

MODULE SPECIFICATION FORM

Module Title:	Fieldwork Placement Three: The Professional Reflective Practice Placement	Level: 6	Credit Value: 40
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Module code: YCW605	Cost Centre: GAYC	JACS2 code: L530
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Semester(s) in which to be offered: 1/2	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: September 2010 Date revised: September 2015 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating School: Social and Life Sciences	Module Leader: Helen Miller
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Module duration (total hours)	400 hrs	Status: core/option/elective (identify programme where appropriate):	Core
Direct Teaching	20 hrs		
PD Activity	20 hrs		
Directed (in the field)	200 hrs		
Directed (private study)	160 hrs		

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): YCW606 Social Research
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<p>Module Aims:</p> <ol style="list-style-type: none"> 1. Facilitate a strategic approach to students' professional development needs 2. Foster the skills of practitioner research in youth and community fieldwork settings. 3. Promote conscious use of self in performing professional roles in line with professional and occupational standards for youth and community work

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Analyse and contextualise new learning on their professional skills and knowledge for effective youth and community practice
2. Demonstrate theoretical understanding and commitment to the process of ongoing personal and professional development
3. Apply critical analysis to reflect upon their ethical practice-based research that has culminated in a well written research report.
4. Demonstrate insight and understanding of the dilemmas of professional reflective practice in professional conversations with peers.

Transferable/Key Skills and other attributes:

- Social science and its application for studying and comprehending societal influences and their effects on learners.
- Communication with individuals and groups through informal learning, group work and presentations;
- Collaboration with other professionals using problem setting, review and evaluation techniques.
- Observe, record and account for practice outcomes.
- Prepare descriptive and interpretive reports on youth and community practices.

Assessment:

Task 1 is a portfolio of evidence, including *relevant assessment hours signed by fieldwork supervisor and joint assessment statement*.

Task 2 is a report of research undertaken while in practice, *exploring a topic of practice in a professional setting linking practice and policy*.

Task 3 is an oral presentation (Viva Voce) to a panel of tutors, professionals and peers, to demonstrate learning outcomes. *This is designed at improving the student's ability to articulate in a professional setting*.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
Task 1		Portfolio with evidence: <ul style="list-style-type: none"> • Joint Assessment Statement • Completed and Signed Timesheets (to evidence 20 hrs PD and 50% face to face contact) • Professional Development Plan 	Pass/Fail Pass/Fail Pass/Fail		nil nil 1000 words equiv
Task 2	3	Research Report	70%		5000 words
Task 3	1, 2, 4	Oral Assessment	30%		10 mins presentation & 20 mins discussion

Learning and Teaching Strategies:

YCW605 is a year long module. Through interactive workshops, students prepare for their third fieldwork practice as described in **YCW605 Negotiated Practice Handbook**. This sets out the schedule of teaching, reading and student study to address module components of professional development, research activities and generic youth and community practice.

Students also attend the year long module YCW606 'Social Research' which equips them with research methods and skills to implement in practitioner research on placement and in producing their research report.

The **YCW605 Negotiated Practice Handbook** sets out the full information placement which takes place between October and May and comprises of 220 hours, the exact structure of which is negotiated between the student, field and university so that it meets the needs of all involved. Placements are, similarly, identified by negotiation between the university, student and the field and involve the usual quality assurance processes before finalising the placement.

Support for the student on the placement comes from the visiting university tutor who confirms the Placement Learning Agreement that sets out the planned areas of professional development, research focus and generic fieldwork for the student. The same tutor continues to offer tutorial support when the student develops the research analysis and writes their research report.

Students are prepared for the **Viva Voce** presentation through a placement workshop. Here they are able to demonstrate their learning and insight into the nature of professional youth and community work in current contexts to a small group of professionals. The format for the Viva Voce appears in **YCW605 Negotiated Practice Handbook**.

Syllabus Outline:

The student undertakes this final fieldwork module comprising **220 hours of supported practice** (including 50% face to face work) with a suitably experienced and qualified fieldwork supervisor, within an appropriate, Glyndwr approved, agency. 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.

A context specific research project is negotiated within the agency, related to youth and community work and which allows the student to demonstrate research competence.

The student will also contribute, under the direct supervision of the placement supervisor, to the general fieldwork activity, to be mutually decided upon at each placement.

Bibliography

- Belton B. (2010) Radical Youth Work, Dorset: Russell House
Cole, G. A. (2007) Management Theory and Practice, London: Letts/Thomson Learning
Fook, J., Ryan, M., Hawkins L. (2000) Professional Expertise: practice, theory and education for working with uncertainty, London: Whiting and Birch
Morgan, S. & Harland, K. (2009) The 'Lens Model': A practical tool for developing and understanding gender conscious practice, Youth and Policy, 101, 67-80, available at <http://eprints.ulster.ac.uk/9557/> and www.youthandpolicy.org/

Essential reading:

McKimm J. & Phillips K., (eds) (2009) *Leadership and Management in Integrated Services*, Exeter: Learning Matters, See *chapter 8 'Professional roles and workforce development'*

Roche J., Tucker S., Thomson R. & Flynn R. (eds) (2010) *Youth in Society (2nd Ed.)*, London: Sage/ OU Press, See *chapter 9, 'Professional Identities given, received or contested?'*

Sercombe H. (2010) *Youth work ethics*, London: Sage,

Tyler M., Hoggarth L. & Merton B. (eds) (2009) *Managing Modern Youth Work*, Exeter: Learning Matters, See *chapter 2 'Managing yourself and your work'*

Other indicative reading:

Bell J., 2007, *Doing your Research Project*, Buckingham: Open University Press

Bradford S., Cullen F. 2012, *Research and Research Methods for Youth Practitioners*. Oxon: Routledge

Denscombe M., 2003, (2nd ed) *The good research guide for small scale social research projects*, Maidenhead: OU Press/ McGraw Hill Education

Fraser S., Lewis V., 2004, *Doing Research with Children and Young People*, London: Sage/ OU Press

& Ding S., Kellett M., Robinson C. (eds)

Gillham B, 2000, *Developing a Questionnaire*, London: Continuum Press

Relevant Youth Work National Occupational Standards (addressed in whole or in part under the following key headings):

- 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
- D Develop youth work strategy and practice
- E Develop, lead and manage self and others