

# Youth in Society

This programme is no longer recruiting

<b>Final award</b>	BA (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE
<b>UCAS code</b>	L533
<b>Details of professional body accreditation</b>	
<b>Relevant QAA Benchmark statements</b>	Education Studies
<b>Date specification last up-dated</b>	January 2014

## Profile

### The summary - UCAS programme profile

#### BANNER BOX:

Youth in Society at UEL addresses current and relevant topics which effect young people and those who work with them in the context of the social and political environment. The programme is underpinned by good practice in the field, diversity, empowerment and rights and responsibilities in working and living with young people. The programme is innovative, providing students with knowledge for the future; providing options for specialist career choices and specialisms.

#### ENTRY REQUIREMENTS

Applicants need 240 UCAS tariff points.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at the time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements>. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

#### ABOUT THE PROGRAMME

##### What is Youth in Society?

The first year of the programme seeks to give students grounding in the theoretical concepts involved in youth and community work and provides students with the chance to explore the social, political, cultural and historical understanding of youth. Through the programme students will consolidate and develop their understanding of youth in society as well as their preferred career path and area of interest in young people. This degree is designed for those who work or intend to work with young people as well as those with a more general interest

in the field of Youth in Society. The degree provides a broad understanding of youth in the social, cultural and political context, building on knowledge, insight, theory and practice from a range of social science, education, humanities, historical, social policy, citizenship and safeguarding.

### **The BA (Hons) in Youth in Society at UEL**

The location: Within the UEL Cass School of Education and Communities in the middle of the massive regeneration zone centred on Stratford , also the new gateway to Europe . You will be studying in the area where policy makers are exploring new ways of dealing with youth and community issues, from the inner city to the reaches of the Thames Gateway.

The programme: Explores Youth issues within the scope of a wide range of co-ordinates, embracing diversity, activism, citizenship, sociology, and safeguarding underpinned by the United Nations Charter on Human Rights and of the child.

### **Programme structure**

The first year of the programme seeks to give students grounding in the theoretical concepts which effect young people and those who work with or support them. There are no options in this programme, all modules are core.

### **Learning environment**

Students will learn through Lectures and taught presentations, seminars, study groups, practical projects and web-based learning. Learning will also take place via small group work, role plays, discussion and debates.

### **Assessment**

Assessment takes place through assignments, both written coursework and practical projects such as presentations.

### **Project work**

Opportunities to develop own ideas/work in groups, research specific topics, to produce projects ideas, fundraising proposals and projects, arts projects.

### **Added value**

- Students often volunteer in youth settings and gain experience.
- Transferable skills for a wide range of work settings and career paths.
- Job opportunities often emerge from volunteering.
- Encourages students to engage young people in their communities
- Enhances the skills and knowledge of those already working in the field.
- The Youth and Community Department also offers MA programmes in Youth and Community Work and Youth and Community Studies

### **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

- Working with young people in groups
- Helping young individuals in a work or volunteer role
- Inclusion
- Community development
- Community politics
- Human rights and the rights of the child
- Issues of diversity – race, class, gender, sexuality, disability
- Leadership
- Social concepts of youth
- Contemporary issues in youth
- Citizenship and participation
- Empowering young people
- Media, moral panic and current debate

### **If you enjoy...**

- A challenge
- Diversity
- Working in groups
- Current news and debate
- IT communications
- Working with and helping young people

### **If you want...**

- To enhance your knowledge, understanding and skills to enable you to engage successfully in work with young people
- To understand and interpret the experiences of young people in our society
- To understand how young people learn and participate in life
- A programme which addresses the major issues of young people in the twenty-first century, giving a range of opportunities for individual development and exploration in a wide range of areas.
- A programme which is flexible to address the needs of students already working in the youth studies field.
- To develop a specialist career pathway for work with young people.

### **Your future career**

A degree in Youth in Society from UEL will show a prospective employer that you have developed critical skills in the field, that you have a rounded knowledge of current and historical issues which affect young people and that you are able to be a thoughtful practitioner, and that you have also developed transferable practical skills in researching, writing and presenting.

Career paths: unqualified youth and community worker positions in private, national companies; local authorities and national government; jobs in regeneration zones with a community or youth focus.

## **How we support you**

- An enthusiastic experienced team
- Provide up to date developments and recommendations in the field
- Personal tutors at UEL
- Module tutors
- Student help-desk in-school
- State of the art specialist teaching facilities
- An excellent learning resource centre

## **Bonus factors**

- A range of interesting volunteering opportunities
- Opportunities to meet key people from the sector

# **Outcomes**

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Experience significant and challenging opportunities for professional development in work with young people
- Understand the social, political and theoretical impact of discourse in the study of youth
- Develop transferable academic skills in reading, writing, speaking
- Explore the key issues in youth and community work for the twenty-first century

### **What will you learn?**

#### **Knowledge**

- Demonstrate knowledge of Youth in Society in its historical, political and social contexts (Maj, J Min)
- Demonstrate an understanding of the contribution of a range of different areas of knowledge to the study of Youth (Maj, J Min)
- Develop awareness of the principles which inform and underpin work with young people (Maj, J Min)
- Develop knowledge of current themes and priorities in Youth issues (Maj, J Min)
- Demonstrate knowledge and understanding and practical skills relevant to academic study and professional conduct in working with young people in a variety of settings
- Gain knowledge and understanding of the needs of young people over a range of theories, contexts and approaches (Maj, J Min)

#### **Thinking skills**

- Develop analytical and critical approaches to theory and knowledge (Maj, J Min)

- Develop the skills of the reflective advocate or supporter of young people (Maj, J Min)
- Develop abilities in approaching complex Youth issues and applying these to settings within the community (Maj, J Min)
- Develop skills in gathering, analysing and summarising information (Maj, J Min)
- To be able to undertake research from a variety of theoretical perspectives (Maj, J Min)

### **Subject-Based Practical skills**

- Develop the ability to work independently (Maj, J Min)
- Develop the skills of group work including planning and delivering presentations (Maj, J Min)
- To be able to work effectively within a team and across disciplinary boundaries (Maj, J Min)
- Develop the skills to communicate effectively to diverse audiences (Maj, J Min)
- Work within ethical and value-led boundaries and in association with other professionals (Maj, J Min)
- Develop the personal and organisational qualities necessary to become a Youth and Community worker (Maj, J Min)
- Develop the skills to identify ways of addressing issues that affect young people in a variety of settings (Maj, J Min)
- Develop ICT skills (Maj, J Min)

### **Skills for life and work - general skills**

- Self management skills in organising learning
- 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
- Ability to work effectively as part of a team, including working through conflict
- Ability to network within the field and share ideas and information
- Identifying, understanding and responding to the needs of young people
- Read critically and write fluently for a range of audiences

## **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 360 credits.

### **Typical duration**

The expected duration of this programme is three years when attended in full-time mode or longer in part-time mode. 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. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

### **How the teaching year is divided**

The teaching year begins in September and ends in June, but students are also allowed to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

### **What you will study when**

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations.

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- UEL Wide Option - Select from a wide range of UEL wide options

The following are the core and optional requirements for the single, major, joint and minor routes for this programme

### Level 1

<b>LEVEL</b>	<b>TITLE</b>	<b>Skills module</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>	<b>STATUS MAJOR</b>	<b>STATUS JOINT</b>	<b>STATUS MINOR</b>
1	ED1000: Critical Reading and Writing	Y	20	Core	Core	Core*	
1	ED1037: Introduction to Youth Studies		20	Core	Core	Core	Core
1	ED1028: Counselling, Communication and Mentoring in Youth and Community Work		20	Core	Core	Option	Option
1	ED1017: Youth, culture and policy		20	Core			Option
1	ED1044: Policy and Practice in Safeguarding Young People		20	Core	Core	Core	Option
1	ED1010: Children in their social contexts		20	Core			Option

### Level 2

<b>LEVEL</b>	<b>TITLE</b>	<b>Skills module</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>	<b>STATUS MAJOR</b>	<b>STATUS JOINT</b>	<b>STATUS MINOR</b>
2	ED2000: Research Design and Method	Y	20	Core	Core	Core*	
2	ED2001: Professional Development	Y	20	Core	Core	Core*	
2	ED2060: Young People in a Global Society		20	Core	Core	Core	Option
2	ED2032: Youth Crime and Gangs: Definitions and Interventions		20	Core	Core	Option	Option

2	ED2054: Working with Young People and Communities	20	Core		Option	Option
2	ED2017: Sociology of the Family	20	Core			Option

### Level 3

LEVEL	TITLE	Skills module	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
3	ED3000: Independent Research Project		40	Core	Core	Core*	
3	ED3051: Working with Young People: Safeguarding, risk and support		20	Core	Core	Option	Option
3	ED3027: Managing and leading Youth and Community Work		20	Core	Core	Core	Option
3	ED3054: Youth Transitions		20	Core			
3	ED3022: Gender Security and Education for All		20	Core		Option	Option

**\* note that students must take the module unless the equivalent skill/dissertation module is taken in the student's other joint 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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three 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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three 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 one or higher and 120 credits at level two or higher

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

### **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at Level 2}}{\times 1/3}$$

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% 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

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

#### **Knowledge is developed through**

- Lectures, seminars, workshops
- Discussion and in-class activities
- Private study to consolidate understanding of key issues
- The use of audio-visual aids
- Group work sessions within the learning environment and outside these times
- Research seminars and talks organised by the School of Education
- Reading and study for modules, coursework and exams

#### **Thinking skills are developed through**

- Understanding, analysing and applying theory and theoretical models, in the context of youth and community work, and synthesising solutions to show original and creative thought

- Planning, managing, and reflecting on learning and progression, in acquiring graduate attributes towards a career in youth and community work

### **Practical skills and skills for life and work are developed through**

- The wide spectrum of tasks involved in the programme
- Project and course work requiring a variety of skills
- Participation in group work within modules necessitating skills of empathetic interaction and communication

### **Assessment**

Each module is assessed through one or two assignments, linked to learning outcomes. The assignments may take a variety of forms including:

#### **Knowledge is assessed by**

- Coursework assignments – reports, essays, learning journals, presentations
- Examinations
- Individual tutorials

#### **Thinking skills are assessed by**

- Reflective journals
- Coursework assignments
- Participation seminars, workshops and tutorials

#### **Practical skills are assessed by**

- Presentations
- Research project

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

- Presentation of data in research projects and other assignments
- Participation in class/group/tutorial discussions

## **Quality**

### **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 UELs 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:

- Module evaluations
- Student representation on programme committees (meeting 2 times year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme notice board

### **Listening to the views of others**

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

- Liaison between UEL and mentors and workers at placements
- Annual student satisfaction questionnaire
- Questionnaires to former students

## **Further Information**

### **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
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- Cass School of Education and Communities web pages at <http://www.uel.ac.uk/education>