

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: Youth/Health and Community Development Studies
- Course Code: PA279T
- Level (UG, PG): Postgraduate Taught
- 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 : Master of Arts
- All possible exit awards : Postgraduate Certificate; Postgraduate Diploma; Institutional Postgraduate Credit
- Award notes : Pg Certificate - Social Studies  
Pg Diploma - Youth & Community Studies or Health & Community Studies.  
MA - award title is dependant upon health or youth work focus of dissertation.

ASCS5212 module is offered bi-annually. When the module is unavailable, it can be substituted by students taking ASCS 5103 Theory & Practice of Youth Work (15c) and ASCS 5104 Theory & Practice of Community Development (15c), or ASCS 5212 Issues of Health & Well-being (15c) and ASCS 5104 Theory & Practice of Community Development (15c), depending upon whether the route chosen is youth or health studies respectively.

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Distance Learning  
Other MOA:
- Mode Notes: Students can start in January.
- Course leader: Jagdish Maganlal Chouhan

#### 2. Entry Requirements and Profile

A first degree, normally at 2:2 or above, or by having a range of academic and work experience  
You should also normally have:

A commitment to anti-oppressive practice  
Relevant and significant field experience  
Proven ability to reflect on practice, critically examine concepts of informal education and justice, awareness of social welfare needs in a youth and community development context  
Applications from individuals with no formal academic qualifications, but extensive practical experience, will be considered on an individual basis

You will need to attend an interview or participate in a telephone interviews

You must complete a declaration form and enhanced DBS (CRB) disclosure, and criminal record certificate (from your home country), before starting the course, which need to be cleared in accordance with DMU's admission policy.

If English is not your first language an IELTS score of 6.5 or equivalent when you start the course is essential. English language tuition, delivered by our British Council accredited Centre for English Language Learning, is available both before and during the course if you need it.

### 3. Course Description

#### Characteristics and Aims

The course aims to:

- provide an opportunity for youth and community development workers to study at an advanced academic and professional level
- deliver high quality practice related modules which enable practitioners and their clients to achieve planned change through the process of education, development and practice orientated research
- enable the development of the innovative, progressive practitioner who reflectively engages with concepts and practices of social justice and equality
- critically examine and explore ways of meeting social welfare needs in the 21st Century e.g. through inter-professional working
- enable students to draw from a wide variety of knowledge domains, including political, cultural, economic, epistemological, occupational, physical, psychological or technological
- provide opportunities for students to ensure the integration of theory and practice for informing professional action within a range of youth and community contexts.
- offer participants support in developing their professional pathway.

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

Students joining MA YCDS and MA HCDS are already experienced youth / health and community development workers from a richly diverse range of settings and contexts. The programme is designed to develop the practice based and intellectual capabilities of the students.

The learning and teaching methods and strategies employed seek to purposely reflect the philosophy, ethos, aims, objectives and structures of a programme of advanced academic and professional development. The methods are founded on principles of participative learning, empowerment, anti-oppressive practice and development. They are designed to facilitate the learning of mature students as youth / health and community development workers, with diverse experience and ability for whom participative, individual and collective learning will be differentially challenging but necessarily constructive and creative.

The programme works to build a learning community, from the initial contact on selection day and in the Induction periods onwards, through attempting to:

- help an engagement with, and develop an ownership of, the values of the programme
- identify the common ground as well as the contrasting experiences of participants
- develop a sense of significance and security in the programme community and solidarity with its tasks
- help participants realise the value their contribution can make to others learning.

Through the choice of learning and teaching methods within each module, the programme seeks to:

- be efficient and motivating in the transfer and creation of theoretical and practical knowledge
- offer the experience of the productive elements and sound practices of informal

education in youth & community development work

- temper the idealism or remoteness of theoretical debate, so that new knowledge can be related to practice
- reject a passive approach to learning and assessment and encourage the active, personal involvement of all participants in negotiating learning, constructing professional pathways and evaluating learning through formal evaluation and self-assessment.

Within this context the following methods are used:

- The distance learning mode develops a commitment to the computer conferencing (virtual learning environment 'Blackboard') dimension of the programme and includes working with participants with differential levels of keyboard and word processing skills, ensuring good technical support during the early stages of the programme, negotiating and operating a staff/student distance learning contract, and providing effective e-mail tutorial support.

Each semester will begin with four to five days of block teaching in Leicester. There are no more than 15 days of block teaching over the normal two-year duration of the programme. This mode of the programme includes the following:

- Induction Block Teaching periods: Module 'launch lectures' which guide the students through the material, introduction to, and troubleshooting with, VLE Blackboard, introduction to professional qualification, library and student services inductions and a study skills session.
- module readers and 'wrap around' commentary for each module
- further reading: by students from reading lists provided and from their own searches
- computer conferences: Four fortnightly seminars per semester per 15 credit module, in which students participate and monitored by the Module Tutor. For 30 credit foundation modules, there will be 5 seminars.
- face to face (in block teaching periods), email or telephone tutorials: including those related to module content and those related to student progress and welfare
- parallel student conferencing
- peer led support learning
- individual and directed study
- Supervised Practice (ASP Pathway only)
- practical project work.

A module specification is presented in the separate Programme Module Handbook for each of the following modules, which comprise the MA Youth and Community Development Studies and MA Health & Community Development Studies

MA Youth and Community Development Studies and

MA Health & Community Development Studies

Contemporary Issues in Y&CD

Health & Social Research Methods 1

Dissertation (60 credits)

Any five from:

Mental Health (bi-ennial)

Peer Health Learning (bi-ennial)

Theory & Practice of Community Development

Theory and Practice of Youth Work

Health & Well Being

Anti-Oppressive Practice

Health and Social Research Methods 2

Management of Services and People

Improving Youth Work Management

Strategy and Leadership in Youth Services

Leading & Managing Multi-agency Services for Young People

Managing Race and Diversity

Supervision in Youth & Community Development

Social Exclusion Disaffection and Youth Work

The Negotiated Module

The Negotiated Module (CPD)

Global Issues in Youth & Community Development (bi-ennial)

Rural Development (bi-ennial)  
 Volunteers and Voluntarism (bi-ennial)  
 Faith & Community Development (bi-ennial)  
 Advanced Skills Practitioner - Theory  
 Advanced Skills Practice 1  
 Advanced Skills Practice 2  
 Anti-Oppressive Practice  
 Management of Services and People  
 Workforce Development  
 Enhancing Leadership  
 Young People, Active Citizenship & Participation  
 Reflective Practice in Leadership and Management  
 Other option modules may also be offered in conjunction with sister MA Programmes eg. CCJ

MA Youth and Community Development Studies and  
 MA Health & Community Development Studies  
 Contemporary Issues in Y&CD  
 Health & Social Research Methods 1  
 Dissertation (90 credits)  
 Any three from:  
 Mental Health (bi-ennial)  
 Peer Health Learning (bi-ennial)  
 Theory & Practice of Community Development  
 Theory and Practice of Youth Work  
 Health & Well Being  
 Anti-Oppressive Practice  
 Health and Social Research Methods 2  
 Management of Services and People  
 Improving Youth Work Management  
 Strategy and Leadership in Youth Services  
 Leading & Managing Multi-agency Services for Young People  
 Managing Race and Diversity  
 Supervision in Youth & Community Development  
 Social Exclusion Disaffection and Youth Work  
 The Negotiated Module  
 The Negotiated Module (CPD)  
 Global Issues in Youth & Community Development (bi-ennial)  
 Rural Development (bi-ennial)  
 Volunteers and Voluntarism (bi-ennial)  
 Faith & Community Development (bi-ennial)  
 Advanced Skills Practitioner - Theory  
 Advanced Skills Practice 1  
 Advanced Skills Practice 2  
 Anti-Oppressive Practice  
 Management of Services and People  
 Workforce Development  
 Enhancing Leadership  
 Young People, Active Citizenship & Participation  
 Reflective Practice in Leadership and Management  
 Other option modules may also be offered in conjunction with sister MA Programmes eg. CCJ

MA Youth and Community Development Studies (Research) and  
 MA Health & Community Development Studies (Research)  
 Contemporary Issues in Y&CD  
 Health and Social Research Methods 1  
 Health and Social Research Methods 2  
 Dissertation (90 credit minimum)  
 Any two from:  
 Mental Health (bi-ennial)  
 Peer Health Learning (bi-ennial)

Theory & Practice of Community Development  
 Theory and Practice of Youth Work  
 Health & Well Being  
 Anti-Oppressive Practice  
 Health and Social Research Methods 2  
 Management of Services and People  
 Improving Youth Work Management  
 Strategy and Leadership in Youth Services  
 Leading & Managing Multi-agency Services for Young People  
 Managing Race and Diversity  
 Supervision in Youth & Community Development  
 Social Exclusion Disaffection and Youth Work  
 The Negotiated Module  
 The Negotiated Module (CPD)  
 Global Issues in Youth & Community Development (bi-ennial)  
 Rural Development (bi-ennial)  
 Volunteers and Voluntarism (bi-ennial)  
 Faith & Community Development (bi-ennial)  
 Advanced Skills Practitioner - Theory  
 Advanced Skills Practice 1  
 Advanced Skills Practice 2  
 Anti-Oppressive Practice  
 Management of Services and People  
 Workforce Development  
 Enhancing Leadership  
 Young People, Active Citizenship & Participation  
 Reflective Practice in Leadership and Management  
 Other option modules may also be offered in conjunction with sister MA Programmes eg. CCJ

MA Youth & Community Development Studies (Management) and  
 MA Health & Community Development Studies (Management)  
 Contemporary Issue in Y&CD  
 Health & Social Research Methods 1  
 Dissertation (60 credits)  
 Any five from the following, of which at least three must be from group A.

#### Group A

Management and Services and People  
 Improving Youth Work Management  
 Strategy and Leadership in Youth Services  
 Leading & Managing Multi-agency Services for YP  
 Managing Race & Diversity  
 Supervision in Youth & Community Development  
 Negotiated Module  
 The Negotiated Module (CPD)  
 Reflective Practice in Leadership and Management

#### Group B:

Mental Health (bi-ennial)  
 Peer Health Learning (bi-ennial)  
 Theory & Practice of Community Development  
 Theory and Practice of Youth Work  
 Health & Well Being  
 Anti-Oppressive Practice  
 Health and Social Research Methods 2  
 Social Exclusion Disaffection and Youth Work

Global Issues in Youth & Community Development (bi-ennial)  
 Rural Development (bi-ennial)  
 Volunteers and Voluntarism (bi-ennial)  
 Faith & Community Development (bi-ennial)

Advanced Skills Practitioner - Theory  
 Advanced Skills Practice1  
 Advanced Skills Practice 2  
 Anti-Oppressive Practice  
 Management of Services and People  
 Workforce Development  
 Other option modules may also be offered in conjunction with sister MA Programmes eg. CCJ  
 MA Youth & Community Development Studies (Management) and  
 MA Health & Community Development Studies(Management)  
 Contemporary Issues in Y&CD  
 Health & Social Research Methods 1  
 Dissertation (90 credits)  
 Any three from:  
 Management and Services and People  
 Improving Youth Work Management  
 Strategy and Leadership in Youth Services  
 Leading & Managing Multi-agency Services for YP  
 Managing Race & Diversity  
 Supervision in Youth & Community Development  
 Negotiated Module  
 The Negotiated Module (CPD)  
 Workforce Development  
 Enhancing Leadership  
 Young People, Active Citizenship & Participation  
 Reflective Practice in Leadership and Management

MA Youth & Community Development Studies (Advanced Skills Practitioner) and  
 MA Health & Community Development Studies (Advanced Skills Practitioner)

Contemporary Issues in Y&CD  
 Health & Social Research Methods 1  
 Advanced Skills Practitioner - Theory  
 Advanced Skills Practice1  
 Advanced Skills Practice 2  
 Dissertation (60 credits minimum)  
 Any two from:  
 Mental Health (bi-ennial)  
 Peer Health Learning (bi-ennial)  
 Theory & Practice of Community Development  
 Theory and Practice of Youth Work  
 Health & Well Being  
 Anti-Oppressive Practice  
 Health and Social Research Methods 2  
 Management of Services and People  
 Improving Youth Work Management  
 Strategy and Leadership in Youth Services  
 Leading & Managing Multi-agency Services for Young People  
 Managing Race and Diversity  
 Supervision in Youth & Community Development  
 Social Exclusion Disaffection and Youth Work  
 The Negotiated Module  
 The Negotiated Module (CPD)  
 Global Issues in Youth & Community Development (bi-annual)  
 Rural Development (bi-ennial)  
 Volunteers and Voluntarism (bi-ennial)  
 Faith & Community Development (bi-ennial)  
 Anti-Oppressive Practice  
 Management of Services and People  
 Workforce Development  
 Enhancing Leadership

Young People, Active Citizenship & Participation  
 Reflective Practice in Leadership and Management  
 Other option modules may also be offered in conjunction with sister MA Programmes eg. CCJ

MA Youth and Community Development Studies (Advanced Skills Practitioner) and  
 MA Health & Community Development Studies (Advanced Skills Practitioner)  
 Contemporary Issue in Y&CD  
 Health & Social Research Methods 1  
 Advanced Skills Practitioner - Theory  
 Advanced Skills Practice 1  
 Advanced Skills Practice 2  
 Dissertation (90 credits minimum)

Note: With the exception of the CIYCD foundation module (at 30 credits), each module is credit rated at 15 credits and therefore carries the same assessment weighting. Each module is normally assessed by one assignment. The dissertation is rated at 60, or 90 credits.

#### Assessment

Each piece of assessed work within the programme has three purposes to:

- Be an integral part of the learning process for students to add to, and confirm, their knowledge and practice.
- Be formative through the provision of essential feedback to students on their work through a combination of self-reflection, peer group feedback and tutor feedback.
- Provide a summative measure of the extent to which students have achieved the specific learning outcomes, the level of understanding, and the application of knowledge to practice commensurate with Masters level 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>	<ul style="list-style-type: none"> <li>· Understand and evaluate the ethical dimensions of youth / health &amp; community development work and the moral, philosophical and political values which inform differing orientations to practice</li> <li>· Understand medical and social models of health and their application to health education</li> <li>· Understand the role of the informal educator in the development of programmes of education and social care in the broad arena of health.</li> <li>· Enable the achievement of planned change in their work within the context of a commitment to social justice and equality</li> <li>· Recognise multiple boundaries and where appropriate be able to work across them, in order to meet the requirement for effective practice</li> <li>· Contribute as appropriate to the further development of their profession through practice, teaching, research or publication</li> <li>· Have a systematic understanding of the ways in which individual managers and leaders can influence organisational</li> </ul>

	<p>effectiveness (management pathway)</p> <ul style="list-style-type: none"> <li>· Have a comprehensive understanding of the ways in which knowledge is generated, and its utility in youth and community development work practice (Research pathway)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cognitive skills</b></li> </ul>	<ul style="list-style-type: none"> <li>· Apply with competence the theories and practices of youth &amp; community development studies in their work</li> <li>· Use research and analytic skills as effective aids to organisational and practice development</li> <li>· Critically examine organisations in terms of leadership and managerial structures (management pathway)</li> <li>· Engage critically with the process of knowledge creation and the needs of youth and community development workers (Research pathway)</li> </ul> <p>Analyse the learning needs of other workers, and generate appropriate responses to these needs. (Advanced skills practice pathway)</p>
<ul style="list-style-type: none"> <li>• <b>Subject specific skills</b></li> </ul>	<ul style="list-style-type: none"> <li>· Locate their practice within national and international cross curricula themes</li> <li>· work with competence at an advanced professional level within the context of their practice pathway (CPD route)</li> <li>· To develop the skills and abilities to undertake middle and senior management responsibilities within a youth/ health and community development work setting (management pathway)</li> <li>· To be able to successfully undertake a substantial research project (Research pathway)</li> <li>· To be able to develop systematic programmes of staff development and education (Advanced skills practice)</li> <li>· To effectively communicate their practice and the 'hidden process' that enable such practice (Advanced skills practice)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Key Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>· Use of IT for communication and knowledge acquisition</li> <li>· Communication skills, orally and written</li> <li>· Capacity for professional development</li> <li>· Ability to work individually and as a team</li> <li>· Ability to manage self, and others</li> </ul>

## 5. Structure and Regulations

### Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>
ASCS5103	15.00	5	Must Pass

<u>Semester</u>
Y

<u>Locations</u>
DM

ASCS5104	15.00	5	Must Pass		Y	DM	
ASCS5106	15.00	5	Must Pass		Y	DM	
ASCS5201	15.00	5	Both	X		DM	
ASCS5205	15.00	5	Must Pass		X, SX	DM	
ASCS5206	15.00	5	Must Pass		X	DM	
ASCS5207	15.00	5	Must Pass		X, SX	DM	
ASCS5208	15.00	5	Must Pass		X, SX, SSX		DM
ASCS5209	15.00	5	Must Pass		X	DM	
ASCS5210	15.00	5	Must Pass		X	DM	
ASCS5211	15.00	5	Must Pass		X	DM	
ASCS5212	30.00	5	Must Pass		Y, 2	DM	
ASCS5213	15.00	5	Must Pass		1, 2, X	DM	
ASCS5214	15.00	5	Must Pass		2, X	DM	
ASCS5219	15.00	5	Must Pass		1, 2, X	DM	
ASCS5301	15.00	5	Must Pass		2	DM	
ASCS5401	15.00	5	Must Pass		2	DM	
ASCS5402	15.00	5	Must Pass		2, 1, X, S2, SX		DM
ASCS5405	15.00	5	Must Pass		X	DM	
ASCS5801	15.00	5	Must Pass		2, 1, X, S2, SX, SSX		DM
ASCS5802	15.00	5	Must Pass		X	DM	
ASCS5803	15.00	5	Must Pass		X	DM	
ASCS5804	15.00	5	Must Pass		X	DM	
ASCS5805	15.00	5	Must Pass		X	DM	
ASCS5806	15.00	5	Must Pass		X	DM	
ASCS5807	15.00	5	Must Pass		X	DM	
ASCS5808	15.00	5	Must Pass		X	DM	
ASCS5809	15.00	5	Must Pass		X, S2	DM	
ASCS5815	15.00	5	Must Pass		X	DM	
ASCS5816	15.00	5	Must Pass		2	DM	
ASCS5817	15.00	5	Must Pass		X	DM	
ASCS5819	15.00	5	Must Pass		X	DM	
ASCS5820	15.00	5	Must Pass		1, 2	DM	
ASCS5901	60.00	5	Must Pass		1, 2, X, SX, SSX, SY		DM
ASCS5902	90.00	5	Must Pass		Y, X, SX, SSX	DM	

#### Structure

##### Structure notes

- 1 DM
- 2 ASCS5212 module is offered bi-annually. When the module is unavailable, it can be substituted by students taking ASCS 5103 Theory & Practice of Youth Work (15c) and ASCS 5104 Theory & Practice of Community Development (15c), or ASCS 5212 Issues of Health & Well-being (15c) and ASCS 5104 Theory & Practice of Community Development (15c), depending upon whether the route chosen is youth or health studies respectively.

##### Course Specific Differences or Regulations

- 1 In order to become eligible to start the Dissertation (ASCS 5901) students must normally have passed 60 of the 120 credits at first attempt.  
Research Methods (ASCS 5201) must be passed before the Dissertation can be commenced.  
External examiners may require a viva voce examination of students in relation to the Dissertation.  
Awards of distinction are awarded subject to section 4.7 of the Taught Postgraduate Programmes University Regulations.  
Pg Certificate - Social Studies  
Pg Diploma - Youth & Community Studies or Health & Community Studies  
MA - award title is dependant upon health or youth work focus of dissertation.
- 2

##### Numbers at sites, including partner institutions

- 1 N/A

2
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Relevant QAA Subject Benchmarking statement(s)

1 N/A
2

**6. Quality Assurance Information**

QA of Workbased Learning

N/A
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Liaison with Collaborative Partners

N/A
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Procedures for Maintaining Standards

As per DMU procedures
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**Course Handbook Descriptor**

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