

COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Youth Work
Intermediate Awards Available	Cert HE Youth Studies Dip HE Youth Studies BA Youth Studies
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	L535
Professional Body Accreditation	National Youth Agency (JNC) professional qualification
Relevant QAA Benchmark Statements	Youth and Community Work (2019)
Additional Versions of this Course	N/A
Date Specification Last Updated	June 2020

Course Aims and Learning Outcomes

The BA (Hons) Youth Work degree is a challenging and rewarding Course with a set of modules that provide a fascinating journey through a series of professional principles and practices which will help you to work alongside young people and colleagues in an endeavour to build positive futures.

This Course is designed to give you the opportunity to:

- provide professional formation for students wishing to gain JNC qualification in Youth Work.
- encourage students to engage critically with theory, policy and practice issues relating to youth work
- provide students with the tools to plan and carry out in practitioner enquiry in relation to topics of interest to them within their field work practice and beyond
- provide a Course which supports participants to meet their professional development needs and interests with academic and practical rigour
- provide opportunities for professionals in the field of young people's services to develop their professional knowledge and understanding in relation to their current and developing roles in the workplace

What you will learn:

On completing the BA (Honours) in Youth Work Course, students will be able to:

Knowledge

1. demonstrate critical analysis and evaluation of theory, policy and practice issues relating to Youth and Community Work
2. critically engage with research and current debate on leadership, professionalism and accountability in the provision and management of children and young people's services.

Thinking Skills

3. demonstrate critical awareness of current debates in the field of youth and community work
4. develop the skills and critical understanding of the reflective practitioner in order to create Courses of personal and social education

Learning and Teaching

We believe that students tend to learn most effectively through experience, reflection and dialogue and you will see this reflected in the Course modules and the style we adopt in lectures and seminars, reflecting the principles of participation, anti-discriminatory practice and empowerment. Lecturers will introduce key concepts and theory but ultimately it is you, the student, who will decide how best to apply these in a professional context, with the lecturer's support, especially through the work-based learning practice (supervised placement modules).

This is an intensive Course of study both academically and in terms of professional skills development. Hopefully you will be challenged and supported to question your own and others' assumptions about society, young people's place in it and how youth and community work can be organised and delivered to improve the lives of young people.

Knowledge is developed through

- Placement
- Supervision
- Lectures
- Seminars
- Workshops and practical sessions
- Peer learning
- Individual and Guided reading
- Online discussions and activities
- Research projects and group work
- Research Seminars and Conferences
- Showcases
- Reviews of Professional Practice
- Site Visits
- Research undertaken with Practitioners
- Observation
- Reflection
- Project Delivery
- Youth Work Practice Research Findings
- Evaluation of a Youth Work Interventions

Thinking skills are developed through

- Supervision
- Analysing and applying theory through formative work and portfolio preparation
- Discussing key theoretical issues raised in lectures, seminars and readings

Assessment

The Assessment tasks recognise the informal education settings in which students will be working and therefore include an appropriate mix of academic writing, practical applications and reflection on linking theory to practice. Consequently, there will be no examinations rather, the Assessment for all modules will be via a portfolio.

Knowledge is assessed by

- Showcases
- Case studies
- Research
- Literature Reviews
- Essays
- Reports
- Reflective writing
- Reviews of Professional Practice
- Evidence of Site Visits
- Evidence of Research undertaken with Practitioners
- Evidence of learning from participation in practical exercises
- Evidence of learning from observation
- Evidence of Relevant Individual and Groupwork Dialogue
- Evidence of Project Proposal Dialogues
- Evidence of young people's participation in the decision making and evaluation processes.
- Reflection on Issues of Social Injustice.
- Reflection upon their own perspectives and values regarding others.
- The Creation of a young person friendly, Anti-Discriminatory Educational Resource.
- Production of a Community Profile
- Project Proposals
- Project Delivery
- Youth Work Practice Research Findings
- Evaluation of a substantive Youth Work Intervention

Thinking skills are assessed by

- Showcases
- Case studies
- Research
- Literature Reviews
- Essays
- Reports
- Reflective writing
- Reviews of Professional Practice
- Evidence of Site Visits
- Evidence of Research undertaken with Practitioners
- Evidence of learning from participation in practical exercises
- Evidence of learning from observation
- Evidence of Relevant Individual and Groupwork Dialogue

Work or Study Placements

At the beginning of the Course you will be allocated a Youth Work (JNC) qualified lecturer who will act as your Academic Advisor/ Supervisor. The role of the Academic Advisor / Supervisor is to guide you through the challenges of the course, including identifying suitable work placement opportunities, verifying your professional practice hours and helping you reflect on your experiences and complete the assignments.

As well as covering academic theories, all the modules have vocational (youth work practice skills) elements and therefore have between 20 and 24 professional engagement hours attributed to each of them.

To become JNC recognised as a qualified youth worker you need to pass all your modules and log at least 800 hours of assessed professional practice, with a minimum of 50% of this time spent in face to face contact work with young people. We have a dedicated Fieldwork Co-ordinator who can signpost you to a selection of suitable mentored placements and guide you through the process. To a large extent, students will identify placements congruent to their own needs, convenience and aspirations.

There are essentially two alternatives for (paid or unpaid) placement selection.

- Students identify an organisation they wish to refer to UEL for approval (which could be an agency they are already engaged with).

or

- Students select and are then introduced to an organisation from a UEL database of registered providers

Either way, you will need to select a placement opportunity which has been verified and registered with UEL and where a Professional Practice Mentor has been identified. In addition, students must ensure that they have a current safeguarding certificate known as an enhanced DBS and also need to complete a Negotiated Learning Agreement form that must be signed off by both their Academic Advisor / Supervisor and the Professional Practice Mentor. Once all the documents are uploaded and verified, placement work can commence. Subsequently, placement hours can then begin to be electronically logged by the student before being later validated by the placement provider.

There is no great urgency for you to identify a long term placement however. This

Course Structure

All Courses are credit-rated to help students 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 Course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this Course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N	Professional Engagement Hours	Face to face Hours
4	ED4066	Mental Wealth: Academic and Professional Skills for Life 1	20	Core	N	20	
4	ED4080	Introduction to Youth and Community Work	20	Core	N	20	
4	ED4078	Preparation for Working in Communities- Part One	20	Core	N	20	20
4	ED4079	Preparation for Working in Communities - Part Two	20	Core	N	20	20

4	ED408 1	Communication for Helping Build Professional and Educational Relationships	20	Core	N	20	
4	ED408 2	Exploring Social Worlds	20	Core	N	20	
5	ED5XX X	Mental Wealth: Academic and Professional Skills for Life 2	20	Core	N	24	
5	ED5XX X	Social Policies impacting Children, Young People and Families	20	Option One	N	24	
5	ED5XX X	or Youth Crime and Gangs Policy	20	Option Two	N	24	
5	ED5XX X	Work Based Learning Setting 1 - Part 1 Research Project proposal (Supervised Placement Module)	20	Core	N	24	60
5	ED5XX X	Work Based Learning Setting 1- Part Two Research Project Outcomes (Supervised Placement Module)	20	Core	N	24	60
5	ED5XX X	Safeguarding Practice in a Digital Age	20	Core	N	24	
5	ED5XX X	Identity and Social Justice	20	Core	N	24	
6	ED6XX X	Leading and Managing in Children, Young People and Families Services	20	Core	N	24	

6	ED6XX X	Targeted Interventions	20	Option One	N	24	
6	ED6XX X	or Radio Project	20	Option Two	N	24	
6	ED6XX X	or Alternative Education Provisions	20	Option Three	N	24	
6	ED6XX X	or Engaging Young People Through Outdoor Education	20	Option Four	N	24	
6	ED6XX X	Work Based Learning Setting 2 - Part 1 Intervention Project Proposal (Supervised Placement Module)	20	Core	N	24	60
6	ED6XX X	Work Based Learning Setting 2 – Part 2 Intervention Project Delivery (Supervised Placement Module)	20	Core	N	24	60
6	ED6XX X	Work Based Learning Setting 2 - Part 3 Intervention Project Evaluation(Supervised Placement Module)	20	Core	N	24	60
6	ED6XX X	Work Based Learning Setting 2 – Part 4 Mental Wealth: Academic and Professional Skills for Life 3	20	Core	N	24	60

Additional detail about the Course module structure:

A core module for a Course 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 Course is a module selected from a range of modules available on the Course.

The overall credit-rating of this Course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

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.

The expected duration of this Course is three years full-time or six years part-time.

A student cannot normally continue study on a Course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a Course in part time mode is 8 years from first enrolment.

Further Information

More information about this Course is available from:

- The UEL web site (www.uel.ac.uk)
- The Course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL Courses are subject to thorough Course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our Courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

There may be some additional travel costs when studying particular modules which require field trips, observations of learning in the community or volunteering. The costs here would be for the travel to and from the non-university setting. Details of these as advertised well in advance in lectures and via the Virtual Learning Environment. In addition, students will be asked to attend relevant conferences, careers fairs, supplementary training events and symposiums at UEL and further afield. Trips will usually be within a 20-mile radius from Stratford campus.

An enhanced DBS is required. Students are expected to pay for their individual transport and enhanced DBS arrangements of approximately £52 in 2019/20 academic year.

Alternative Locations of Delivery

It is anticipated that the calendar year will feature at least one event per month hosted by a partner organisation / placement provider.