PROGRAMME SPECIFICATION

MA Youth and Community Work (JNC)
MA Youth and Community Studies

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

Wrexham Glyndŵr University

3 **Location of delivery**

Plas Coch Campus

4 **Faculty/Department**

Faculty of Social and Life Sciences – Youth and Community Work Department

5 **Exit awards available**

PG Cert Youth and Community Work
PG Dip Youth and Community Work (JNC)
PG Dip Youth and Community Studies
MA Youth and Community Work (JNC)

PG Cert Youth and Community Studies
PG Dip Youth and Community Studies
MA Youth and Community Studies

6 **Professional, Statutory or Regulatory Body (PSRB) accreditation**

ETS Wales provide the endorsement for the JNC professional youth work qualification on the PG Dip/MA Youth and Community Work (JNC) Programme. An endorsement panel will be held post validation, and a member of ETS Wales will be on the validation panel also.

7 **Accreditation available**

Successful completion of the PG Dip/MA Youth and Community Work (JNC) will lead to a JNC Professional Youth Work Qualification. This allows students to register with the Education Work Force Council in Wales as a Youth Worker.

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	Students must gain 120 credits and must pass the Professional Placement 2 for the PG Dip Youth and Community Work (JNC) and 180 credits for the MA Youth and Community Work (JNC) programme, as stated in the programme specification.
9	JACS3 / HECoS **codes**
	L530 / 100466
10	UCAS **code**
	N/A
11	**Relevant QAA subject benchmark statement/s**
	Reviewed QAA Subject Benchmark Statement (2017) Youth and Community Work
12	**Other external and internal reference points used to inform the programme outcomes**
	National Occupational Standards for Youth Work National Occupational Standards for Community Development
13	**Mode of study**
	Part time
14	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*
	3 Years
15	Maximum length of study
16	**Language of study**
	English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy
https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020
17.pdf

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

Foundation Year/FdA/FdSc	48 Tariff points and /or relevant experience
3 year Bachelor	112 Tariff points
Integrated Masters	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see
http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

PG Dip/MA Youth and Community Work (JNC): Students on this programme will be undertaking placement activities that will involve face to face work with young people aged 11-25 years in a variety of settings. Often this will involve working unsupervised and sometimes in a residential setting.

ETS endorsement guidelines also state that students to the programme must have an Enhanced DBS.

Because of the definition of young people are 11-25 years old, there may be times when students are working with adults aged 18+. These adults may be vulnerable as they are in receipt of services for mental health, homelessness, physical disabilities, and drug and alcohol misuse. However, there will not be any requirement for personal care.

Based on the information above students who are applying to study on this programme will require

Children's Enhanced check with children's barred list check
AND
Adults Enhanced Check but WITHOUT a barred list check

MA Youth and Community Studies: there will be no requirement for a DBS for the MA Youth and Community Studies, as there is no practice requirement with young people or vulnerable adults. However, if research is conducted with these groups the student may need to apply for a DBS. This will be an additional cost to the student. However, it is likely that students may already have a suitable DBS due to their employment and this may be taken into consideration, especially if they have signed up to the update service.

Non-standard entry criteria and programme specific requirements

The academic requirements for the course are a good honours degree (2:1 or 2:2) or appropriate professional qualification.

Previous experience of 200 hours in a youth and community work setting is required and must be evidenced. This can be gained in voluntary or paid work within the field of youth and community work. The programme team are able to advise students regarding volunteering and practice experience opportunities if required.

All applicants considered suitable will be interviewed, with those with disabilities or from relevant courses automatically being offered an interview.

International applicants are welcome with relevant experience, qualifications and English language proficiency.

Many modules will require you to be working in, or have access to, a suitable youth and community work practice environment in order for you to contextualise your learning and complete the assessments.

Successful completion of a DBS check will be essential for the MA Youth and Community Work (JNC) Programme.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Programme specific restrictions

Students will not be able to RP(E)L placement modules.

19 Aims of the programme

PG Dip/MA Youth and Community Work (JNC)
The main aim of this programme is to develop effective and ethical youth and community workers, with clear professional identity grounded in the theory and practice of community-based informal education. The programme prepares the graduate for employment and to engage effectively within the sector through obtaining the JNC Professional Youth Work qualification alongside 300 hours of supervised fieldwork practice comprising a placement in each year of study. This can be within a

fieldwork setting either in the UK or internationally. Students will develop skills in team work, positive communication, working with groups and individuals, reflective practice and leading others. The course will develop knowledge and core skills for youth work practice and informal education that are transferable to work with children, young people and adults in a range of different settings.

MA Youth and Community Studies
The MA Youth and Community Studies programme is a post qualifying course, providing an opportunity to develop further academic skills and enquiry in the field of youth and community work. The course is designed for practitioners who already hold a JNC professional qualification, or for those who have previously studied youth work, community development or youth studies and would like to progress their studies at postgraduate level. The aim of the programme is to support students to generate research that will have implications for youth work policy and practice, helping to shape professional identity within the sector and improve youth work provision for young people.

20 Distinctive features of the programme

PG Dip/MA Youth and Community Work (JNC) This course provides a unique opportunity to obtain a JNC professional youth work qualification, allowing students to register with the Education Workforce Council.
- Flexible delivery through a blended learning approach, with a residential experience at beginning of each semester, followed by online learning and face-to-face support with tutors as required; allowing you to study alongside work
- Develop knowledge and core skills for youth work practice and informal education that are transferable to work with children, young people and adults in a range of different settings
- The course has added value with opportunities for Continuing Professional Development and additional practical training opportunities.
- Learn and gain experience with 300 hours of supervised fieldwork practice, with a placement in each year of study. This can be within fieldwork settings either in the UK or internationally, e.g. with a part funded European placement.
- Develop skills in team work, positive communication, working with groups and individuals, reflective practice and leading others
- Option to tailor your learning to suit your specialist area of practice and interests through negotiated learning and research

MA Youth and Community Studies is a post qualifying course providing an opportunity to develop further academic skills and enquiry in the field of youth and community work.
- Flexible delivery through a blended learning approach, with a residential experience at beginning of each semester, followed by online learning and face-to-face support with tutors as required; allowing you to study alongside work
- Option to tailor your learning to suit your specialist area of practice and interests through negotiated learning and research
- Option to further develop leadership skills in the youth and community work sector
- Support from tutors with experience of conducting research in the field
- Work towards generating research that will have implications for youth work policy and practice

- Successful completion may lead to further study at PhD level.

21 Programme structure narrative

Both programmes are available as a 3-year part time programme only, delivered through a blended learning approach. Students will attend for a weekend residential at the beginning of each semester to introduce key topics in a classroom environment, and the remainder of the programme will be delivered online. This will include directed study tasks and forums, and the option for online seminars and tutorials. Depending on the needs of students and their geographical location individual or group tutorials can be offered face to face or online.

MA Youth and Community Work (JNC) programme
At the end of year 1, those students who achieve 60 credits by completing the Theorising Youth and Community Work module and the Critical Pedagogy and Anti Oppressive Practice module, and who choose not to, or are unable to continue with their studies, will be awarded a PG Cert Youth and Community Work. This award does not lead to a JNC Professional Youth Work qualification.
For those who successfully complete year 2, gaining a total of 120 credits, ***and complete the Professional Placement 2 module,*** they will be awarded a PG Dip Youth and Community Work (JNC) – including the JNC Professional Youth Work qualification should they choose to exit at this point.
For those students who gain 120 credits but do not complete the Professional Placement 2 module they will be awarded the PG Dip Youth and Community Studies without a JNC professional Qualification.

Students who successfully complete year 1 & 2 including the Professional Placement 2 module, and progress to the 3rd year and dissertation stage of the MA and who successfully complete 180 credits will be awarded an MA Youth and Community Work (JNC); this includes the JNC professional youth work qualification.

In order to gain the JNC professional youth work qualification associated with this programme, students must complete 300 hours of placement activity. 180 hours of placement is included in year 1 in the Theorising Youth and Community Work module, and 120 hours is completed in year 2 in Professional Placement 2 module; however this is not a credit bearing module. It is therefore compulsory to complete the Professional Placement 2 module in order to exit with a JNC professional youth work qualification.

MA Youth and Community Studies
At the end of year 1, those students who achieve 60 credits by completing the Philosophy in Youth and Community Work module and the Critical Pedagogy and Anti Oppressive Practice module, and who choose not to, or are unable to continue with their studies, a PG Cert Youth and Community Studies will be awarded.

For those who successfully complete year 2 gaining a total of 120 credits, they will be awarded a PG Dip Youth and Community Studies, should they choose to exit at this point.

Students who successfully complete year 1 & 2 and progress to the 3rd year and dissertation stage of the MA and who successfully complete 180 credits will be awarded an MA Youth and Community Studies.

None of these exit point or awards on the MA Youth and Community Studies include the JNC professional youth work qualification. There is no requirement for placement hours in this programme, however completion of some of the assessment tasks may require access to a practice based setting and therefore current employment or volunteering the sector is desirable to contextualise learning.

22 Programme structure diagram

MA Youth and Community Work (JNC)

Year 1		
Semester 1& 2	Mod title	Theorising Youth and Community Work (including professional placement 1)
	Module code	YCW713
	Credit value	30
	Core/Option	Core
	Mod leader	Jess Achilleos

Year 1		
Semester 2	Mod title	Critical Pedagogy and Anti Oppressive Practice
	Module code	YCW709
	Credit value	30
	Core/Option	Core
	Mod leader	Hayley Douglas

Year 2		
Semester 1	Mod title	Professional Placement 2
	Module code	YCW711
	Credit value	0
	Core/Option	Core
	Mod leader	Jess Achilleos
	Module code	Research Methodology and Enquiry in the Social Sciences
	Mod code	EDM702
	Credit value	30
	Core/Option	Core
	Mod leader	John Luker

Year 2				
Semester 2	Mod title	Professional Placement 2 (continued)		
	Module code	YCW711		
	Credit value	0		
	Core/Option	Core		
	Mod leader	Jess Achilleos		
	Mod title	Negotiated Learning	Mod title	Leading and Managing Professionals
	Module code	YCW712	Module code	EDM706
	Credit value	30	Credit value	30
	Core/Option	Option	Core/Option	Option
	Mod leader	Hayley Douglas	Mod leader	John Luker

Year 3		
Semester 1 & 2	Mod title	Dissertation
	Module code	YCW714
	Credit value	60
	Core/Option	Core
	Mod leader	Hayley Douglas

MA Youth and Community Studies

Year 1		
Semester 1	Mod title	Philosophy in Youth and Community Work
	Module code	YCW710
	Credit value	30
	Core/Option	Core
	Mod leader	Jess Achilleos

Year 1		
Semester 2	Mod title	Critical Pedagogy and Anti Oppressive Practice
	Module code	YCW709
	Credit value	30
	Core/Option	Core
	Mod leader	Hayley Douglas

	Year 2	
Semester 1	Module code	Research Methodology and Enquiry in the Social Sciences
	Mod code	EDM702
	Credit value	30
	Core/Option	Core
	Mod leader	John Luker

	Year 2			
Semester 2	Mod title	Negotiated Learning	Mod title	Leading and Managing Professionals
	Module code	YCW712	Module code	EDM706
	Credit value	30	Credit value	30
	Core/Option	Option	Core/Option	Option
	Mod leader	Hayley Douglas	Mod leader	John Luker

	Year 3	
Semester 1 & 2	Mod title	Dissertation
	Module code	YCW714
	Credit value	60
	Core/Option	Core
	Mod leader	Hayley Douglas

23 Intended learning outcomes of the programme

PROGRAMME LEARNING OUTCOMES MA YOUTH AND COMMUNITY WORK (JNC)
The programme learning outcomes for students successfully completing the PG Cert Youth and Community Work are:

	Programme Learning Outcomes for PG Cert Youth and Community Work
	Knowledge and understanding
	On completion of the PG Cert students will be able to:
A1	Critically analyse key theories relating to youth and community work practice
A2	Critically examine the nature of power in society and the role of informal education in promoting social justice
A3	Critically explore the role of reflective practice in developing professional identity and youth and community work practice
A4	Critically appraise the core skills, competencies and standards required for professional youth and community work
	Intellectual skills
	On completion of the PG Cert students will be able to:
B1	Engage in professional development planning and reflect on and evaluate own practice
B2	Research information from a number of sources in order to gain a coherent understanding of theory and practice.
B3	Students will be able to critically analyse information and to propose solutions to problems arising from analysis
	Subject skills
	On completion of the PG Cert will be able to:
C1	Evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice
C2	Plan, deliver and critically evaluate educational activities in a youth and community work settings in line with key pedagogical theories
C3	Integrate democratic and inclusive youth and community work practice in a placement environment
C4	Apply the principles of reflective practice through reflection on placement activity
	Practical, professional and employability skills
	On completion of the PG Cert will be able to:
D1	Recognise and utilise appropriate communication and presentation skills
D2	Demonstrate team working and collaboration skills
D3	Demonstrate consistent use of IT skills
D4	Demonstrate the ability to exercise initiative and personal responsibility

In addition to the programme learning outcomes for the PG Cert Youth and Community Work (above), students completing the PG Dip Youth and Community Work (JNC) will demonstrate the following:

	Programme Learning Outcomes for PG Dip Youth and Community Work (JNC)
	Knowledge and understanding
	On completion of the PG Dip students will be able to:
A5	Critically analyse approaches to conducting ethical research with young people and communities
A6	Critically evaluate the role of the youth and community worker in conducting research in an anti-oppressive way
A7	Critically explore the issues and complexities of multiagency working in youth and community work practice
A8	Critically analyse key theories in leadership and management in youth and community practice
A9	Critically analyse policy, practice and theoretical developments in a chosen area of youth and community work
	Intellectual skills
	On completion of the PG Dip students will be able to:
B4	Identify areas for ongoing professional and professional development to form an action plan
B5	Demonstrate the ability to design and apply research methodologies with reference to professional ethics
B6	Use a range of techniques to analyse information and concepts and evaluate the appropriateness of different approaches to youth and community work practice
	Subject skills
	On completion of the PG Dip students will be able to:
C5	Analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate
C6	Contribute to multiagency working; developing professional working relationships and integrate their professional role in multiagency environments as a professional youth and community worker
C7	Constructively challenge practice of self and others to ensure that it is democratic and inclusive
C8	Apply problem solving skills to negotiate ethical dilemmas in practice in line with the values and principles of youth and community work
C9	Apply a philosophical approach to justify chosen research methodologies
	Practical, professional and employability skills
	On completion of the PG Dip students will be able to:
D5	Use their experiential learning to demonstrate more developed means of communication
D6	Evaluate barriers to team working and collaboration and identify strategies for overcoming them
D7	Students will exhibit a confident grasp of IT skills
D8	Demonstrate the ability to exercise initiative and personal responsibility; identify areas for ongoing development or further research as required

In addition to the programme learning outcomes for the PG Cert **AND** PG Dip Youth and Community Work (above), MA Youth and Community Work (JNC) students will demonstrate the following:

Programme Learning Outcomes for the MA Youth and Community Work (JNC)	
Knowledge and understanding	
	On completion of the MA students will be able to:
A10	Critically apply youth and community work theory to underpin research
A11	Critically explore the role of academic research in shaping social policy and challenging oppression in society
A12	Critically evaluate and apply a deep knowledge and understanding of theoretical perspectives in their chosen area of study
A13	Demonstrate a critical understanding of research in youth and community work, and the purpose of research for advancing practice
A14	Critically apply philosophical concepts to justify approaches to research in a chosen area of study
Intellectual skills	
	On completion of the MA students will be able to:
B7	Students will be able to demonstrate their ability to integrate their knowledge and understanding of professional practice into a piece of independent research
B8	Contribute to professional debate in the field of Youth and Community Work, making recommendations for practice and policy development through a piece of independent research
B9	Students will be able to demonstrate a range of analytical techniques and problem-solving skills to make sound judgements and conclusions through a piece of independent research.
Subject skills	
	PG Dip **On completion of the MA students will be able to:**
C10	Contribute to the development of communities of practice through the production of academic research in the field of youth and community work
C11	Produce research that is inclusive and democratic
C12	Apply youth and community work ethics to research in practice
C13	Ensure that approaches to research and subsequent research generated fit with the students' philosophy of education
C14	Contribute to the development of communities of practice through the production of academic research in the field of youth and community work
Practical, professional and employability skills	
	On completion of the MA students will be able to:
D9	Use their enhanced communication skills to share ideas about their research project which informs current practice
D10	Implement team working and collaboration skills to support others through the development of research
D11	Students will use a confident grasp of IT skills to complete a research project
D12	Demonstrate the ability to exercise initiative

PROGRAMME LEARNING OUTCOMES MA YOUTH AND COMMUNITY STUDIES

The programme learning outcomes for students successfully completing the PG Cert Youth and Community Studies are:

Programme Learning Outcomes for PG Cert Youth and Community Studies	
Knowledge and understanding	
	On completion of the PG Cert students will be able to:
A1	Critically examine the underpinning philosophical concepts of youth and community work
A2	Critically examine the nature of power in society and the role of informal education in promoting social justice
A3	Critique different schools of philosophical thought
A4	Critically analyse the role of informal education and critical pedagogy in challenging oppression
Intellectual skills	
	On completion of the PG Cert students will be able to:
B1	Explore philosophies of education and reflect on how this shapes professional identity
B2	Research information from a number of sources in order to gain a coherent understanding of theory and practice.
B3	Critically analyse information to propose solutions to problems arising from analysis
Subject skills	
	On completion of the PG Cert will be able to:
C1	Critically challenge practice to ensure that it is democratic and inclusive
C2	Research critical pedagogy, relevant social policy and social education practice and apply to a practice environment
C3	Examine moral and ethical dilemmas in youth and community work and identify solutions for practice
Practical, professional and employability skills	
	On completion of the PG Cert will be able to:
D1	Recognise and utilise appropriate communication and presentation skills
D2	Demonstrate team working and collaboration skills
D3	Demonstrate consistent use of IT skills
D4	Demonstrate the ability to exercise initiative and personal responsibility

In addition to the programme learning outcomes for the PG Cert Youth and Community Studies (above), students completing the PG Dip Youth and Community Studies will demonstrate the following:

Programme Learning Outcomes for PG Dip Youth and Community Studies	
Knowledge and understanding	
	On completion of the PG Dip students will be able to:
A5	Critically analyse approaches to conducting ethical research with young people and communities
A6	Critically evaluate the role of the youth and community worker in conducting research in an anti-oppressive way
A7	Critically analyse key theories in leadership and management in youth and community practice
A8	Critically analyse policy, practice and theoretical developments in a chosen area of youth and community work
Intellectual skills	
	On completion of the PG Dip students will be able to:
B4	Identify areas for ongoing professional and professional development to form an action plan
B5	Demonstrate the ability to design and apply research methodologies with reference to professional ethics
B6	Use a range of techniques to analyse information and concepts and evaluate the appropriateness of different approaches to youth and community work practice
Subject skills	
	On completion of the PG Dip students will be able to:
C4	Analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate
C5	Constructively challenge practice of self and others to ensure that it is democratic and inclusive
C6	Apply problem solving skills to negotiate ethical dilemmas in practice in line with the values and principles of youth and community work
C7	Apply a philosophical approach to justify chosen research methodologies
Practical, professional and employability skills	
	On completion of the PG Dip students will be able to:
D5	Use experiential learning to demonstrate more developed means of communication
D6	Students will exhibit a confident grasp of IT skills
D7	Demonstrate the ability to exercise initiative and personal responsibility; identify areas for ongoing development or further research as required

In addition to the programme learning outcomes for the PG Cert **AND** PG Dip Youth and Community Studies (above), MA Youth and Community Studies students will demonstrate the following:

	Programme Learning Outcomes for the MA Youth and Community Studies
	Knowledge and understanding
	On completion of the MA students will be able to:
A9	Critically apply youth and community work theory to underpin research
A10	Critically explore the role of academic research in shaping social policy and challenging oppression in society
A11	Critically evaluate and apply a deep knowledge and understanding of theoretical perspectives in their chosen area of study
A12	Demonstrate a critical understanding of research in youth and community work, and the purpose of research for advancing practice
A13	Critically apply philosophical concepts to justify approaches to research in a chosen area of study
	Intellectual skills
	On completion of the MA students will be able to:
B7	Students will be able to demonstrate their ability to integrate their knowledge and understanding of professional practice into a piece of independent research
B8	Contribute to professional debate in the field of Youth and Community Work, making recommendations for practice and policy development through a piece of independent research
B9	Students will be able to demonstrate a range of analytical techniques and problem-solving skills to make sound judgements and conclusions through a piece of independent research
	Subject skills
	PG Dip **On completion of the MA students will be able to:**
C8	Contribute to the development of communities of practice through the production of academic research in the field of youth and community work
C9	Produce research that is inclusive and democratic
C10	Apply youth and community work ethics to research in practice
C11	Ensure that approaches to research and subsequent research generated fit with the students' philosophy of education
C12	Contribute to the development of communities of practice through the production of academic research in the field of youth and community work
	Practical, professional and employability skills
	On completion of the MA students will be able to:
D8	Use their enhanced communication skills to share ideas about their research project which informs current practice
D9	Implement team working and collaboration skills to support others through the development of research
D10	Students will use a confident grasp of IT skills to complete a research project
D11	Demonstrate the ability to exercise initiative

24 Curriculum matrix

For successful completion of MA Youth and Community Work (JNC) students will achieve the following programme learning outcomes at each level:

	Module Title	Core or option?	PG Cert					PG Dip						MA				
			A1	A2	A3	A4		A5	A6	A7	A8	A9		A10	A11	A12	A13	A14
Knowledge & Understanding	Theorising Youth and Community Work	Core	■	■	■	■												
	Critical Pedagogy and Anti Oppressive Practice	Core	■	■	■	■												
	Professional Placement 2	Core								■		■						
	Research Methodology and Enquiry in the Social Sciences	Core						■	■			■						
	Negotiated Learning	Option						■	■			■						
	Leading and Managing Professionals	Option								■	■							
	Dissertation	Core												■	■	■	■	■

	Module Title	Core or option?	PG Cert					PG Dip						MA				
			B1	B2	B3			B4	B5	B6				B7	B8	B9		
Intellectual Skills	Theorising Youth and Community Work	Core	■	■	■													
	Critical Pedagogy and Anti Oppressive Practice	Core		■	■													
	Professional Placement 2	Core						■										
	Research Methodology and Enquiry in the Social Sciences	Core							■	■								
	Negotiated Learning	Option							■	■								
	Leading and Managing Professionals	Option						■		■								
	Dissertation	Core												■	■	■		

	Module Title	Core or option?	PG Cert					PG Dip						MA				
			C1	C2	C3	C4		C5	C6	C7	C8	C9		C10	C11	C12	C13	C14
Subject skills	Theorising Youth and Community Work	Core	■	■	■	■												
	Critical Pedagogy and Anti Oppressive Practice	Core			■													
	Professional Placement 2	Core						■	■	■	■							
	Research Methodology and Enquiry in the Social Sciences	Core						■		■	■	■						
	Negotiated Learning	Option						■		■	■	■						
	Leading and Managing Professionals	Option						■	■	■	■							
	Dissertation	Core												■	■	■	■	■

	Module Title	Core or option?	PG Cert					PG Dip						MA				
			D1	D2	D3	D4		D5	D6	D7	D8			D9	D10	D11	D12	
Practical, Professional & Employability Skills	Theorising Youth and Community Work	Core	■	■	■	■												
	Critical Pedagogy and Anti Oppressive Practice	Core	■		■	■												
	Professional Placement 2	Core						■	■	■	■							
	Research Methodology and Enquiry in the Social Sciences	Core								■	■							
	Negotiated Learning	Option								■	■							
	Leading and Managing Professionals	Option						■	■	■	■							
	Dissertation	Core												■	■	■	■	

For successful completion of MA Youth and Community Studies students will achieve the following programme learning outcomes at each level:

	Module Title	Core or option?	PG Cert					PG Dip					MA				
			A1	A2	A3	A4		A5	A6	A7	A8		A9	A10	A11	A12	A13
Knowledge & Understanding	Philosophy in Youth and Community Work	Core	■	□	■	□											
	Critical Pedagogy and Anti Oppressive Practice	Core		■	□	■											
	Research Methodology and Enquiry in the Social Sciences	Core						■	■								
	Negotiated Learning	Option						■	■								
	Leading and Managing Professionals	Option								■	■						
	Dissertation	Core											■	■	■	■	■

	Module Title	Core or option?	PG Cert					PG Dip					MA				
			B1	B2	B3			B4	B5	B6			B7	B8	B9		
Intellectual Skills	Philosophy in Youth and Community Work	Core	■	■	■												
	Critical Pedagogy and Anti Oppressive Practice	Core		■	■												
	Research Methodology and Enquiry in the Social Sciences	Core							■	■							
	Negotiated Learning	Option							■	■							
	Leading and Managing Professionals	Option						■		■							
	Dissertation	Core											■	■	■		

	Module Title	Core or option?	PG Cert				PG Dip					MA				
			C1	C2	C3		C4	C5	C6	C7		C8	C9	C10	C11	C12
Subject skills	Philosophy in Youth and Community Work	Core	■	□	■											
	Critical Pedagogy and Anti Oppressive Practice	Core	■	■	■											
	Research Methodology and Enquiry in the Social Sciences	Core					■		■	■						
	Negotiated Learning	Option					■		■	■						
	Leading and Managing Professionals	Option					■	■	■	■						
	Dissertation	Core										■	■	■	■	■

	Module Title	Core or option?	PG Cert					PG Dip					MA				
			D1	D2	D3	D4		D5	D6	D7			D8	D9	D10	D11	
Practical, Professional & Employability Skills	Philosophy in Youth and Community Work	Core	■	■	■	■											
	Critical Pedagogy and Anti Oppressive Practice	Core	■		■	■											
	Research Methodology and Enquiry in the Social Sciences	Core								■							
	Negotiated Learning	Option								■							
	Leading and Managing Professionals	Option						■	■	■							
	Dissertation	Core											■	■	■	■	

25 Learning and teaching strategy

The philosophy of the programme is to reflect and develop a learning and teaching strategy based on a student-centred paradigm of learning, designed to enable and maximise the abilities of the students to work in the Youth and Community Work field in a variety of professional settings. This involves drawing upon a social constructivist approach to learning. Thus, students are enabled to become independent, autonomous and reflective learners whilst also further developing collaborative, strategic and professional capacities in learning through conversation and dialogue with others. Reflecting on experiences on workplace learning will enhance the students' skills in critical analysis and existing abilities to be creative, proactive and innovative. To this end, a variety of learning and teaching methods will be employed.

The design of the programme outlined above is based on introducing threshold concepts of knowledge and understanding that are then built upon. Key concepts include reflective practice, education theory and pedagogy, anti-oppressive practice, research methods, and leadership.

Recognising the development of information and communication technology in education, and as a skill for employability, the programme is committed to developing and implementing the use of ICT as a mode of teaching and learning. As such, the programme is delivered through a blended learning approach which combines face-to-face teaching time with online learning to support the needs of learners. Each module will be supported by a VLE page which will act as a hub for learning resources including lecture notes, sessional and additional reading, online discussion forums and links to a variety of online multimedia platforms and information that can be accessed by the student whenever they are ready to learn.

A wide range of learning and teaching approaches are adopted in this programme including lectures, seminars, tutorials, guided/directed study, presentations, debates, case studies, placements and, workplace learning activities, online blogs and forums. The programme aims to deliver a flexible, adaptable and interactive learning environment. The programme team are experienced on drawing on the values and principles of informal education (such as conversation and dialogue, participation, empowerment and partnership) and applying them within formal education setting.

As a programme that attracts a higher percentage of learners from widening participation groups this learning and teaching strategy has proven effective. The residential experience at the beginning of each semester will be used to provide an introduction to the main themes, debates and interpretations of the subject, conveying basic information, and signposting issues to be considered and providing a common foundation of learning for all students. Lectures will also be used to promote students' skills in listening, note-taking, reflection, discussion and their appreciation of how information is presented. Lectures will generally be supported through the use of audio-visual aids and materials from face to face lectures will be made available electronically via the University's VLE.

This will then be followed up by supported by additional regular contact time in small group and individual tutorials to develop the students' understanding of the key elements of the material delivered during the taught inputs. ICT facilities, seminars and workshops are used to provide opportunities for more student-centred and interactive learning. Usually organised around themes for discussion and/or designated reading, seminars and workshops aim to deepen students' knowledge of

a particular subject, and their ability to critically examine and reflect on alternative perspectives. They also aim to develop skills in information retrieval and presentation, communication skills and team/group work skills.

The programme team are able to draw upon their own professional practice experience in the field of Youth and Community Work to provide concrete examples and to contextualise learning. This experience and positive relationships with practitioners within the profession allow the programme team to draw upon a variety of guest lecturers from local authorities, voluntary organisations, private and third sector agencies to enhance the student learning experience and share current practice. As these positive relationships develop further through both teaching and placement opportunities, a community of practice is created that students become part of whilst at Glyndŵr University and beyond.

This considered approach to learning and teaching is taken in order to produce skilled and critical practitioners who work effectively within Youth and Community Work, and related fields particularly those located within multi-agency community settings. This approach will support students to become professional practitioners achieving an excellent standard reflected in high levels of graduate employment from the programme.

26 Work based/placement learning statement

MA Youth and Community Work (JNC) ONLY
The requirements of ETS Wales for the Youth Work JNC Professional Qualification for this programme state that it must contains placement learning consisting of 300 hours in total. ETS Wales will pay particular attention to the fieldwork opportunities provided for students and will be looking for assurances that these proposals follow the ETS Guidelines for Endorsement (https://www.etswales.org.uk/resource//g_m_ETS_Professional_Endorsement_Guidelines_Dec_2010.pdf . Students undertaking the MA Youth and Community Work (JNC) professional qualification must complete a minimum of 300 hours of their placement, ideally in two different fieldwork settings - where a range of opportunities are thus provided to reflect upon and synthesise theory, policy and practice.

Placement 1 (180 hours) is supported by the taught sessions for the Theorising Youth and Community Work module, and will take place across semester 1 & 2 in the first year of study; allowing students to apply their learning from this module to practice.

Placement 2 (120 hours) takes place in the second year, and allows students to build on their learning and practice experience from the first year. Whilst this module is not credit bearing, students will still need to complete a placement portfolio which will be pass/fail. Students will be able to take their learning from the Research Methodology and Enquiry module and/or the Leading and Managing Professionals module and apply this to their placement practice across semesters 1 & 2.

Students will be supported to identify and secure relevant and suitable placement opportunities by the programme team, developing and drawing on key skills for employability. Students are encouraged to find their own placement opportunities and draw upon their professional contacts as their time on the course and in practice

develops. Students who are unable to independently source a placement will be supported by the team who will draw upon a database of contacts from across Wales and England to ensure that a suitable placement is found.

The suitability of placement opportunities is determined by the programme team who request an Agency Profile be completed and returned by the placement organisation ahead of the start of placement. The Agency Profile confirms supervision arrangements (which should be by a practitioner who themselves is JNC qualified), health and safety risk assessments, but also the activities to be undertaken and how these map against the National Occupational Standards (NOS) for Youth Work.

Before students commence placement activities checks will be made to ensure that a current DBS certificate is in place. This is a condition of entry onto the programme and students are encouraged to sign up to the Update Service so that their DBS remains current.

In order to enhance the student learning experience whilst on placement and to ensure quality support, each student will be allocated a Visiting Placement Tutor who is an experienced practitioner in the field to mentor and support the student to learn from the placement experience. The Visiting Placement Tutor is recruited on a sessional basis, but in all instances is JNC professionally qualified, will have at least 2 years post qualifying experience, and has received training from the Programme Team as well as the opportunity to undertake the Professional Supervision module as part of their continuing professional development. The Visiting Placement Tutors also have access to their own VLE page containing all relevant forms, handbooks and further information. This will further support the student and practitioners in the field in becoming part of a wider community of practice.

The Visiting Placement Tutor will conduct a three-way meeting with the student, the placement organisation and themselves to complete a Learning Agreement which outlines the expectations and responsibilities of all parties, and also the agreed tasks and learning outcomes for the student. Moving forward the Visiting Placement Tutor is the main point of contact for both the student and placement organisation should any practice issues occur

27 Welsh medium provision

The programmes will be delivered through the medium of English. However, in line with Glyndŵr University Welsh Language policy students are entitled to submit assessments in the medium of Welsh. The programme has positive relationships with a number of organisations (such as the Urdd and GISDA) that are able to provide input and placement opportunities for Welsh speaking students, and are invited to input as part of the programme delivery in the medium of Welsh. Where students are on placement within a Welsh speaking organisation and their first language is Welsh then where possible a Welsh speaking Placement Supervisor will be identified. If possible a Welsh speaking Visiting Placement Tutor will also be allocated.

28 Assessment strategy

In selection of assessment methods, it is essential that they are aligned with the overall aims of the programme, including the development of disciplinary skills (such as critical evaluation and problem solving) and, because of the professional nature of

the programme, support the development of occupational competencies such as the National Occupational Standards. The programme team is aware of the needs and requirements of related or relevant careers that students may enter and recognises the need to use some form of assessed component at various points through the programme to enable students to compare and compete favourably with graduates from other courses.

Assessments are designed with the dual aims of supporting a student's professional development and their academic understanding. This builds knowledge and skill from a belief that being an excellent practitioner means not only working with people but also being able to express yourself in a range of ways that includes writing reports, documents and essays based on the collection and analysis of evidence to build an argument.

Throughout the programme, and within individual modules, a variety of assessment methods are employed which seek to demonstrate equity with respect to the individual needs, learning styles and interests of students. The forms of assessment are selected to ensure that they characterise the academic level of the modules and are designed to enable students to explore the philosophies, concepts and theories underpinning youth work and community work, through the exploration and analysis of issues pertinent to these areas of social provision.

The transference of learning from one module to another is encouraged and the core modules provide a focus for this. As such, assessment methods on this postgraduate programme are used to develop a student's confidence and ability to carry out a range of transferable skills which are considered useful in both academic work and professional practice.

Assessment within the programme is formative, summative and aligned to professional practice, drawing on a range of appropriate and inclusive assessment methods that meet the needs of diverse learners. There are specific assessment methods for practice-based learning. As per ETS Guidelines for Professional Endorsement students are also required to attend at least 80% of taught sessions to demonstrate professional standards and commitment and where possible this has now been written into the assessment of modules.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Year 1			
YCW713 Theorising Youth and Community Work	Portfolio 70% Presentation 20% Learning logs/journals 10%	3000 Words 20 minutes 1000 Words	End point semester 2 End point semester 1 End point semester 2
YCW709 Critical Pedagogy and Anti Oppressive Practice	Essay 100%	5000 Words	End Point semester 2
YCW710 Philosophy in Youth and Community Work	Essay 30% Essay 70%	1500 Words 3500 Words	Mid-point semester 1 Endpoint semester 1
Year 2			
YCW711 Professional Placement 2	Portfolio 90% Learning logs/journals 10%	2000 words 1000 words	End point of trimester 1
EDM702 Research Methodology and Enquiry in the Social Sciences	Essay 100%	6000 words	End point of trimester 1
YCW712 Negotiated Learning	Presentation 30% Negotiated learning 70%	20 mins 3500 words	Mid-point trimester 2 End point trimester 2
EDM706 Leading and Managing Professionals	Report 1 30% Report 2 70%	1800 words 4200 words	Mid-point trimester 2 Endpoint trimester 2
Year 3			
YCW714 Dissertation	Research Proposal 20% Dissertation 80%	3400 words 15000 Words	Trimester 1 Trimester 2

29 Assessment regulations

Taught Masters

Derogations

MA Youth and Community Work (JNC) ONLY
Students are required to achieve a pass mark of at least 40% in all elements of assessment. Compensation is not permitted.

Non-credit bearing assessment

MA Youth and Community Work (JNC) ONLY
As per the ETS Wales Guidelines for professional endorsement there is a requirement to maintain student attendance at 80%.
In addition the Year 2 module Professional Placement 2 is not credit bearing, but a portfolio must be passed – including confirmation of placement hours and a satisfactory supervisors report in order to gain the JNC professional youth work qualification.

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

None

30 Programme Management

Programme leader

Hayley Douglas (Senior Lecturer)

Module Leaders

Jess Achilleos (Lecturer and Placement Coordinator)
John Luker (Principal Lecturer Education)

Lecturer – Full time to be appointed

31 Quality Management

There are two tiers of management for the programme: the programme leader and module leaders. The programme leader holds a strategic overview and the module leaders deal with the specific requirements of their modules.
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Overall management of the programme rests with the programme leader who is responsible for:

- Ensuring that the programme runs smoothly including identification of modules leaders when vacancies arise.
- Organising and chairing programme meetings.
- Developing policies and processes related to aspects of quality enhancement for the programme.
- Working with programme team on curriculum development.
- Collating programme information and producing reports for boards e.g. AMR.
- Leading on programme review, development and validation.
- Dealing with student issues such as extenuating circumstances, extensions and student concerns.
- Promoting and marketing the programme with the programme team.
- Planning dates for assessment boards and liaising with the external examiners.
- Organising Student Voice Forum meetings.

The responsibility of the modules leaders is to ensure that their modules are delivered to the best possible standard:

- Developing the scheme of work for the module.
- Uploading and maintaining resources for the module on Moodle.
- Liaising with the programme leader over management and delivery of modules.

- Preparing the module handbook.
- Providing academic support for students.
- Arranging marking and moderation for the module in discussion with the programme leader.
- Evaluating the module and forwarding results to the programme leader.
- Arranging peer review of teaching.
- Making staff development needs known to the programme leader

Quality assurance mechanisms are well established at University level and at programme level, these are invoked via programme team meetings, assessment boards, and annual monitoring reports. At subject level the programme leader reports at the subject team meeting at which the Associate Dean is present. The Associate Dean feeds back to Faculty Board. Faculty Board is responsible for the management of academic quality and standards within academic areas.

Student feedback is sought through the Student Voice Forums online. These meet twice a year and representatives from the programme will be asked to contribute. Student feedback is used to inform changes to the programme, but also where appropriate changes to University support services. Minutes of SVF are shared on the programme VLE page along with an update with regards to any actions from the minutes.

32 Research and scholarship activity

It is recognised that the commitment to research is complemented by the University's on-going requirement to develop and evidence the forms and quality of scholarly activities undertaken by the team. Each member of the team is engaged in scholarly activity related to practice. The curriculum is informed by the research, scholarly activity and practice experience of the programme team.

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Students meet with their personal tutor at least twice a year to review academic progress and identify additional support required; with referrals being made as appropriate. Students can book additional appointments with their personal tutor should the need arise, and the personal tutor will provide additional support regarding attendance monitoring and retention if the student is considering suspending or withdrawing from the programme.

Programme specific support for students

Support for Youth and Community students begins before students arrive with the admissions process designed to prepare those found to be suitable for their period of study. Even those considered 'not yet ready' for professional education receive guidance on how they can meet standards given should the make a future application.

- This supportive approach continues in induction with new students introduced to the university's full range of support possibilities. These are offered through central services such as: the Services Information Desk, Student and Programme Centre, the Library and the Student Union and includes: Welfare Advice; Financial support (Grants, Assembly learning support, start-up grants & contingency/hardship funding); Part-time student support; Counselling; Individual needs (disability & specific learning differences); Library & learning resources; Health & Wellbeing etc. This information is also provided in the, annually updated, Glyndŵr University Student Handbook and Programme Handbooks.
- As teaching unfolds, support becomes student-centred making use of year tutors, combined with an open and welcoming staff to provide help to any student. Students are seen individually, at least once a semester, and collectively at year-group tutorials.
- Youth and community students present a broad range of support issues, regularly seeking advice on personal matters such as relationships, some abusive, pregnancy and finance as well as work-related issues. Whilst employment related issues are not the University's responsibility, they are professional issues that could have an impact on suitability to practice. As such they are relevant to the process of the professional education for Youth and Community Work and, potentially, the student's ability to successfully complete the Youth and Community programme.
- Where these support issues have required adjustments to a student's registration or enrolment, tutors have involved the course administrator and programme leaders with reports made to a subsequent programme team meeting.
- The programme is consistently populated by a significant proportion of those with disabilities, and those from communities where higher education participation rates are low, through personal tutorial support and inclusive learning, teaching and assessment strategies students are supported throughout their learning journeys.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/ ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Along with the support outlined above, the Youth and Community Work programme has an inclusive approach to recruitment, learning and teaching, and assessment. This is underpinned by the core value of anti-oppressive practice in youth and community work. Examples include:

- Module specifications that are written in plain English
- A variety of assessment methods staggered throughout the year to accommodate those with additional learning needs
- Personal Tutorial support
- Support through Learning Plans where required
- Ensuring that lectures and sessions are timetabled to meet the needs of parents and those who are carers for example
- The use of the VLE to provide additional support and resources to learners to access at times to suit their needs.