Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

SCHOOL OF CHILDHOOD, YOUTH AND EDUCATION

LEVEL 4

FACULTY OF EDUCATION, COMMUNITY AND CULTURE

2026-2027

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2026/27. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Managers are also listed below.

Programme of Study	Programme Manager	Tel. No.	E-mail
BA2 Early Years Education and Care	Alison Rees Edwards	01267 676615	a.rees-edwards@uwtsd.ac.uk
BA2 Early Years Education and Care: Early Years Practitioner Status	Alison Rees Edwards	01267 676615	a.rees-edwards@uwtsd.ac.uk
BA Childhood, Education and Society	Natasha Young	01267 655404	n.young@uwtsd.ac.uk
BA Childhood, Education and Society: Additional Learning Needs (ALN)	Natasha Young	01267 655404	n.young@uwtsd.ac.uk
BA Young People, Communities and Youth Work	Angharad Lewis	01267 676949	angharad.lewis@uwtsd.ac.uk
FdA Inclusive Education	Helen Griffiths	07787 272817	Helen.a.griffiths@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2026/27 (forename/surname)**	**External Examiner for 2025/26 (if different to current)**
BA2 Early Years Education and Care	Heather Munn	
BA2 Early Years Education and Care: Early Years Practitioner Status	Heather Munn	
BA Childhood, Education and Society	Eleni Lithari	
BA Childhood, Education and Society: Additional Learning Needs (ALN)	Eleni Lithari	
BA Young People, Communities and Youth Work	Michael Conroy	
FdA Inclusive Education	Abby Deeming	

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2026/27

The academic year 2026/27 will be divided up as follows:

Semester 1:	21/09/26 - 24/01/27
Semester 2:	25/01/27 - 23/05/27

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are fully enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement. If your enrolment status is partially enrolled, this means that you have outstanding documents not provided to the University. Please log in to your MyTSD account to check for pending documents and submit the required items as early as possible. You can direct all enrolment related queries to enrolment@uwtsd.ac.uk. The non-completion of enrolment may lead to your withdrawal from the programme. Additionally, as outlined in the student agreement you must ensure that all relevant tuition fees are paid by the due date. Late or non-payment of fees may invoke sanctions from the University, up to and including the non-release of transcripts and withdrawal from the University.

My Student Record / MyTSD

You can view your personal details on MyTSD and make requests to amend data when your circumstances change. It is important to keep your personal details up to date. You can use MyTSD to:

- enrol for the new academic year
- generate a 'Confirmation of enrolment' letter
- generate a council tax exemption letter and/or bank letter
- view enrolment and module registration details
- amend your address
- check your financial information (e.g. fees due)
- submit a programme change request
- apply for 'Extenuating Circumstances'
- apply for student bursaries
- check your module results and examining board decision
- request to withdraw from your studies
- register to attend your graduation ceremony (when applicable)

Failure to keep your personal details up to date can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources
- not being able to use the Information Technology services;
- potential non-compliance with visa regulations.

Please take time to check your enrolment details on MyTSD. The MyTSD portal home page will appear in the language you selected at enrolment (English or Welsh), but it is also possible to toggle to the other language once you have logged in to MyTSD, by clicking on the red button on the homepage.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the Student Records and Enrolment Team. All DBS related queries should be directed to dbs@uwtsd.ac.uk.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

Module Credit Rating:

Each module has a credit rating, which indicates how significant it is to your degree. To pass a level of study and either continue or graduate, you need to complete a specific number of credits. A module's credit rating affects its assessment and the hours of learning required.

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Examining Board are provisional.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered.

Submitting written work in Welsh

The University is committed to promoting the Welsh language and encourages its students to develop their bilingual skills. The University offers programmes through the medium of both English and Welsh. The University offers many Welsh-medium or bilingual courses, varying from whole courses, individual modules to bilingual provision across modules. By continuing to study your course completely or partly through the medium of Welsh, you will develop your skills in two languages, Welsh and English, which will open doors for you when you leave the University, as more employers than ever before are looking for staff with bilingual skills.

As a student at UWTSD you have a right to submit coursework and sit exams through the medium of Welsh, even if you've chosen to study through the medium of English. Your Programme Manager / Module Lead will ask you at the beginning of the module

whether you wish to submit in Welsh or English. Welsh language assignments will be assessed in exactly the same way as those written in English.

Academic Support Tutor
Some courses will offer an academic support tutor, and you have the right to express your choice to have a Welsh-speaking tutor to facilitate this. Should you wish to express this, contact the Programme Manager / Module Lead as soon as possible, to allow time for the Faculty to make the appropriate arrangements.

Extenuating Circumstances
If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website and forms part of the *Mitigating Circumstances Policy* associated with Chapter 12 of the Academic Quality Handbook:
https://www.uwtsd.ac.uk/academic-quality-handbook

Additional needs in terms of assessment
If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/disability-support

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
https://www.uwtsd.ac.uk/academic-quality-handbook

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
https://www.uwtsd.ac.uk/academic-quality-handbook

Responsibilities of students in relation to the assessment process
You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
iii) You attempt every assessment component of a module.
iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.

v) You submit work for assessment as required and in accordance with the required format and deadline.
vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.
vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.
viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
ix) You keep copies of all drafts of work presented or submitted for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials such as video lectures, documents, resource / reading lists and participating in elearning activities
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks and collaborative learning activities.
- Take online assessments with automatic marking and feedback facilities
- Submit written assessments via Turnitin and video assessments via Panopto and receive grades and feedback
- Access academic skills development and digital content.

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Messaging student cohorts, and organising students into cohort groups
- Tracking student engagement and activity completion progress in modules.
- Administration of online surveys, such as module evaluation questionnaires.

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website - navigate to https://uwtsd.ac.uk/ and select Current Students (top right side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk

If you are already signed into the Hwb or Office 365 you should be automatically signed into Moodle when you connect; if not log in using your Network username and password which are the same as used to access a campus PC.

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:
Web: ServiceNow
Tel: 0300 500 5055
Or visit https://www.uwtsd.ac.uk/it
In any correspondence, please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages

Further information on using online and digital resources can be found at https://digitallearning.uwtsd.ac.uk/

ASSESSMENT FEEDBACK VIA TURNITIN

For feedback provided through Turnitin, there are four areas to get your feedback: general comments in the comments box, audio feedback, in-line comments within the body of your written work, and the marking rubric.

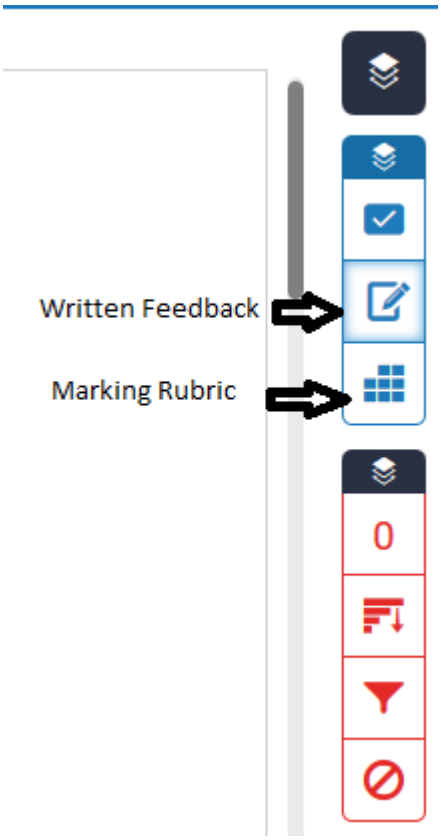
Written and audio feedback will comment on the overall work.

In-line comments provide feedback about specific elements within the body of the text.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMMES OF STUDY

(1) BA2 Early Years Education and Care

BA2 Early Years Education and Care: Early Years Practitioner Status

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	have a basic understanding of babies, young children and multiple childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising, sustainable, philosophical, legal, historical, political and economic perspectives
KU2	understanding of multi-professional, inter-professional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities
KU3	knowledge and understanding of pedagogical approaches for working with babies, young children, families and communities

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	reason clearly, and demonstrate the relationship between theory, policy, practice and evidence
CS2	be able to adopt a range of theoretical perspectives in relation to multiple childhoods
CS3	evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents and time, place and culture

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	demonstrate the ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the conditions which enable them to flourish
PS2	demonstrate the ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders
PS3	identify meaningful patterns in play, behaviour and experience

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	use a range of sources of information
KS2	listen carefully to others and reflect upon one's own and others' skills and views

KS3	have the ability to use digital technologies/literacies appropriately as part of the learning process in a range of contexts to enhance provision for children

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

Modules

PROGRAMME STRUCTURE

Structure: September to April

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECEY4012	The learning journey: Developing skills for academic success	Compulsory	20
ECEY4014	The professional practitioner	Compulsory	20
ECEY4011	Early experiences and lifelong learning	Compulsory	20
ECEY4013	Children's play: Theory and practice	Compulsory	20
BMSA4003	Developing and supporting physical development in early childhood	Compulsory	20
ECEY4015	Multilingual practice in the early years	Compulsory	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(2) BA Childhood, Education and Society

BA Childhood, Education and Society: Additional Learning Needs (ALN)

Programme Learning Outcomes

Knowledge and Understanding (KU)

KU1	Develop knowledge of childhood, education, and society across national and global contexts, drawing on key disciplines such as psychology, sociology, education, health, law, and politics to inform practice, policy, and research.
KU2	Evaluate inclusive practices, policies, and frameworks that support the diverse needs of children, families, and communities—including those with Additional Learning Needs—through multi-professional and interagency collaboration.
KU3	Demonstrate an understanding of issues relating to children's rights, diversity, equity, and inclusion, and explore their implications for educational and social contexts, including advocacy, change management, and community engagement.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (Thinking) Skills (CS)

CS1	Build the ability to think, evaluate evidence, and explore key debates and theories across disciplines such as psychology, sociology, education, and policy to understand childhood in diverse contexts.
CS2	Explore inclusive approaches that support and promote equity, participation, and positive outcomes for all children, families, and communities.
CS3	Develop the skills to work collaboratively across professional boundaries, demonstrate an understanding of issues, and apply ethical, empathetic, sustainable and socially responsible solutions in educational and social settings.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical Skills (PS)

PS1	Develop the ability to plan, implement, and evaluate inclusive and creative learning experiences that support the health, wellbeing, and holistic development of children, young people, and adults across diverse educational and social contexts.
PS2	Strengthen skills in observing and interpreting behaviour and lived experiences, and work collaboratively with others to promote positive outcomes through leadership, project development, and inclusive practice.
PS3	Build the capacity to identify and challenge inequalities, promote anti-bias values, and contribute to meaningful change in society by supporting equity, protection, and flourishing for all children, families, and communities.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key Skills (KS)

KS1	Develop the ability to express and question ideas clearly and confidently through writing, speaking, and visual presentations, drawing on a range of sources and perspectives.
KS2	Build confidence in working with others, leading and contributing to group discussions, while actively listening and reflecting on personal and shared viewpoints to support professional growth.
KS3	Apply ICT skills to support learning, enhance provision for children, and manage and analyse information across educational and social contexts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECCE4001	Who am I? Exploring Professional Identity	Compulsory	20
ECCE4002	Thriving through the years: Human Development and Wellbeing	Compulsory	20
ECCE4003	Voice, Choice and Rights: Empowering Young People	Compulsory	20
ECCE4004	Connect and Protect: Building safer networks	Compulsory	20
ECCE4005	Learning for All: An introduction to ALN	Compulsory	20
ECCE4006	Ways of Learning: Creative Pedagogies	Compulsory	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(3) BA Young People, Communities and Youth Work

Programme Learning Outcomes

The aims and programme outcomes which follow have been referenced to the Youth and Community Work, QAA Benchmark Statement (QAA, 2019) and the Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019).

Main Award: BA (Hons) Young People, Communities and Youth Work

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities** • Understand the community-based context for practice. • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Critically analyse studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations' theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • A critical examination of the history of the development of community-based practice as distinct from state or market-based practice. • Understand partnership, power, empowerment and democratic learning.

	• Critical analysis of practices which challenge existing power relations such as those rooted in age-based discrimination, sexism, racism, sectarianism, and/or practices rooted in class privilege, which may lead to marginalization. • Explore social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression. • Understand networking as a significant aspect of practice. • The study of coalitions and broad-based organising. • Conflict and community-based practices and the role of alliances. • Understand collective action and social change, including enterprise and self-help strategies for addressing shared needs and aspirations, campaigning and the links to social movements. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice. • Critical analysis of the impact of social policy discourses on the development of professional practice in youth and community work, including youth policy and comparative international and European social policy.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Engage with young people and adults in communities in order to develop strategies for education and change. • Investigate models of work with young people and communities in the UK and globally, including those which may be controversial. • Investigation of whether particular educational methods are more or less suitable for different stages or age groups. • Investigation of models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice. • Engage in evaluation of the impact of strategies and practices. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Promote good mental and emotional health, and recognising and responding to breakdown. • Critical exploration of informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development**

	• Informal education, conversation, critical dialogue and experiential learning • Situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning. • Using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries. • Examine citizenship learning, collaborative and open enquiry, and political education. • Exploration of culturally sensitive and culturally specific learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Studies of the agencies and workplaces in which community and youth workers are employed. • Understand the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises. • Understand the role of community organisations in contributing to cohesion and integration, contestation and change. • Critically explore strategies for anti-oppressive and anti-discriminatory practice at organisational level. • Understand equality, diversity and interdependence in the workplace and beyond. • Understand human rights-based equality duties and non-discrimination legislation. • Critical exploration of management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. • Understand financial planning, management and accountability, including models of social enterprise and social investment. • Understand mentoring, supervision, staff development and training. • Understand the role of part-time workers and volunteers.

	• Understand safety and support for youth and community work practitioners. • Critically explore ways of measuring and evaluating the impact of projects. • Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches. • Explore current professional context of integrated and non-integrated services and approaches. • Understand youth services in the context of integrated and non-integrated working. • Critical exploration of youth work in a variety of agency and multiagency contexts. • Understand universal provision and targeted provision. • Exploration of dedicated and distinct service provision. • Specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations. • Critical exploration of the links with other professions. • Understand the nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • A critical understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. • An informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • Demonstrate substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of impact of educational courses across a range of practice settings. • Systematic analysis of relevant concepts, theories and issues of policy, and their use in informing evidence-based practice. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media.

	• The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • The ability to build trusting relationships as a foundation for learning. • The ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them. • The ability to create inclusive environments and to identify and counter oppressive attitudes, behaviours and situations, at both interpersonal and systemic levels. • Demonstrate the capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships. • Demonstrate the capacity to promote, publicise and share good practice.
SSS3	**Maintaining and developing organisations which support practice** • The ability to lead and promote the development of productive and sustainable responses and structures, including the support and management of community based and young people's organisations. • Skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks. • The capacity to lead and manage others in the workplace (volunteers, staff, the capacity to provide for support, safety and well-being of staff). • Context-appropriate leadership of individuals and groups. • Financial and project management skills (planning, monitoring, evaluation, applications for funding, management of resources, policy development, understanding quality framework models).
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them.

	• The ability to support and develop a range of literacies, including emotional literacy. • The ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods. • The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques. • Skill in evaluation of the impact and effectiveness of their work and the work of community-based projects.
SSS5	**Networking and Multi-agency working** • Building relationships and leading strategic partnerships with other professionals, in particular in education and in health and social care. • Building and leading partnerships across community groups and young people's projects including young people and community members in partnerships. • Involving, consulting with, and acknowledging accountability to stakeholders. • Creating effective alliances with other organisations, respecting alternative professional approaches while maintaining the values of youth and community work. • Creating networks and alliances among and across community groups and young people's projects. • Developing inclusive networks which promote inclusion, celebrate diversity, recognise interdependence and do not intensify marginalisation of small projects or minority groups. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	**Generic Skills** • Understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects. • An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • An ability to collect, analyse and interpret qualitative and quantitative data.

	• An ability to present data in different formats, including graphical and tabular. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • An ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject. • Skill in reflection on their own and others' value systems and the ability to explore such values in informal contexts, including an ability to constructively challenge the views of others and resolve conflict. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019)

BA (Hons) Young People, Communities and Youth Work

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build professional relationships and engage with young people	YW01	Initiate, build and maintain relationships with young people
		YW02	Assist young people to learn and engage with the youth work process
		YW03	Comply with legal, regulatory and ethical requirements when carrying out youth work
	A2 Build productive working relationships and multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work
		YW05	Enable young people to identify, reflect and use their

B: Facilitate learning and development of young people through planning and implementing learning activities in youth work	B1 Facilitate the personal, social, spiritual and educational development of young people		learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	Apply youth work values and principles in group work
		YW08	Engage with and empower young people to make use of digital media in their daily lives
	B2 Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with youth work
		YW10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate learning activities with young people
		YW12	Manage resources with young people for youth work activities
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making
C: Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and the valuing of diversity	Signpost No. 26	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
		YW19	Develop a culture and ethos that promotes inclusion and values diversity

D: Plan and implement strategy and youth work activities for young people	D1 Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
		YW21	Secure funding and resources for youth work
	D2 Influence, plan and implement youth work strategy	YW22	Influence and develop youth work strategy
		YW23	Engage young people in the strategic development of youth work
		Signpost No. 27	*Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)*
	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW24	Monitor and evaluate the impact of youth work strategy and delivery
E: Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		Signpost No 28	Develop your knowledge, skills and competence *(Management and leadership NOS* CFAM&LAA2*)*
	E2 Lead and manage others	*Signpost No. 29*	Lead your team *(Management and leadership NOS* CFAM&LBA3*)*
		Signpost No. 30	Allocate work to team members *(Management and leadership NOS* CFAM&LDB2*)*
		Signpost No. 31	Quality assure work in your team *(Management and leadership NOS* CFAM&LDB3*)*
		Signpost No. 32	Recruit, select and retain people *(Management and leadership NOS* CFAM&LDA2*)*
	E3 Develop colleagues	YW26	Provide leadership to other youth workers and volunteers
		Signpost No. 33	Support individuals' learning and development

	E4 Maintain health and safety in the workplace		*(Management and leadership NOS* CFAM&LDC2*)*
		Signpost No. 34	*Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)*
		Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices *(Management and leadership NOS* CFAM&LEB1*)*
F Work with Communities	F1 Encourage engagement of young people in their community	*Signpost no 36*	Work with the tensions inherent in community development practice (JETSCD02)
		Signpost No 37	Support inclusive and collective working (JETSCD06)
		Signpost No 38	Relate to different communities (JETSCD03)
		Signpost No 39	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)

<u>Exit Award 1: Diploma of Higher Education Young People, Communities and Youth Work</u>

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which
contribute to the debate about the role and professional identity of the practitioner. It is by
engagement in each of these areas that professional identities are formed and appropriate
subject knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities**

	• Understand the community-based context for practice. • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Critically analyse studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations. • Explore theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • Examine the history of the development of community-based practice as distinct from state or market-based practice. • Explore social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression. • Understand networking as a significant aspect of practice. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice. • Critical analysis of the impact of social policy discourses on the development of professional practice in youth and community work, including youth policy and comparative international and European social policy.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Engage with young people and adults in communities in order to develop strategies for education and change. • Investigate models of work with young people and communities in the UK and globally, including those which may be controversial. • Investigation of whether particular educational methods are more or less suitable for different stages or age groups. • Examine models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice. • Evaluation of the impact of strategies and practices. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies.

	• Promote good mental and emotional health, and recognising and responding to breakdown. • Explore informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development** • Informal education, conversation, critical dialogue and experiential learning. • Situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning. • Using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries. • Examine citizenship learning, collaborative and open enquiry, and political education. • Exploration of culturally sensitive and culturally specific learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Studies of the agencies and workplaces in which community and youth workers are employed. • Study the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises. • Examine the role of community organisations in contributing to cohesion and integration, contestation and change. • Explore equality, diversity and interdependence in the workplace and beyond. • Examine human rights-based equality duties and non-discrimination legislation. • Management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals.

	• Mentoring, supervision, staff development and training iv the role of part-time workers and volunteers. • Safety and support for youth and community work practitioners. • Measuring and evaluating the impact of projects. • Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches. • Current professional context of integrated and non-integrated services and approaches. • Youth services in the context of integrated and non-integrated working. • Youth work in a variety of agency and multiagency contexts. • Identify universal provision and targeted provision, dedicated and distinct service provision, specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations, exploration of the links with other professions nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work; an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • Substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of impact of educational courses across a range of practice settings. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours.

	• Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • Demonstrate the ability to build trusting relationships as a foundation for learning. • Demonstrate the ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them. • Demonstrate the capacity to promote, publicise and share good practice.
SSS3	**Maintaining and developing organisations which support practice** • Exhibit skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks. • Context-appropriate leadership of individuals and groups.
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • The ability to support and develop a range of literacies, including emotional literacy. • The ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods. • The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques. • Skill in evaluation of the impact and effectiveness of their work and the work of community-based projects.
SSS5	**Networking and Multi-agency working** • Build and lead partnerships across community groups and young people's projects. • Including young people and community members in partnerships. • Involving, consulting with, and acknowledging accountability to stakeholders. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	Generic Skills • An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • An ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject. • Skill in reflection on their own and others' value systems and the ability to explore such values in informal contexts, including an ability to constructively challenge the views of others and resolve conflict. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019)

Diploma of Higher Education Young People, Communities and Youth Work

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build professional relationships and engage with young people	YW01	Initiate, build and maintain relationships with young people
		YW02	Assist young people to learn and engage with the youth work process
		YW03	Comply with legal, regulatory and ethical requirements when carrying out youth work
	A2 Build productive working relationships and multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies

			and stakeholders for youth work
B: Facilitate learning and development of young people through planning and implementing learning activities in youth work	B1 Facilitate the personal, social, spiritual and educational development of young people	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	Apply youth work values and principles in group work
		YW08	Engage with and empower young people to make use of digital media in their daily lives
	B2 Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with youth work
		YW10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate learning activities with young people
		YW12	Manage resources with young people for youth work activities
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making
C: Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and	Signpost No. 26	Promote equality of opportunity, diversity and inclusion (Management and

	the valuing of diversity		leadership NOS CFAM&LBA7)
		YW19	Develop a culture and ethos that promotes inclusion and values diversity
D: Plan and implement strategy and youth work activities for young people	D1 Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW24	Monitor and evaluate the impact of youth work strategy and delivery
E: Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		Signpost No 28	Develop your knowledge, skills and competence *(Management and leadership NOS* CFAM&LAA2*)*
	E4 Maintain health and safety in the workplace	*Signpost No. 34*	*Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)*
		Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices *(Management and leadership NOS* CFAM&LEB1*)*
F Work with Communities	F1 Encourage engagement of young people in their community	*Signpost no 36*	Work with the tensions inherent in community development practice (JETSCD02)
		Signpost No 37	Support inclusive and collective working (JETSCD06)
		Signpost No 38	Relate to different communities (JETSCD03)
	F2 Engage with communities to promote the voice and needs of young people	Signpost No 39	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)

Exit Award 2: Certificate of Higher Education Young People, Communities and Youth Work

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities** • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations. • Explore theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • Examine the history of the development of community-based practice as distinct from state or market-based practice. • Understand networking as a significant aspect of practice. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development.

	• Engage with young people and adults in communities in order to develop strategies for education and change. • Investigation of whether particular educational methods are more or less suitable for different stages or age groups. • Examine models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Explore informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development** • Informal education, conversation, critical dialogue and experiential learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Explore equality, diversity and interdependence in the workplace and beyond. • Examine human rights-based equality duties and non-discrimination legislation. • Safety and support for youth and community work practitioners. • Measuring and evaluating the impact of projects. • Youth work in a variety of agency and multiagency contexts. • Identify universal provision and targeted provision. • Understand dedicated and distinct service provision. • Specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations.

	• Exploration of the links with other professions nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. • An informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • Demonstrate the ability to build trusting relationships as a foundation for learning. • Demonstrate the ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them.
SSS3	**Maintaining and developing organisations which support practice** • Exhibit skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks.
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.

	• The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • The ability to support and develop a range of literacies, including emotional literacy.
SSS5	**Networking and Multi-agency working** • Including young people and community members in partnerships. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	**Generic Skills** • An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019)

Certificate of Higher Education Young People, Communities and Youth Work

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title

A: Work with young people and others	A1 Build professional relationships and engage with young people	YW01	Initiate, build and maintain relationships with young people
		YW02	Assist young people to learn and engage with the youth work process
		YW03	Comply with legal, regulatory and ethical requirements when carrying out youth work
	A2 Build productive working relationships and multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work
B: Facilitate learning and development of young people through planning and implementing learning activities in youth work	B1 Facilitate the personal, social, spiritual and educational development of young people	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	Apply youth work values and principles in group work
		YW08	Engage with and empower young people to make use of digital media in their daily lives
	B2 Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with youth work
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making
C: Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
D: Plan and implement strategy and youth work	D1 Establish and prioritise requirements for youth work through planning and	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community

activities for young people	implementing learning activities in youth work		
E: Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		Signpost No 28	Develop your knowledge, skills and competence *(Management and leadership NOS* CFAM&LAA2*)*
	E4 Maintain health and safety in the workplace	*Signpost No. 34*	*Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)*
		Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices *(Management and leadership NOS* CFAM&LEB1*)*
F Work with Communities	F1 Encourage engagement of young people in their community	*Signpost no 36*	Work with the tensions inherent in community development practice (JETSCD02)
		Signpost No 37	Support inclusive and collective working (JETSCD06)
		Signpost No 38	Relate to different communities (JETSCD03)

<u>Exit Award 3: BA (Hons) Young People, Communities and Youth Studies</u>

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities** • Understand the community-based context for practice. • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Critically analyse studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations' theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • A critical examination of the history of the development of community-based practice as distinct from state or market-based practice. • Understand partnership, power, empowerment and democratic learning. • Critical analysis of practices which challenge existing power relations such as those rooted in age-based discrimination, sexism, racism, sectarianism, and/or practices rooted in class privilege, which may lead to marginalization. • Explore social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression. • Understand networking as a significant aspect of practice. • The study of coalitions and broad-based organising. • Conflict and community-based practices and the role of alliances. • Understand collective action and social change, including enterprise and self-help strategies for addressing shared needs and aspirations, campaigning and the links to social movements. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice. • Critical analysis of the impact of social policy discourses on the development of professional practice in youth and community work, including youth policy and comparative international and European social policy.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Engaging with young people and adults in communities in order to develop strategies for education and change.

	• Investigate models of work with young people and communities in the UK and globally, including those which may be controversial. • Investigate of whether particular educational methods are more or less suitable for different stages or age groups. • Investigation of models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice • Engage in evaluation of the impact of strategies and practices. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Promote good mental and emotional health, and recognising and responding to breakdown. • Critical exploration of informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development** • Informal education, conversation, critical dialogue and experiential learning. • Situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning. • Using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries. • Examine citizenship learning, collaborative and open enquiry, and political education. • Exploration of culturally sensitive and culturally specific learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Studies of the agencies and workplaces in which community and youth workers are employed.

	• Understand the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises. • Understand the role of community organisations in contributing to cohesion and integration, contestation and change. • Critically explore strategies for anti-oppressive and anti-discriminatory practice at organisational level. • Understand equality, diversity and interdependence in the workplace and beyond. • Understand human rights-based equality duties and non-discrimination legislation. • Critical exploration of management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. • Understand financial planning, management and accountability, including models of social enterprise and social investment. • Understand mentoring, supervision, staff development and training. • Understand the role of part-time workers and volunteers. • Understand safety and support for youth and community work practitioners. • Critically explore ways of measuring and evaluating the impact of projects. • Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches. • Explore current professional context of integrated and non-integrated services and approaches. • Understand youth services in the context of integrated and non-integrated working. • Critical exploration of youth work in a variety of agency and multiagency contexts. • Understanding universal provision and targeted provision. • Exploration of dedicated and distinct service provision. • Specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations. • Critical exploration of the links with other professions. • Understand the nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • A critical understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. • An informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • Demonstrate substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of impact of educational courses across a range of practice settings. • Systematic analysis of relevant concepts, theories and issues of policy, and their use in informing evidence-based practice. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • The ability to build trusting relationships as a foundation for learning. • The ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them. • The ability to create inclusive environments and to identify and counter oppressive attitudes, behaviours and situations, at both interpersonal and systemic levels. • Demonstrate the capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships. • Demonstrate the capacity to promote, publicise and share good practice.
SSS3	**Maintaining and developing organisations which support practice** • The ability to lead and promote the development of productive and sustainable responses and structures, including the support and management of community based and young people's organisations. • Skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks.

	• The capacity to lead and manage others in the workplace (volunteers, staff, the capacity to provide for support, safety and well-being of staff). • Context-appropriate leadership of individuals and groups. • Financial and project management skills (planning, monitoring, evaluation, applications for funding, management of resources, policy development, understanding quality framework models).
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • The ability to support and develop a range of literacies, including emotional literacy. • The ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods. • The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques. • Skill in evaluation of the impact and effectiveness of their work and the work of community-based projects.
SSS5	**Networking and Multi-agency working** • Building relationships and leading strategic partnerships with other professionals, in particular in education and in health and social care. • Building and leading partnerships across community groups and young people's projects including young people and community members in partnerships. • Involving, consulting with, and acknowledging accountability to stakeholders. • Creating effective alliances with other organisations, respecting alternative professional approaches while maintaining the values of youth and community work. • Creating networks and alliances among and across community groups and young people's projects. • Developing inclusive networks which promote inclusion, celebrate diversity, recognise interdependence and do not intensify marginalisation of small projects or minority groups. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	Generic Skills
	• Understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects. • An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • An ability to collect, analyse and interpret qualitative and quantitative data. • An ability to present data in different formats, including graphical and tabular. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • An ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject. • Skill in reflection on their own and others' value systems and the ability to explore such values in informal contexts, including an ability to constructively challenge the views of others and resolve conflict. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

<u>Exit Award 4: Diploma of Higher Education Young People, Communities and Youth Studies</u>

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities** • Understand the community-based context for practice. • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Critically analyse studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations. • Explore theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • Examine the history of the development of community-based practice as distinct from state or market-based practice. • Explore social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression. • Understand networking as a significant aspect of practice. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice. • Critical analysis of the impact of social policy discourses on the development of professional practice in youth and community work, including youth policy and comparative international and European social policy.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Engaging with young people and adults in communities in order to develop strategies for education and change. • Investigate models of work with young people and communities in the UK and globally, including those which may be controversial. • Investigation of whether particular educational methods are more or less suitable for different stages or age groups.

	• Examine models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice. • Evaluation of the impact of strategies and practices. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Promote good mental and emotional health, and recognising and responding to breakdown. • Explore informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development** • Informal education, conversation, critical dialogue and experiential learning. • Situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning. • Using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries. • Examine citizenship learning, collaborative and open enquiry, and political education. • Exploration of culturally sensitive and culturally specific learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Studies of the agencies and workplaces in which community and youth workers are employed. • Study the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises.

	• Examine the role of community organisations in contributing to cohesion and integration, contestation and change. • Explore equality, diversity and interdependence in the workplace and beyond. • Examine human rights-based equality duties and non-discrimination legislation. • Management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. • Mentoring, supervision, staff development and training iv the role of part-time workers and volunteers. • Safety and support for youth and community work practitioners. • Measuring and evaluating the impact of projects. • Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches. • Current professional context of integrated and non-integrated services and approaches. • Youth services in the context of integrated and non-integrated working. • Youth work in a variety of agency and multiagency contexts. • Identify universal provision and targeted provision, dedicated and distinct service provision, specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations, exploration of the links with other professions nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work; an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • Substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and

	evaluation of impact of educational courses across a range of practice settings. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • Demonstrate the ability to build trusting relationships as a foundation for learning. • Demonstrate the ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them. • Demonstrate the capacity to promote, publicise and share good practice.
SSS3	**Maintaining and developing organisations which support practice** • Exhibit skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks. • Context-appropriate leadership of individuals and groups.
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • The ability to support and develop a range of literacies, including emotional literacy. • The ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods. • The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques. • Skill in evaluation of the impact and effectiveness of their work and the work of community-based projects.
SSS5	**Networking and Multi-agency working**

	• Building and leading partnerships across community groups and young people's projects. • Including young people and community members in partnerships. • Involving, consulting with, and acknowledging accountability to stakeholders. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	Generic Skills
	• An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • An ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject. • Skill in reflection on their own and others' value systems and the ability to explore such values in informal contexts, including an ability to constructively challenge the views of others and resolve conflict. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

<u>Exit Award 5: Certificate of Higher Education Young People, Communities and Youth Studies</u>

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge is gained:

- working in and with communities;

- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	**Working in and with communities** • Understand the scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations. • Explore theorisations of local society, civil society and of social capital. • Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities. • Examine the history of the development of community-based practice as distinct from state or market-based practice. • Understand networking as a significant aspect of practice. • Engage in debates about citizenship, democracy, social justice and social value which may underpin practice.
KU2	**Working with young people: working with adults** • Explore models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Engage with young people and adults in communities in order to develop strategies for education and change. • Investigation of whether particular educational methods are more or less suitable for different stages or age groups. • Examine models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice. • Understand children's, young people's and adults' health, safety and well-being: professional practice in relation to legal obligations and

	duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Explore informal education and support. • Understand the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	**Approaches to learning and development** • Informal education, conversation, critical dialogue and experiential learning. • Understand developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Explore the links between informal education, adventure education, and play and arts-based education. • Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	**Developing community-based organisations** • Understanding organisations. • Explore equality, diversity and interdependence in the workplace and beyond. • Examine human rights-based equality duties and non-discrimination legislation. • Safety and support for youth and community work practitioners. • Measuring and evaluating the impact of projects. • Youth work in a variety of agency and multiagency contexts. • Identify universal provision and targeted provision. • Understand dedicated and distinct service provision. • Specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations. • Exploration of the links with other professions nature of accountability in multidisciplinary teams.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Graduates are able to demonstrate skills in the following areas:

SSS1	**Understanding, developing and managing their professional role** • Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. • An informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • The ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • The ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • Critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	**Fostering Democratic and Inclusive Practice** • Demonstrate the ability to build trusting relationships as a foundation for learning. • Demonstrate the ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them.
SSS3	**Maintaining and developing organisations which support practice** • Exhibit skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks.
SSS4	**Facilitating personal and collective learning development and capacity building** • The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • The ability to support and develop a range of literacies, including emotional literacy.
SSS5	**Networking and Multi-agency working** • Including young people and community members in partnerships. • Contributing to wider development of children and young people's services, including in a deregulated environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Generic Skills

GS	Generic Skills • An ability to use information and communication technologies. • Organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines. • An ability to collect and apply numerical data, as appropriate. • Commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • An ability to work on their own initiative and in cooperation with others. • Effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Emotional literacy and personal resilience.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECGE4007	Developing Successful Academic Skills	Compulsory	20
ECYW4014	Placement 1: The Cornerstones of Youth Work	Core	20
ECYW4013	Foundations of Youth Work Practice	Compulsory	20
ECYW4015	Youth Work Interventions and Therapeutic Practice	Compulsory	20
ECYW4012	Exploring the Adolescent Experience	Compulsory	20
ECYW4011	Creating Inclusive Environments	Compulsory	20

Structure: Part-time Students (Twilight, studying 80 credits per academic year)

Year 1
Level 4 Part 1

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECGE4007	Developing Successful Academic Skills	Compulsory	20
ECYW4014	Placement 1: The Cornerstones of Youth Work	Core	20
ECYW4013	Foundations of Youth Work Practice	Compulsory	20
ECYW4012	Exploring the Adolescent Experience	Compulsory	20

Year 2
Level 4 Part 2

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECYW4015	Youth Work Interventions and Therapeutic Practice	Compulsory	20
ECYW4011	Creating Inclusive Environments	Compulsory	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(4) FdA Inclusive Education

Programme Learning Outcomes

Main Award: Foundation Degree Inclusive Education

Knowledge and understanding (KU)

KU1	The student will be able to demonstrate an understanding of significant theories, concepts and ideas relating to education.
KU2	The student will be able to demonstrate knowledge and understanding of methods used in studying and researching education.
KU3	The student will be able to demonstrate an understanding of some of the ethical tensions, dilemmas and challenges surrounding education.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) Main skills (CS)

CS1	The student will be able to demonstrate how to process, organise and articulate opinions and arguments to create, present and justify a chosen position.
CS2	The student will be able to formulate relevant questions concerning educational issues, informed by foundational knowledge and understanding.
CS3	The student will be able to show a clear understanding that knowledge and theories can have uncertainties, be open to different interpretations and have limits.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	The student will be able to demonstrate an understanding of ethical considerations, digital literacy and online safety when using digital tools and technologies.
PS2	The student will be able to use digital technologies to enhance a variety of approaches to the study of education.
PS3	The student will be able to organise and summarise data using analytical tools, with consideration for ethical use and audience needs.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	The student will be able to recognise individual roles and responsibilities within a team and describe how effective planning contributes to group success.

KS2	The student will be able to recognise and describe how feedback and experience contribute to personal and academic growth.
KS3	The student will be able to identify key interpersonal skills, including empathy and active listening and explain their relevance to collaborative learning and professional practice.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards

Exit Award: Certificate of Higher Education in Inclusive Education

Knowledge and understanding (KU)

KU1	The student will be able to show understanding of key ideas and theories about education.
KU2	The student will be able to show basic understanding of methods used in studying and researching education.
KU3	The student will be able to demonstrate knowledge of some ethical tensions, dilemmas and challenges surrounding education.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) Main skills (CS)

CS1	The student will be able to demonstrate how to present and justify a chosen position.
CS2	The student will be able to recognise and ask important questions about education.
CS3	The student will be able to recognise that knowledge and ideas can sometimes be unclear, uncertain or have limits.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	The student will be able to locate and retrieve information from a range of appropriate academic and digital sources.
PS2	The student will be able to use digital tools in a responsible way to support different ways of learning about education.
PS3	The student will be able to identify and describe appropriate methods for gathering data relevant to educational contexts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	The student will be able to identify and describe the principles of respectful communication and collaboration in diverse educational or professional contexts.
KS2	The student will be able to identify personal strengths and areas for development in relation to academic and professional tasks.
KS3	The student will be able to describe the value of self-awareness and personal growth in academic and professional.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Part-time Students

Year 1 and 2

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECIE4013	Lifelong Learning in the Digital Era	Core Year 1	20
ECIE4014	Supporting the Learner	Core Year 1	20
ECIE4015	Exploring Behaviours and Interventions in the Learning Environment	Core Year 1	20
ECIE4016	Contemporary Challenges: Making a Difference	Core Year 1	20
ECIE4017	Additional Needs in Context	Core Year 2	20
ECIE4018	Principles of Learning and Teaching in Practice	Core Year 2	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Manager.

Note that on Programmes of Study offering a number of options, timetable constraints will inevitably mean that not all combinations of options will be possible. In addition, a minimum viable number of students must normally be reached for a module to run.

Module details are correct on 1 September 2026, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

UNIVERSITY ENGAGEMENT POLICY

All students should familiarise themselves with the engagement policy and understand their responsibilities in relation to engaging with their course (https://www.uwtsd.ac.uk/academic-quality-handbook).

Student Responsibilities in relation to attendance and engagement are:

- To engage with all scheduled and asynchronous learning in their programme/module(s);
- Attend punctually and completely all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances;
- To engage as appropriate with the University's support mechanisms, according to their specific needs;
- To inform their Academic Support Tutor (or other member of staff identified by the Faculty) of any issues that affect or are expected to affect their engagement with their course;
- To engage proactively with all university procedures in support of their learning, including probation, action plans, etc.

This is particularly important for **international students with a Student Visa.** Failure to adhere to the requirements and conditions of the Engagement Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your student visa sponsorship.

Appeal against withdrawal due to lack of engagement
Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy which is published alongside Chapter 12 of the Academic Quality Handbook.

Withdrawal
Students who have decided they do not wish to continue their programme of study, must complete a formal University withdrawal form which is available on MyTSD. (Please access the form under the 'Data Changes and Forms' tab on the 'Forms' menu). Withdrawal from a programme may have implications for student finance and this should be understood by the student prior to submitting the form.

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/student-charter).

The University also has Support for Study and Fitness to Practise Policies (see https://www.uwtsd.ac.uk/academic-quality-handbook).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- formally acknowledging any and all uses of Artificial Intelligence tools;
- ensuring that you get ethical approval for your research where necessary;
- and many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as '– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research'. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy, which you can find here: https://www.uwtsd.ac.uk/academic-quality-handbook.

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard.

You can find all of the Referencing Handbooks here:
Referencing and Plagiarism | Digital Services | University of Wales Trinity Saint David

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.
How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software, unless you have been allowed to do so by the module tutor.
5. Use Generative Artificial Intelligence tools only as allowed in the assessment specification for any given assessment, and acknowledge their use as appropriate.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together, or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

You can access training on Academic Integrity through the Library and Learning Resources Info Skills programme.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and manually for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases, you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

UWTSD has published specific guidance as to the allowable uses of Artificial Intelligence in assessment, as well as the appropriate acknowledgement of use. You should ensure that you are fully aware of the allowable uses of AI in each individual assessment you attempt. General advice and guidance is available on HWB.

LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Faculty meetings where invited, including Faculty Boards.

Information Skills

Academic Liaison Librarians are the main point of contact for staff and students, and contribute to teaching and learning by helping students to develop the skills required to find, use and evaluate information sources within the subject areas taught by the Faculty. All new students receive a basic skills session and a referencing session during the first term, followed by more in-depth sessions throughout their studies.

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, AI literacy, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library pages:
Finding and Using Information | Digital Services | University of Wales Trinity Saint David

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time via the DigiCentre. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities, and enhance their employability.

Other Specialist Support
The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Service
The LLR provides a Need More? service which takes an innovative approach to resource delivery, providing a one-stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project. More details at Need More? | Digital Services | University of Wales Trinity Saint David

Learning Spaces
Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, the libraries provide a variety of flexible spaces, reflecting the way students work e.g. group study spaces and quiet areas, as well as IT facilities, WiFi, photocopying, scanning and printing facilities, and excellent customer service.

Further Information
For recent service developments and updates please visit the LLR's pages:
Library & Learning Services at UWTSD This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Bluesky and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide range of models, approaches, technologies, and services, making it a crucial component of modern education. The growing reliance on digital tools has highlighted the need for high-quality online teaching and learning resources, ensuring an equitable experience for both in-person and remote learners.

In addition, immersive learning approaches, such as virtual reality (VR), augmented reality (AR), simulations, and interactive environments, are increasingly enhancing digital learning by enabling students to engage in experiential, practice-based activities that deepen understanding and support real-world application of knowledge.

A well-developed package of digital learning materials can:
- Improve learning experience
- Support active, experiential learning through immersive environments
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online portal and live chat service.

Telephone support is available 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi
All students can access our eduroam wireless network on their laptops, mobile phones, or tablets.

Eduroam is the wireless network available to use across all campuses. Eduroam also provides you with Wi-Fi access at any other eduroam enabled institution across the world.

Open Access Computers & Booking Facilities
Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

- PCs connected to the University's data network
- Usually a multifunctional device (MFD) offering colour and black and white printing, copying and scanning or a colour laser printer
- May also contain wireless access and more specialised equipment such as plotters, Sports Analysis Equipment and audio-visual equipment
- Long opening hours with many of them open 24/7
- Ability to pre-book a PC to use remotely to make sure you have access at the time you need to study.

Student IT Exclusives
We provide students with access to free or heavily discounted software and computer solutions through our Student IT Exclusives offers.

Free Microsoft Office 365
As a UWTSD student, you can download Microsoft Office 365 Pro Plus including Word, Excel and PowerPoint to use for free for the duration of your studies at UWTSD.

Adobe Creative Cloud
Students studying on eligible courses are able to access Adobe Creative Cloud suite for free which can be installed on your personal device during your studies.

You can also purchase a copy of Adobe Creative Cloud directly from Adobe's Website and save over 65% discount paying on a monthly basis.

Free Windows 11
We are able to provide all students with a license to use Microsoft's latest operating system for free.

Software Discounts
We've created an online store where all students can download a huge range of free or heavily discounted software for use at home.

The EDU store
Discounts are available for students on a range of products including the Microsoft Surface, Apple devices, Phones & Smart Watches. Free 4-year warranty on all Apple products & free next day delivery on all orders.

Select Easy Upgrade
Get the Apple Product you want right now. Spread the cost with low monthly payments, upgrade to the latest device at the end of the plan or pay off the balance with the Easy Upgrade Store.

Apple's Education store
You can get great Apple education pricing by visiting the Apple Education Store.

Free Autodesk
Download a range of Autodesk software including Fusion 360, Inventor Professional, Revit, AutoCAD, 3ds Max & Maya.

Print, Copy & Scan
Students have access to print, copy and scanning services which are available across all University Library & Learning Resource Centres as well as specific computer rooms and open access areas.

UWTSD use Multi-Functional Devices (MFDs) which all have print, copy and scan functions available in full colour or black and white.

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Well-being Support, Counselling Service and support for students from a care background.

The Student Hwb team is on hand to help to answer any query you may have concerning your studies. You can access support from the Hwb via hwb@uwtsd.ac.uk, by calling 0300 131 3030, or via the online portal: Student Portal - Gwasanaethau Cwsmeriaid. Please make sure you have also downloaded the UWTSD Hwb app, which includes direct links to and information about all student facing services at the University.

The quickest way to access Wellbeing Support is by submitting a Support Request Form: UWTSD Wellbeing Service.

If you are worried about the health and wellbeing of another student you can let the Wellbeing Team know by filling in a Cause for Concern form: UWTSD Wellbeing Service.

For further details about Student Services see https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at

https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

CAREERS

All students have access to MyCareer, the University's online careers platform. You need to register for an account, which you can do here: Welcome to MyCareer.

MyCareer includes specialist tools like a jobs board, career planner, automated CV360 checker, Interview 360 and more, you can start preparing for your future on your own terms.

The University's Careers Service is on hand to help you find work experience, paid placements or a part-time job. Throughout your studies you will have access to opportunities to build your career skills and confidence. Find out more via: Careers Service | University of Wales Trinity Saint David

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: https://www.uwtsd.ac.uk/academic-quality-handbook.