 'e-community of practice' platform enables on-going dialogue between students, practitioners, employers and the University.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies 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 at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

