

**De Montfort University**  
**Course Template**

**1. Basic information**

- Course Name: Work with Communities and Young People
- Course Code: PA001A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester; W2 - North Warwickshire & Hinckley
- Type (single, joint.): SI
- Highest Award : Foundation Degree in Arts
- All possible exit awards : Certificate of Higher Education; Foundation Degree in Arts; Institutional Undergraduate Credit
- Award notes :

**Professional Body Recognition**

- Accreditation by Professional/Statutory body:  

No
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- Exemption by Professional/Statutory body:  

No
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- Details  

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- Modes of attendance: Main MOA: Full-Time  
Other MOA: Part-Time; Previously Full Time, ET or IT for All Session; Previously Part Time, ET or IT for All Session
- Mode Notes:
- Course leader: Julie Flett

**2. Entry Requirements and Profile**

UCAS Points Minimum of 180 points
GCSEs 5 GCSEs at grade C or above including English. Plus one of the following: Alevels From a minimum of 1 a level. NB - NVQs can be considered in conjunction with other qualifications and as part of an applicant's overall profile BTEC BTEC National Diploma - BTEC with Merit/Merit/Pass (200) BTEC National Certificate - Distinction/Merit BTEC National Award - only in combination with other accepted qualifications BTEC Extended Diploma (3 A2s) - BTEC with Merit/Merit/Pass (200) BTEC Diploma (2 A2s) - Distinction/Merit (200) BTEC 90 credit Diploma - only in combination with other accepted qualifications BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications BTEC certificate (1 A1) - only in combination with other accepted qualifications Access Course Pass. English GCSE equivalency required, 12 level 2 credits. Interview: Yes Work Experience: one year's practical experience in a youth-related environment either statutory or voluntary. Must be working/ volunteering in a youth/ community setting for at least six hours per week

by the start of the course and for its duration, with a reference provided to confirm this placement. Work experience is an important criteria for selection.  
 International Baccalaureate: 26+  
 This course welcomes mature students and values their experience. In some cases an alternative experiential and academic profile may be accepted for entry.  
 You must complete a declaration form and enhanced CRB disclosure application form before starting the course, which needs to be cleared in accordance with DMU's admissions policy. Contact us for up-to-date information.  
 Interview Required: Yes  
 International Students:  
 If English is not your first language, we require an English language level of IELTS 6.5 or equivalent.  
 Personal Statement selection criteria  
 Clear communication skills, including good grammar and spelling  
 Information relevant to the course applied for  
 Interest in the course demonstrated with explanation and evidence  
 If relevant for the course - work and life experience

### 3. Course Description

#### Characteristics and Aims

- To provide an opportunity for those working in the field of Community Development and Work with Young People to gain a recognised qualification.
- To offer an opportunity to discuss and develop practice underpinned with appropriate concepts and theory to connect with adults and young people in their own communities.
- To develop individual progress in understanding and applying new learning with a focus on social inclusion and youth and community-based social policy.
- To provide and promote a context for reflective practice underpinned by an exploration of values and attitudes in work with communities and young people.
- To increase knowledge, skills, understanding and application of widening participation in work with communities and young people.
- To promote, awareness, understanding and application of anti-oppressive practice.

#### *Teaching, Learning and Assessment Strategies*

The learning and teaching methods seek to reflect the characteristics of the anticipated student body with the key objective of widening participation in higher education. Therefore group size will be maintained between 12 - 20, offering a non-threatening learning environment and linking theory with everyday experiences in practice. A variety of specific teaching methods will be employed:

- Lecture inputs
- Personal tutoring
- Library based information gathering tasks
- Case studies
- Scenarios and simulations
- Role play
- Small group discussion
- Video & use of VLE
- Practice-based tasks (through students supervised placement)
- Blended learning

The learning strategy is based on students becoming increasingly self-directed and group directed. Alongside course assessment students will make continuous self-assessments through reflective practice on:

- Work practice experiences
- Theoretical learning
- Skills and expertise
- Values, social justice and anti-oppressive practice

<p>Learning is supported through DMU existing systems</p> <ul style="list-style-type: none"> <li>· Personal and practice tutors</li> <li>· Disability/special needs assessment</li> <li>· Student Support Services (Disability Unit)</li> <li>· Centre for Learning And Study Support (CLASS)</li> </ul> <p>Assessment will be undertaken through:</p> <ul style="list-style-type: none"> <li>· Formative assessment through debates, questionnaires, VLE discussion and exercises</li> <li>· Written assignments (submitted through Turnitin) <ul style="list-style-type: none"> <li>o Individual</li> <li>o Group</li> </ul> </li> <li>· Presentations</li> <li>· Reflective commentary/self-assessment</li> <li>· Observation of practice</li> </ul>
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#### 4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> <li>• <b>Knowledge &amp; understanding</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· identify their roles and responsibilities in working with adults and young people in their communities</li> <li>· analyse agency roles and their own role in relation to a particular chosen agency</li> <li>· apply their understanding of planning, implementation and evaluation of their work</li> <li>· understand management and organisational issues</li> <li>· understand and apply social science and educational principles, values and planning to their practice</li> <li>· apply a critical understanding of contemporary policy developments to their practice</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cognitive skills</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· apply a range of experiential knowledge to a range of theories</li> <li>· act as independent learners and practitioners</li> <li>· discuss experiences and views and listen to and appreciate those of others</li> <li>· interrogate, sharpen and shape their working principles</li> <li>· problem solve</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Subject specific skills</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· initiate and sustain relationships with individuals and groups</li> <li>· facilitate learning in group work situations</li> <li>· identify and understand the personal</li> </ul>

	<p>social and political issues which affect them, the lives of others and the communities of which they are a part.</p> <ul style="list-style-type: none"> <li>· design, establish and manage an appropriate programme of work and learning for others</li> <li>· work effectively with agencies to support the needs of adults and/or young people within their communities</li> <li>· assess need, analyse and interpret information and plan for development</li> <li>· explain and develop effective ways of managing difficult interactions with people</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Key Skills</b></li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· research, record and present information from readily available text: such as books, journals, articles and human sources</li> <li>· select relevant information from a range of sources</li> <li>· work with others in directed activities within supervised settings</li> <li>· use knowledge and experience to solve problems</li> <li>· understand numerical information presented in a variety of ways, including tables and graphs</li> <li>· make use of IT and VLE facilities</li> <li>· plan and manage their time to accomplish goals</li> <li>· self appraise and reflect critically on their practice</li> <li>· to communicate effectively through a range of verbal and written formats</li> </ul>

## 5. Structure and Regulations

### Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
ASCS1701	30.00	1	Must Take	Y	DM, W2
ASCS1702	30.00	1	Must Take	Y	DM, W2
ASCS1703	30.00	1	Must Take	Y	DM, W2
ASCS1704	30.00	1	Must Take	Y	DM, W2
ASCS2701	15.00	2	Must Take	Y	DM, W2
ASCS2702	15.00	2	Must Take	Y	DM, W2
ASCS2703	30.00	2	Must Take	Y	DM, W2
ASCS2704	30.00	2	Neither	Y	DM, W2
ASCS2705	30.00	2	Neither	Y	DM, W2
ASCS2706	30.00	2	Must Take	Y	DM, W2

### Structure

#### Structure notes

1

#### Course Specific Differences or Regulations

1 Students may start level II carrying no more than a single level I failure on the

understanding that work can only be assessed at level II once the level II failure has been redeemed

Numbers at sites, including partner institutions

1 12- 20

Relevant QAA Subject Benchmarking statement(s)

1

**6. Quality Assurance Information**

QA of Workbased Learning

Work-based learning will follow local employer quality assurance protocols. This will follow National Occupational Standards for community work and knowledge requirements for LDSS and will be accredited as prior learning where they are assessed at level 4. Students not undertaking this particular route will need to produce a practiced file and an assignment for this module.

Procedures for QA with partner colleges is documented in the validation document.

Liaison with Collaborative Partners

Procedures for Maintaining Standards

**Course Handbook Descriptor**