

Programme Specification

- BA (Hons) Youth & Community Work (with JNC Qualification)
- BA (Hons) Youth & Community Studies
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| 1. | Awarding Institution | York St John University |
| 2. | Teaching Institution | York St John University |
| 3. | Delivery locations (if different to Teaching Institution) | N/A |
| 4. | Programme(s) Accredited by (professional/statutory body) | External validation by National Youth Agency |
| 5. | School offering the Programme(s) | Education |
| 6. | Final Award(s) | BA (Hons) Youth and Community Work (with JNC qualification) |
| 7. | Interim Awards | <ul style="list-style-type: none"> • Certificate of Higher Education in Youth & Community Studies (Level 4) • Diploma of Higher Education in Youth & Community Studies (Level 5) • BA (Ord) Youth and Community Studies (Level 6 exit Award) • BA (Hons) Youth and Community Studies (Level 6 exit Award) |
| 8. | Programme Title(s) | BA (Hons) Youth and Community Work |
| 9. | UCAS Code / GTTR / Other | |
| 10. | Approved Combinations (for Joint Honours programmes only) | n/a |
| 11. | QAA Benchmark Group(s) | Youth and Community Work (2009) |
| 12. | Applicable to Year of Entry to the Programme(s) | 2016 |
| 13. | Date Produced/Revised | May 2012, September 2014 (no change) From 2014/15 delivery the sem of delivery of 2YC003 and 2YC005 changed (QSC PASP 21.11.14) |

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| 14. | <p>Mode of Study</p> <p>The programme is offered in the following modes of study:</p> <p>Full-time: Over 3 years Part-time: Over 5 years Distance/distributed learning: n/a</p> |
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| 15. | Introduction and Special Features |
| 15-a | <p>Introduction</p> <p>The proposed BA Youth & Community Work enhances the offer of learning and professional training for the children's workforce at YSJU. The new programme extends the range of learning available through existing courses with the School of Education and enables the University to attract a wider range of students. Establishment of the programme is one of the objectives within the School Operating Plan. The proposed BA will have professional validation for youth and community work and therefore also increases the range of professionally validated programmes at YSJU.</p> |

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| | <p>Youth work with young people recognises that young people need opportunities to meet friends, form new relationships, have fun and find support. It seeks to widen young people's horizons and develop their understanding of self and the world around them. It is concerned with participation, informal learning, equalities and community development as well as young people's welfare and rights. Youth work values, methods and activity are unique within the spectrum of work with young people and enable positive work with young people in a very wide range of contexts.</p> <p>This new degree programme is designed to meet the needs of those wishing to qualify as professional youth and community workers. The programme explores a range of theory from sociology, education, social psychology, sports and arts, counselling and social policy to develop the understanding and skills for youth and community work. Modules include working with individuals, group work, community development, informal working with vulnerable young people and leadership and management.</p> <p>The programme is also characterised by specific values deemed applicable to community and youth work practice including a commitment to collaborative learning and democratic participation, and its engagement with debates around ethical dilemmas likely to emerge in professional practice - consistent with the NYA's (2004) statement of values and principles for ethical conduct in youth work.</p> <p>The programme contains work-based learning at each level, leading to a minimum of 888 hours professionally supervised placement experience in two different organisations to support professional learning in delivering, leading and managing youth work.</p> <p>The degree will be professionally validated by the National Youth Agency so that graduates are JNC professionally qualified in youth and community work.</p> |
| <p>15-b</p> | <p>Special features of the programme.</p> <p>Level 4 100 hours professional Fieldwork Placement over 10 weeks Level 5 400 hours professional Fieldwork Placement over 18 weeks Level 6 390 hours professional Fieldwork Placement over 15 weeks</p> <p>Overall minimum of 888 hours' work- based learning in the form of three supervised professional Fieldwork Placements. At least 888 hours of fieldwork placements is required for achievement of the BA(Hons) award with JNC professional qualification and that at least 50% of this time is direct contact with young people.</p> <p>'Young people' refers to those aged 13-19 years (in accordance with section 4.1 of the National Youth Agency guidelines for JNC validated programmes)..</p> <p>Full attendance is necessary across all elements of the programme to secure professional formation and to meet University Regulations. A minimum of 80% attendance across all elements of the programme is required for JNC Professional Validation.</p> <p>The programme has been developed in close partnership with agencies concerned with youth and community work. Partnership with these agencies will be a feature of the programme, to support provision of professional Fieldwork Placements and on-going professional relevance.</p> |
| <p>16.</p> | <p>Criteria for Admission</p> <p>Admission to the programme will be in accordance with the Admissions Policy, undergraduate with the provisos made i - v below due to the nature of the course. It is anticipated that students seeking to enrol on the programme will come from diverse backgrounds. Existing programmes within the Children, Young People & Education area e.g. Foundation Degree Working with Children and Young People, can demonstrate an</p> |

excellent track record in respect of the achievements of non-traditional students and we intend to ensure that opportunities for such students are maintained. This reflects the University regulations 3.5.1 and 3.5.2 on the admission of students with non-standard entry criteria.

The distinctive features of the admissions process for this programme are prior relevant experience of work with young people, assessment of readiness for the programme and fitness to practice.

The proposed entry requirements are:

- i. *UCAS tariff*: refer to relevant online prospectus page.
- ii. *University minimum entry qualifications*: see Admissions Policy
- iii. *Experience*: prior experience of working with young people in a relevant context either paid or voluntary necessary, normally equivalent to one full day per week for 6 months.
- iv. *Interview*: to assess readiness for the programme and the capacity to develop and achieve the required professional competences.
- v. *Evidence of fitness to practice*: a satisfactory Enhanced CRB check and satisfactory medical questionnaire prior to commencement of programme.

APL, APCL and APEL

Prospective mature students who do not possess the academic requirements detailed at i or ii above may be enrolled at Level 4 at the discretion of the Head of Programme and Registry provided that requirements iii, iv and v can be met.

Entry point to the degree programme will usually be at the start of Level 4. Students wishing to transfer from Joint Negotiating Committee for Youth and Community Work-validated programmes will be considered for entry at the start of Level 5 and Level 6, dependant on their previous course of study being compatible and their ability to successfully complete the full degree programme including JNC requirements.

In addition to the standard university requirements for advanced entry the external validating body stipulates that evidence must clearly supports a level of professional formation equal to that of students already on the programme. More specifically:

- General:
[Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#) procedures for the programme operate within the University procedures;
The university only accepts tangible and assessable evidence, such as original certificates or transcripts, of a similar level of attainment in a comparable programme of study in an equivalent institutional setting;
- Academic learning:
This should be obtained by completing modules within a JNC programme or by demonstrating academic understanding from completing related academic study, so that by the end of the third level they have met the full curriculum requirements as laid out in 3.1 National Youth Agency Professional Validation: Guidance and Requirements and youth work is evident at each level of student learning.
- Professional practice:
Field practice will be completed on another JNC validated youth work programme, and/or by the end of the third level 888 hours of supervised practice (a minimum of 50 % direct engagement with young people aged 13 – 19) will have been completed.
- Transfer from a non-JNC degree level:
- The formally supervised practice from a non-JNC degree level programme, with related learning and practice for working with young people, can only be APL if:
 - practice has been supervised and assessed with reports written by both supervisor and student;

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| | <ul style="list-style-type: none"> • practice was predominantly with the 13 – 19 age group (a minimum of 50 % direct engagement with young people); • practice involved group work; • practice took place in a range of contexts; • practice involved work on social and personal development learning achieved covers, and has been mapped to the National Occupational Standards for Youth Work. <p>Vocational Qualifications We will also consider other relevant professional qualifications.</p> <p>Please note:</p> <ul style="list-style-type: none"> • GCSE/GCE O level passes must be at grades A-C. • We welcome A2 General Studies and the JNC endorsed Certificate / Diploma in Youth Work and will accept grades in these qualifications as meeting part of the entry requirement. <p>This information is for guidance.</p> |
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| 17. | <p>Programme Aims</p> <p>The programme aims to deliver an undergraduate programme that will provide a challenging and high quality academic and professional training for existing and future practitioners in youth and community work. The Programme has 3 broad aims</p> <ol style="list-style-type: none"> 1 To promote the professional formation of youth and community workers as skilled and transformational practitioners working with young people and communities. 2 To develop professional knowledge and understanding through engagement with issues, dilemmas and possibilities within youth and community work in order to embrace difference, challenge prejudice and promote social justice. 3 To develop opportunities for students to demonstrate the values, skills, confidence and professional qualities necessary to achieve the standards for JNC Professionally Qualified Status. <p>These programme aims are achieved through offering a structure which seeks to enable students to demonstrate their competence in subject-specific and generic outcomes, as identified within the QAA Subject Benchmarks and the National Occupational Standards for Youth and Community Work for England (2009). Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice. Subject area theory and practice are taught at all 3 levels, with specialist modules to develop key skills and understanding e.g. working with groups and individuals, leadership and management. Generic skills are embedded across all programme modules.</p> <p>Professional youth and community workers will need to adapt their practice throughout their careers in response to changes in the delivery and management of youth work and resulting from shifts in community needs and social policy. The course therefore aims to support students in learning to respond creatively to change. The programme has a focus on enabling learners to become reflective critical practitioners who are actively thinking at an advanced level when engaging with individuals and groups. This will include encouraging learners to recognise the effects of injustice and to develop inclusive and anti-oppressive practice in their own contexts.</p> <p>The programme seeks to do this by encouraging students to develop a critical understanding of community and youth work issues, informed by theoretical debates</p> |
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| | and research at the forefront of the discipline, and develop a desire to search out new knowledge commensurate with the demands for developing professional practice. It aims to facilitate opportunities for students to develop their conceptual understanding in order that they are able to critically evaluate research, scholarship, and different policies, practices and approaches to community and youth work. The programme prepares students for professional practice. |
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| 18-1 | YSJU Level 4 |
| 18-1a | <p><u>Level 4 Programme Outcomes</u></p> <p>Level 4 (Certificate of Higher Education)</p> <p>Students who gain the award specified will have demonstrated the following learning outcomes. These underpin the level of assessment and shape of learning within the programme at Level 4.</p> <ul style="list-style-type: none"> • Acquire and organise straightforward information appropriate to the study of youth and community work. • Demonstrate a basic understanding of the core values, principles and ethics of youth work. • Demonstrate knowledge and understanding of key concepts, content and theoretical perspectives associated with studying youth and community work. • Analyse basic concepts, theories and practice of youth and community work in a systematic way. • Demonstrate an ability to apply appropriate approaches to problem solving within youth and community work contexts. • Apply, at a basic level, their developing value system to their work. • Apply perspectives, skills and knowledge to demonstrate an understanding of youth and community work practice. • Communicate effectively using a straightforward range of skills appropriate for the audience. • Demonstrate the ability to present a structured and coherent simple argument. • Acquire and organise information appropriate to the study of youth and community work. • Evaluate youth and community work theory and practice at a basic level and make sound judgements relating to youth and community work. <p><i>Subject Specific professional learning outcomes</i></p> <ul style="list-style-type: none"> • Demonstrate professional competencies from the National Occupational Standards for Youth Work as identified for Level 4 in the Course Fieldwork Placement Handbook and Programme Mapping of QAA Subject Bench Marks and National Occupational Standards across all modules. |

| 18-1b | <p><u>Level 4 Programme Structure and Content</u></p> <p><i>Modules for the Programme)</i></p> <table border="1" data-bbox="351 280 1380 761"> <thead> <tr> <th data-bbox="351 280 486 548">Code</th> <th data-bbox="486 280 917 548">Title</th> <th data-bbox="917 280 997 548">Credits</th> <th data-bbox="997 280 1077 548">Semester</th> <th data-bbox="1077 280 1189 548">BA Youth & Community Work (with JNC qual)</th> <th data-bbox="1189 280 1284 548">BA (Hons) Youth & Community Studies</th> <th data-bbox="1284 280 1380 548">BA (Ord) Youth & Community Studies</th> </tr> </thead> <tbody> <tr> <td data-bbox="351 548 486 604">1YC001</td> <td data-bbox="486 548 917 604">Youth Work Theory and Practice 1</td> <td data-bbox="917 548 997 604">20</td> <td data-bbox="997 548 1077 604">1</td> <td data-bbox="1077 548 1189 604">CP</td> <td data-bbox="1189 548 1284 604">CP</td> <td data-bbox="1284 548 1380 604">CP</td> </tr> <tr> <td data-bbox="351 604 486 638">1YC002</td> <td data-bbox="486 604 917 638">Working with Individuals</td> <td data-bbox="917 604 997 638">20</td> <td data-bbox="997 604 1077 638">1</td> <td data-bbox="1077 604 1189 638">C</td> <td data-bbox="1189 604 1284 638">C</td> <td data-bbox="1284 604 1380 638">C</td> </tr> <tr> <td data-bbox="351 638 486 672">1YC003</td> <td data-bbox="486 638 917 672">Youth in Society</td> <td data-bbox="917 638 997 672">20</td> <td data-bbox="997 638 1077 672">1</td> <td data-bbox="1077 638 1189 672">C</td> <td data-bbox="1189 638 1284 672">C</td> <td data-bbox="1284 638 1380 672">C</td> </tr> <tr> <td data-bbox="351 672 486 705">1YC004</td> <td data-bbox="486 672 917 705">Fieldwork Placement 1</td> <td data-bbox="917 672 997 705">20</td> <td data-bbox="997 672 1077 705">2</td> <td data-bbox="1077 672 1189 705">CP</td> <td data-bbox="1189 672 1284 705">CP</td> <td data-bbox="1284 672 1380 705">CP</td> </tr> <tr> <td data-bbox="351 705 486 739">1YC005</td> <td data-bbox="486 705 917 739">Working with Groups</td> <td data-bbox="917 705 997 739">20</td> <td data-bbox="997 705 1077 739">2</td> <td data-bbox="1077 705 1189 739">C</td> <td data-bbox="1189 705 1284 739">C</td> <td data-bbox="1284 705 1380 739">C</td> </tr> <tr> <td data-bbox="351 739 486 761">1YC006</td> <td data-bbox="486 739 917 761">Inclusion and Diversity</td> <td data-bbox="917 739 997 761">20</td> <td data-bbox="997 739 1077 761">2</td> <td data-bbox="1077 739 1189 761">C</td> <td data-bbox="1189 739 1284 761">C</td> <td data-bbox="1284 739 1380 761">C</td> </tr> </tbody> </table> <p data-bbox="351 772 1396 862">The professional Fieldwork Placement will be arranged in consultation with the students and partners to ensure a best fit between placement provider opportunities and student learning requirements.</p> <p data-bbox="351 884 1396 985"><i>Status of Module will be either:</i> C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective</p> | Code | Title | Credits | Semester | BA Youth & Community Work (with JNC qual) | BA (Hons) Youth & Community Studies | BA (Ord) Youth & Community Studies | 1YC001 | Youth Work Theory and Practice 1 | 20 | 1 | CP | CP | CP | 1YC002 | Working with Individuals | 20 | 1 | C | C | C | 1YC003 | Youth in Society | 20 | 1 | C | C | C | 1YC004 | Fieldwork Placement 1 | 20 | 2 | CP | CP | CP | 1YC005 | Working with Groups | 20 | 2 | C | C | C | 1YC006 | Inclusion and Diversity | 20 | 2 | C | C | C |
|--------|--|---------|----------|---|-------------------------------------|---|-------------------------------------|------------------------------------|--------|----------------------------------|----|---|-----------|-----------|-----------|--------|--------------------------|----|---|----------|----------|----------|--------|------------------|----|---|----------|----------|----------|--------|-----------------------|----|---|-----------|-----------|-----------|--------|---------------------|----|---|----------|----------|----------|--------|-------------------------|----|---|----------|----------|----------|
| Code | Title | Credits | Semester | BA Youth & Community Work (with JNC qual) | BA (Hons) Youth & Community Studies | BA (Ord) Youth & Community Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC001 | Youth Work Theory and Practice 1 | 20 | 1 | CP | CP | CP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC002 | Working with Individuals | 20 | 1 | C | C | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC003 | Youth in Society | 20 | 1 | C | C | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC004 | Fieldwork Placement 1 | 20 | 2 | CP | CP | CP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC005 | Working with Groups | 20 | 2 | C | C | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1YC006 | Inclusion and Diversity | 20 | 2 | C | C | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18-1c | <p><u>Level 4 Teaching and Learning and Assessment Strategies</u></p> <p data-bbox="351 1075 1396 1321">There will be an emphasis in each module upon participation and student interaction. Whilst there will be lecturer-led input, the sessions will not be purely didactic. Students will be expected to arrive with questions/ideas, to be prepared with readings, and there will be opportunities for them to lead some parts of the session as individuals or in a group. It is through this approach that ideas can best be examined, defended, justified and reflected upon. The programme is designed so that there is a progressive shift by all modules in the overall balance of time a student spends in independent compared to tutor-supported learning.</p> <p data-bbox="351 1332 1396 1489">An underpinning feature of learning and teaching is fostering the professional formation of youth and community workers. This requires students to develop their understanding of values, skills, processes, self and others in relation to youth work theory and practice. Students do this through exploring their combined experiences within professional placements, within the group, through engaging with theory and independent research.</p> <p data-bbox="351 1500 1396 1624">To support the range of learning and teaching and placements within the programme a small team of visiting lectures and placement supervisors is being developed. These colleagues work alongside the full time academic staff, providing capacity for placement supervision and specialist professional input into the programme.</p> <p data-bbox="351 1635 1396 1859">The Fieldwork professional practice placement will be arranged in consultation with the students and partners to ensure a best fit between placement provider opportunities and student learning requirements. The Fieldwork professional practice placement takes place within Semester 2, to give students time to settle into the course and the institution. Both the L1 and L2 placements are normally within the same organisation, allowing students the opportunity to engage with practice in a setting over a 15 month period. The L1 placement takes place over a 10 week period, February to April.</p> <p data-bbox="351 1870 1396 2018">The varieties of assessment strategies are learning-driven. This diversity of approaches means that we can be 'sensitive and responsive' to 'new and unconfident learners' and ensure that we do not 'present another barrier to successful achievement' (Flexible Learning Framework). For students who have not been in a learning situation for a while, this variety will enable them to learn in a more sympathetic context. We also want</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

to develop the ability of our students to articulate their views and arguments, being able to hold these up to examination by others and to justify them. This is done best when there is an opportunity to discuss those views, and it is through this process of dialogue and questioning that students will become more confident and assured in expressing themselves in both a verbal and written context.

The range of assessment strategies e.g. are specifically chosen to facilitate the professional formation of youth and community workers both academically and as practitioners.

Teaching strategies that students will experience:

- lectures
- visiting speakers
- workshops and group work
- individual / group tutorials
- seminars
- case study and simulation exercises
- VLE
- self-directed group work and projects
- visits
- peer-to-peer learning and discussion
- collective problem-solving and participative enquiry-action learning
- practice learning opportunities.

Assessment strategies that students will experience:

- reflective writing
- essays
- reports
- presentations
- work-based portfolios
- development of practice resources
- peer learning tasks e.g. video recording of using of communication skills, small group debate
- observation of practice.

Arrangement for retrieving failure

The formative assessment processes within the fieldwork placements are designed to alert the University of any students at risk of not meeting the required standards. Additional support and guidance will be available to help students improve and reach a suitable standard to pass the placement. The structure of the programme means that students can opt to extend the time on the placement and in many instances this is sufficient to enable a placement to become successful. It is uncommon for students to change setting part way through a placement module. In the event of this being the most suitable option for a student, an alternative placement will be sought.

Students can re-sit placement modules. Placement modules are pre-requisites for progression to the next level and the timing of placements allows for a re-sit at Level 4, Level 5 and Level 6 (before August SAP). In this event, placement support will be available to students.

Fieldwork Placement

A minimum of 100 hour professional Fieldwork Placement is an integral part of the Module 1YC004. The Fieldwork Placement will commence in week 6 of semester 1 and include a visit to the placement. Fieldwork Placement sessions will continue each week of Semester 2.

The award of Higher Education Certificate in Youth and Community Work

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| | Students exiting the programme at Level 4 will receive the award of Higher Education Certificate in Youth and Community Work subject to the University's standard regulations. This award does not have JNC professional validation. |
| 18 2 | YSJU Level 5 |
| 18-2a | <p><u>Level 5 Programme Outcomes</u> Level 5 (Diploma of Higher Education)</p> <p>Students who gain the award specified will have demonstrated the following learning outcomes. These underpin the level of assessment and shape of learning within the programme at Level 5 and apply across all L2 modules.</p> <ul style="list-style-type: none"> • Acquire and analyse data and information from a wide range of secondary sources and being able to acquire and appreciate primary data relevant to the study of youth and community work. • Demonstrate an awareness of research strategies particular to the area of youth and community work. • Demonstrate an increasingly broad understanding of the values, ethics and principles of youth and community work. • Demonstrate an increasingly broad understanding of key theories, contexts and practice of youth and community work. • Analyse more complex concepts, theories and issues that impact upon youth and community work in a systematic way, demonstrating an understanding of the complexities and ambiguities. • Apply a more developed value system to their work and demonstrate more in-depth reflection on their work. • Demonstrate an ability to select and apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner and developing practitioner. • Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences and present a coherent and more in-depth argument. • Apply a range of theoretical perspectives, concepts and practice skills to differing situations and issues relevant to the field of youth and community work, including those associated with work-based settings. • Evaluate processes and outcomes within youth and community work, including their own practice in order to make increasingly informed judgements, recognising the limitations of their own current professional development. <p><i>Subject Specific professional learning outcomes</i></p> <ul style="list-style-type: none"> • Demonstrate professional competencies from the National Occupational Standards for Youth Work as identified for Level 5 in the Course Fieldwork Placement Handbook) and Programme Mapping of QAA Subject Benchmarks and National Occupational Standards across all modules. |
| 18-2b | <p><u>Level 5 Programme Structure and Content</u></p> <p>Students normally return to the organisation / setting where their L1 Fieldwork Placement took place. The L1 Fieldwork Placement begins in January and runs for 18 weeks. A sustained Fieldwork Placement was a direct need identified by partners during the consultation process.</p> |

| Modules for the Programme | | | | | | |
|----------------------------------|--|---------|----------|---|-------------------------------------|------------------------------------|
| Code | Title | Credits | Semester | BA Youth & Community Work (with JNC qual) | BA (Hons) Youth & Community Studies | BA (Ord) Youth & Community Studies |
| 2YC001 | Youth Work Theory and Practice 2 | 20 | 1 | CP | CP | CP |
| 2YC002 | Community Development | 20 | 1 | C | C | C |
| 2YC003 | Leading and Managing Youth & Community Work | 20 | 2 | C | C | C |
| 2YC004 | Fieldwork Placement 2 | 40 | 2 | CP | CP | CP |
| 2YC005 | Connecting Practice: inter-professional, integrated and partnership work | 20 | 1 | C | C | C |

Status of Module will be either:
C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective

18-2c **Level 5 Teaching and Learning and Assessment Strategies**

For teaching, learning and assessment strategy see level 4.

Learning and teaching strategies that students will experience at Level 5:

- lectures
- workshops
- tutorials
- seminars
- VLE
- creative arts and sports-based learning
- data collection
- self-directed group work and projects
- visits
- peer-to-peer learning and discussion
- collective problem-solving and participative enquiry-action learning
- practice learning opportunities.

The range of assessment strategies e.g. are specifically chosen to facilitate the professional formation of youth and community workers both academically and as practitioners. Assessment strategies that students will experience:

- leading and participating in group work activity.
- essays
- reports
- case study
- presentations
- work-based portfolios
- research projects e.g. community profile, annotated bibliography
- group work and peer learning tasks
- observation of practice.

Fieldwork Place
A 400 hour professional Fieldwork Placement is an integral part of the Module 2YC004.

The Fieldwork Placement will commence in week 6 of semester 1 and include a visit to the placement provider, prior to when the block 4 day placement or agreed alternative placement schedule commences in January. Fieldwork Placement sessions will continue each week of Semester 2 until late May. Students needing to undertake their placement over an extended period of time may, subject to University approval, commence their placement early or extend to the end of Semester 2.

The award of Higher Education Diploma in Youth and Community Work

Students exiting the programme at Level 4 will receive the award of **Higher Education Diploma in Youth and Community Work** subject to the University’s regulations. This award does not have JNC professional validation.

18-3 YSJU Level 6

18-3a Level 6 Programme Outcomes

Level 6 Bachelor’s degree with Honours in Youth and Community with JNC Professional Validation

A graduate will be able to:

- Acquire, critically analyse and present information, with an increasing emphasis on accessing primary sources independently.
- Display critical engagement with primary sources and secondary materials.
- Demonstrate critical engagement with recent research and scholarship and be able to show awareness of debates at the forefront of the discipline.
- Demonstrate an ability to recognise and compare multiple, competing and complex perspectives and challenge the status quo and dominant ideas.
- Critically engage with current debates on key concepts and contested issues.
- Demonstrate the ability to accurately deploy and evaluate enquiry methods relevant to youth and community work practice.
- Demonstrate the ability to contextualise the practice of youth work, community education and community development in society and policy.
- Demonstrate an in-depth conceptual understanding of the values, principles and ethics supporting the rationale for practice interventions.
- Locate the inter-professional context and references for their professional practice.
- Synthesise theory and professional practice to critically evaluate complex contexts or issues, approaches, processes and outcomes within youth and community work.

Subject Specific professional learning outcomes

- Demonstrate professional competencies from the National Occupational Standards for Youth Work as identified for Level 6 in the Course Fieldwork Placement Handbook) and Programme Mapping of QAA Subject Benchmarks and National Occupational Standards across all modules.

18-3b Level 6 Programme Structure and Content

Modules for the Programme)

| Code | Title | Credits | Semester | BA Youth & Community Work (with JNC qual) | BA (Hons) Youth & Community Studies | BA (Ord) Youth & Community Studies |
|--------|--|---------|----------|---|-------------------------------------|------------------------------------|
| 3YC004 | Fieldwork Placement 3 | 40 | 1 and 2 | CA | C | C |
| 3YC002 | Research Study in contemporary youth and | 40 | 1 and 2 | C | C | C |

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| | community work | | | | | |
| 3YC001 | Youth Work Theory and Practice 3: Applied youth and community practice | 20 | 2 | CA | C | C |
| 3YC003 | Young People, globalisation and comparative youth studies | 20 | 2 | C | C | C |
| <p>The professional Fieldwork Placement will be arranged in consultation with the students and partners to ensure a best fit between placement provider opportunities and student learning requirements. The Fieldwork Placement at Level 6 must be in a different and separate setting and context to the Level 5 placement.</p> <p><i>Status of Module will be either:</i> C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective</p> | | | | | | |
| 18-3c | <p><u>Level 6 Teaching and Learning and Assessment Strategies</u></p> <p>For teaching, learning and assessment strategy see level 4.</p> <p>Learning and Teaching strategies that students will experience at level 6:</p> <ul style="list-style-type: none"> • lectures • workshops • tutorials • seminars • VLE • self-directed group work and projects • visits • peer-to-peer learning and discussion • collective problem-solving and participative enquiry-action learning • practice learning opportunities. <p>Assessment strategies that students will experience at level 6:</p> <ul style="list-style-type: none"> • essays • reports • presentations • work-based portfolios • research proposal • dissertation • observation of practice <p>A 390 hour professional Fieldwork Placement is an integral part of Module 3YC004. The Level 6 Fieldwork Placement will commence at the beginning of Semester 1. This is a block 4-day placement (or agreed alternative placement schedule) The Fieldwork Placement sessions will continue until the start of Semester 2 normally over a 15 week period. There is the option for students to commence the Fieldwork Placement earlier, subject to University approval, in order to undertake the placement over a longer period. Students needing to continue their placement into Semester 2, subject to students having reasonable overall course workloads, may do so with University approval.</p> | | | | | |

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| 19. | <p>Progression and Graduation Requirements</p> <p>The University's general regulations for undergraduate/postgraduate awards apply to this programme.</p> <p>In addition, the following specific programme regulations apply in respect of progression and graduation:</p> <ul style="list-style-type: none"> • Level 4 modules 1YC001 and 1YC004 must be successfully completed prior to progressing to level 5; • Level 5 modules 2YC001 and 2YC004 must be successfully completed prior to progressing to level 6; • Level 6 modules 3YC001 and 3YC004 must be successfully completed in order to gain the award of BA (Hons) Youth & Community Work with JNC qualification. |
| 20. | <p>Internal and External Reference Points</p> <p>This programme specification was formulated with reference to:</p> <ul style="list-style-type: none"> • University Mission Statement [see page two] • QAA Subject Benchmark Statement for Youth and Community work (2009) • National Occupational Standards for Youth and Community Work (2008) NYA • Professional Validation: guidance and requirements Consultation with partners • CCWD Common Core of Skills and Knowledge for the Children's and Young People's Workforce NC • Framework |
| 21. | <p>Further Information</p> <p>Further information on the programme of study may be obtained from:</p> <ul style="list-style-type: none"> • Admissions Entry Profile (Admissions) • Programme validation document (Registry – Academic Standards) • Regulations (Registry – Academic Standards) • Student programme handbook (school) • Module handbooks (school) |

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