

MODULE SPECIFICATION FORM

Module Title: Fieldwork Placement Two – 'Effective Practice'	Level: 5	Credit Value: 60
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Module code: YCW504	Semester(s) in which to be offered: 2	With effect from: Sept 2011
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Existing/New: EXISTIN G	Title of module being replaced (if any):
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Originating Subject: Youth and Community Work	Module Leader: Paula Pope
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Module duration contact hours (4x3 hour workshops) directed directed private study:	600 12 360 228	Status: core/option/elective (identify programme where appropriate): CORE
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	0%
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Programme(s) in which to be offered: BA (Hons) Youth and Community Work	Pre-requisites per programme (between levels): NONE	Co-requisites per programme (within a level): Part-time students only be 'Management of Evidence Based Practice'
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<p>Module Aims:</p> <ol style="list-style-type: none"> 1. To demonstrate effective professional practice across the National Occupational Standards by drawing on the knowledge, understanding and skills gained from all taught and fieldwork modules undertaken within the programme to date. 2. To benefit from experience in a different practice location (from the previous first placement) by active reflection on the range of applications of youth work values, principles and processes within a range of diverse organisational contexts. 3. To undertake a needs analysis and develop a youth and community project in response to needs through formal planning, organising, implementation and evaluation of the negotiated developmental project. 4. To appreciate the importance of community, organisational and (inter)national (policy) contexts as drivers in the helping to define the precise nature of local service delivery and enhancement.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Critique their own practice as a reflective practitioner
2. Apply research methods to collate evidence of a genuine need within the host youth and community network.
3. Reflect on options for service delivery which addresses this need and negotiate a practical, context specific solution with the host placement supervision
4. Apply youth work theory to practice in the design, delivery and evaluation of a tailored service which directly addresses the self expressed needs of participants through a developmental project.
5. Demonstrate effective group work and intervention skills in face to face practice with service users and professional colleagues.
6. Apply an organised approach to the management of placement tasks, project record keeping, administrative systems and resources

Transferable/Key Skills and other attributes:

Research skills into needs analysis and interpretation

Negotiation and problem solving skills associated with developing a suitable developmental project that meets identified needs and contributes to practice of a specific placement agency.

Developed communication skills in verbal and written exchanges, with appropriate use of Information Technology.

Decision making skills appropriate to ethical and professional reflective practice.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). *Details of indicative assessment tasks must be included.*

Students are provided with a **Standard Assessment Pack** which provides a structure for them to show evidence of work undertaken which collectively evidences LOs 1-6.

Students undertake two assessment tasks:

Task 1 is the completion of the Standard Assessment Pack that includes the written community and organisation profile; a needs analysis that informs the developmental project; the report on the design, delivery and evaluation of the developmental project; supported by examples of 6 sessional recordings (80%).

Task 2 is an individual presentation to critique learning on a professional issue, to tutors and peers (20%)

Students are expected to maintain reflective recordings to monitor their own progress on placement learning. They are required to submit six examples of recordings as supporting evidence in an appendix to the developmental project report as indicated in the Standard Assessment Pack. The recording is written during placement at the time and is usually about 300 words long.

Students also provide evidence of their work on placement by:

- (1) **The Joint Assessment Statement** written with the Placement Supervisor that is jointly signed. The supervisor also recommends either a Pass or Fail for the placement.
- (2) **The Signed Timesheets** are signed by the Placement Supervisor evidencing the completion of 360 hours of practice (of which 50% must be face to face practice).
- (3) **Effective Practice Workshop/ Discussion Board contribution**

Further guidance on completing all assessment tasks is provided within the '**Effective Practice**' **Placement Guidelines**

Effective Practice Workshops are a regular feature of student support. Students are expected to attend all four workshops to contribute to group discussions on professional practice. Students are also expected to discuss these contributions in their reflective recordings and join in the online discussion boards about workshop topics.

These workshops will take place according to the following timetable and have identified **themes** as indicated below:

Week 2	Week 5	Week 7	Week 10
Effective Practice Learning Conversation Theme 1: Initial Impressions of Placement	Effective Practice Learning Conversation Theme 2: Problems and Solutions	Effective Practice Learning Conversation Theme 3: Professional Issues	Effective Practice Learning Theme 4: Concluding Reflections

Please Note: In the exceptional event of absence from a workshop, students **must** make an online contribution to the discussion board on the workshop theme.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1. Standard Assessment Pack for Fieldwork Placement Two – 'Effective Practice' and Appendices	LO 1, 2, 3, 4, 5, 6	1. Report Contents: - Community and Organisation Profile - Needs analysis for project - Report & Analysis of Developmental Project - 6 reflective recordings as evidence of development of practice	80%	-	3000 words (excluding recordings)
	LO 1	2. 'Effective Practice' Presentation to critique a Professional Issue	20%	20 mins	
		Appendices: 1. Joint Assessment Statement)	Pass/Fail		
		2. Completed and Signed Timesheets (to evidence 50% face to face contact)	Pass/Fail		
		3. Effective Practice Workshop/ Discussion Board contribution (100%)	Pass/Fail		

Note:

All elements of assessment must be passed in order to pass the module. Students who have been unsuccessful in this module may be permitted one further attempt to redeem their failure.

Learning and Teaching Strategies:

During the semester one module '**Management of Evidence Based Practice**' module students are prepared for the second fieldwork placement through lectures, group discussion, tutorials and guided study that supports student self-directed learning.

During the placement in semester two, tutors facilitate four half day themed **Effective Practice Workshops**. These sessions operate as professional conversations that enable students to reflect on their fieldwork experiences, develop professional understanding and apply theory to the development of their practice. The workshops run in conjunction with online discussion boards that also help students explore professional issues in their practice.

Syllabus outline:

The student will be provided with an opportunity to undertake the second fieldwork placement of **360 hours of supported practice** with a suitably experienced and qualified fieldwork supervisor, within an appropriate, Glyndwr approved, agency.

A context specific **Developmental Project** will be negotiated within the agency that relates clearly to the relevant **National Occupational Standards** and which allows the student to appropriately evidence their competence.

Students are encouraged to seek an actively beneficial relationship with the supervisor to discuss their practice in regular supervision meetings.

Students are also expected to reflect on their new learning from the placement and bring these journal entries into workshop discussions to help them address dilemmas and develop their understanding of professional practice.

A suggested structure for recording journal entries is provided in the **Standard Assessment Pack** that each student receives. Students are required to submit six examples of journal entries as an appendix to their assignment submission.

Students will receive an adequate number of visits in their placement from a Glyndwr tutor, suitable to the placement level, length and particular needs of the learner.

As part of their induction into the placement agency, students should complete '**The Learning Agreement**'. The structure for '**The Learning Agreement**' is provided in the **Guidelines for Fieldwork Placement Two – 'Effective Practice.'** It is a placement contract between the student and supervisor to identify placement tasks that will help the student to achieve the placement learning outcomes. Progress on these areas of work is discussed during three way visits with the Glyndwr tutor.

Bibliography

Key Texts:

- Bell, J 2007, Doing your Research Project, Buckingham: OU Press
Glyndwr University 2011, **Foundations of Effective Practice Guidelines, Glyndwr University**
Harrison, R et al, 2007, Leading Work with Young People, OU Press, Buckingham
Moon J. A., 1999, Reflection and Learning and Professional Development, Routledge Falmer, Abingdon
Pritchard J., 1995, Good Practice in Supervision, Jessica Kingsley, London
Sapin, K. 2009, Essential Skills for Youth Work Practice, Sage, London.
Sercombe H., 2010, Youth work Ethics, Sage, London
Smith M.K., Jeffs T., 2005, 'Organising the daily round', chapter 19 in Harrison et al., 2007, 'Leading work with young people' OU Press/ Sage, Buckingham

Other Reading:

- Adair, J 2005, How to Grow Leaders, Kogan Page, London.
Armstrong, M and Stephens, T 2005, A Handbook of Management and Leadership Kogan Page, London.
Barrow C et al 2004, The Business Plan Workbook, Kogan Page, London.
Handy C 1986, Understanding Organisations, Penguin, London.
Harrison, R. and Wise, C. 2005, Chapter 'Working with Groups' in Working with Young People OU Press, Buckingham.
Richardson L.D., Wolfe M., 2001, Principles and Practice of Informal Education, Routledge Falmer, London
Spence J., 2006, Youth Work: Voices of Practice, National Youth Agency, Leicester
Devanney C.,

Relevant Youth Work National Occupational Standards (addressed in whole or in part):

- 1.1 Promote access to information and support
- 1.2 Promote young people's self awareness, confidence and participation
- 1.3 Facilitate learning and development of young people through youth work
- 1.4 Plan and implement learning activities in youth work
- 2.1 Work with young people in promoting their rights
- 2.2 Safeguard the health and welfare of young people
- 2.3 Promote equality and the valuing of diversity
- 2.4 Fulfil regulatory and organisational requirements
- 3.1 Engage with young people and their parents/carers
- 3.2 Engage with the local community
- 3.3 Build working relationships and networks
- 4.1 Establish and prioritise requirements for youth work
- 4.2 Plan and implement youth work strategy
- 4.3 Facilitate change
- 4.4 Monitor and evaluate the effectiveness of youth work strategy and plans
- 5.1 Manage yourself
- 5.2 Lead and manage others
- 5.3 Develop colleagues
- 5.4 Maintain health and safety in the workplace

