

Module Title:	Critical Analysis of Education in Youth and Community Work	Level:	6	Credit Value:	20
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Module code:	YCW610	Is this a new module? Yes	Code of module being replaced:	YCW601
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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	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Youth and Community Work (incorporating a JNC-recognised Qualification)	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: April 17

APSC approval of modification: N/A

Version: 1

Have any derogations received Academic Board approval?

Yes ✓ No N/A

Module Aims

To develop critical awareness of the educative role of youth and community workers; consider the values and principles of informal education and the tensions these create within professional practice.

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

1	Critically analyse the values and principles of informal education	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Critically analyse concepts of education and their application to youth and community work practice	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Construct a personal and professional educational philosophy, grounded in relevant theory	KS1	KS5
		KS6	KS7
		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
- Presentation skills

Derogations

All elements of all assessments must be passed at 40% or more.

Assessment:

1. As per professional endorsement guidelines students will need to attend at least 80% of taught sessions.
2. Essay that critically analyses the values and principles of informal education, including analysis of educational concepts and their application to youth and community work practice.
3. A Philosophy of Education Statement demonstrating the student's personal and professional educational philosophy, grounded in relevant theory

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Attendance	Pass/Fail		
2	1,2	Essay	75%		2000
3	3	Coursework	25%		1000

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:

- What is Informal Education?
- Being Critical
- Analysis of Education theory
- Informal Education & Professional Identity
- Power, Authority and Anti-Opressive Practice
- Informal Education & the Changing Policy Environment
- The Power of Partnership
- Informal Education; contextualizing policy & practice
- Enabling Participation in Communities
- Empowerment, Conflict and Informal Education
- Informal Education, Authority & Reflective Process

Bibliography:

Essential reading

Beck, D. & Purcell, R. (2010) *Popular Education Practice for Youth & Community Development Work*. Exeter: Learning Matters.

Freire, P. (1972) *Pedagogy of the Oppressed*. London: Penguin.

Illich, I. (1970) *Deschooling Society*. Marion Boyars: London.

Jefferies, T. and Smith, M. (1999) *Informal Education - conversation, democracy and learning*. Education Now: Ticknall, Derbyshire.

Other indicative reading

Belton, B. (2010) *Radical Youth Work; Developing Critical Perspectives and Professional Judgment*. Dorset: Russell House Publishing

Batsleer, J. (2008) *Informal Learning in Youth Work*. London: Sage.

Deer Richardson, L. and Wolfe, M. (2001) *Principles and Practice of Informal Education: Learning through life*. Abingdon: Routledge Falmer.

Dewey, J. (1997) *Experience and Education*. New York: Touchstone.

Fitzsimmons, A., Hope, M, Cooper, C., & Russell, K. (2010) *Empowerment and Participation in Youth Work*. Exeter: Learning Matters.

Ledwith, M. (2015) *Community Development in Action; putting Freire into practice*. Bristol: Policy Press

Nicholls, D. (2012) *For youth workers and youth work: Speaking out for a better future*. Bristol: Policy Press

Seal, M. & Frost, S. (2014) *Philosophy in Youth and Community Work*. Lyme Regis: Russell House Publishing

Journals:

Ethics and Social Welfare

Youth and Policy

Radical Community Work

Youth Studies

Journal of Vocational Studies

Power and Education

LSI YW00 Youth Work National Occupational Standards (2012):

Key Area A Work with young people and others

- YW 01 Initiate, build and maintain purposeful relationships with young people
- YW 02 Assist young people to express and to realise their goals
- YW 03 Engage with communities to promote the interests and contributions of young people

Key Area B Facilitate the personal, social and educational development of young people

- YW 05 Enable young people to use their learning to enhance their future development
- YW 06 Enable young people to work in groups
- YW 07 Encourage young people to broaden their horizons to be effective citizens
- YW 08 Support young people to identify and achieve aims
- YW 09 Support young people in their understanding of risk and challenge
- YW 10 Facilitate young people's empowerment through their active involvement in youth work
- YW 11 Plan, prepare and facilitate activities with young people
- YW 13 Support young people in evaluating the impact of youth work activities
- YW 14 Facilitate young people's exploration of their values and beliefs
- YW 15 Advocate on behalf of young people and enable them to represent themselves to others
- YW 16 Enable young people to access information to make decisions

Key Area C Promote inclusion, equity and young people's interests and welfare

- YW 17 Work with young people in promoting their rights
- YW 18 Explore with young people their wellbeing
- YW 19 Work with young people to safeguard their own welfare
- ML B11 Promote equality of opportunity and diversity and inclusion in your area of responsibility
- YW 21 Develop a culture and systems that promote inclusion and value diversity

Key Area D Develop youth work strategy and practice

- YW 23 Investigate the needs of young people and the community in relation to youth work
- YW 24 Evaluate and prioritise organisational requirements for youth work activities
- YW 25 Influence and develop youth work strategies
- YW 27 Facilitate and engage young people in the strategic development and delivery of youth work
- YW 28 Work in partnership with agencies to improve opportunities for young people
- YW 29 Monitor and evaluate the quality of youth work activities

Key Area E Develop, lead and manage self and others

- YW 30 Work as an effective and reflective youth work practitioner
- ML A2 Manage your own resources and professional development
- ML B5 Provide leadership for your team
- YW 31 Provide youth work support to other workers
- ML D7 Provide learning opportunities for colleagues