

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BA (Hons)
<b>1.5 FHEQ Level:</b>	6
<b>1.6 Programme Title:</b>	Youth and Community Work
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time –
<b>1.8 School:</b>	Institute of Education
<b>1.9 HECoS Code:</b>	100466
<b>1.10 Collaborative Provision Arrangement:</b>	None
<b>1.11 UCAS Code(s):</b>	L530
<b>1.12 Admission Criteria:</b>	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.
<b>1.13 Accrediting Professional Body/PSRB:</b>	National Youth Agency
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Youth and Community Work (2017)
<b>1.15 Other External Points of Reference:</b>	<a href="#">Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework</a> Professional Validation & Curriculum Requirements (NYA 2019) LSI YW00: Youth Work National Occupational Standards (2012) JNC Framework
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	Placements are an integral part of the programme and are completed and assessed at every level of the programme as follows: 20 credits at level 4, 40 credits at level 5 and 20 credits at level 6.
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	September 2018
<b>1.21 Date of Commencement:</b>	September 2019

**1.22 Review Date:**

By August 2025

## **2. Programme Outline**

Youth & Community Work 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 youth & community workers facilitate and support. It is focussed 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 BA (Hons) Youth & Community Work is a single honours programme which leads to both an academic award and the professional qualification in youth work (JNC). It provides a high quality educational experience which offers students significant and challenging opportunities for personal, professional and academic development in order that they develop as effective reflective practitioners, with the understanding and skills required to work effectively as informal educators 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.

### **2.1 Integrating Sustainability into the Curriculum**

The programme's curriculum and pedagogy seeks to enhance graduates' capabilities to contribute to sustainable and just societies as individuals and as professional 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 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 will reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

## **3. Distinctive Features**

The primary focus of this programme is the professional formation of youth & community workers. Youth & Community Work is a distinctive body of professional practice held together by a commitment to a set of shared values; participation, inclusion, empowerment, partnership and learning. The task of youth work is to plan, provide, manage and evaluate appropriate experiences of learning, challenge and reflection. The knowledge, skills and attitudes to deliver this work forms the bedrock of this course.

Professional practice is a key element of what makes this professional programme distinct. Students' ability to apply academic theory to the direct work with young people and communities is crucial to their achievement of professional status. 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 professional practitioner status.

Promote understanding of young people and communities in the context of difference and inequality through which students develop inclusive and anti-oppressive practice.

Promote understanding of youth and community work characterised by its attention to values, principles, purposes and processes, and enable students to develop an educational practice 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 Learning Outcomes

### **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 youth & community 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. A comprehensive understanding of the role of the youth & community worker as informal educator and of different models, approaches and methods of practice.
4. An awareness of their professional role and their contribution to partnership, integrated teams and multi-professional practice.
5. An 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. The ability to analyse policies and practices in the light of a range of theoretical perspectives.
7. The ability to articulate and defend the criteria on which intellectual and professional judgements are made.
8. Confidence and flexibility in using their knowledge and understanding critically to locate and justify a personal position in relation to their role.
9. The ability to conduct research within an ethical research framework relevant to youth & community 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 youth & community work practice.
11. Skilful interpersonal and intervention work with individuals and groups.
12. The ability to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.

13. The ability to manage self, staff and resources, including a commitment to continuing professional development in response to change.
14. The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours and be able to make informed judgements on complex ethical and professional issues.

### **Transferable / key skills:**

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

15. The ability to communicate effectively in a variety of forms.
16. The ability to work effectively as a member of a team and select leadership responsibility where appropriate.
17. The ability to select and manage information using appropriate ICT.
18. The ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
19. The confidence to challenge received opinion and engage in professional debate.

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 (LS1 YW00).

## **6. 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 will employ in their youth & community 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 and in some modules students act as co-producers. We aim to develop student approaches to learning which 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 young people and communities.

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 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.

Additionally, students are assigned a Personal Development Tutor who will provide support via 1:1 and tutor group meetings for the duration of the programme. The Personal Development Tutor role contributes to ensuring an holistic approach to personal and professional development supported by module specific support and learning.

### **Glossary of Learning and Teaching Modes**

<b>Method</b>	Description
<b>Briefing</b>	The provision of relevant information relating to a specific topic usually associated with professional practice placements and dissertation.

<b>Directed Study</b>	Time set aside by the lecturer for learners to study a particular subject.
<b>Discussion</b>	Formal discussion on a particular matter in which a range of perspective is explored.
<b>E-Learning/Electronic Material</b>	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.
<b>Enquiry-based Learning/Problem-Based Learning</b>	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.
<b>Fieldwork</b>	Experiential learning through engagement in professional practice placements.
<b>Fieldwork Supervision</b>	Formative process between student and fieldwork supervisor to support the development of reflective practice.
<b>Groupwork</b>	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.
<b>Independent Study</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own. Can include internet resources, sound and video files on LS, book and handout based exercises
<b>Lecture</b>	Subject introduced and delivered by the lecturer in a specific time which transmits information.
<b>Practical</b>	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.
<b>Seminar</b>	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.
<b>Supervision</b>	Guidance and support during the research study that can be conducted via telephone, e mail or skype
<b>Tutorial (1:1 or group)/Group Meetings</b>	Tutorials offer guidance, supervision and support and can be conducted F2F or via telephone, e mail or skype.
<b>Video</b>	Students view educational videos for academic content.
<b>Workshop</b>	Learning which is 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.

<b>3 Way Meeting</b>	The student actively engages in dialogue in relation to their work with the placement tutor and fieldwork supervisor in order to gain constructive feedback to enable development.
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## 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 will 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 will be a central component 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 learning space. 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 providing 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 MeLT team.

## 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 requirements of the National Youth Agency and 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 two External Examiners 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 are 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 YCWC01 to support students' transition to higher education; here students submit a draft to receive feedback which is then used to improve the work. Self-assessment is used in placement modules to support students to develop their skills in reflective practice and collaborative assessment is used in YCWD2. An overview of each year's assessment details with dates is provided on Learning Space. Module Outlines or their equivalent provide the details of individual assessment tasks.

### Assessment of Professional Practice

The assessment of professional practice is by pass / fail. Students must pass practice 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. Completion of placement hours
2. Active participation in supervision throughout the placement
3. Participation in 3-way meetings
4. Evidence of competence in line with the National Occupational Standards
5. Evidence of consideration of Youth Work 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:

- Fieldwork supervisor's Report
- Evidence from discussions at 3-way meetings / any evidence from observations of practice, and any further discussion with students
- Student's Placement File, including a learning contract, a reflective diary and relevant evidence
- External Examiner (Fieldwork)'s comments, if appropriate.

#### Glossary of Assessment Modes

Method	Description
<b>Blog</b>	On-line critical commentary related to a series of posted material allowing students to interact and learn from one another.
<b>Contribution to group paper</b>	Work produced by an individual engaged in collaborative effort, guided by tutor, usually in written form.
<b>Course work</b>	Work to be completed that links to the Module Learning Outcomes and accrues credit
<b>Critical Review</b>	A critique of a selected text or activity
<b>Dissertation</b>	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.
<b>Essay</b>	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
<b>Learning Resource</b>	A resource made to use in a practice setting or within the community of practice.
<b>Placement File</b>	A file containing learning contract, reflective diary and evidence of National Occupational Standards and other associated assessment requirements.
<b>Portfolio/Research Portfolio/Rationale Portfolio</b>	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.
<b>Poster</b>	A visual explanation of ideas for a specified audience

<b>Practical project</b>	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.
<b>Practitioner-Research Dissertation</b>	An in-depth independent study of 10000 words. This will be a practice-related/practitioner research project which should indicate the capacity to synthesise a range of elements on the programme and undertake independent research.
<b>Presentation (Individual / group)</b>	Clearly structured verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates knowledge and analysis.
<b>Project</b>	A piece of creative/practical work which might include the production of a teaching environment or resource.
<b>Reflective recording</b>	A piece of writing rooted in own professional practice, utilising a reflective practice epistemological approach and appropriate methods/tools/ techniques.
<b>Research proposal</b>	A detailed proposal to design a small-scale research study.
<b>Self-assessment</b>	A critically reflective account of development of self, usually set against identified learning needs.
<b>Structured assignment</b>	A tutor-specified format usually related to an extended piece of research and / or own reflective practice.

## 8. Exemptions to University Regulations

The BA (Hons) Youth & Community Work is a single honours programme which leads to both an academic award and a professional qualification and hence there are specific regulations that apply.

To qualify for the BA (Honours) Youth and Community Work the student must:

Pass all professional practice modules with an overall grade of 40% or above

Meet the attendance requirements as described below

### Student Attendance

The programme has a minimum requirement of 80% attendance necessary to ensure professional formation. Attendance on-site is recorded electronically via a 'check in /check out' system across the University. Students' use of the VLE is also recorded electronically. Data is accessed for monitoring purposes by Module Leaders and the Programme Leader. The system flags any student whose engagement drops supporting the Personal Development Tutor / Programme Leader to make appropriate intervention in order to identify and support the student to address the cause.

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

Students can only transfer into the programme at level 5 or 6 if they have credits from another professionally endorsed Youth & Community Work programme. The academic award and the professional status are inextricably linked and cannot be conferred separately. Where students are awarded academic credits but have failed to meet the professional requirements of the placement modules, they may transfer at each level to the BA (Hons) Youth & Community Studies programme. Students successfully graduating from the course will receive certification /

transcripts that clearly state that the programme meets the requirement for professional validation by the National Youth Agency and is therefore recognised by the Joint Negotiating Committee conferring professional qualification status in Youth & Community Work in England.

## 9. Work-Based Learning/Placement Learning

Placement learning is integral to the programme. There are placement modules at each level as shown in the table below:

Level	Semester	Module Code	Credits	Indicative Placement hours	Total hours
1	A & B	YCWCP1	20	2 days a week across 16 weeks	256
2	B	YCWDP1 & YCWDP2	40	10 weeks full-time	370
3	A	YCWHP1	20	2 days a week across 11 weeks	176

The focus of each level of placement is intrinsically linked to the associated taught modules in that level to support students to apply their academic learning to their practice, see NOS Mapping Matrix for detail (p.15).

Placements are managed in accordance with the University Placement Work-based and Placement Learning Policy (2016). 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.

Students who transfer to the BA (Hons) Youth & Community Studies complete two experiential placement modules as follows:

Level	Semester	Module Code	Credits	Hours
5	A	PRUD03	20	35
6	A	PRUH02	20	70

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">YCWC01</a>	Introduction to Youth and Community Work: Principles & Practices	20	100% Coursework	Semester A	Compulsory	Condonable

<a href="#">YCWC02</a>	Interpersonal Communication & Relationship Skills	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">YCWC05</a>	Engaging with Learning: Youth & Community Work	20	80% Coursework 20% Practical	Semester X	Compulsory	Condonable
<a href="#">YCWC03</a>	Diversity, Inclusion & Social Justice	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">YCWC04</a>	Issues & Interventions	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">YCWCP1</a>	Professional Practice 1	20	100% Coursework	Semester X	Compulsory	Non-Condonable

### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">YCWD01</a>	Policy & Practice	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<a href="#">YCWD02</a>	Participatory Groupwork	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">YCWD03</a>	Developing & Leading Projects	20	30% Coursework 70% Practical	Semester X	Compulsory	Condonable
<a href="#">YCWD04</a>	Practitioner Research	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
<a href="#">YCWDP1</a>	Professional Practice 2	20	30% Coursework 70% Practical	Semester B	Compulsory	Non-Condonable
<a href="#">YCWDP2</a>	Professional Practice 3	20	100% Practical	Semester B	Compulsory	Non-Condonable

### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">YCWH01</a>	Organising, Leading & Managing Practice	20	100% Practical	Semester A	Compulsory	Condonable
<a href="#">YCWHP1</a>	Professional Practice 4	20	100% Practical	Semester A	Compulsory	Non-Condonable
<a href="#">YCWH02</a>	Changing Practice: Contemporary	20	70% Coursework 30% Practical	Semester B	Compulsory	Condonable

	Controversies and Dilemmas					
<a href="#">YCWH03</a>	Working in and with Communities	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">YCWHD1</a>	Practitioner Research Project	40	100% Practical	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

Additional notes:

- Semester B is extended by 4 weeks to facilitate placement hours

Whilst the course is a full-time course they may be particular circumstances that prevent a student from completing a full-time programme of study. When this is the case an individualised programme of study is negotiated. An indicative example of a part-time course of study is provided below.

Level	Year	Semester	Module code	Credit
4	1	A	YCWC01	20
4		A	YCWC02	20
4		X	YCWC05	20
4		B	YCWC03	20
4	2	X	YCWCP1	20
5		A	YCWDP2	20
4		B	YCWC04	20
5	3	A	YCWDP3	20
5		X	YCWDP4	20
5		B	YCWDP1	20
5		B	YCWDP2	20
5	4	A	YCWDP1	20
6		A	YCWH03	20
6		B	YCWHP1	20
6	5	X	YCWHD1	40
6		A	YCWH01	20
6		B	YCWH02	20

### Programme Structure: BA (Hons) Youth & Community Studies

Students who are, for whatever reason, unable to meet the professional requirements will be offered a transfer to the award of BA (Hons) Youth & Community Studies at level 5 or level 6. Students who are experiencing difficulties with meeting the professional requirements will firstly be supported by their Personal Development Tutor (PDT) to explore the issues of concern and to ascertain whether these issues can be resolved (for example by extending the fieldwork practice). If the issues cannot be resolved then the PDT will discuss the option of transfer to this non-professionally qualifying route. The BA (Hons) Youth & Community Studies route allows students to continue their studies in the area of their interest and students graduating with this award may wish to take up the MA in Youth & Community Work to achieve the professional qualification or proceed to other relevant post-graduate study.

This route has a prescribed curriculum at level 4 and 5. At level 6 students choose two options; one in semester A and one in semester B.

Semester A	Semester B
Compulsory Modules	
PRUH02: Experiential Placement	YCWH03: Working in and with Communities

SSCHD1: Dissertation	
Optional Modules	
PAEH03: Global Education and Sustainability or SEDH02: Critical Issues in Disability and Care	PRUH03: Leadership & Quality in Education or PRUH04: Supporting Children and Young People

These are shared across a range of programmes as follows:

Semester	Module Code	Associated with... (C= core; O=optional)
A	SEDH02	Special Educational Needs& Disabilities (C); Psychology (O)
A	PAEH03	Social Science (O); Performing Arts Education (O)
B	PRUH03	Childhood Practice (C); Primary Education (C); Performing Arts Education (C)
B	PRUH04	Childhood Practice (C); Primary Education (O); Education Studies (C)

## BA (Hons) Youth & Community Studies

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">YCW01</a>	Introduction to Youth and Community Work: Principles & Practices	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">YCW02</a>	Interpersonal Communication & Relationship Skills	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">YCW05</a>	Engaging with Learning: Youth & Community Work	20	80% Coursework 20% Practical	Semester X	Compulsory	Condonable
<a href="#">YCW03</a>	Diversity, Inclusion & Social Justice	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">YCW04</a>	Issues & Interventions	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">YWC01</a>	Professional Practice 1	20	100% Coursework	Semester X	Compulsory	Non- Condonable

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
YCW01	Policy & Practice	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable

YCWD02	Participatory Groupwork	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PRUD06</a>	Global Childhoods	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">CPRD01</a>	Interprofessional Practice & the Child's Voice	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PRUD03</a>	Experiential Placement	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PRUD05</a>	Educational Research	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">PRUH02</a>	Experiential Placement	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SEDH02</a>	Critical Issues in Disability & Care	20	70% Coursework 30% Practical	Semester A	Optional	Condonable
<a href="#">SSCHD1</a>	Dissertation	40	100% Coursework	Semester X	Compulsory	Non-Condonable
<a href="#">PAEH03</a>	Global Education and Sustainability: Formal and Informal Learning & Change	20	100% Coursework	Semester A	Optional	Condonable
YCWH03	Working in and with Communities	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PRUH03</a>	Leadership & Quality in Education	20	100% Coursework	Semester B	Optional	Condonable
<a href="#">PRUH04</a>	Supporting Children & Young People	20	60% Coursework 40% Practical	Semester B	Optional	Condonable

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

The National Youth Agency

## 12. Professional Advisory Group

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 meetings that help ensure the courses remain relevant in terms of current practice, and

aware of regional developments. Following the demise of the Regional Youth Work Unit, the University sees it has a significant role to play in developing a 'community of practice' and student participation will be an integral part of this.

### **13. Academic Progression Opportunities**

Student can progress on to postgraduate study, for example:

- MA in Youth & Community Research & Leadership (for those who achieve the professional qualification)
- MA in Youth & Community Work (for those who graduate with the BA (Hons) in Youth & Community Studies)
- MA in Social Policy
- Certificate in Coaching & Mentoring
- MRes Social Science
- Related M level courses of study offered by other Universities.

### **14. Employability and Career Progression Opportunities**

The pedagogical underpinning of this profession education programme, the skills, knowledge and values that the students develop, enable them to find and gain employment in the service of others. Successful completion of the BA (Hons) Youth & Community Work programme signals to employers advanced professional scholarship and practice experience. It also indicates that graduates have met the requirements for professional qualification status in Youth and Community work. 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 Youth Worker, Children & Families Worker, Outreach Worker, Early intervention Worker, Youth Mentor and Project Worker. In whatever career they choose, they bring a professional practice grounded in the theory and practice of community-based informal education. The professional qualification is recognised nationally and valued internationally, allowing graduates to seek employment in a wide range of contexts.

### **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 seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Students are invited to participate in the National Student Survey (NSS). In addition feedback at programme level is achieved through mid-module evaluation, end-of-semester evaluation and through cohort-level annual evaluation. These evaluations are conducted via survey and face-to-face meetings.

The Student Staff Liaison Group meets twice a year. This group brings forwards issues and solutions and receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Student Experience Council and Department and Faculty Leadership teams.

## **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.



