

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Bachelor of Arts (BA) Honours
1.5	FHEQ Level:	4, 5, 6
1.6	Programme Title:	Youth and Community Work
1.7	Mode and Duration of Study:	Full Time, 3 years, Part Time, 6 Years
1.8	UCAS Code(s):	L530
1.9	Admission Criteria:	<p>Interest in and experience of working with young people in community settings.</p> <p>Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) clearance</p> <p>All suitable applicants are interviewed to assess the applicant's capacity to develop and achieve professional competence.</p>
1.10	Accrediting Professional Body/ PSRB:	National Youth Agency (NYA)
1.11	QAA Subject Benchmarking Group(s):	Youth and Community Work (2009)
1.12	Other External Points of Reference:	<p>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (2008)</p> <p>National Occupational Standards (LSI YW00)</p> <p>CWDC Common Core of Skills and Knowledge (2010)</p>
1.13	Language of Study (<i>for learning, teaching and assessment</i>):	English
1.14	Work-Based Learning Arrangements:	<p>Placements are an integral part of the programme and are completed and assessed at every level of the programme as follows: 40 credits at level 4, 60 credits at level 5 and 20 credits at level 6.</p> <p>Placements are managed in accordance with the University Placement Learning Policy and</p>

		supported by the Placement Co-ordinator.
1.15	Foundation Degree Progression Routes:	
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	September 2013
1.18	Date of Commencement:	1 st September 2014
1.19	Review Date:	By 31 st August 2020

2. Programme Outline

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.

This programme provides a high quality educational experience through which students develop the necessary knowledge, understanding and skills to work effectively as informal educators with young people and communities, and also as reflective practitioners able to practise collaboratively with other professionals in the context of the integrated workforce. Professional practice is a key element of what makes the programme distinct; students apply their academic knowledge and understanding to their direct work with young people and communities, a crucial factor in their achievement of professional status.

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.

3. Programme Aims

The programme aims to:

1. 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;
2. promote understanding of young people and communities in the context of difference and inequality through which students develop inclusive and anti-oppressive practice;
3. 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;

4. 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;
5. aid 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.

4. Programme Learning Outcomes

The programme outcomes are informed by the Youth and Community Work Subject Benchmarks and the National Occupational Standards for Youth Work.

Knowledge and Understanding

By the end of this programme students should be able to demonstrate an informed and critical understanding of:-:

1. Key concepts and theoretical frameworks relevant to youth and community work practice;
2. Relevant social structures, cultural dynamics, psychological processes, and their impact on the lives of individuals, communities and institutions;
3. The role of the youth and community worker as informal educator and an understanding of different models, approaches and methods of practice;
4. Their professional role and their contribution to partnership, integrated teams and multi-professional practice;
5. The centrality of values and critical reflective practice.

Intellectual skills

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

6. Analyse policies and practices in the light of a range of theoretical perspectives;
7. Articulate and defend the criteria on which intellectual and professional judgements are made;
8. Use their knowledge and understanding critically to locate and justify a personal position in relation to their role as a professional youth & community worker;
9. Engage in practitioner research within an ethical research framework relevant to youth and community work to develop youth work practice and provision.

Practice skills

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

10. Foster democratic and inclusive practice and contribute to wider developments of young people's service;
11. Demonstrate highly skilled interpersonal and intervention work with individuals and groups of young people;
12. Select, plan and evaluate appropriate approaches from a range of intervention; methods to facilitate young people's individual and collective learning and development;
13. Manage self, staff and resources, including a commitment to continuing professional development needs of self and others in response to change;

14. Operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours and be able to make informed judgements on complex ethical and professional issues.

Key /Transferable Skills

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

15. Communicate effectively in a variety of forms;
16. Work effectively as a member of a team and select leadership responsibility where appropriate;
17. Select and manage information using appropriate ICT;
18. Select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving;
19. Have 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):

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

5. Learning and Teaching Methods

Enhancing learning opportunities for students is a key priority and as such the teaching team are committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate. A range of learning and teaching approaches is currently utilized to enable flexible, student-centred learning and emphasis is placed on working in small groups, starting from strengths and encouraging active participation. The use of both mixed programme groups and uni-programme groups is managed to support the ability to work collaboratively with others and the development of a strong professional identity. 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.

Students are encouraged to bring examples of their practice to the sessions to enable discussion and enhance their and others' learning. Practice-based learning is central to the programme and this is integrated into the programme. Fieldworkers are central to student's learning and professional development in their role as fieldwork supervisors where they assist the students' task of relating and integrating theory and practice.

Glossary of Teaching and Learning terms

A variety of teaching and learning processes are used to enable these learning outcomes to be achieved. These include;

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 discussion.

Guest speakers	Using specialists from the field to present to students.
Independent 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 on LS, book and handout based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Placement	Learning takes place in an authorised agency setting, with a focus on designated NOS. Placement learning includes briefings, workshops, field work, supervision and Tutor field visits.
Presentation	Involves individuals or small groups of students researching, preparing and presenting information to their peers.
Problem-based Learning	A research-based learning method in which students are encouraged to solve problems, both theoretical and practical, which are set in a real world framework. Students work together in small groups supported by the lecturer.
Seminar	A group of people developing an area that has already been introduced on the course – involves reading, review or observation of resources followed by discussion and feedback.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6. Assessment

The programme is assessed in accordance with the University's Assessment Regulations and Procedures. The purpose of assessment is to indicate to staff and students the attainment 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. A wide 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 within the University. Electronic submission and audio assessment feedback are welcomed, 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. At level 5 and 6 there is a mixture of controlled (e.g. presentation) and open assessment (e.g. essays or assignments). Self assessment is used in level 4 and level 5 placement modules, and supports students to develop their reflective practice. 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.

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

A range of assessment modes are used, including;

Community Profile

A picture of the community, built on objective information and subjective information with the aim of identifying some of the needs and potential resources of the community in order to provide baseline data for action that enhances the wellbeing of all.

Critical Review

A critique of a selected text or activity.

Dissertation

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.

Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Literature Review	A critical review of scholarly articles, books and other sources (e.g. dissertations, conference papers) relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.
Oral Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.
Placement File	A file containing learning contract, reflective diary and evidence of National Occupational Standards and other associated assessment requirements.
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media.
Poster Presentation	A visual and verbal presentation of complex academic material demonstrating appropriate critical knowledge and understanding concerning a chosen theme.
Reflective Journal	A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within professional practice, debates, literature and theory.
Reflective Recording	A piece of writing rooted in own professional practice, utilising a reflective practice epistemological approach and appropriate methods/tools/ techniques.
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.

7. Programme Specific 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 modules with an overall score of 40% or above

- Meet the attendance requirements as described below

Attendance

Active monitoring of attendance is in accordance with the University's Student Monitoring and Attendance Policy and, therefore, is in accordance with the National Youth Agency's guidance that students cannot be adequately prepared for their professional role if they cannot demonstrate satisfactory attendance. In order to be eligible for progression to the next stage or for the award of BA (Honours) Youth and Community Work students need to achieve sufficient credits and to have met the attendance requirement of 80% or more for this programme. Registers are taken on all taught modules and attendance at placement is recorded by students and monitored by fieldwork supervisors. Any student who successfully gains module credits but who has not achieved the required 80% attendance level must either transfer credits to another programme or re-sit the module to progress on this 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) Children and Young People programme.

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) and the University's 'Assessment of Fitness for Professional Practice'.

8. 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	Placement hours	Total hours
4	A	CYCCP2H	10	90 hours (6 wks @ 15 hours)	90
	B	CYCCP3	20	216 hours (12 wks @ 18 hours)	306
5	B	CYCDP4-6	60	444 hours (12 wks @ 37 hours)	750
6	A or B	CYCHP1A / B	20	140 hours (10 wks @ 14 hours)	890

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 below for summary;

Level 1 Professional Practice Placement	
Learning and development	Building and developing educative relationships with young people

focus	
NOS focus	A1: Build relationships and engage with young people A2: Engage with the local community B1: Facilitate the learning and development of young people through youth work B3: Promote young people's self awareness, confidence and participation B4: Promote access to information and support C1: Engage in critical dialogue and work with young people in promoting their rights C2: Safeguard the health and welfare of young people C3: Promote inclusion, equity and the valuing of diversity C4: Fulfil regulatory and organisational requirements E1: Manage yourself
Associated taught modules	Youth and Community Work: Principles and Practice Communication in Context Social Inequalities and Anti-oppressive Practice Social Welfare and Social Theory
Level 2 Professional Practice Placement	
Learning and development focus	Managing and leading practice and delivery of a 'project'
NOS focus	A3: Build working relationships and networks B2: Plan and implement learning activities in youth work D1: Establish and prioritise requirements for youth work E4: Maintain health and safety in the workplace
Associated taught modules	Effective Groupwork Organising, Managing and Leading Practice Policy and Practice
Level 3 Professional Practice Placement	
Learning and development focus	Understanding the process of change and recognising and responding to arising dilemmas
NOS focus	D2: Plan and implement youth work strategy D3: Monitor and evaluate the effectiveness of youth work strategy and plans E2: Lead and manage others E3: Develop colleagues
Associated taught modules	Practitioner Research Changing Practice: Current Controversies and Dilemmas Variety of optional modules

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and internationally. Briefings are held twice a year to inform and update fieldwork supervisors. They are provided with a Supervisor's Handbook that outlines the placement retirements, placement assessment processes and supervision requirements.

20. Programme Structure

	Module Code	Module Title	Credits	Assessment			Semester/ Term [^]	C/O*	Non- condonable #
				%age Course work	%age Written exam	%age Practical exam			
Level 4	CYCC20	Youth and Community Work: Principles and Practice	20	100			A	C	√
	CYCC02	Communication in Context	20	100			A	C	√
	CYCCP2H	Professional Practice Level 1 A	10	100			A	C	√
	CYCC15H	Developing Profession Practice	10	100			A	C	√
	CYCC21	Social Policy and Social Welfare	20	100			B	C	√
	CYCC08	Social Inequalities and Anti-oppressive practice	20	100			B	C	√
	CYCCP3	Professional Practice Level 1 B	20	100			B	C	√
Level 5	CYCD07	Effective Groupwork	20	100			A	C	√
	CYCD11	Policy and Practice	20	100			A	C	√
	CYCD15	Organising, Managing and Leading Practice	20	100			A	C	√
	CYCDP4	Professional Practice Level 2 (1)	20	100			B	C	√
	CYCDP5	Professional Practice Level 2 (2)	20	100			B	C	√
	CYCDP6	Professional Practice Level 2 (3)	20	100			B	C	√
Level 6	CYCH09	Practitioner Research	20	100			A	C	√
	CYCHD5	Practitioner Research Project (1)	20	100			A	C	√
	CYCHD6	Practitioner Research Project (2)	20	100			B	C	√
	CYCHP1	Professional Practice Level 3	20	100			W	C	√
	CYCH13	Changing Practice: Current Controversies and Dilemmas	20	100			B	C	√
	CYCH02	Conflict and Conflict Resolution	20	100			A	O	√
	CYCH24	Feminism: Critical Perspectives for Practice	20	100			A	O	√
	SEDH02	Critical Issues in Disability and Care	20	100			W	O	√

CYCH05	Changing Welfare; Rights, Responsibility and Professional Practice	20	100			B	O	√
PRUH04	Supporting Children and Young People	20	60		40	B	O	√
SSCH06	Community Psychology	20	100			B	O	√
PAEH03	Global Education and Sustainability: Formal and Informal Learning and Change	20	100			A	O	√
CYCHIM	Independent study module	20	100			W	O	√

Key:

- ^ For modules delivered by semester:
 - A, B = Semester A or Semester B
 - W = modules offered in either Semester A or B
- * C = compulsory; O = optional
- # A √ indicates that the module is non-condonable on this programme (see p.8)

9. 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 and nationally.

The Professional Advisory Group is made up of a wide range of practitioners and employers in the field. This provides ongoing formalised liaison with the field to help ensure the courses remain relevant in terms of current practice, and aware of regional developments. Student representatives are invited to the Professional Advisory Group Meeting. The group meets once a semester, receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Department and Faculty Leadership teams.

10. Career Progression and Employability

The JNC qualification is a valued by employers and graduates are gaining employment in an ever-widening field. The proportion of graduates moving into the voluntary sector has increased (26% nationally) whilst those entering the statutory sector has declined (18% nationally), reflecting the changing nature of the youth work provision. There has also been an increase in the number of graduates going into community work related employment (figures taken from the NYA Annual Monitoring of Youth and Community Work programmes 2011/12).

The programme's pedagogy supports students to develop vital employability skills and attributes, for example through experiential and action-learning activities, through placement learning and through the central thread of reflection and integration. This enables graduates to be active rather than passive, to be responsive and adaptive to change,

confident and rigorous professional practitioners.

[https://www.marjon.ac.uk/about-marjon/institutional-documents/module-descriptors/cyc-modules/CYCH05 Changing Welfare Rights Responsibilities and Professional Practice.pdf](https://www.marjon.ac.uk/about-marjon/institutional-documents/module-descriptors/cyc-modules/CYCH05%20Changing%20Welfare%20Rights%20Responsibilities%20and%20Professional%20Practice.pdf)

11. Quality and Standards

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Board (MAB) and the Progression and Award Board (PAB). Programmes are reviewed annually through University's annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms. The quality of placements is assured through the normal University placement learning regulations and procedures. Feedback is continually sought from students, tutors and placement supervisors in regards to the appropriateness of placement agencies, particularly given the ever changing nature and context of youth work. The National Youth Agency conducts annual monitoring of the programme.

12. 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 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:

- A 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.

13.Key Information Set (KIS)

Proportion of time spent in various learning and teaching activities (from info on course page)

year	Lectures, seminars	Independent study	Placement
1	13%	59%	28%
2	10%	53%	37%
3	10%	37%	10%

Assessment (from info on course page)

year	Coursework	Written exams	Practical exams
1	98%	0%	2%
2	73%	0%	27%
3	79%	0%	21%

Programme Learning Outcomes (PLOs) mapped against Modules (Core modules identified in bold text)																					
	Module	Knowledge and Understanding					Intellectual Skills					Practical Skills					Transferable/Key Skills				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Level 4	CYCC20	✓	✓	✓	✓	✓	✓		✓		✓		✓					✓		✓	✓
	CYCC02	✓					✓					✓			✓	✓	✓	✓	✓	✓	
	CYCCP2H			✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓
	CYCC15H	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓	✓				
	CYCC21	✓	✓			✓	✓		✓		✓				✓			✓			✓
	CYCC08	✓	✓			✓	✓	✓	✓	✓	✓				✓						✓
	CYCCP3	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Level 5	CYCD07		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓
	CYCD11	✓	✓		✓	✓	✓	✓	✓		✓				✓		✓	✓		✓	✓
	CYCD15	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓
	CYCDP4	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CYCDP5	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓		✓	✓	✓	✓
	CYCDP6	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Level 6	CYCH09					✓	✓	✓	✓	✓						✓		✓	✓	✓	✓
	CYCHD5	✓		✓	✓	✓	✓	✓	✓	✓	✓					✓		✓	✓	✓	✓
	CYCHD6	✓		✓	✓	✓	✓	✓	✓	✓	✓					✓		✓	✓	✓	✓
	CYCHP1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	CYCH13	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓		✓	✓	✓	✓
	CYCH02	✓					✓	✓	✓			✓	✓			✓		✓	✓	✓	✓
	CYCH24	✓	✓	✓		✓	✓	✓	✓		✓				✓			✓	✓	✓	✓
	SEDH02	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓		✓		✓	✓
	CYCH05	✓	✓	✓	✓	✓	✓	✓	✓		✓					✓		✓	✓	✓	✓
	PRUH04	✓	✓	✓	✓	✓		✓				✓				✓	✓	✓	✓	✓	
	SSCH06	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	PAEH03	✓	✓			✓	✓	✓	✓		✓					✓		✓	✓	✓	✓
	CYCHIM	✓					✓	✓	✓									✓	✓	✓	✓

	Module	Lecture	Seminar	Group-work	E learning	Student presentations	Tutorials	Placement	Independent study	PB Learning	Briefings / workshops	Supervision	Guest speakers
Level 4	CYCC20	✓	✓	✓			✓		✓				
	CYCC02	✓	✓	✓									
	CYCCP2H							✓	✓		✓	✓	
	CYCC15H		✓	✓					✓				
	CYCC21	✓	✓	✓			✓		✓				
	CYCC08	✓	✓	✓			✓		✓				
	CYCCP3							✓	✓			✓	
Level 5	CYCD07	✓	✓	✓			✓		✓				
	CYCD11	✓	✓		✓	✓	✓		✓				
	CYCD15	✓	✓	✓					✓				
	CYCDP4							✓	✓		✓	✓	
	CYCDP5							✓	✓		✓	✓	
	CYCDP6							✓	✓		✓	✓	
Level 6	CYCH09	✓	✓				✓		✓		✓		
	CYCHD5								✓		✓	✓	
	CYCHD6								✓			✓	
	CYCHP1							✓			✓		
	CYCH13	✓	✓				✓		✓		✓		
	CYCH02	✓					✓				✓		
	CYCH24	✓	✓	✓	✓	✓	✓		✓				
	SEDH02	✓	✓	✓	✓		✓		✓				
	CYCH05	✓	✓		✓		✓		✓				✓
	PRUH04												
	SSCH06	✓	✓	✓			✓		✓	✓			✓
	PAEH03						✓		✓	✓			
CYCHIM						✓		✓					

	Module	Essay	Oral Pres.	Poster Pres.	Report	Learn. Contract	P'ment File	Critical Review	Struct. Assign.	Self Assess.	Com. Profile	Port-olio	Reflective Journal	Lit Review	Research Project
Level 4	CYCC20	✓													
	CYCC02	✓	✓												
	CYCCP2H										✓				
	CYCC15H				✓	✓									
	CYCC21											✓			
	CYCC08	✓			✓										
	CYCCP3						✓			✓			✓		
Level 5	CYCD07	✓						✓							
	CYCD11								✓						
	CYCD15	✓							✓						
	CYCDP4					✓	✓						✓		
	CYCDP5		✓							✓					
	CYCDP6							✓							
Level 6	CYCH09	✓	✓												
	CYCHD5													✓	
	CYCHD6														✓
	CYCHP1						✓		✓						
	CYCH13	✓	✓												
	CYCH02			✓					✓						
	CYCH24	✓	✓												
	SEDH02	✓	✓										✓		
	CYCH05	✓										✓			
	PRUH04														
	SSCH06	✓													
	PAEH03								✓						
CYCHIM	✓														

Programme Level Descriptors

Credit Level 4 (Certificate): Students awarded a qualification at this level will have demonstrated:

Knowledge and understanding	<ul style="list-style-type: none"> • factual and/or conceptual knowledge and understanding of key concepts and principles associated with youth and community work using appropriate terminology; • an awareness of ethical issues in youth and community work with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	<ul style="list-style-type: none"> • the ability to analyse using given classifications/ principles; • the ability to synthesise ideas and information in a predictable and standard format; • the ability to evaluate the reliability of data using defined techniques and/or tutor guidance; • the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of issues.
Practical skills	<ul style="list-style-type: none"> • the ability to operate in predictable, defined contexts using a range of youth and community work methods; • the ability to act with limited autonomy, under direction or supervision, within defined guidelines.
Transferable/key skills	<ul style="list-style-type: none"> • the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues); • the ability to work within an ethos appropriate to youth and community work, using and accessing a range of learning resources; • the ability to evaluate their own strengths and weaknesses within criteria largely set by others; • responsibility for their own learning with appropriate support; • the ability to communicate effectively in a variety of formats appropriate to the youth and community work and report practical procedures in a clear and concise manner; • the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues of the discipline.

Credit Level 5 (Diploma):

Students awarded a qualification at this level will have demonstrated:

<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • detailed knowledge of major theories of underpinning youth and community work and awareness of a variety of ideas, contexts and frameworks; • an awareness of wider social and environmental implications of youth and community work; • an ability to debate issues in relation to more general ethical perspectives.
<p>Intellectual skills</p>	<ul style="list-style-type: none"> • the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information; • the ability to reformat a range of ideas and information towards a given purpose; • the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; • the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
<p>Practical skills</p>	<ul style="list-style-type: none"> • the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; • the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
<p>Transferable/key skills</p>	<ul style="list-style-type: none"> • the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; • the ability to manage learning using resources relevant to youth and community work; • a professional working relationship with others; • the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; • the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; • the ability to take responsibility for own learning, with minimum direction; • the ability to communicate effectively and in a variety of formats appropriate to youth and community work, in a clear and concise manner; • the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.

Credit Level 6 (Honours):

Students awarded a qualification at this level will have demonstrated:

<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • comprehensive/detailed knowledge of major disciplines underpinning youth and community work, with areas of specialisation in depth; • an awareness of the provisional nature of knowledge; • an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
<p>Intellectual skills</p>	<ul style="list-style-type: none"> • the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to youth and community work; • the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision; • the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; • the ability to investigate contradictory information/identify reasons for contradictions; • confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
<p>Practical skills</p>	<ul style="list-style-type: none"> • the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard methods and practices; • the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.
<p>Transferable / key skills</p>	<ul style="list-style-type: none"> • the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; • the ability to manage own learning using full range of resources relevant to youth and community work; • the ability to work professionally; • confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; • the ability to seek and make use of feedback; • the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; • the ability to take responsibility for own work and be self-critical; • the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; • confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution

Last intake 2018/19