Module Code:	YCW710

Module Title:	Philosophy in Youth and Community Work

Level:	7	**Credit Value:**	30

Cost Centre(s):	GAYC	JACS3 **code**: HECoS **code:**	L530 100466

Faculty	Social and Life Science	**Module Leader:**	Jess Achilleos

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Youth and Community Studies	✓	☐

Pre-requisites
None

Module Aims
This module critically analyses the underpinning philosophy of youth and community work, to examine how these concepts have shaped youth and community work theory and practice. It will encourage students to explore their own philosophy of education and professional identity, values and beliefs in relation to youth work and young people and society.

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 examine the underpinning philosophical concepts of youth and community work	KS1	KS6
		KS4	
2	Critique different schools of philosophical thought	KS1	KS6
		KS4	
3	Critically explore philosophies of education and how this impacts on professional identity	KS1	KS6
		KS4	KS9
4	Provide a critical examination of moral and ethical dilemmas in youth and community work practice	KS1	KS6
		KS4	

Transferable skills and other attributes
Recognise and utilise appropriate communication and presentation skills Analytic and expressive skills; Development of IT skills; Developing cognitive abilities and skills. Independent learning

Derogations

All elements of all assessments must be passed with a grade of at least 40%. There is no compensation.

Assessment:

Indicative Assessment Tasks:

1. Students will be required to write their own philosophy of education where they will critically examine the underpinning philosophical concepts of youth and community work, and consider how this impacts on their professional identity.
2. Students will write an essay critically examining an ethical dilemma in youth and community work practice; critically analysing the dilemma from the perspective of different schools of philosophical thought.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 & 3	Essay	30	1500
2	2 & 4	Essay	70	3500

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 syllabus may include:

What is philosophy?
Why is philosophy important in youth and community work?
Exploring key philosophical concepts
Writing a philosophy of education
Being Critical
Morals, Values and Ethics in youth and community work
Exploring trust, free will, and the notion of society
Philosophical schools of thought
Critical reflection on philosophy

Indicative Bibliography:

Essential reading

Chatfield, T. (2017) *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study.* London: Sage.

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

Roberts, J (2009) *Youth Work Ethics.* Exeter: Learning Matters.

Warburton, N (2012) *Philosophy: The Basics* (5th Ed.) London: Routledge.

Other indicative reading

Maguire, M. (2009) *Law and Youth Work.* Exeter: Learning Matters.

McGinley, B.P. (2014) *Understanding Youth Work Law.* London: Sage.

Moss, B. (2007) *Values.* Lyme Regis: Russell House Publishing.

Roberts, J (2009) *Youth Work Ethics.* Exeter: Learning Matters.

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

Websites:

Education Workforce Council – Code of Professional Conduct and Practice
https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf/file.html

Youth Work in Wales; Principles and Purposes http://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf

Ethical Conduct in Youth Work; National Youth Agency http://www.nya.org.uk/wp-content/uploads/2014/06/Ethical_conduct_in_Youth-Work.pdf

Youth Work National Occupational Standards http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf