

Youth and Community Work

This version of the programme is no longer recruiting. Please refer to the updated programme specification of the same name for the version of the programme that is recruiting

- <http://www.uel.ac.uk/postgraduate/specs/youthcommunity-ma/>

Final award	PGDip/MA
Intermediate awards available	PGCert, PGDip
UCAS code	N/A
Details of professional body accreditation	Professional accreditation from the National Youth Agency for period 1st September 2009 – 31st August 2014
Relevant QAA Benchmark statements	N/A
Date specification last updated	December 2013

Profile

The summary - programme advertising leaflet

Programme content

The programme aims to provide graduates in relevant fields and with experience of working with young people and community groups an opportunity to develop a deeper understanding of the field of Youth and Community at both the theoretical and the practical level. The programme leads to a Joint Negotiating Committee (JNC) professional qualification in Youth Work.

Topics covered on the programme are the theory, policy and practice of Youth Work, interpersonal communication and group work, accountability, professionalism and leadership. The programme also provides an overview of the theoretical, philosophical, and ethical principles which underpin research and introduces students to the theory and practice of practitioner research.

PGDip/MA in Youth and Community Work at UEL

The PGDip/MA in Youth and Community Work provides:

- An opportunity to gain a professional qualification in Youth and Community Work
- A flexible credit based programme leading towards a higher degree with a strong focus on fieldwork practice in an appropriate youth and community setting
- An opportunity for youth workers in formation to become familiar with the principles and practice of practitioner research
- The option of interim awards at certificate and diploma level for students who are unable to complete the programme

- A well established pool of youth organisations offering a variety of youth work settings, within diverse communities, for fieldwork practice

Entry requirements

1. Application form and two supporting references
2. An undergraduate honours degree (or equivalent) in the Social Sciences or Humanities area (e.g. Sociology, Education, Psychology, etc.), minimum 2 :2 classification or equivalent.
3. Evidence of experience of working with young people between 13 and 19 years of age (A minimum of 140 hrs).
4. Interview
5. Enhanced Disclosure & Barring Service (DBS) check

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required, applicants should have a minimum score of 6 in the writing component. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

Programme structure

The PGDip in Youth and Community Work consists of four modules. Students who enrol for the MA in Youth and Community Work will complete a dissertation in addition to the four modules. The programme has a strong action research focus, which will enable students to carry out youth work related research projects in their own fieldwork contexts. It is aimed at graduates with relevant youth work experience and has a strong practical focus. The programme structure allows for flexibility, both in terms of meeting the professional needs of youth workers in formation and in terms of maintaining student dialogue and critical engagement with government policy responses to youth in society.

Learning environment

Core modules are designed to develop critical awareness of theoretical, policy and practice issues relating to youth and community work, drawing upon multidisciplinary research and scholarship.

The fieldwork modules provide the focal point for theory and practice integration, thus promoting practitioner enquiries which allow theory to emerge from practice.

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 experimentation 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;
- Work based activities - to allow participants to undertake enquiry and/or development work;
- Conferences - to facilitate the opportunity to share ideas and to experience research and enquiry undertaken in areas outside the participants' immediate professional spheres;
- 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.

Assessment

Due to the practical nature of the programme there are no examinations. The **Postgraduate Diploma / MA Youth and Community Work** is assessed by coursework for taught modules and an extended final research project in the form of a written dissertation for the MA. Assessed coursework includes essays, seminar presentations, group projects and research reviews. Each module assessment will typically be an assignment of 5,000 words or equivalent. Assignments are research based and must relate to the particular topic of study. The final research project for the MA will be a dissertation of 14, 000 words.

Relevance to work/profession

The programme is aimed at graduates with experience of working with 13 to 19 year olds and has a strong practical focus. This is reflected in the way in which pedagogic materials are addressed in all modules at the level of theory and practice. In addition, the research methodology training which supports the dissertation has a strong action research focus. Research for the dissertation is geared towards youth work practice. Students are required to undertake placements in two different youth work settings, giving them opportunities to experience of different models of intervention.

Thesis/Dissertation/project work

The final dissertation provides students with an opportunity to investigate a specific field of study in depth. Students are required to liaise closely with their supervisor in the design of their study and engage with the demands of independent research at the implementation and writing up stages.

Added value

The **Postgraduate Diploma / MA in Youth and Community Work** confer Joint Negotiating Committee (JNC) professional qualification in Youth Work. Additionally, it will allow

academic progression for those who meet the criteria and wish to advance their study in the area. Students on the programme are encouraged to develop their own research interests and, where appropriate, to take these to doctoral level. All students are given support to publish their work in professional and academic journals, and to present their work at conferences. The programme will enable students, whilst in formation, to complete their fieldwork practice in two different youth work settings in a statutory and a voluntary organisation. The programme will also equip those who are interested in pursuing an academic career in the field of youth and community or who wish eventually to embark on a PhD with essential research and analytical skills.

Your future career

On completing the programme, students will be in a position to gain employment as professionally qualified full-time Youth Workers in statutory or third sector organisations. The sector trade Union (CYWU) estimates that there is currently a short fall of over 4000 youth workers to meet the Government's requirements in line with the Ten Year Strategy. Youth Work has become increasingly complex and demanding, and youth workers now find themselves working in a wide variety of educational settings, including schools, educational welfare and the NHS. This in turn has created career opportunities for Youth Workers, calling upon higher level of evidence-based knowledge and skills of Youth Work practitioners.

How we support you

Students are supported through an initial induction which introduces them to the teaching and learning environment, particularly UELPlus as it will be used extensively by the programme team to provide learning resources and sign posts to further material to complement lectures, seminars and tutorials. Module group tutorials enable students to discuss any problems they may be experiencing, discuss assessed work, present written work for feedback and make presentations based on group activities.

Additionally, the regular contact with the Youth and Community Work students will come through regular individual tutorials with the field work module tutors to discuss academic and professional development issues. A minimum of two will be offered per semester and attendance will count as part of the learning hours for the module. Field work tutors will also undertake a minimum of one field work visit per semester to maintain contact with the student whilst on placement. This will take place alongside regular practice workshops through each semester.

Bonus factors

The programme team is made up of colleagues with extensive experience of youth and community work in the statutory and third sector. They are also research active in youth related issues. It is expected that students will also have diverse experiences of working in a variety of settings. Such diversity of experiences will provide opportunities for rich dialogue and critical engagement with current issues related to youth in society.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- To provide professional formation for students wishing to gain JNC qualification in Youth Work.
- To encourage students to engage critically with theory, policy and practice issues relating to youth work
- To provide a programme which supports participants to meet their professional development needs and interests with academic and practical rigour
- To 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
- To provide students with the tools to plan and carry out in depth practitioner enquiry in relation to a topic of interest to them within their field work practice. (MA)

What will you learn?

On completing the Postgraduate Diploma / MA in Youth and Community Work programme, you will be able to:

Knowledge

- demonstrate critical analysis and evaluation of theory, policy and practice issues relating to Youth and Community Work
- critically engage with research and current debate on leadership, professionalism and accountability in the provision and management of children and young people's services.
- demonstrate critical awareness of the underlying assumptions of a range of epistemological and methodological approaches to research and scholarship (MA)

Thinking skills

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

Subject-Based Practical skills

- experience significant and challenging opportunities for professional development through youth and community fieldwork placements
- critically evaluate the impact of youth policy and the restructuring of children and young people's services on youth provision and professional identity of youth workers
- challenge oppressive and discriminatory discourses and practices within a value base of social justice and human rights

Skills for life and work (general skills)

In addition to meeting the Learning Outcomes above students will be expected to use their placement experience to demonstrate competence in the following five key areas in the National Occupational Standards for Youth Work:

- develop responsive intervention strategies aimed at facilitating the personal, social and educational development of young people
- engage in the development and promotion of equality and diversity interventions to safeguard young people's interests and welfare
- work collaboratively within inter-professional networks in the context of ECM
- contribute to the development and implementation of youth work strategies and interventions
- develop leadership and management skills in line with the ethical principles of youth work

Structure

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:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

- The overall credit-rating of this programme is **180 for Masters** and **120 credits** for the Postgraduate Diploma.

Typical duration

The expected duration of this programme is twelve months for postgraduate diploma when attended in full-time mode and 24 months when attended in part-time mode. The duration of the MA is eighteen months when attended in full-time mode or longer in part-time mode (e.g. thirty six months). It is possible to move from a full-time mode of study to a part-time mode

of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments.

How the teaching year is divided

Each module is offered across a 15 week semester. Semester A runs from September to January and semester B runs from February to May.

What you will study when

All modules on the Postgraduate Diploma / MA Youth and Community Work are core. Students complete two 30 credit modules per semester for full-time students and one module per semester for part-time students.

Students **must** complete successfully all four modules before they can begin writing their dissertation.

For full-time and part-time students the Postgraduate Diploma modules are as follows:

Level	UEL Module Code	Module Title	Credit Status	
M	EDM700	Policy, Theory and Practice of Youth Work	30	Core
M	EDM701	Fieldwork Practice (1)	30	Core
M	EDM702	Fieldwork Practice (2)	30	Core
M	ETM723	Research Methodologies in Education and Professional Practice	30	Core
M	EDM704	Dissertation	60	Core

Both part-time and full-time students who register for the MA award will also complete a dissertation as detailed above:

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M.

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Each module will be taught over one semester, supported by online group discussion and independent study. Students will be expected to demonstrate enhanced specialist knowledge of the field, provide evidence of independent thinking, and reflect on their learning in each module. Participants will be expected to read a wide range of set and recommended texts and to critically engage with these.

Core modules are designed to develop critical awareness of theoretical, policy and practice issues relating to youth and community work, drawing upon multidisciplinary research and scholarship.

The fieldwork modules provide the focal point for theory and practice integration, thus promoting practitioner enquiries which allow theory to emerge from practice.

Each module requires group contact time, which could be face to face, online, or a combination of both. In addition learning will also be undertaken in the workplace through specified tasks as well as through independent study which will bring the total learning hours per M level module to 300 hours for 30 credits.

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 experimentation 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
- Work based activities - to allow participants to undertake enquiry and/or development work;
- 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 the virtual learning environment

Assessment

Assessment will be formative and summative and will be based on the variety of assignment types submitted for each module and the dissertation. Each module has a written requirement of 5,000 words (which in some cases may take the form of two assignments each of 2,500 words), and the dissertation has a written requirement of 14,000 words.

Due to the practical nature of the programme there are no examinations. The Postgraduate Diploma / MA Youth and Community Work is assessed by coursework for taught modules and an extended final research project in the form of a written dissertation for the MA. Assessed coursework includes essays, seminar presentations, group projects and research reviews.

The Assessment Board has the right to examine any student viva voce in addition to the assessments specified in the programme regulations.

More detailed information on assessment is given in the Student Handbook and in individual module guides.

Quality

How we assure the quality of this programme

Before this programme started

Before the 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.

Listening to the views of students

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

- Mid and end of module evaluations
- Student representation on programme committees

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the online noticeboard

Listening to the views of others

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

- Questionnaires to former students

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- [School web pages](#)
- [The UEL web site](#)
- The student handbook
- Module study guides
- [UEL Manual of General Regulations and Policies](#)
- [UEL Quality Manual](#)
- [Regulations for the Academic Framework](#)