

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: Youth Work And Community Development
- Course Code: PA014A
- 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
- Type (single, joint.): SI
- Highest Award : Bachelor of Arts (Honours)
- All possible exit awards : Bachelor of Arts; Certificate of Higher Education; Diploma of Higher Education; Bachelor of Arts (Honours); Institutional Undergraduate Credit; Foundation Degree in Arts
- Award notes :

The award is expected to have the professional recognition included on the academic certification of the award provided to the student. Currently the following statement is used after the award title -'with JNC professional qualification'

If a student wishes to leave with credits before the BA (Hons) stage or is not permitted to progress through to the next level they may be able to leave with a FD in Work with Communities and Young People and there would be no such professional recognition statement included in this award's certificate.

Those students who have previously qualified as professional youth workers at DipHE level may claim advanced standing and enter Level 6 of this degree through the usual APL process. They will need to study the Level 6 Contemporary Issues module instead of Developing Professional Practitioner 3. Students can also exit with the following award BA/BA (Hons) Work with Communities and Young People, DipHE Work with Communities and Young People, CertHE Work With Communities and Young People.

Changes for 2013-14 have been put in place so that there is an exit route for those students who realise during year 1 of the BA Hons YWCD that the professional youth and community work qualification and the associated Developing Professional Practitioner 2 is not for them. It is also for those students who the staff advise are not ready to take this module. The option of doing ASCS2804 Negotiated Module enables them to exit with the same credits as for the BA Hons.

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time  
Other MOA: Part-Time
- Mode Notes:
- Course leader: Christopher Herriot

## 2. Entry Requirements and Profile

UCAS Points  
Minimum of 260 points.  
GCSEs  
5 GCSEs at grade C or above including English. Plus one of the following:  
Alevels  
Normally with at least 160 points from 2 A levels with a specified subject at grade C or above  
BTEC  
BTEC National Diploma - BTEC with Distinction/Merit/Merit (280)  
BTEC National Certificate - only in combination with other accepted qualifications  
BTEC National Award - only in combination with other accepted qualifications  
BTEC Extended Diploma (3 A2s) - BTEC with Distinction/Merit/Merit (280)  
BTEC Diploma (2 A2s) - Distinction/Distinction  
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: 28+  
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

The course aims to develop graduates who are competent, accountable and adaptable professional youth workers. They leave with a clearly understood and articulated set of values about social justice and human rights and equipped to work in a range of settings.

The programme is structured on four 30 credit modules at each level, see section 5 below. Practice experience is included and assessed at each level. Four vertical strands build through the levels.

They are:

- A. Identity and awareness.
- B. Developing professional practitioner.
- C. Context and governance.
- D. Learning.

The development of learning through the levels is constructed by applying Thompson's PCS(G) model (THOMPSON, N. (2012) *Anti Discriminatory Practice*. (5th Edn) Hampshire:Palgrave) with the additional G for the global level. The Personal runs through from day one with a significant focus on self throughout level 4. Attention to the increasingly macro levels is achieved via a focus on Cultural/Community, Structural/Society and Global, which gradually build up their route through the course. Students learn steadily to draw on all these levels in the way they understand and act.

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

We use a wide range of teaching and learning strategies, which seek to meet the different learning styles of students and the range of experience. These strategies include short lectures, debates, case studies and scenarios, problem based learning (PBL) student presentations, peer education sessions, role plays, action learning sets, on line discussion boards and agency visits.

The course expects students to integrate theory and practice and use many relatively practical tasks alongside essay style assessments. Overall our intention is to promote independent and lifelong learning through professionally relevant assessment tasks. We do not use any examinations but rather we choose to employ a diverse range of assessment activities, for example informal mid-module self marked tests, presentations, posters, case studies, seminar discussions on Blackboard, reports, self assessments, reflective recordings and essays. Students are assessed against the learning outcomes for each module. The assessment of practice meets the professional requirements of the National Occupational Standards for Youth Work as well as the 'Common Core of Skills and Knowledge' and the QAA benchmark statements for Youth Work.

#### 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>Knowledge &amp; understanding</p> <p>Know their role as an informal educator and apply this in a range of contexts.</p> <p>Identify oppression at a personal, cultural, societal and global level and be able to work anti-oppressively.</p> <p>Know and understand critical reflective practice.</p> <p>Recognise the impact of social policy and the media on the direction of work with young people and communities.</p> <p>Understand key legislation and its impact on youth work and community development.</p> <p>Know the current debates on key concepts and contested issues.</p> <p>Understand the research process and develop and apply practice related research methods.</p> <p>Have developed a body of knowledge related to youth work specialisms.</p> <p>Know and understand child and youth</p>

	development. Know their duties to safeguard and protect the welfare of children and young people.
• <b>Cognitive skills</b>	Cognitive skills  Students will be able to: · act as an independent learner and practitioner. · analyse and critique concepts, evidence and practice · critically reflect on their practice and its impact on others. · solve problems. · engage a flexible and open-minded approach within the core youth work and community development values.
• <b>Subject specific skills</b>	Subject specific skills  Students will be able to: 1) Work with young people and their communities: a) Work with individuals b) Work with groups c) Deliver Community Development 2) Work with staff and other agencies 3) Develop service provision 4) Deliver management and leadership. See detailed breakdown of these subject skills in the Practice Guide.
• <b>Key Skills</b>	Students will be able to: · share information in a timely and accurate way. · use standard IT packages · write clearly and succinctly, for example for field work reports. · present and articulate ideas coherently and in accessible language. · organise their time and set priorities.

## 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>
ASCS1801	30.00	1	Both	Y	DM	
ASCS1802	30.00	1	Both	Y	DM	
ASCS1803	30.00	1	Both	Y	DM	
ASCS1804	30.00	1	Both	Y	DM	
ASCS2801	30.00	2	Both	Y	DM	
ASCS2802	30.00	2	Must Pass	Y	DM	
ASCS2803	30.00	2	Both	Y	DM	
ASCS2804	30.00	2	Neither	Y	DM	
ASCS2805	30.00	2	Both	Y	DM	

<b>ASCS3801</b>	<b>30.00</b>	<b>3</b>	<b>Both</b>	<b>Y</b>	<b>DM</b>
<b>ASCS3802</b>	<b>30.00</b>	<b>3</b>	<b>Both</b>	<b>Y</b>	<b>DM</b>
<b>ASCS3804</b>	<b>30.00</b>	<b>3</b>	<b>Both</b>	<b>Y</b>	<b>DM</b>
<b>ASCS3807</b>	<b>30.00</b>	<b>3</b>	<b>Both</b>	<b>Y</b>	<b>DM</b>

## Structure

### Structure notes

1  
This programme follows the DMU APL procedures.

The award of advanced standing for APEL is not permitted on this course by the NYA validation criteria.

Candidates applying for entry at Level 4 are expected to provide information about their prior experiential learning as part of their application and will be asked about it during their individual interview. Candidates are expected to have 12 months' experience in a youth and community work setting. Students have occasionally joined level 5 with advanced standing from another level 4 youth work course, provided this included a similar JNC practice requirement. All students joining at level 5 must demonstrate:

- ' At least 120 hours of observational practice experience with groups and individuals. This experience must be part of a module accredited by the former academic institution.
- ' Successful completion of all level 4 modules at the former institution, and evidence of achievement with transcripts.

It is not our practice to accept students into Level 6 of this programme. Should that happen in future, DMU would follow the requirements on page 33 of the National Youth Agency validation guide for transfers from non-JNC degree level programmes.

### Course Specific Differences or Regulations

1 · The professional accreditation and validation require a student: staff ratio usually of no more than 20:1. (p36, Professional Validation: Guidance and Requirements, National Youth Agency.)

· In order to secure professional formation under the validation requirements, students must meet 'the requirement of 80-100 per cent attendance'. (p47, Professional Validation: Guidance and Requirements, National Youth Agency).

· Students on this programme are not entitled to compensation under the University Regulations. They are therefore entitled to 90 credits of retakes per level.

· The programme team address concerns about fitness to practise in the first instance. If the concerns are not resolved, the Faculty Fitness to Practise procedure is then followed, should there be relevant concerns at the placement or on the academic programme, including failure to meet the 80% attendance requirement.

### Numbers at sites, including partner institutions

1

### Relevant QAA Subject Benchmarking statement(s)

1

## 6. Quality Assurance Information

### QA of Workbased Learning

This is explained in the Practice Guide. DMU staff monitor agencies and supervisory staff as well as the student work and learning experience through their 3 way meetings, usually held in the agency. Agencies and students complete evaluation forms and attend review discussions.

Arrangements for liaison with collaborative partners. N/A.

Procedures for maintaining standards across different centres. N/A

Date validated: In process. Professional accreditation on 17 April 2013 with some conditions to be met by 31 August 2013 including DMU revalidation as needed.  
Date modified [if applicable]

Liaison with Collaborative Partners

none

Procedures for Maintaining Standards

none

**Course Handbook Descriptor**

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