

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	The Education and Training Standards Group Wales (ETS Wales) www.etswales.org.uk
What type of accreditation does this programme lead to?	A Professional JNC recognised qualification in Youth Work
Is accreditation in some way dependent on choices made by students?	No
Final award/s available eg BSc/DipHe/CertHE	<ul style="list-style-type: none"> • Bachelor of Arts with honours in Youth and Community Work (incorporating a JNC-recognised Qualification) • Bachelor of Arts (Ordinary) Youth and Community Work • Diploma of Higher Education Youth and Community Work • Certificate of Higher Education Youth and Community Work
Award title	BA (Hons) in Youth and Community Work (incorporating a JNC-recognised Qualification)
JACS 2 code	L530
UCAS code (to be completed by admissions)	L593
Relevant QAA subject benchmark statement/s	QAA, 2009, Subject Benchmark Statement Youth & Community Work
Other external and internal reference points used to inform the programme outcomes	Feb. 2010 review by Estyn External Examiners
Mode/s of study (p/t, f/t, distance learning)	Full time and part time

Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	20 th May 2010 Updated August 2012, March 2013, September 2015 Updated August 2018 – change of module leader for YCW603
Criteria for admission to the programme	
<p>When considering candidates we look to see how they can demonstrate their abilities or potential in the following areas:</p> <ul style="list-style-type: none"> • experience in the field of youth and community work or related areas (e.g. childcare, residential care, play, drugs, alcohol); • ability to reflect critically upon experiences and to learn from them; • capacity to participate in the learning process of the programme; • ability to work constructively and build from their own experience and that of others; • informed commitment to work for equal opportunities, challenging oppression and seek justice for all; • ability to manage different aspects of their life; • ability to communicate effectively both face-to-face and in writing. <p>For entry to the first year (Level 4) of the BA (Hons) Youth & Community Work programme at Glyndŵr University the general requirement is 240 UCAS points at A level or equivalent supported by other subjects at GCSE at grades A, B or C and evidence of a minimum of 100 hours of appropriate experience.</p> <p>Non traditional applicants who do not meet these requirements do not need to have passed such examinations to enter the programme, however they do need to provide evidence of a minimum of 100 hours of appropriate experience and demonstrate at interview that they are thinking and practising at least at the equivalent level</p> <p>Additionally, the professional nature of the programme requires that all applicants are subject to an enhanced DBS check.</p> <p>All applicants will be considered in the context of the criteria as described in the University's RP(E)L procedures.</p> <p>The Recognition of Prior Learning recognises both prior certificated or un-certificated experiential learning, acknowledging that students may have acquired learning both by attending formal programmes previously but also through work and self-directed learning.</p>	
Aims of the programme	
To develop reflective, autonomous practitioners, with skills in critical analysis and the ability to bring about innovations in practice	

Distinctive features of the programme

- The BA (Hons) programme sits within the most extensive and oldest suite of youth and community courses in Wales.
- It is one of only four programmes offering professional qualifications for youth and community workers in Wales
- The programme relates to UK policy agendas, focusing on Wales though with Europe- wide placement opportunities.
- Students can submit assignments in Welsh or English, and placements and workplace learning can be undertaken within Welsh speaking organisations and communities where requested and feasible.
- The programme involves flexibility through taught elements, self-directed learning and practice placements.
- After completing the Youth & Community Work programme students will become a JNC recognised youth work professional.

Programme structures and requirements, levels, modules, credits and awards

This youth and community studies programme is available as a full-time programme where a Certificate of Higher Education in Youth and Community Work will be achieved in one academic year, a Diploma of Higher Education in Youth and Community Work in two; and, a BA or a BA (Hons) in three academic years. (Cert HE, Dip HE and Ordinary available as exit awards for those students unable to continue with their studies) For those undertaking studies part-time, six years will normally be allowed for the successful completion of the award for which they have enrolled. Students leaving with an exit award in one academic year will be unable to return to the same programme in the following academic year.

Students undertaking the BA (Hons) route to professional qualification must complete a minimum of 800 hours of their study time, ideally in three different fieldwork settings - where a range of opportunities are thus provided to reflect upon and synthesise theory, policy and practice. All placements are available in semester two, across all three levels as indicated:

- **Level Four** 'Foundations of Reflective Practice Placement' (220 hours of supported practice @ 40 credits).
- **Level Five** 'Effective Practice Placement (360 hours of supported practice @ 60 credits).
- **Level Six** 'Professional Practice Placement' (220 hours of supported practice @ 40 credits).
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Placements thus take place in a range of suitable locations which are screened by the Fieldwork Coordinator, reporting to the staff team, in order to ensure that both the organisation (its activity focus) and the supervision (qualification and experience) are to the standard expected. An audit procedure, conducted in advance of placement, completed by the student and the fieldwork supervisor, provides the information for this judgment.

	Level 4 Cognate Themes 1. Understanding yourself & others 2. Becoming a Reflective Practitioner	Level 5 Cognate themes 1. Understanding Professional organisations 2. Becoming a Effective Practitioner	Level 6 Cognate themes 1. Critiquing Policy & Practice 2. Leading & Developing Effective Practice	Level 6 Cognate themes 1. Critiquing Policy & Practice 2. Leading & Developing Effective Practice
MODULES	Understanding Society 20 credit core Ged Turner	Politics & Social Policy 20 credit core Ged Turner	Critical Analysis of Informal Education 20 credit core Hayley Douglas	Critical Analysis of Informal Education 20 credit core Hayley Douglas
	Understanding Self & Others 20 credit Core Jess Achilleos	Creative Skills for Engagement 20 credit Core Hayley Douglas	Social Research 20 credit Core Ged Turner	Social Research 20 credit Core Ged Turner
	Developing & Managing Reflective Practice 20 credit core Helen Miller	Management of Evidenced Based Practice 20 credit core Helen Miller	International Perspectives in Lifelong Learning 20 credit Core Simon Stewart	International Perspectives in Lifelong Learning 20 credit Core Gillian Wilde
	Fieldwork Placement 1. Foundations of Reflective Practice (220 hours) 40 credit core Helen Miller	Fieldwork Placement 2. Effective Practice (360 hours) 60 credit core Helen Miller		Fieldwork Placement 3. Professional Reflective Practice (220 hours) 40 credit core Helen Miller
	Developing Issue Based Learning 20 credit Elective Ged Turner			Professional Studies in Supervision 20 credit Elective Hayley Douglas
Credits	120 @ level 4	(120 Level 4) + 120 Level 5 = 240	(120 Level 4 + 120 Level 5) + 60 @ level 6 = 300	(120 Level 4 + 120 Level 5) + 120 @ level 6 = 360
Award	Certificate of Higher Education Youth & Community Work	Diploma of Higher Education Youth & Community Work	Bachelor of Arts Degree Youth & Community Work	Bachelor of Arts Degree with Honours Youth & Community Work: incorporating a JNC-recognised Qualification
Exit Awards only no professional qualification				

Intended learning outcomes of the programme

Knowledge and understanding

	Level 4	Level 5	Level 6 Degree	Level 6 Honours Degree
A1 Knowledge: [Description of facts; criteria; definitions; classifications; data organisation; principles; theories]	Students will be given an introduction to social and psychological and management theory and concepts, as a means of describing social, individual and organisational phenomena and as frameworks to enable systematic thinking around a particular topic	Students' examination of theory and conceptual frameworks is extended to explore the political and social policy contexts of professional practice, the development of creative forms of engagement and an enhanced awareness of how professional organisations are managed. An introduction to social research is provided as a means of linking reflection to action-based models	Students' range of knowledge of theory is developed further to enable a critical analysis of professional practice and its management based on experiential learning from previous placements and placed within a context of European perspectives and lifelong learning	In addition to the learning outcomes for the ordinary degree, Students enrolling for the Honours degree will extend their knowledge of Research methodology and methods in order to complete a Research proposal and Dissertation
A2 Understanding: [Interpretation /demonstration of understanding of knowledge in the various categories listed above	Students will learn to use theories and concepts to demonstrate an understanding of how knowledge can be applied in a variety of contexts	The application and interpretation of relevant theories and concepts will increase to incorporate more complex frameworks	An understanding of relevant theories and concepts will be securely integrated into a coherent recognition of the demands of professional practice	In addition to developing a coherent understanding of professional practice, students will be required to use this awareness to carry out a piece of independent social research

Intellectual Skills

	Level 4	Level 5	Level 6 Degree	Level 6 Honours Degree
B1 Application [Use of knowledge and understanding in actual situations]	Students will be enabled to apply their knowledge and understanding of the social, psychological and organisational contexts of professional practice to consider the possibilities for learning and development amongst individuals, groups and communities.	Students will develop their previous knowledge and understanding to evidence a greater level of competence and an assured performance as a reflective and autonomous practitioner.	Students will further extend their knowledge and understanding of the theories and concepts which underpin professional practice, in a more complex reflective consideration of their effectiveness	Students will demonstrate their ability to integrate their knowledge and understanding of professional practice into a piece of independent research

B2 Analysis [Breaking down complex situations into component parts]	Students will learn to use relevant theory and current concepts to begin to carry out an analysis of social, psychological and organisational problems	Students will extend their analyses of professional problems at a more complex level and using their own experiential learning to interrogate problems	Students will be able to carry out coherent analyses of a range of problems by means of a systematic consideration of the factors involved	Students will demonstrate an understanding of how to use social research methodology to explore the factors which inform a topic of professional relevance
B3 Synthesis [Combining elements to form a new coherent system]	Students will use descriptions of theory and key concepts to begin to make associations and combinations which their inform their understanding	Students will develop their ability to compare and contrast relevant theories in order to create more coherent forms of understanding and explanation	Students will demonstrate a confident grasp of the ways in which different theories combine and contrast with one another in order to produce coherent patterns of explanation and analysis	Student will use a developed understanding of how theories combine into new forms, to carry out a piece of independent research which informs current practice
B4 Evaluation [Forming value judgements based on clear criteria]	Students will be encouraged to consider their analyses of social phenomena in the light of relevant evidence	Students will extend their ability to evaluate topics, using more complex combinations of criteria	Students will be able to demonstrate a confident ability to evaluate topics in professional practice	Students will contribute to professional understanding through a research study which evaluates practice

Subject Specific Skills

	Level 4	Level 5	Level 6 Degree	Level 6 Honours Degree
C1 Understanding Self and Others	Students will demonstrate an understanding of their own patterns of learning and how these can be developed and used in working with others in professional settings	Students will build on their previous learning to extend their understanding of self and others through an examination of factors which affect current practice and their own experiential learning on placement	Students will demonstrate a developed and coherent understanding and others, in the light of a wide range of factors which inform current practice	In addition to showing a developed and coherent understanding of self and others, students will use this awareness to inform a piece of social research
C2 Becoming an effective and reflective practitioner	Students will begin to understand their role as a reflective practitioner and to apply that understanding in professional settings	Students will be enabled to show their competence in professional practice and demonstrate an assured reflective and autonomous performance of role	Students will be able demonstrate a fully developed competence and a coherent understanding of their role in bringing about innovations through continuous learning	Students will build on their pattern of fully developed professional competencies, by completing a research project which contributes to current professional practice
C3 Understanding the nature of professional organisations	Students will be able to identify effective practice within organisations and begin to appraise their own performance in this context	Students will extend their understanding of organisations through a more developed understanding of socio-political	Students will be able to show a coherent understanding of professional social education in the context of relevant organisational theory	Students will use a developed and coherent understanding of organisations to support a research project which informs and

		context and organisation theory		enhances current practice
C4 Developing an ability to critique social policy and practice	Students will be able to identify key factors which inform current social education practice	Students will be able to demonstrate an ability to analyse the impact of social policy on individuals and groups	Students will demonstrate a developed understanding of social policy and an ability to engage in critical reflection on current professional practice	Students will use a detailed understanding of current social policy to inform a relevant piece of social research
C5 Contributing to current discourses surrounding professional practice	Students will show an awareness of the nature and substance of current professional discourses	Students will demonstrate a developed understanding of current professional discourses	Students will exhibit a competent grasp of the discourses that inform contemporary practice	Students' research will provide a significant contribution to current professional discourses

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 Degree	Level 6 Honours Degree
D1 Communication and Presentation Skills	Students will be able to recognise and utilise appropriate communication and presentation skills	Using their experiential learning, students will be able to demonstrate more developed means of communication	Students will be able to carry out presentations and other forms of communication with confidence and an awareness of context	Students will use their enhanced communication skills to complete a research project which informs current practice
D2 Numeracy	Students will recognise the value of statistical evidence in academic discourses	Students will demonstrate an ability to use numeracy skills within planning cycles	Students will demonstrate a confident ability to employ numeracy skills in context	Students will be able to employ statistical information in completing a research project
D3 IT Skills	Students will begin develop relevant IT skills	Students will demonstrate consistent use of IT skills	Students will exhibit a confident grasp of IT skills	Students will use a confident grasp of IT skills to complete a research project
D4 Learning Skills	Students will explore their own learning journeys and be introduced to learning theory	Students will demonstrate a more developed understanding of learning theory and how it relates to social education	Students will exhibit an assured awareness of learning theory and how it informs social education practice	Students will demonstrate how their understanding of learning theory relates to others within professional contexts
D5 Interactive and Group Skills	Students will develop an understanding of the theories than informal individual and group behaviour	Students will use their experiential learning to contribute to an enhanced awareness of interactive and group work skills	Students will demonstrate assured patterns of interaction and effective group work skills	Students will use their interactive and group work skills to in completing an inclusive research project
D6 Problem Solving	Students will develop an awareness of problems and potential solutions	Students will develop practical experience in problem-solving strategies	Students will show a competent ability to deal with a range of problems	Students will show an ability to confront and resolve research problems

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The philosophy of the programme is to reflect and develop the University's aims and the approach taken towards learning and teaching is based on a student-centred paradigm of learning designed to enable and maximise the abilities of the students to work in the Youth and Community Work field in a variety of professional settings. Thus they are enabled to become independent, autonomous and reflective whilst also further developing collaborative, strategic and professional capacities that will enhance their skills in critical analysis and existing abilities to be creative, proactive and innovative.

Lectures will normally be used to provide an introduction to the main themes, debates and interpretations of the subject, conveying basic information, and signposting issues to be considered and providing a common foundation of learning for all students. Lectures will also be used to promote students' skills in listening, note-taking, reflection, discussion and their appreciation of how information is presented. Lectures will generally be supported through the use of audiovisual aids – primarily Powerpoint - and materials from face to face lectures will be made available electronically via Moodle. Lecturers will be supported by additional regular contact time in small group and individual tutorials to develop the students understanding of the key elements of the material delivered during the taught inputs.

Seminars and workshops are used to provide opportunities for more student-centred and interactive learning. Usually organised around themes for discussion and/or designated reading, seminars and workshops aim to deepen students' knowledge of a particular subject, and their ability to critically examine and reflect on alternative perspectives. They also aim to develop skills in information retrieval and presentation, communication skills and team/group work skills.

Placements

Students undertaking the BA (Hons) route to professional qualification must complete a minimum of 800 hours of their study time, ideally in three different fieldwork settings - where a range of opportunities are thus provided to reflect upon and synthesise theory, policy and practice. All placements are available in semester two, across all three levels as indicated:

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Placements thus take place in a range of suitable locations which are screened by the Fieldwork Coordinator, reporting to the staff team, in order to ensure that both the organisation (its activity focus) and the supervision (qualification and experience) is to the standard expected. An audit procedure, conducted in advance of placement, completed by the student and the fieldwork supervisor, provides the information for this judgment.

Each Placement is supported by a taught module in which previous practice element(s) form an important part of the reflection undertaken by the student (with the group and tutor) – thus enabling a sound grounding in the elevated expectation to be adopted at the next placement opportunity to be achieved in advance.

- **Level Four ‘Foundations of Reflective Practice Placement’** supported by the taught module ‘**Developing and Managing Reflective Practice**’
- **Level Five ‘Effective Practice Placement’** supported by the taught module ‘**Management of Evidence Based Practice**’
- **Level Six ‘Professional Practice Placement’** supported by the taught module ‘**Social Research**’.

This degree of integration and coherence is maintained and enhanced throughout each of the level four and level five fieldwork placements by a series of workshops during placement as detailed below. These are linked to assessment and evidence progression between the two levels:

Foundations of Reflective Practice Workshops @ level 4 & Effective Practice Workshops @ level 5:

Week 2	Week 5	Week 7	Week 10
Reflective Learning Conversation Theme 1: Initial Impressions of Placement	Reflective Learning Conversation Theme 2: Problems and Solutions	Reflective Learning Conversation Theme 3: Professional Issues	Reflective Learning Conversation Theme 4: Concluding Reflections

Welsh Medium

Welsh Medium provision is a developmental priority for the Youth & Community team at Glyndŵr University and action has been taken to enhance our role within the University and provide other departments with examples of good practice. Additionally institutional developments have enabled the team to prioritise development of the service available to first language Welsh speaking students.

Where requested, the team will endeavour to place students in Welsh-speaking placements, and if this is facilitated, up to 39% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The programme team recognise that there is scope for both flexibility and innovation in the use of different methods. Accordingly the guiding principle in determining the assessment for each module has been which is the most appropriate method for meeting the aims and learning outcomes of that particular module.

When considering assessment methods we have referred to Glyndŵr University’s ‘Assessment Guidance’¹ and found Nightingale et al² helpful when they describe a number of broad categories of learning outcomes with associated assessment methods including:

- 1. Thinking critically and making judgements;** Developing arguments, reflecting, evaluating, assessing, judging

¹ http://mimas.newi.ac.uk/intranet/staf/staf_only/asse_a

² Nightingale, P. 1996. Assessing Learning in Universities, Univ. of New South Wales Press

2. Solving problems and developing plans; Identifying problems, posing problems, defining problems, analysing data, reviewing, designing research, planning, applying information

3. Managing and developing oneself; Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organising

4. Accessing and managing information; Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting

5. Demonstrating knowledge and understanding; Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating

6. Communicating; One and two-way communication; communication within a group, verbal, written and non-verbal communication. Debating, describing, advocating, interviewing, negotiating, presenting; using specific written forms. Within the context of the above assessment takes place through placement practice and written assignments and varies according to what is being assessed. For example, students may be asked to do all or any of the following:

- assess their own strengths and weaknesses;
- evaluate their learning over the year;
- design, deliver and evaluate a social education package with young people;
- analyse their professional practice during their placement;
- make a presentation to their student group and evaluate the process;
-

In designing assessments tutors also give careful consideration to:

- the National Occupational Standards for Youth Work;
- the Wales Education and Training Standards group expectations for professional endorsement;
- the University assessment strategy;
- discussions with students and their evaluations of modules;
- discussion with employers;
- the CQFW level descriptors³ for study on a levels 4, 5 & 6 academic programmes.

³ Higher Education in Wales Credit Specification & Guidance June 2004 – Credit & Qualifications Framework for Wales

INDICATIVE ASSESSMENT SCHEDULE		
MODULE TITLE	ASSESSMENT METHOD	CREDITS
For Level 4 Certificate of Higher Education Youth & Community Work		
Module 1 Understanding Society (Semester 1) (Submission Dec/Jan semester 1)	1. Written assignment of 2000 words 2. Individual presentation 10 minutes	20
Module 2 Understanding Self & Others (Semester 1) (Submission December semester 1)	1. Group Presentation 20 minutes 2. Group Essay of 2000 words 3. Individual Observational recording of 500 words	20
Module 3 Developing & Managing Reflective Practice (Semester 1) (Submission Jan/Feb semester 1)	1. Individual essay of 1500 words plus CV 2. Critique to analyse learning from project observation visit 1500 words	20
(Elective) Developing Issue Based Learning (Semester 2) (Submission April/May semester 2)	1. Curriculum resource pack 2000 words 2. Active participation in 'micro session' exercise	20
Field work Module 1 Foundations of Reflective Practice. (Semester 2) (Submission May semester 2)	1. Organisational Profile 1500words 2. Reflective Journal 500 words 3. Joint Assessment statement Pass/Fail 4. Timesheets Pass/Fail 5. Practice Workshop attendance Pass/Fail	40
For Level 5 Diploma of Higher Education Youth & Community Work (120 credits @ Level 4 +)		
Module 1 Politics & Social Policy (Semester 1) (Submission Nov/Jan semester 1)	1. Written Assignment 2,500 words 2. Group Presentation 15 minutes	20
Module 2 Creative Skills for Engagement (Semester 1) (Submission December semester 1)	1. Practical project Pass / Fail 2. Individual Presentation 15 minutes 3. Reflective Statement 1500 words	20
Module 3 Management of Evidence Based Practice (Semester 1) (Submission Jan/Feb semester 1)	1. Essay 2000 words 2. Journal critique 1000 words	20
Field work Module 2 Effective Practice (Semester 2) (Submission May semester 2)	1. Developmental Project 3000 words 2. Individual Presentation 20 minutes 3. Joint Assessment statement Pass/Fail 4. Timesheets Pass/Fail 5. Effective Practice Workshop Pass/Fail	60
For BA Ordinary Degree Youth and Community Work (120 Level 4 & 120 level5 credits +)		
Module 1 Critical Analysis of Informal Education (Semester 1) (Submission December semester 1)	1. Written Assignment 4000 words	20
Module 2 Social Research (Semester 1) (Submission Dec/Jan semester 1)	1. Presentation 15 mins 2. Research Proposal 2000 words	20
Module 3 International perspectives in Lifelong Learning (Semester 1) (Submission Jan/Feb semester 1)	1. Written Assignment 4000 words	20
(Elective) Professional studies in Supervision (Semester 2) (Submission April/May semester 2)	1. Appraisal Report 2.000 words 2. Critical Reflective Account 2.000 words	20
Field work Module 3 (Semester 2) (Submission May semester 2)	1. Portfolio (PDP, Timesheets, Joint Assessment Statement) Pass/Fail 2. Report 5000 words 3. Oral Assessment 10 mins plus 20 mins	40

Assessment regulations that apply to the programme

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Additionally, the nature of the Youth and Community programme, in bestowing professional recognition on successful participants, requires that Youth and Community Work students must demonstrate their professional suitability and capability as well as academic ability.

- assessment tools are used that enable judgment of a student's progression and performance in respect of professional

competence... *ETS guidelines 2010*⁴

Therefore, Youth and Community Work students, as professionals in training, must successfully complete all assessed elements of any module containing more than one assessment task and cannot only 'attempt' each assessed task. This is to ensure that successful students actually demonstrate their ability to function as a skilled, accountable practitioner as well as having an informed understanding of underpinning theory and professional knowledge. The programme is training students to develop working relationships with people as individuals and in groups. In order to do this effectively, students need to gain practical skills to use in their general practice with groups and individuals. For example: The Mask making workshop at level 5 introduces students to the principles behind mask and physical theatre, and teaches them practical skills that they can use with young people and communities themselves. It is not just an understanding of theory but an actual skill, which students need to demonstrate, and they do this through the workshop being a pass / fail part of the module assessment.

To this end a derogation from regulations has been approved which changes the wording of the regulations for all modules from:

"Credits shall be awarded by an Assessment Board for those modules in which a mark of at least 40%, or a pass grade, has been achieved and all elements of assessment have been attempted."

To:

"Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed at a mark of at least 40% or a pass grade,"

Also, a further request for derogation relating to the number of assessment opportunities Youth and Community Work students are permitted in order to successfully complete the fieldwork practice modules at levels 4, 5 and 6 has been approved. Therefore, for the three modules listed below, the wording of the regulation has been changed from:

"At the discretion of the Assessment Board students who have been unsuccessful in any module may **be permitted up to two further attempts to redeem their failure**. Such students, provided they satisfy the Assessment Board, shall be eligible only for the award of a minimum pass mark (40%) in each unit, irrespective of their actual level of performance."

To:

"At the discretion of the Assessment Board students who have been unsuccessful in any module may **be permitted one further attempt to redeem their failure**. Such students, provided they satisfy the Assessment Board, shall be eligible only for the award of a minimum pass mark (40%) in each unit, irrespective of their actual level of performance."

Modules affected:

- Level Four Foundations of Reflective Practice Placement (40 credits)
- Level Five Effective Practice Placement (60 credits)
- Level Six Professional Practice Placement (40 credits).

⁴ Professional Youth Worker Endorsement Guidelines Section 3 Requirements for the content of Submissions (Wales ETS Consultation document May 2010 – p25)

Programme Management

- Programme Leader: Ged Turner
- Programme Team: Simon Stewart, Helen Miller, Hayley Douglas, Jess Achilleos

Primarily a small group of permanent, full-time academic staff all of whom attend a monthly team meeting will undertake delivery of the programme. The programme leader will take lead responsibility for the day-to-day management of the programme and is supported by team members who fulfil other specific responsibilities related to admissions, RPL, franchise/partnership work & year tutor roles. The professional nature of the programme requires that a team member, who acts as the placement coordinator across the three academic levels, holds responsibility for arranging and assessing the student's fieldwork practice and oversees the three fieldwork practice modules.

Annual monitoring of the programme and its modules is undertaken and conducted through completion of the Student Perception of Course and Student Perception of Module forms. Feedback, comment and queries from students are obtained formally through regular discussion at year group meetings and informally through discussion related to specific issues as and when they arise. Additionally student representatives drawn from each academic level are elected at the beginning of each year of the programme and meet with staff at formally convened meetings of the Staff – Student Consultative group and the Y&C Programme Board, both of which take place twice per year. The agendas and minutes of these meetings are made available to all students through the student representatives. Issues that are raised by student representatives at Staff - Student meetings are forwarded to the Programme Board, that includes representatives from the maintained and voluntary sectors and at which decisions/actions are addressed formally and recorded in the minutes for action as appropriate.

Particular support for learning

Educational Barriers

- Many of the students seek entry with non-traditional qualifications after having been away from full-time formal education for some time

Addressed/ Alleviated by

- Use of Glyndŵr University Student Support Services
- Using RPL & RPEL to support student entry and progression into the Glyndŵr University programmes.

Disability issues

- Issue of disability access and awareness when supporting students with specific disabilities has been an issue in previous years when some placement agencies were unable to offer a placement opportunity to a student who is a wheelchair user.

Addressed/ Alleviated by

- Placement Coordinator in negotiation with the placement provider (but raising the awareness of good preparation for both student and supervisor on the expectations of placement agencies)

General Support

- Support for Y&C students begins before students arrive with the admissions process designed to prepare those found to be suitable for their period of study. Even those

considered 'not yet ready' for professional education receive guidance on how they can meet standards given should they make a future application.

- This supportive approach continues in induction with new students introduced to the university's full range of support possibilities. These are offered through central services such as: Student Data Services, the Library and the Student Guild and includes: Welfare Advice; Financial support (Grants, Assembly learning support, start up grants & contingency/hardship funding); Part-time student support; Counselling; Individual needs (disability & specific learning differences); Library & learning resources; Health & Wellbeing etc. This information is also provided in the, annually updated, Glyndŵr University Student Handbook and Programme Handbooks.
- As teaching unfolds, support becomes student-centred making use of year tutors, combined with an open and welcoming staff to provide help to any student. Students are seen individually, at least once a semester, and collectively at year-group tutorials.
- Youth and community students present a broad range of support issues, regularly seeking advice on personal matters such as relationships, some abusive, pregnancy and finance as well as work-related issues. Whilst employment related issues are not the University's responsibility, they are professional issues that could have an impact on suitability to practice. As such they are relevant to the process of the professional education for Youth Work and, potentially, the student's ability to successfully complete the Youth and Community programme.
- Where these support issues have required adjustments to a student's registration or enrolment, tutors have involved the course administrator and programme leaders with reports made to a subsequent programme team meetings.
- CRB checks are carried out for all new students,
- Additionally all candidates considered suitable from their application form are interviewed by a Youth and Community team member and a qualified youth & community worker, present at each interview.
- The undergraduate programme is consistently populated by a significant proportion of those with disabilities, 23% (SDS 08/09) and those from communities where higher education participation rates are low (Premium Postcode Areas) BA = 59% (SDS 08/09) so meeting the university's mission to be open to all.
- An increasing number of students are involved in paid work that runs alongside their study a growing trend that reflects a move away from the traditional idea of part-time student & part time worker and now involves the large majority of Youth and Community students. The inter-role conflict created by two competing sets of demands (three if the student has additional domestic demands) on time & expectations has meant the work study balance has, at times, been difficult.

Equality and Diversity

The programme is designed to afford opportunity to all that demonstrate the aptitude to succeed. The programme has an excellent record of widening the horizons of a diverse group of students. 59% of current intake are from Premium postcode areas with a wide range of ethnic groupings. Bilingualism is encouraged and currently supported through the submission of assessments in both English and Welsh.