

MODULE SPECIFICATION PROFORMA

Module Title:	Placement 1 – Preparation for Professional Practice	Level:	4	Credit Value:	40
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Module code:	YCW409	Is this a new module?	Yes	Code of module being replaced:	YCW405
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Cost Centre(s):	GAYC	JACS3 code: L530	
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With effect from:	September 19
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School:	Social & Life Sciences	Module Leader:	Jess Achilleos
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	200 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Youth and Community Work (JNC)	✓	<input type="checkbox"/>
Certificate of HE in Youth and Community Work (Faith Based)	✓	<input type="checkbox"/>

Pre-requisites
Linked to L4 Values and Principles of Youth and Community Work

Office use only

Initial approval: April 17

APSC approval of modification: April 2019 (change to learning and teaching hours)

Version: 2

Have any derogations received Academic Board approval?

Yes ✓ No N/A

Module Aims

To integrate the values and principles of youth and community work into professional practice whilst developing personal development skills.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Apply theories and skills of youth and community work to professional practice	KS1	KS2
		KS3	KS8
		KS9	
2	Evaluate through reflection the knowledge and skills learned in professional practice	KS1	KS2
		KS3	KS8
		KS9	KS5
3	Explain the community context of professional placement and key features of the organisation	KS1	KS2
		KS3	KS8
		KS9	KS6
4	Discuss examples of collaborative and multiagency working in practice settings	KS1	KS2
		KS3	KS8
		KS9	
5	Demonstrate professional attitudes and social and ethical responsibilities in a practice environment.	KS1	KS2
		KS3	KS8
		KS9	

Transferable skills and other attributes

- Ability to collaborate and plan as a team member
- Contribute proactively to team aims and objectives
- Study, writing, IT skills
- Communication skills
- Learning to learn

Derogations

All elements of all assessments must be passed at 40% or more. Only 2 attempts at the module.

Assessment:

1. As per professional endorsement guidelines students will need to attend at least 80% of taught sessions.
2. Portfolio identifying areas for personal and professional development & 5 reflections on critical incidents whilst in practice.
3. Placement Supervisor report and timesheets
4. Forum contributions highlighting learning and reflection on multiagency working
5. Community profile presentation (10 Minutes)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Attendance	Pass/Fail		-
2	1,2	Portfolio	60%		2000
3	5	Report	Pass/Fail		-
4	4	Learning Logs	10%		500
5	3	Presentation	30%	10 minutes	1500

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; case studies and problem based learning activities; role play; class and small group discussion; simulation and group work. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

Syllabus outline:

Indicative content will include:

- Preparation for Employment
- Self-Awareness and Analysis
- Research Skills
- Presentation Skills
- Multiagency Working
- Personal Development planning
- Writing a community profile
- Reflective thinking and writing
- Values and Principles of Youth and Community Work

Bibliography:

Essential reading

Oko, J. & Reid, J. (2012) *Study Skills for Health and Social Care Students; a guide for students on Foundation Degree and Access Courses*. London: Learning Matters/Sage

Twelvetrees, A. (2008) *Community Work (4th Ed.)* London: Palgrave MacMillan

Wood, J., Westwood, S., & Thompson, G. (2015) *Youth Work; Preparation for Practice*. Oxon: Routledge.

Other indicative reading

Bolton, G. (2012) *Reflective Practice: writing and professional development (3rd Ed.)*, London: Sage

Buchroth, I. & Parkin, C. (2010) *Using Theory in Youth & Community Practice*. Exeter: Learning Matters

Curran, S., Harrison, R. & Mackinnon, D. (Eds.) (2013) *Working with Young People (2nd Ed.)*, OU/Sage: London

Cotterell, S. (2013) *The Study Skills Handbook*. Hampshire: Palgrave MacMillan

Hargreaves, S. & Crabb, J. (Eds.) (2016) *Study Skills for Students with Dyslexia; support for specific learning difficulties (3rd Ed.)* London: Sage.

Hawtin, M. & Percy-Smith, J. (2007) *Community Profiling; A Practical Guide (2nd Ed.)* Milton Keynes: OUP

Sapin, K. (2013) *Essential Skills for Youth Work Practice (2nd Ed.)*, London: Sage

Sercombe, H. (2010) *Youth Work Ethics*, London: Sage

Journals:

Ethics and Social Welfare

Youth and Policy

Radical Community Work

Youth Studies

Journal of Vocational Studies

Power and Education