Youth and Community Work

This programme is no longer recruiting

Final award	BA (Honours) Youth and Community work with JNC professional qualification for youth work
Intermediate awards available	Cert HE, Dip HE
Mode of delivery	UEL on campus
UCAS code	L530
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Youth and Community Work
UEL Academic School	Cass School of Education and Communities
Date specification last up-dated	3rd June 2014

The summary - UCAS programme profile-

BANNER BOX:

BA (Hons) Youth and Community Work with JNC is designed for those with an interest in becoming a professional practitioner in youth social and informal education and young people and who are interested in working with young people and communities, schools or informal education settings.

ENTRY REQUIREMENTS

Applicant need 240 UCAS tariff points

If you are entering from school or college the basic entry requirement is usually a minimum of two A2 subjects, (or equivalent e.g. Baccalaureate, Irish Highers, GNVQ or BTEC awards) and five GCSEs at Grade C. You must have at least grade C in GCSE English, or equivalent. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

For all programmes we welcome mature students who may not have formal qualifications. Their prior learning and experience will be taken into account as will their attendance at a recognised Access to Higher Education. Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

The English Language entry requirement for undergraduate programmes is a minimum IELTS score of 5.5 / 6 depending on the programme and year/level of entry. We also accept other qualifications, including TOEFL and PTE. The specific requirements for your chosen programme, including individual component scores, would be outlined as one of the academic conditions if you are made an offer.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see http://www.uel.ac.uk/international/application/english-language-requirements/

ABOUT THE PROGRAMME

What is Youth and Community Work?

This programme is professionally (JNC) validated by the National Youth Agency. Youth and Community Work at Cass School of Education and Communities addresses current issues in youth and community work. It explores the relationship between theory and practice and uses student experiences in the field to address issues of diversity, empowerment and rights.

The purpose of youth work is to facilitate and support young people's growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice and a place within their communities and society.

The purpose of community work is to enable people to act together. Community work assumes that within any community there is a wealth of knowledge and experience which, if used creative ways, results in high levels of participation and can be channelled into collective action to achieve the community's desired goals.

Youth and Community Work at UEL

The BA (Hons) Youth and Community Work Programme is a challenging and highly rewarding programme with a set of modules that will provide insight into the diverse practice of working with youth and adolescence in different settings.

Programme structure

Students may study full-time or part-time to complete the BA (Hons) Youth and Community Work degree. A full-time programme would typically take three academic years to complete with students taking four modules per year. If studying part-time, students would take a maximum of three modules each academic year

Learning environment

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including:

- Practical workshops - enabling examination and the analysis and discussion of issues, documents and materials;
- Lectures - providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars - to generate group and individual creativity, discussion and reflection;
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate;
- Supported self-study using relevant materials - to promote individual enquiry and development;
- Individual tutorials - to enable a more extended, in-depth analysis and support of self-study;
- E-learning opportunities - involving the use of interactive packages and virtual learning environment.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work experience/placement opportunities

Students will have to undertake 888 hours of fieldwork practice as part of the JNC professional qualification requirements for Youth and Community Work, over the course of academic study. Students will have the opportunity to work under supervised practice with an external employer working with young people 13-19yrs in a social and informal setting.

Project work

At level six, students are expected to carry out an independent research project on a topic relevant to the field of Youth and Community Work. Students are supported through tutorial and seminar sessions throughout the year thus developing research skills which are valuable in both understanding and evaluating published research and empowering students to become researchers themselves. The project builds on previous research related modules at levels 4 and 5.

In addition, students are involved in a number of collaborative projects throughout the degree which benefit them by developing project management, time management and interpersonal team work skills.

Added value

This programme will help students develop both a reflective approach to Youth and Community Work as well as critical thinking skills which are transferable to the workplace. Students on the programme complete a reflective portfolio and engage in face to face external experiential learning/ practice with an employer alongside their studies to develop their employability skills and make informed career choices. There are frequent opportunities to

meet practitioners and potential employers as well as dedicated careers workshops and events.

IS THIS THE PROGRAMME FOR ME?

If you are interested in ....

- Developing a knowledge and understanding of professional practice, intervention methods and specialism's in youth work
- Exploring how youth and community work is driven through policy, community action   and community development
- Learning theories and personal development

If you enjoy....

- An intellectual challenge
- Working in groups and collaborative learning
- Using theory to inform practical application in the workplace
- Carrying out independent research

If you want....

- To build a portfolio of skills, knowledge and experience which be of benefit in terms of applying for careers in Youth and Community Work
- To develop professional skills and a personal development portfolio
- To build the foundations of a successful career in Youth Work and related fields

Your future career

Successful completion of the BA (Hons) Youth and Community Work degree programme will enable you to apply for an appropriate Youth Work or related Children and Young People's sector positions if desired. Youth Workers with this degree may choose to work in mainstream youth services, Schools, youth offending services, residential or supporting independent living homes, colleges, ministry services and more unusual settings like housing services and sports enrichment programmes,   Some of our graduates have gone on to pursue careers within the prison services, teaching and music media, started up their own charities or embarked on a career abroad.

How we support you

Each student is allocated a personal tutor who will meet with you once each term in order to work with you to plan your learning and ensure that you are making progress. Your personal tutor will also help you with any personal or academic difficulties you may be having. Tutorials may be held with other students or individually.

We provide students with a range of printed materials including Student Handbooks designed for each degree programme. Individual module guides are provided for each module which detail the requirements for attendance, course work preparation and other academic conventions.

Academic Writing and Study Skills modules are a core part of the programme. Support is also provided for students who have additional needs such as English language or dyslexia.

Student Representatives are nominated and elected from each degree programme by their fellow students. They represent the student views on the degree programme committee meeting which reports to the Youth and Community Work Subject Area Committee.

Bonus factors

Students are offered support in their application for placements and Youth and Community Work staff are readily available for advice.

Programme aims and learning outcomes

What is this programme designed to achieve?

- This programme is designed to give you the opportunity to;
- Develop the skills, knowledge and values to become reflective youth and community work practitioners and gain professional recognition of your status.
- Develop analytical skills to explore current education and welfare research, policy and practice, within the framework of human rights
- Work in partnerships with other agencies and professionals within the community towards achieving forms of social justice.
- Engage critically with, and lead, processes of change in the youth and community work sector

What will you learn?

Knowledge

- Demonstrate broad knowledge of the practice of informal and social education with young people and community groups;
- Assess the impact of anti discriminatory strategies on young people and community groups;
- Apply group work methods;

Thinking skills

- Identify and analyse ethical issues and professional boundaries;
- Analyse their own skills, knowledge and values and identify areas for development;

Subject based skills:

- Understanding and knowledge of the principles of informal and social education
- How to planning Youth and Community work curriculum and programmes
- Understand the principles of anti discriminatory practice
- Engage in the principles of safeguarding and health and safety
- Initiate educational relationships with young people and adults in community contexts
- Application of Group work theory
- Understanding of key features of individual 'one to one' work with young people and adults in a Youth and Community work context

Skills for life and work (general skills):

- Develop self management skills in organising learning
- Develop time-management skills and the ability to prioritise tasks
- Communicate effectively in a variety of media to diverse audiences
- Develop the ability to interpret and present information in a critical and constructive way
- Develop the ability to organise and articulate opinions, arguments, and information in speech and in writing
- Develop the ability to work effectively as part of a team, including working through conflict
- Work effectively in a variety of organisational settings
- Develop the ability identify, understand and respond to change

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3	equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4	equivalent in standard to the first year of a full-time undergraduate degree programme

5	equivalent in standard to the second year of a full-time undergraduate degree programme

6	equivalent in standard to the third year of a full-time undergraduate degree programme

7   equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years full-time or 6 years part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

How the teaching year is divided

The teaching year begins in September and ends in June

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Level	Module Code	New Module Title	Credit	Status	Distance learning Y/N
5	ED5017	Youth & Community Work Fieldwork practice Interventions	30	Core	N
5	ED5012	Researching Issues in Education	30	Core	N
5	ED5018	Social Justice in Youth and Community Work	30	Core	N
5	ED5010	Families, Children and Education	30	Core	N
6	ED6018	Youth & Community Work Fieldwork practice Specialism's	30	Core	N
6	ED6021	Dissertation Youth and Community Work	30	Core	N
6	ED6019	Managing and Leading Youth Work	30	Core	N
6	ED6020	Safeguarding Risks and Policy	30	Core	N

*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher.

Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x 0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x 0.2

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the Cass School of Education

Thinking skills are developed through

- Analysing and applying theory through coursework
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals
- Practical skills are developed through
- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations
- Skills for life and work (general skills) are developed through
- Group work which enables skills in planning, negotiation, working with others to develop
- Professional placement
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

Assessment

Knowledge is assessed by

- Coursework assignments
- Essays
- Self reflective assignments
- Presentations
- Individual tutorials

Thinking skills are assessed by

- Coursework assignments
- Presentations
- Project work
- Participation in sessions

Practical skills are assessed by

- Group and individual presentations
- Portfolio completion
- Dissertation

Skills for life and work (general skills) are assessed by

- Fieldwork practice
- Reflective portfolio completion

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- There would be enough qualified staff to teach the programme;
- Adequate resources would be in place;
- The overall aims and objectives were appropriate;
- The content of the programme met national benchmark requirements;
- The programme met any professional/statutory body requirements;
- The proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate);
- Student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Moodle Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Providing details on the programme noticeboard
- Providing details through Moodle student forum and student emails

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with Local Authorities
- Liaison with Local Schools
- Liaison with employers

Where you can find further information

Further information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- The programme handbook (available Undergraduate notice board and on *Moodle* VLE)
- Module study guides (available Undergraduate notice board and on *Moodle* VLE)
- UEL Manual of General Regulations (http://www.uel.ac.uk/qa/policies/manual/)
- UEL Quality Manual (http://www.uel.ac.uk/qa/policies/qualitymanual/)
- School web pages (www.uel.ac.uk)