Programme specification
MSc Child and Youth Wellbeing
PG Certificate Child and Youth Wellbeing

School: Sport
Entry in: September 2017
Awarding Institution: York St John University
Teaching Institution: York St John University
Delivery Location: York St John University
Programme/s Accredited by: Not applicable
Exit Awards: PG Diploma Child and Youth Wellbeing
PG Certificate Child and Youth Wellbeing

UCAS Code / GTTR / Other: Not applicable
Joint Honours Combinations: Not applicable
QAA Benchmark Group(s): QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7)
Mode/s of Study: Full-time 1 year
Part-time normally 2 years
Language of Study: English

Introduction and Special Features
The School of Sport is proposing to offer a suite of post-graduate programmes around Child and Youth Studies. The proposed programmes are underpinned by the research conducted by members of The Unit for Child and Youth Studies. The Unit is a multi-disciplinary research unit which undertakes research pertaining to young people locally, nationally and internationally. Students will benefit from and be encouraged to attend the research seminar series offered by the Unit. The main remit of the unit is to undertake and disseminate research relating to the behaviour and wellbeing of children and young people. These post-graduate opportunities include:

- MA in Child and Youth Sport
- MSc in Child and Youth Wellbeing
- MSc in Child and Youth Sport and Exercise Science

The masters are for those students who wish to pursue a career working with children and young people and those already in related professions. Each award is also available as a Post-Graduate Certificate for those practitioners who want to engage continuing professional development without committing to a full masters award.

Wellbeing in adolescence has attracted much research attention in recent years, with a number of studies highlighting the poorer psychological wellbeing of UK youth compared to youth from other nations, (UNICEF, 2007). The MSc in Child and Youth wellbeing explores aspects of wellbeing and risky behaviour in children and young people, from a multi-disciplinary perspective through the exploration of contemporary research and policy. Students are given the opportunity to explore different aspects of wellbeing and risky behaviours in childhood and adolescence. On the masters you will also discuss key issues in physical and emotional wellbeing, predictors of poor wellbeing and at risk groups. Students explore different forms of risky behaviours in children and teenagers and explore intervention strategies designed to address these issues.
For students wishing to pursue a career the masters’ programmes provide a solid grounding in key theoretical and research debates and enable students to engage with work related learning developing employability skills that are essential for career progression. For professionals already working with children and young people the masters enables them to continue their professional development. In particular, the masters offer an opportunity to critically engage with the multi-disciplinary nature of the field, enable professionals to apply new knowledge and evaluation skills to their professional environment and be part of an active and research environment, working with academics with expertise in the areas. The team has links with local child and youth based organisations and all students will be able to engage with professionals working in related fields.

**Admissions Criteria**

In addition to the University’s general entry criteria for postgraduate study, you must have:

- A first or 2(I) undergraduate honours degree. In cases where exceptional performance on the final year project, mitigating circumstances or relevant professional experience can be demonstrated, applicants may be considered who have a 2(II).
- Applicants whose first language is not English should have IELTS at grade 6.5 or above (including a minimum of 5.5 in each component) or another YSJ approved English Language qualification.
- Acceptance onto the course will also be subject to DBS disclosure.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see [https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/](https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/)).

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

**Programme Aims**

The overall aim of the programme is to develop graduates adept in using the evidence base to think critically and systematically apply contemporary knowledge related to Child and Youth Wellbeing. This programme will enable graduates to demonstrate a critical awareness of a range of complex multi-disciplinary applied and research scenarios associated with Child and Youth Wellbeing and, where appropriate, inform knowledge and practice in the field. These aims will be achieved through demonstration of the Programme Outcomes which are distinguished into the required knowledge and understanding, research and intellectual skills, and professional development skills.

**Programme Learning Outcomes**

**Level 7 / FHEQ L7**

Students who gain the Post Graduate Certificate Child and Youth Wellbeing will have demonstrated:

Knowledge and understanding of:

- A systematic understanding of knowledge related to Child and Youth Wellbeing
- Current problems and/or new insights in Child and Youth Wellbeing
- Multi-disciplinary theoretical approaches to deal with complex Child and Youth Wellbeing issues systematically and creatively
- Ethical, moral, safety, sustainability and legal considerations associated with Child and Youth Wellbeing including relevant legislation and professional codes of conduct
Research and intellectual skills to:
- Analyse, integrate and apply key theories and concepts at the forefront of knowledge in Child and Youth Wellbeing
- Identify, organise and synthesise complex information related to Child and Youth Wellbeing into a coherent reasoned argument

Professional development skills to:
- Critically reflect upon their own professional and academic practice and appreciate the independent learning ability required for continuing professional development
- Effectively communicate with a range of specialist and non-specialist audiences, specifically including young people and other professionals

In addition students who gain the Post Graduate Diploma Child and Youth Wellbeing will have demonstrated:

Knowledge and understanding of:
- Methodological approaches and established techniques of research and enquiry applied to create knowledge at the forefront of Child and Youth Wellbeing

In addition students who gain the MSc Child and Youth Wellbeing will have demonstrated:

Research and intellectual skills to:
- Critically evaluate established and novel research methodologies utilised in Child and Youth Wellbeing research to create ethical and appropriate research questions
- Act autonomously in planning, conducting, reporting and evaluating an approved sustained piece of ethical research related to Child and Youth Wellbeing

Professional development skills to:
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks

**Programme Structure**

**Modules for the Programme**

<table>
<thead>
<tr>
<th>Code</th>
<th>Semester</th>
<th>Title</th>
<th>Credits</th>
<th>Status of Module*</th>
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<tbody>
<tr>
<td>MCY002</td>
<td>1</td>
<td>Contextualising Child and Youth Wellbeing</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>MID182</td>
<td>1</td>
<td>Research Methods</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>MCY005</td>
<td>2</td>
<td>Risk, Childhood and Youth Culture</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>MCY004</td>
<td>2</td>
<td>Child and Youth Health Enhancing Physical Activity</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>MID183</td>
<td>2/3</td>
<td>Research Paper</td>
<td>60</td>
<td>C</td>
</tr>
</tbody>
</table>

*C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective.
Teaching, Learning and Assessment

In order to achieve the programme aims each module provides a range of approaches to teaching, learning and assessment. These include standard lectures, group discussions, student led discussions, tutorials and workshops. Extensive use of the VLE will be employed involving online discussion forums, worksheets and quizzes and will draw upon the principles of the School’s Technology-Enhanced Learning framework.

Students will normally need to attend the University for direct timetabled contact one day each week. Alongside this direct contact students can expect to be required to participate in a range of supported open learning and independent study tasks that may require them to attend campus and utilise the virtual learning environment.

Students will be required to engage in the following assessment strategies: essays, critical analyses, poster presentations, group presentations, case studies, research proposals and an independent piece of research.

Progression and Graduation Requirements

The University’s general regulations for postgraduate awards apply to this programme. Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Internal and External Reference Points

This programme specification was formulated with reference to:

- University Mission Statement [see page two]
- Strategic Plan 2015-20 [see page four]
- QAA subject benchmark statement
- Framework for Higher Education Qualifications

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised:
first entry to the programme in 2014
Mode of study amended by Registry QSC PASP 25/04/17, updated July 2017