

**Postgraduate Youth & Community Pathway – Simon Stewart  
 YCW Professional Practice and Theory**

Module Title: PG YCW Professional Practice and Theory	Level: 7	Credit Value: 30
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Module code: (if known)	CostCentre: GAYC	JACS2 code*: L530
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*\*please contact Student Data Services for further guidance if necessary*

Semester(s) in which to be offered: 1/2	With effect from: September2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: Date revised: Version no:
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Youth & Community	Module Leaders: Simon Stewart
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Module duration (total hours):300 Scheduled learning & teaching hours: 30 Independent study hours:270 Placement hours: 300	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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<p>Programme(s) in which to be offered:  MA Education ( Youth and Community Work)  PG Dip in Education (Youth &amp; Community Work).</p>	<p>Pre-requisites per programme (between levels): None</p>
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**Module Aims:**

- To develop and apply youth and community work principles and values through effective face-to-face work with young people and adults in work-based settings.
- To practise skills in needs analysis and curriculum development working in partnership with young people, colleagues and other agencies to deliver quality service to service users.
- To monitor and analyse the effectiveness of the work undertaken through engagement in supervision and the evidence of reflection on own professional practice.
- To enhance work-based skills and knowledge through engagement in an alternative fieldwork placement
- To facilitate a negotiated personal and professional block of learning that leads to completion of a developmental project in the work-based setting
- To develop a critical knowledgebase and understanding of the theories and methods of work with individuals, groups and communities

**Expected Learning Outcomes**

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

Knowledge and Understanding:

1. Negotiate and develop learning outcomes for their own professional development in agreement with the module leader
2. Manage an effective and responsive developmental project in response to work place needs identified through community mapping activities.
3. Demonstrate a critical understanding of the range of management skills, administrative tasks and group work processes necessary to undertake effective project activities to run an effective youth and community agency
4. Demonstrate an informed understanding of professional issues, practice dilemmas and group work processes necessary to undertake effective project activities to run an effective youth and community agency
5. Reflect upon and critically engage with the concept of reflective practitioner in line with appropriate National Occupational Standards demonstrating understanding of how to negotiate ethical, policy and practice dilemmas and deliver tailored services based upon need.
6. Demonstrate ability to build relationships and work effectively with individuals and groups in line with youth and community principles and values.

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

**Students undertake three Assessment Tasks:**

**(Field Work 1)**

**Task 1.** Submission of a portfolio of evidence to include: a community and organisation profile, a reflective journal, fieldwork supervisors report and signed timesheets. (3500 words) 40%

**(1) A reflective journal**, two entries a week for each week of placement (10 weeks). Students provide evidence in the journal of new learning and progress in relation to the five main areas of the National Occupational Standards, their own professional learning needs and the application of youth and community theory to practice.

**(2) Community and Organisation Profile,**

**(3) The Fieldwork Supervisor's Report** that is written by the Placement Supervisor following discussion with the supervisee. The supervisor is asked to recommend either a Pass or Fail for the placement.

**(4) The Signed Timesheets** are signed jointly by the student and Placement Supervisor evidencing the completion of 180 hours of practice (of which 50% must be face to face practice)

**(Field Work 2/alternative placement)**

**Task 2.** A critical and reflective analysis of group work practice, informed by theoretical frameworks and models. (3000 words) 40%

**Task 3.** A developmental project presentation incorporating the exploration of a professional issue (20 mins + 10 mins questions). 20%

**(1) The Fieldwork Supervisor's Report** that is written by the Placement Supervisor following discussion with the supervisee. The supervisor is asked to recommend either a Pass or Fail for the placement.

**(2) The Signed Timesheets** are signed jointly by the student and Placement Supervisor evidencing the completion of 120 hours of practice (of which 50% must be face to face practice)

**Students must pass all elements for the placement in order to be awarded a pass for the module**

**Learning and Teaching Strategies:**

Students attend placement preparation workshops to develop a placement CV that identifies their current skills and knowledge in relation to the National Occupational Standards. This forms the basis of identifying a suitable placement agency that will enable students to meet their professional learning needs.

The Visiting University Tutor meets with the student and fieldwork supervisor to agree the Placement Learning Agreement that sets out mutual expectations and arrangements for support and supervision. Students maintain a reflective journal throughout placement in order to identify their ability to reflect on their range of professional practice and developing insight into professional competencies.

Students attend module workshops to identify personal and professional learning needs to address on their work-based placement. This leads to the negotiated Placement Learning Agreement in which the goals for the placement and area of the developmental project are determined. Students are expected to draw on the relevant national occupational standards to negotiate appropriate fieldwork activities as part of this Learning Agreement.

Students are also supported by the module handbook, online reading materials and module discussion forum through which professional experiences can be explored among their peer group. A module assessment pack provides the structure for the developmental project.

Tutors use facilitated exercises to introduce students to work with groups and individuals, that includes needs analysis, group work processes, observation, listening and intervention skills. These exercises pave the way for students to manage their own developmental project.

**Syllabus outline:**

Youth and Community workers perform their professional roles within suitable statutory or voluntary agency settings in work with young people and communities. The student practitioner is expected to work flexibly according to service users' needs and apply youth and community principles and values. Students undertake 300 hours of placement, the placement is structured with 50% face to face work and 50% for the range of administrative and other tasks that support fieldwork practice in this setting. Students practise the roles described in the Professional and National Occupational Standards and reflect on their learning in their journal.

Students apply Kolb's model of experiential learning to inform and evaluate their practice. The model is based upon experience, reflection, conceptualisation and experimentation; it enables students to learn from their experiences and plan ways forward. The Mastering Professional Learning module supports this process. Reference is made to the National Occupational Standards and serves as foundation for professional formation in line with the expectations of a JNC qualified youth and community worker. Placements may include those negotiated through the British Council Erasmus programme.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1. Task 1 (Portfolio Of Evidence)	1,5	Reflective Journal	40%		2500 words (250 words x 10 weeks)
	2	Community and Organisation Profile	Pass/Fail		1000
	6	1 <sup>st</sup> Fieldwork Supervisor's Report	Pass/Fail		nil
	6	1 <sup>st</sup> Completed and jointly signed timesheets	Pass/Fail		nil
2. Task 2 (Essay)	4	Essay	40%		3000
3. Task 3, (Presentation)	3	Presentation	20%		30 min
	6	2 <sup>nd</sup> Fieldwork Supervisor's Report	Pass/Fail		nil
	6	2 <sup>nd</sup> Completed and jointly signed timesheets	Pass/Fail		nil

**Key Texts:**

Glyndwr YCW PG Placement One Handbook

Banks S., (ed) (2010, 2<sup>nd</sup> ed) 'Ethical Issues in Youth Work' Oxon: Routledge

Benson J., (2001 2<sup>nd</sup> ed) 'Working more creatively with groups', London: Routledge

Davies B., (2005) 'Youth work: a manifesto for our times' reprinted from *Youth and Policy*, No.88, Summer 2005, Leicester: National Youth Agency <http://www.indefenceofyouthwork.org.uk/wordpress/wp-content/uploads/2009/03/youth-work-a-manifesto-for-our-times-bernard-davies.pdf>

Infed website e.g. <http://www.infed.org/youthwork/b-detyw.htm>

Jefferies T., Smith M.K., 1996, 'Informal Education: Conversation, Democracy and Learning' YMCA George Williams College: Education Now Books

**Recommended Reading:**

Adirondack S., (2007 4th ed) 'Just about managing? Effective management for voluntary organisations and community groups' London: London Voluntary Service Council

Belton B., (2010) 'Radical Youth Work , Developing critical perspectives and professional judgement', Dorset: Russell House

Boud D., Solomon N., (2001) 'Work-based learning: a new higher education', Buckingham: Open University

Fook J., Gardner F., (2007) 'Practising critical reflection' Buckingham: Open University Press

Fook J., Ryan M., Hawkins L., (2008) 'Professional Expertise: practice, theory and education for working in uncertainty', London: Whiting and Birch

Harrison R., Wise C., (2005) 'Working with young people' London: Sage/ Open University

Ingram G., Harris J., (2001) 'Delivering good youth work' Dorset: Russell House

Ledwith M., (2005) 'Community Development: a critical approach' Bristol: Policy Press

Lister P.G., Crisp B., (2007) 'Critical incident analyses: A practice learning tool for students and practitioners', *Practice*, 19:1, 47

Lock D., (2007) Project Management, Aldershot: Gower

Moon J., (2004) 'Reflection in Learning and Professional Development: Theory and Practice,' Oxon: Routledge Falmer

National Youth Agency (2010) 'Valuing Youth Work' Leicester: NYA/ Local Government Association

Nicholls D (1997) 'Health and Safety in Youth and Community Work: a resource manual' Dorset: Russell House

Ord J., (2008) 'Youth work process, product and practice: Creating an authentic curriculum in working with young people' Lyme Regis: Russell House

Ord, J. (2011) *Critical Issues in Youth Work Management*. London: Routledge Taylor Francis.

Packham C., (2008) 'Active Citizenship and Community Learning' Exeter: Learning Matters

Richardson L.D., Wolfe M., (eds) (2001) 'Principles and Practice of Informal Education' London: Routledge Falmer

Rogers A., Smith M (eds) (2010) 'Journeying together, growing youth work and youth workers in local communities' Dorset: Russell House

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

Thompson N., (2006) 'Promoting Workplace Learning' Bristol: The Policy Press

Thompson N., (2006 4<sup>th</sup> ed) 'Anti-discriminatory practice' Basingstoke: Palgrave Macmillan

Thompson S., Thompson N., (2008) 'The critically reflective practitioner', Palgrave Macmillan: Basingstoke

Tyler M., Hoggarth L., Merton B., (2009) 'Managing modern youth work' Exeter: Learning Matters

Skelton T., Valentine G., (eds) (1997) 'Cool places: geographies of youth culture' London: Routledge

#### **Example of resources on Community & Organisation Profiling:**

Hawtin M., Hughes G., Percy-Smith J., (eds) (1998ed) 'Community Profiling: auditing social needs' Buckingham: Open University Press

Marne P., Parker S., (Base Line Research and Survey), (2006) "It's our world isn't it?" Engaging with young people in Liverpool', 2006. *Impacts 08 - The Liverpool Model, European Capital of Culture Research Programme* 23 [www.impact08.net](http://www.impact08.net) [impact08@liv.ac.uk](mailto:impact08@liv.ac.uk)

NYA/ LGA, (2011) Developing a needs analysis

[http://nya.org.uk/dynamic\\_files/finalcommissioning/3.%20Developing%20a%20needs%20analysis.pdf](http://nya.org.uk/dynamic_files/finalcommissioning/3.%20Developing%20a%20needs%20analysis.pdf)

#### **Examples of online resources:**

Infed website: <http://www.infed.org/>

Youth and Policy: <http://www.youthandpolicy.org/>

National Youth Agency: <http://www.nya.org.uk/>

Joseph Rowntree Foundation: <http://www.jrf.org.uk/>

Estyn, HM Inspectorate for Education and Training in Wales: <http://www.estyn.gov.uk/>

Community and Youth Workers Union: <http://www.cywu.org.uk/> (this website includes the professional and national occupational standards for 'community learning and development' and 'youth work')

Youth Work Curriculum Statement for Wales:

[http://www.cwvys.org.uk/en/docs/Youth\\_Work\\_Curriculum\\_Statement\\_for\\_Wales\\_English.pdf](http://www.cwvys.org.uk/en/docs/Youth_Work_Curriculum_Statement_for_Wales_English.pdf)