

Module Code:	YCW713
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Module Title:	Theorising Youth and Community Work
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAYC	<u>JACS3</u> code:	L530
		<u>HECoS</u> code:	100466

Faculty	Social and Life Sciences	Module Leader:	Hayley Douglas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	90 hrs
Placement	180 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Youth and Community Work (JNC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 10/12/2018
 With effect from: 23/09/2019
 Date and details of revision:

Version no: 1

Version no:

Module Aims

This module will provide the opportunity to critically analyse core theories that inform youth and community work practice, and how social and political factors impact on work with young people and communities. It will be an opportunity to critically examine how these combine to shape professional identity and undertake 180 hours of placement activity.

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	Critically analyse key theories relating to youth and community work practice	KS1	KS6
		KS4	
2	Explore the role of critically reflective practice in developing professional identity and youth and community work practice	KS1	KS9
		KS6	
3	Provide a critical appraisal of the core skills, competencies and standards required for professional youth and community work	KS1	KS6
		KS3	
4	Plan, deliver and critically evaluate educational activities in youth and community work settings in line with key pedagogical theories	KS1	KS9
		KS3	KS6

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. A portfolio on the student's placement experience to include:

- Personal statement
- Professional Development Plan
- Reflective practice statement critically exploring the role of reflective practice in developing professional identity and youth and community work practice
- 5 x reflective journals on critical incidents whilst on placement critically analysing key theories relating to youth and community work practice
- Placement timesheets, and supervisors report

2. An individual presentation lasting 20 minutes that demonstrates how the student has planned, delivered and critically evaluated educational activities in youth and community work settings in line with key pedagogical theories

3. Students contribution to online forums that critically appraise the core skills, competencies and standards required for professional youth and community work

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 & 2	Portfolio	70	3000
2	4	Presentation	20	20 Minutes
3	3	Learning logs/journals	10	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 syllabus may include:

- Being Critical
- What is youth and community work?
- The History of Youth Work
- Critical evaluation of informal education
- Critical reflection and the practitioner

- Approaches to pedagogy
- Contextualising policy and practice
- Group work theory and association
- The power of conversation
- Enabling effective participation
- Promoting genuine empowerment
- Social justice and social change
- Youth work ethics

Indicative Bibliography:

Essential reading

Aldred, P., Cullen, F., Edwards, K. & Fuscoe, D. (2018) *Sage Handbook of Youth Work Practice*. London: Sage.

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.

Thompson, N. (2017) *Theorising practice: A guide for the people professions*. Palgrave: London.

Thompson, S. & Thompson, N. (2018) *The Critically Reflective Practitioner* (2nd Ed). Palgrave: London.

Other indicative reading

Banks, S. (2010) *Ethical Issues in Youth Work* (2nd Ed.). London: Routledge

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

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

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

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.), London: OU/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.

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

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

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

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

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

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

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>

Journals:

Ethics and Social Welfare

Youth and Policy

Radical Community Work

Youth Studies

Journal of Vocational Studies

Power and Education