



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



PROGRAMME OF STUDY HANDBOOK

BA (HONS) YOUTH AND COMMUNITY WORK (SINGLE HONOURS)

LEVEL 6

SCHOOL OF SOCIAL JUSTICE AND INCLUSION

FACULTY OF EDUCATION AND COMMUNITIES

2015-2016

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 6 in the academic year 2015-2016.

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 plenty of advance warning in the event of any alteration. 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.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Names and Contact Details

NAME	PHONE	E-MAIL ADDRESS
Mrs Angharad Lewis (Programme Director)	01267 676949	angharad.lewis@uwtsd.ac.uk
Mrs Alana Enoch	01267 676933	a.enoch@uwtsd.ac.uk
Dr Nichola Welton	01267 676631	n.welton@uwtsd.ac.uk
Mr Darrel Williams	01267 676808	d.g.williams@uwtsd.ac.uk

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

ACADEMIC YEAR 2015/2016

The academic year 2015/2016 will be divided up as follows:

Induction	21/09/15 - 25/09/15
Semester 1:	21/09/15 - 22/01/16
Exam Period 1:	07/01/16 - 15/01/16
Semester 2:	25/01/16 - 08/07/16
Exam Period 2:	09/05/16 - 20/05/16
Examining Boards:	06/06/16 - 01/07/16
Re-sit Period:	18/07/16 - 22/07/16

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

As your programme involves you coming into contact with children, young people or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for DBS checks.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

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 may be defined as follows:

Level 4:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Level 5:

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Level 6:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 7:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and approximate scope of the area of study or work. Have an informed awareness of different perspectives or approaches within the area of study or work.	Address problems that are complex and non-routine while normally well-defined. Identify, adapt and use appropriate methods and skills. Initiate and use appropriate investigation to inform actions. Review the effectiveness and appropriateness of methods, actions and results.	Take responsibility for courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

6	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	Refine and use practical, conceptual or technological, understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or schools of thought and the theories that underpin them.	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills. Use and where appropriate design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others. Exercise broad autonomy and judgement.
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and

	perspectives and how they affect their area of study or work.	theoretical and methodological perspectives and how they affect the area of study or work.	and results and their short- and long-term implications.	roles of others.
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ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

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

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

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:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Special needs in terms of assessment

If you have any special 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 special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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:

<http://www.uwtsd.ac.uk/academic-office/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.
- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

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
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

From Swansea:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Swansea links

Log in using your Network username and password which are the same used to access campus PCs

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24 hours 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 **helpdesk**:

tel: 01792 481134

email: helpdesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. p123456)

From Carmarthen/Lampeter/London:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Carmarthen/Lampeter/London links

Log in using your Network username and password which are the same used to access campus PCs

If you are missing courses/modules in the **My Courses** block 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 **helpdesk**:

tel: 0300 500 5055

email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. 0244056)

PROGRAMME OF STUDY

Programme Aims and Learning Outcomes

Programme Aims

The programme has the following general educational and specific programme aims, that successful students are capable of functioning as effective, reflective practitioners, specifically that they:

- are creative thinkers who are fully aware and able to address the demands faced by young people in society today;
- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of the issues of youth work and the contexts in which this take place;
- engage with a broad and balanced knowledge and understanding of the principal features of youth work in contexts in Wales and beyond;
- develop as reflective/reflexive and autonomous practitioners who are able to implement both theory and practice in line with the principles and values of the Youth Service;
- critically evaluate and analyse past and contemporary policy that has and continues to inform and shape youth work practices;
- work with the values, interests and moral positions of others and engage in anti-oppressive practices;
- engage with fundamental research concerning the aims and values of the role of professionals within a variety of informal and non-formal learning environments;
- adopt appropriate problem solving skills which enables them to work effectively with the educational process and outcomes of interventions with young people.

Programme Learning Outcomes

The Learning Outcomes of the modules in the programme will enable students to demonstrate (QAA, 2009):

(1) Subject knowledge and understanding

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 programmes of study in this subject to the development of critical and reflective practitioners.

(1.1) Working in and with communities

- the scope of professional practice which is community-based and is outside of formal learning and national programmes 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;
- theorisations of local society, civil society and of social capital;
- the relationship of young people to communities, and of people in different stages of their lives to one another in communities; the history of the development of community-based practice as distinct from state or market-based practice.
- the analysis of practices which challenge existing power relations such as those rooted in age-based discrimination, sexism, racism and/or practices rooted in class privilege;
- collective action and social change, including enterprise and self-help strategies for addressing shared needs/aspirations, campaigning and the links to social movements;
- analysis of the impact of social policy discourses on the development of professional practice in youth work, including youth policy and comparative international and European social policy.

(1.2) Working with young people; working with adults

- 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:
- investigations of models of work with young people and communities;
- investigation of whether particular educational methods are more or less suitable for different stages or age groups;
- models of practice including outreach work and detached work, project-based work, cultural work and sport, and participatory practice.
- 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;
- promoting good mental and emotional health, and recognising and responding to breakdown;
- informal education and support;
- the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.

(1.3) 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;
- citizenship learning, collaborative and open enquiry, and political education;
- exploration of culturally sensitive and culturally specific learning.
- 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.
- the links between informal education, adventure education, and play and arts-based education;

- holistic approaches to learning, recognising the emotional and spiritual aspects of learning.

(1.4) Developing community-based organisations:

- Understanding organisations:
- studies of the agencies and workplaces in which community and youth workers are employed;
- strategies for anti-oppressive and anti-discriminatory practice at organisational level;
- management and leadership in community-based projects: mentoring, supervision, staff development and training; the role of part-time workers and volunteers; safety and support for youth work practitioners.
- multi-disciplinary and multi-agency working: youth services in the context of integrated working;
- universal provision and targeted provision; dedicated and distinct service provision;
- exploration of the links with other children and young people's workforce professions;

In summary, graduates should have developed a sound understanding of the value-base of professional practice; be able to take professional responsibility and identify their own learning needs; display creativity and work as critical, reflective and reflexive practitioners; and be equipped to read and critically evaluate research in the field of study and to undertake small-scale participatory research studies with young people and community groups.

Graduates who gain a professional qualification should have their professionalism informed by their knowledge-base in the study of youth work; their practice-based knowledge of informal education and community-based learning, and their practice-based knowledge of community-based organisations and management.

(2) Subject-specific skills

Subject-specific and generic skills for Youth and Community Work are constructed on a strong base of knowledge of theory and practice.

Graduates should be able to demonstrate skills in the following areas.

(2.1) Understanding, developing and managing their professional role:

- an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth 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 educational programmes across a range of practice settings;
- systematic analysis of relevant concepts, theories and issues of policy, and their use in informing practice;
- the ability to maintain professional boundaries in voluntary relationships and in informal contexts;
- the ability to make informed judgments 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.

(2.2) 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;
- the capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships;
- the capacity to promote, publicise and share good practice.

(2.3) Maintaining and developing organisations which support practice:

- the ability to support 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 manage others in the workplace (volunteers, staff, accountability, equality and diversity in the workplace);
- the capacity to provide for support, safety and well-being of staff;
- context-appropriate leadership of individuals and groups;
- project management skills (monitoring, evaluation, financial management, management of resources, policy development, understanding quality framework models).

(2.4) 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;
- a commitment to the learning cycle, both as an individual and as part of an organisation.

(2.5) Networking and multi-agency working:

- skills in building partnerships across community groups and young people's projects;
- skills in including young people and community members in partnerships;
- skills in creating effective alliances with both education and health services;
- skills in developing inclusive networks which do not intensify marginalisation of small projects or minority groups;
- skills in contributing to wider development of children and young people's services.

(3) Generic skills

Graduates should be able to demonstrate:

- 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;

- 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;
- an understanding of their own approaches to learning;
- an ability to work on their own initiative and in cooperation with others;
- the 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;
- effective communication using written, visual, electronic and oral means with individuals and groups;
- emotional literacy.

(4) Sustainable Literacy Skills

The 'sustainability literate graduate' would:

- (4.1) be able to appreciate the importance of environmental, social and political contexts to their studies;
- (4.2) be able to solve or ameliorate real life problems through employing holistic as well as reductionist approaches, as appropriate to the issue;
- (4.3) be able to think creatively, holistically, and systemically and make critical judgments on issues;
- (4.4) be able to develop a high level of self-reflection at a personal and professional level;
- (4.5) be able to understand, critically evaluate and adopt thoughtfully sustainability values;
- (4.6) be able to apply theory to practice and vice versa.

(5) National Occupational Standards: Youth Work

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
4.A Work with young people and others	A1 Build relationships and engage with young people	YW 01	Initiate, build and maintain purposeful relationships with young people
		YW 02	Assist young people to express and to realise their goals
	A2 Engage with the local community	YW 03	Engage with communities to promote the interests and contributions of young people
	A3 Build working relationships and networks	YW04	Develop productive working relationships with colleagues and stakeholders to support youth work
		<i>Signpost No. 32</i>	<i>Involve, motivate and support volunteers (Managing Volunteers UKWH B2)</i>
4.B Facilitate the personal, social and educational development of young people	B1 Facilitate learning and development of young people through youth work and critical dialogue	YW 05	Enable young people to use their learning to enhance their future development
		YW 06	Enable young people to work in groups
		YW 07	Encourage young people to broaden their horizons to be effective citizens
		YW 08	Support young people to identify and achieve aims
		YW 09	Support young people in their understanding of risk and challenge
	B2 Plan and implement learning activities in youth work	YW 10	Facilitate young people's empowerment through their active involvement in youth work
		YW 11	Plan, prepare and facilitate activities with young people
		YW 12	Work with young people to manage resources for youth work activities
	B3 Promote young people's self awareness, confidence and participation	YW 13	Support young people in evaluating the impact of youth work activities
		YW 14	Facilitate young people's exploration of their values and beliefs
	B4 Promote access to information and support	YW 15	Advocate on behalf of young people and enable them to represent themselves to others
		YW16	Enable young people to access information to make decisions
4.C Promote inclusion, equity and young people's interests and welfare	C1 Work with young people in promoting their rights	YW17	Work with young people in promoting their rights
	C2 Safeguard the health and welfare of young people	YW18	Explore with young people their wellbeing
		YW19	Work with young people to safeguard their own welfare
		YW20	Embed organisational policy for the protection and safeguarding of young people
	C3 Promote inclusion, equity	<i>Signpost</i>	<i>Promote equality of opportunity and diversity in your area of responsibility</i>

	and the valuing of diversity	No. 33	<i>(Management and leadership NOS B11)</i>
		YW 21	Develop a culture and systems that promote inclusion and value diversity
	C4 Fulfil regulatory and organisational requirements	YW 22	Ensure that youth work activities comply with legal, regulatory and ethical requirements
4.D Develop youth work strategy and practice	D1 Establish and prioritise requirements for youth work	YW 23	Investigate the needs of young people and the community in relation to youth work
		YW24	Evaluate and prioritise organisational requirements for youth work activities
	D2 Plan and implement youth work strategy	YW 25	Influence and develop youth work strategies
		YW 26	Identify and secure funding and resources for youth work
		YW 27	Facilitate and engage young people in the strategic development and delivery of youth work
		YW 28	Work in partnership with agencies to improve opportunities for young people
		<i>Signpost No. 34</i>	<i>Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)</i>
	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW 29	Monitor and evaluate the quality of youth work activities
4.E Develop, lead and manage self and others	E1 Manage yourself	YW 30	Work as an effective and reflective youth work practitioner
		<i>Signpost No. 35</i>	<i>Manage your own resources and professional development (Management and leadership NOS A2)</i>
	E2 Lead and manage others	<i>Signpost No. 36</i>	<i>Provide leadership for your team (Management and leadership NOS B5)</i>
		<i>Signpost No. 37</i>	<i>Allocate and check work in your team (Management and leadership NOS D5)</i>
		<i>Signpost No. 38</i>	<i>Recruit, select and keep colleagues (Management and leadership NOS D3)</i>
	E3 Develop colleagues	YW 31	Provide youth work support to other workers
		<i>Signpost No. 39</i>	<i>Provide learning opportunities for colleagues ((Management and leadership NOS D7)</i>
	E4 Maintain health and safety in the workplace	<i>Signpost No. 40</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS HSS1)</i>
		<i>Signpost No. 41</i>	<i>Ensure health and safety requirements are met in your area of responsibility (Management and leadership NOS E6)</i>

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

LEVEL 6

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
SJYW6010	Applied Research Project	Compulsory	20
SJYW6011	Fieldwork 3	Compulsory	20
SJYW6013	Young People in Society	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
SJYW6012	Management, Leadership and Project Development	Compulsory	20
SJYW6014	Youth Work as Recreation	Compulsory	20
SJYW6015	Supervision and Support Skills	Compulsory	20

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 Director.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2015, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

Provisional marks and formal written feedback on students' assessment is normally given within 20 working, term-time days of the final submission date.

PLEASE NOTE: if any changes need to be made to any assessment deadlines, any new information will be shared with students during the first lecture of that module.

Semester 1

Module Code	Assignment	Title	Submission Date	Date of Provisional Grades and Tutor Feedback
SJYW6010 Applied Research Project	Assessment Component 1 – 10% Project proposal and ethical considerations (1000 words)	An outline of the project proposal that includes a rationale for the choice of focus for the applied research and critical discussion of ethical issues.	20 th October 2015	17 th November 2015
	Assessment Component 2 – 90% Applied Research project (4500 words)	A project portfolio that outlines the following: • Literature review of topic chosen • Methodology for data collection • Presentation of results • Discussion, critical reflection, conclusions • Recommendations for practice	5 th January 2016	2 nd February 2016
SJYW6011 Fieldwork 3	Assessment Component 1 – 60% Portfolio (5000 words)	Present a portfolio that explores a particular area of youth work practice that you have engaged in e.g. the use of sport or drama as a youth work tool. Your portfolio should demonstrate critical self-reflection and analyse of youth work pedagogy.	14 th January 2016 for all components	11 th February 2016 for all components

	Assessment Component 2 – 10% Assessment Component 3 – 10% Assessment Component 4 – 10% Assessment Component 5 – 10%	Line Manager's Report Visiting Tutor Assessment Fieldwork Supervisor Assessment A portfolio of evidence including National Occupational Standards for Youth Work evidence matrix.		
SJYW6013 Young People in Society	Assessment Component 1 – 50% Essay (2500 words) Assessment Component 2 – 50% Poster Presentation (15 Minutes)	Critically discuss the role youth work could play in promoting young people's self-esteem, confidence and promotion of good mental health. Design and present a poster that illustrates some of the challenges faced by young people in society and examples of practice that may help build "resilience and resourcefulness" with young people.	11th December 2015 19th January 2016	29th January 2016 16th February 2016

Semester 2

Module Code	Assignment	Title	Submission Date	Date of Provisional Grades and Tutor Feedback
SJYW6012 Management, Leadership and Project Development	Assessment Component 1 – 50% Assignment (3000 words)	A stakeholder based SWOT Analysis of a Youth and Community Work organisation and subsequent recommendations for improvement.	17 th March 2016	9 th May 2016
	Assessment Component 2 – 50% Assignment (3000 words)	A fully costed proposal for a Youth and Community Work project or programme responding to a contemporary issue identified by the student.	26 th April 2016	25 th May 2016
SJYW6014 Youth Work as Recreation	Assessment Component 1 – 50% Practical: Performance (10 minutes)	The preparation, execution and evaluation of a ten minute practical recreational activity.	19 th April 2016	18 th May 2016
	Assessment Component 2 – 25% Practical Assignment (5 minutes)	Video diary of the process of learning and practice of the acquisition of a practical skill.	3 rd May 2016	1 st June 2016

	Assessment Component 3 – 25% Reflective Account (1500 words)	A reflective account to support the Video diary assessment.	10 th May 2016	8 th June 2016
SJYW6015 Supervision and Support Skills	Assessment Component 1 – 30% Assignment (2000 words)	A critical exploration of organisation and policy.	21 st April 2016	20 th May 2016
	Assessment Component 2 – 20% Assignment (1000 words)	An analysis of the functions of supervision.	3 rd March 2016	22 nd April 2016
	Assessment Component 3 – 50% Assignment (3000 words)	A Reflective account of supervising others.	12 th May 2016	10 th June 2016

MODULE CODE:	SJYW6010
TITLE:	Applied Research Project
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500 Youth and Community Work

AIM(S)

- To provide students with the opportunity to engage in a substantial self-managed research project in a field of study related to youth work Principles and Practice.
- To build on concepts, skills and techniques developed in previous modules, and for students to demonstrate the ability to direct their own studies and to provide students with the knowledge and understanding of the importance of ethical principles within the social research framework.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Critically evaluate selected key concepts and research findings within the field of youth work.
2. Apply research and evaluation skills, within relevant ethical codes, to formulate and answer to a self-determined research question.
3. Critically analyse research data or literature and draw out the implications for policy and professional practice.
4. Demonstrate a critical understanding of the complexity of the research process and demonstrate the ability to reflect critically about the process of carrying out their own study.
5. Organise their knowledge and learning through use of a range of information resources, and present their work appropriately, and reflect upon sustainable literacy skills developed¹.

INDICATIVE CONTENT

- Identification of worthwhile and feasible foci for individual projects.
- Development, sharing and refining of a research proposal.
- Examination of the process of linking theoretical aspects of research foci: literature and research questions.

¹ The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

- Designing, sharing, and piloting data gathering instruments to address research foci.
- Addressing ethical issues in collecting data.
- Consideration of the levels of analysis and methods of presenting data.
- Dissemination and application of research findings in relation to students' youth work practice.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the principles of and methodology of carrying out applied research. Students will be expected to engage in independent study— group and individual tutorials will be provided to support the student.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 10%

Coursework: Project proposal and ethical considerations (1000 words)

Exemplar: An outline of the project proposal that includes a rationale for the choice of focus for the applied research and critical discussion of ethical issues.

Assessment Component 2 – 90%

Coursework: Applied Research project (4500 words)

Exemplar: A project portfolio that outlines the following:

- Literature review of topic chosen
- Methodology for data collection
- Presentation of results
- Discussion, critical reflection, conclusions
- Recommendations for practice

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

BIBLIOGRAPHY

Essential

- Alderson, P. & Morrow, V. (2011) *The ethics of research with children and young people : a practical handbook* London : SAGE, 2011
- BERA, (2011) *British Educational Research Association Ethical Guidelines* (online) Available from www.bera.ac.uk/guidelines.htm.
- Cohen, L. and Manion, L. (2007) *Research Methods in Education* (6th ed), London: Routledge.
- Denscombe, M. (2010) *The good research guide : for small-scale social research projects*. Maidenhead, England : McGraw-Hill/Open University Press
- Durham University, (2012). *Community-Based Participatory research: A guide to ethical principles and practice*. University of Durham: Centre for Social Justice and Community Action. Available from https://www.dur.ac.uk/beacon/socialjustice/ethics_consultation/
- Fraser, S. (2004) *Doing research with children and young people*. London; Thousand Oaks, CA: Sage Publications,

Recommended

- Bell, J. (2010) *Doing Your Research Project: a guide for first time researchers in education and social science* (5th ed), Buckingham: Open University Press.
- Freebody, P. (2003) *Qualitative Research in Education in Education: Interaction and Practice*, London: Sage.
- Gorard, S. (2001) *Quantitative Methods in Educational Research: The Role of Numbers Made Easy*, London: Continuum.
- Hopkins, D. (2008) *A Teacher's Guide to Classroom Research*, 4th ed. Buckingham: Open University Press.
- Koshy, V. (2005) *Action Research for Improving Practice*, London: Paul Chapman Publishing.
- Macintyre, C. (2000) *The Art of Action Research*, London: David Fulton.
- Mason, J. (2002) *Qualitative Researching*, London: Sage.
- Mauther, M. (2002) Birch, M., Jessop, J. and Miller, T. *Ethics in Qualitative Research*, London: Sage.
- McNiff, J., Lomax, P. and White, J. (2009) *You and Your Action Research Project 3rd ed*, London: Routledge Falmer.
- Muijs, D. (2004) *Doing Quantitative Research in Education*, London: Sage.
- Renold E.; Holland S.; Ross N.J.; Hillman A. (2010) 'Becoming participant': Problematizing 'informed consent' in participatory research with young people in care London: Sage.
- Qualitative Social Work, v7 n4 (2008 12 01): 427-447 available online through journal.
- Ritchie, J. and Lewis, J. (2003) *Qualitative Research Practice*, London: Sage.
- Rudduck, J. and McIntyre, D. (eds). (1998) *Challenges for Educational Research*, London: Paul Chapman Publishing.
- Sercombe, H. (2010) *Youth work Ethics*. London : Sage
- Thomson, P. (2008) *Doing Visual research with children and young people*. London ; New York : Routledge,
- Wilkinson, D. (2000) *The Researcher's Toolkit*, London: Routledge.

Students will be directed to a range of appropriate journals and websites during module delivery.

MODULE CODE:	SJYW6011
TITLE:	Fieldwork 3
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500

AIM(S)

- To critically build on the theory and philosophy of Youth and Community Work practice developed in previous modules, in line with the National Occupational Standards for Youth Work.
- To enable students to further develop a critical knowledge and understanding of a key element of Youth and Community Work practice, demonstrating sound practice in the development of a programme of personal and social education taking into account current themes and priorities.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

1. Demonstrate a critical understanding of the relationship between the theory and philosophy of Youth and Community Work and elements of its practice.
2. Demonstrate a critical understanding of pedagogy within the Youth and Community Work practice setting.
3. Critically examine the role of the practitioner in the Youth and Community Work practice setting specifically the extent to which the student has demonstrated evidence of programme planning, delivery, monitoring and evaluation of a piece of focused practice.
4. Critically analyse the principles of leadership, management and partnership working with a range of associated organisations.
5. Organise their knowledge and learning through the use of a range of information resources and present their work appropriately, and reflect upon sustainable literacy skills developed².

INDICATIVE CONTENT

- Critical examination of the theory and philosophy of Youth and Community Work, the voluntary and maintained sectors and their link to students chosen practice area.
- Critical reflection and analysis of the process of pedagogy within a student's Youth and Community Work practice setting.

² The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

- Evaluation of the role of the professionally qualified worker within Youth and Community Work practice.
- Critical examination of the concept of partnership working and its effect on students' youth and community work practice.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning		
Placement learning	200*	90%
TOTAL	200	100%

***Please note:** to meet the requirements of the professional endorsement of this programme it is necessary for students to complete a number of placement hours at each level, this is in addition to the notional hours normally associated with modules of this credit value.

ASSESSMENT

Assessment Component 1 – 60%

Coursework: Portfolio (5000 words)

Exemplar: Present a portfolio that explores a particular area of youth work practice that you have engaged in e.g. the use of sport or drama as a youth work tool. Your portfolio should demonstrate critical self-reflection and analyse of youth work pedagogy.

Assessment Component 2 – 10%

Practical: Line Manager's Report

Assessment Component 3 – 10%

Practical: Visiting Tutor Assessment

Assessment Component 4 – 10%

Practical: Fieldwork Supervisor Assessment

Assessment Component 5 – 10%

Coursework: A portfolio of evidence including National Occupational Standards for Youth Work evidence matrix.

Assessment Summary

Activity type	Percentage
Written	
Coursework	70%
Practical	30%
TOTAL	100%

BIBLIOGRAPHY

Essential

- Banks, S. (2010) *Ethical Issues in Youth work* (2nd ed.), Abingdon, Oxon: Routledge.
- Batsleer, J. and Davies, B. (2010) *What is Youth work? (Empowering Youth and Community Work Practice)*, Exeter: Learning Matters.
- Buckroth, I. and Parkin, C. (Eds.) (2010) *Using Theory in Youth and Community Work Practice*, Exeter: Learning Matters.
- Ingram, G. and Harris, J. (2001) *Delivering Good Youth work*, Lyme Regis: Russell House Publishing.
- Jefferies, T. and Smith, M. (Eds.) (2010) *Youth work Practice*. Hampshire: Palgrave.
- Sapin, K. (2013) *Essential Skills for Youth work Practice* (2nd Ed.) London: SAGE.

Recommended

- Batsleer, J. (2013) *Youth working with Girls and Women in Community Settings*, (2nd ed.) Ashgate.
- Factor, F. Chauhan, V. and Pitts, J. (Eds.) (2001) *The RHC companion to Working with Young People*. Dorset: RHP.
- Ord, J. (2007) *Youth work Process, Product and Practice: Creating an Authentic Curriculum in Work with Young People*. Dorset: RHP.
- Welsh Assembly Government. (2007) *Young people, youth work, Youth Service National Youth Service Strategy for Wales*, Cardiff: WAG.

Background

- Batsleer, J. (2008) *Informal Learning in Youth work*. London: SAGE.
- Cooke, B. and Kothari, U. (Eds.) (2002) *Participation: The New Tyranny?* (2ND Ed.) London: Zed.
- Dalrymple, J. and Burke, B. (2006) *Anti-oppressive Practice, Social Care and the Law*. Maidenhead: McGraw-Hill.
- Hawtin, M. and Percy-Smith, J. (2007) *Community Profiling a practical guide* (2nd Ed.). Maidenhead, McGraw Hill.
- Kehily, M.J. (Ed.) (2007) *Understanding youth: perspectives, identities and practices*. London: SAGE.
- Understanding youth: perspectives, identities and practices*. Ledwith, M. and Springett, J. (2010) *Participatory practice, Community-based action for transformative change*, Bristol: Policy Press.
- Packham, C. (2008) *Active Citizenship and Community Learning*. Exeter: Learning Matters.
- Purcell, R. (2005) *Working in the Community perspectives for change* (2nd Ed.). www.rodpurcell.com
- Smith, M.K. (1994) *Local Education community, conversation, praxis*. Buckingham, OU Press.
- Somerville, P. (2011) *Understanding Community: Politics, Policy and Practice*. Bristol: Policy Press.
- Taylor, M. (2003) *Public Policy in the Community* (2nd Ed.). Hampshire: Palgrave Macmillan.

Thompson, S. and Thompson, N. (2000) *The Critically Reflective Practitioner (2nd Ed.)*, Hampshire: Palgrave Macmillan.
Twelvetrees, A. (2008) *Community Work (4th Ed.)* Hampshire: Palgrave Macmillan.
Westergaard, J. (2009) *Effective Group Work with Young People*. Maidenhead: OU Press.

Journals

Journal of Research on Adolescence
Journal of Youth Studies
Youth and Policy
Youth and Society
Youth Studies Ireland

Websites

www.bgcwales.org.uk
www.cyfanfyd.org.uk
www.cywu.org.uk
www.cypnow.co.uk
www.detachedyouthwork.info
www.embraceni.org
www.girlguidingcymru.org
www.gwirvol.org
www.infed.org
www.neighbourhood.statistics.gov.uk
www.nonformality.org
www.nya.org.uk
www.redcross.org.uk
www.safenetwork.org.uk
www.salto-youth.net
www.scoutswales.org.uk
www.thempira.org.uk
www.urdd.org
www.vanessarogers.co.uk
www.wales.gov.uk
www.youthcymru.org.uk
www.yfc-wales.org.uk
www.youthideas.co.uk
www.youthworker.org
www.youthwork-magazine.co.uk
www.youthworkwales.co.uk
www.youthworkresource.com

Students will be directed to a range of appropriate journals and websites during module delivery.

MODULE CODE:	SJYW6013
TITLE:	Young People in Society
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500 Youth and Community Work

AIM(S)

- To critically explore models and meanings of development through the life course of young people to enhance youth work practice.
- To provide students with an in-depth understanding of the Social Structures that defines our work with young people.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Evaluate the importance of the concept of 'self-identity', its formation and influence on young people's passage to adulthood; the role of youth work in supporting young people's self-esteem and confidence.
2. Demonstrate a critical understanding of promoting good mental and emotional health, and recognising and responding to breakdown.
3. Analyse social structures within society and their impact on young people and their community and the role of youth work.
4. Organise their knowledge and learning through the use of a range of information resources and present their work appropriately, and reflect upon sustainable literacy skills developed³.

INDICATIVE CONTENT

- Examination of the concept of 'self-identity and its impact during early, mid and late adolescence. In addition an exploration of identity development in vulnerable groups.
- Critical discussion of a range of mental health issues that affects young people. An exploration of the issues that may underlie the rise in mental ill-health in young people. Evaluate strategies/policies and interventions that have been developed to support young people with mental health challenges. Consider how youth work can contribute to promoting wellbeing with young people.
- A systematic analysis of relevant concepts, theories and issues of policies and their use in informing practice. Exploration of what structures in society influence the

³ The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

everyday experience of young people: Post-modern fragmentation, risk society, and globalisation.

- An in-depth consideration of models of informal and non-formal education as an holistic approach in promoting: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience in young people. A critique of normative and deficit models of development.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies and experiential activity will also be used to develop understanding and application of the techniques.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40%	20%
Independent learning	60%	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework: Essay (2500 words)

Exemplar: Critically discuss the role youth work could play in promoting young people's self-esteem, confidence and promotion of good mental health.

Assessment Component 2 – 50%

Practical: Poster Presentation (15 Minutes)

Exemplar: Design and present a poster that illustrates some of the challenges faced by young people in society and examples of practice that may help build "resilience and resourcefulness" with young people.

Assessment Summary

Activity type	Percentage
Written	
Coursework	50%
Practical	50%
TOTAL	100%

BIBLIOGRAPHY

Essential

Adams, G. R. (2006) *Blackwell Handbook of Adolescence*. Oxford: Blackwell Publishing Ltd.
Arnett, J.J.(ed) (2011) *Adolescent Psychology around the world* Psychology Press

Belton, B. (2010) *Radical youth work: developing critical perspectives and professional judgment*. Lyme Regis, Dorset : Russell House Pub.,

Boyd, D., & Bee, H. (2013). *Lifespan development* (6th ed.). Harlow: Pearson.

Browne, K. (2011) *An Introduction to Sociology* (4th ed), London: Polity.

Claveirole, A. & Gaughan, M. (2011) *Understanding children and young people's mental health* Chichester, West Sussex, U.K.: Wiley-Blackwell,

Coleman, J. C. (2010) *The Nature of Adolescence*, (4th ed.) London: Routledge.

Jeffer, T., & Smith, M. (2010) *Youth work Practice*. Houndmills, Basingstoke, Hampshire ; New York : Palgrave Macmillan,

Recommended

Bukowski, W. A., Newcomb, A. F. and Hartup, W. W. (eds). (1998) *The company they keep: friendship in childhood and adolescence*, Cambridge: Cambridge University Press.

Connor, D. F. (2000) *The Development of Values, Attitudes and personal qualities: A review of recent research*, Slough: NFER.

Connor, D. F. (2002) *Aggression and antisocial behavior in children and adolescents: research and treatment*, New York: Guilford Press.

Gross, R. (2010) *Psychology: The Science of Mind and Behaviour*. (6th ed) London: Hodder & Stoughton.

Geldard, G & Geldard, D. (2009) *Counselling Adolescents: the proactive approach to young people* (3rd ed). London: Sage Publications Ltd.

Hendry, L. & Kloep, M. (2012) *Adolescence and Adulthood: transitions and transformations* Palgrave Macmillan

Jeffer, T. & Smith, M (1990) *Young people, inequality and youth work*. Basingstoke : Macmillan Education,

Kroger, J. (2007) *Identity Development: Adolescence through Adulthood* (2nd ed), London: Sage Publications.

Lerner M.R. (2009) *The Good Teen: rescuing adolescence from the myths of the storm and stress years* Three Rivers Press

Lerner M.R. (2009) *The Good Teen: rescuing adolescence from the myths of the storm and stress years* Three Rivers Press

Levine, M. (2008) *The Price of Privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*, New York: Harper.

Luxmoore N. (2008) *Feeling like Crap: Young People and the Meaning of Self-Esteem*, Jessica Kingsley Publishers

MacDonald, R. (ed). (1997) *Youth, the 'Underclass' and Social Exclusion*, London: Routledge.

Moore, S. (2002) *Social Welfare Alive*, London: Nelson Thomas.

Roche, J., Tucker, S., Thomson, R. & Flynn, R. (eds). (2004) *Youth in Society: contemporary theory, policy and practice* (2nd ed), London: Sage.

Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B. and Lotus, G. R. (2003) *Atkinson & Hilgard's Introduction to Psychology* (14th ed), Belmont: Wadsworth/Thomson Learning.

Smith, C; Rogers, W, S; & Tucker, S. Risk (2007) *In Youth in Context: Frameworks. Settings and encounters* pp 219-250 (2007), London, Milton Keynes / Sage Open University Press

Smith, P.K., Cowie, H. and Blades. M., (2007) *Understanding Children's Development*. Oxford: Blackwell Publishing

Steinberg, L. (2010) *Adolescence*. (9th ed) New York: McGraw-Hill,

Strasburger, V. C., Wilson, B. J. & Jordan, A. (2009) *Children, Adolescents, and the Media* (2nd ed), California: Sage Publications.

Williams, A. and Thurlow, C. (2005) *Talking Adolescence*. New York: Peter Lang Publishing.

Students will be directed to a range of appropriate journals and websites during module delivery.

MODULE CODE:	SJYW6012
TITLE:	Management, Leadership and Project Development
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500 Youth and Community Work

AIM(S)

- To equip students with the skills, knowledge and understanding to develop a robust approach to project development.
- To enable students to gain practical knowledge necessary for success in a management or leadership role.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

1. Locate theories of leadership and management within the wider context of Youth and Community Work.
2. Research, develop, monitor and evaluate a project with a budget of c.£50,000PA.
3. Critically evaluate approaches to management theory and practice and their application within the Youth and Community Work context.
4. Manage a public service within an increasingly challenging financial climate.
5. Organise their knowledge and learning through use of a range of information resources, and present their work appropriately, and reflect upon sustainable literacy skills developed⁴.

INDICATIVE CONTENT

- Understanding the wider context of the Youth Service.
- Funding for funding's sake? Identifying appropriate sources of funding for youth work.
- How to manage oneself within the organisational culture using the McKinsey 7'S' framework.
- Understanding and implementing social policy.
- Systems for success (Hoggarth, 2009).

⁴ The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

- Resource management, people, projects, programmes, resources.
- Using management for creativity in education.
- Understanding and linking research, theory, strategy and practice using Quinn's competing values framework.
- Youth work within an increasingly complex range of services for young people.
- Progressive universalism – a cost benefit approach (Ford, 2005).
- Management within both the Youth and Community Work context – what is the role of the youth work project?
- Describing the expected impact of Youth and Community Work, using Kirkpatrick's Hierarchy of evaluation.
- The impact of different forms of Youth and Community Work – identifying appropriate performance indicators for success, developing a balanced scorecard approach.
- Proactive or reactive work with young people – the role of the project leader in anticipating emerging issues based upon four service concepts (Johnston and Clark).
- Enhancing opportunities for pro-social behaviour, as opposed to responding to a model of provision for young people based in adult agendas and a deficit model.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework: Assignment (3000 words)

Exemplar: A stakeholder based SWOT Analysis of a Youth and Community Work organisation and subsequent recommendations for improvement.

Assessment Component 2 – 50%

Coursework: Assignment (3000 words)

Exemplar: A fully costed proposal for a Youth and Community Work project or programme responding to a contemporary issue identified by the student.

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

BIBLIOGRAPHY

Essential

Adair, J.E. (2002) *Inspiring leadership: learning from great leaders* (Online) London: Thorogood Pub. ebook - <http://tsd-c.worldcat.org/oclc/243595478>

Armstrong, M. (2012) *Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management*. (Online) London; Philadelphia: Kogan Page. ebook - <http://tsd-c.worldcat.org/oclc/779140687>

Hoggarth, E.A. Merton, B. and Tyler, M. (2009) *Managing Modern Youth work*. Exeter: Learning Matters.

Ord, J. (2012) *Critical Issues in Youth work Management*. Abingdon, Oxon: Routledge.

Recommended

Adair, J. E. (1989). *The Action Centred Leader*. Industrial Society.

Batsleer, J. and Davies, B. (Eds.) (2010) *What is Youth work?* Essex: Learning Matters.

Bennis, W. (2009) *On Becoming a Leader*, New York, Basic Books.

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Kouzes, J.M. & Posner, B.Z. (2008) *The Leadership Challenge: 4th Edition*, Jossey-Bass.

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Background

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- Hersey, P. (1984) *The Situational Leader*. New York: Warner.
- Hersey, P. and Blanchard, K.H. (1977) *The Management of Organizational Behaviour* 3e. Upper Saddle River, N.J.: Prentice Hall.
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- Megginson, D. and Clutterbuck, D. (1995) Mentoring in action, in D. Megginson and D. Clutterbuck (Eds.) *Mentoring in Action: A Practical Guide for Managers*. London: Kogan Page.
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- Nanus, B. (1992) *Visionary Leadership. Creating a compelling sense of direction for your organization*. San Francisco: Jossey-Bass.
- Reddin, W.J. (1987) *How to Make Management Style More Effective*. Maidenhead: McGraw Hill.
- Sadler, P. *Leadership*. London: Kogan Page, 1997.
- Schneider, B. (2004). *Service Quality: Research Perspectives*. Thousand Oaks, Calif: Sage Publications.
- Smith, I. (1997). *Meeting Customer Needs*. 2nd ed. Oxford: Butterworth/Heinemann.
- Senge, P.M. (1990) *The Fifth Discipline. The art and practice of the learning organization*. London: Random House.
- Sun Tzu, (undated) *The Art of War*. <http://kappeli.ton.tut.fi/aow/main.html>
- Van Maurik, J. (2001) *Writers on Leadership*. London: Penguin.

Journals

Children and Young People Now
Youth and Policy

Websites

www.youthworkwales.co.uk
www.infed.org

Students will be directed to a range of appropriate journals and websites during module delivery.

MODULE CODE:	SJYW6014
TITLE:	Youth Work as Recreation
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500 Youth and Community Work

AIM(S)

- To provide students with an advanced understanding of the role of Youth and Community Work in recreational activities that young people engage in during their free time, that they enjoy, and that they recognise as having socially redeeming values.
- To provide students with the opportunity to test out theories, ideas, and models of work which are regarded as having social value, the wise use of free time, physical fitness and enhancement of subjective wellbeing.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

1. Have a systematic knowledge of the place of recreation within a Youth and Community Work context.
2. Critique the social, pedagogical and recreational tasks required of Youth and Community Workers.
3. Engage critically, leading recreational activities within a Youth and Community Work context.
4. Be confident about discussing and evaluating practice in the field.
5. Organise their knowledge and learning through use of a range of information resources, and present their work appropriately, and reflect upon sustainable literacy skills developed⁵.

INDICATIVE CONTENT

- Observing the needs and resources of young people, reflecting upon relevant means of action and different possible methods.
- The role of Youth and Community Work in enhancing the wellbeing of young people.
- In addition to traditional academic skills, the acquisition or improvement of a personal skill, for example in music, the arts, crafts, health and fitness, sport, group work, recreation.

⁵ The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

- Working participatively with young people, initiating adequate action to develop opportunities for recreation.
- Reflecting upon student's own actions, evaluating their success and becoming confident in exercising critical judgement.
- Visits to recreation centres, youth hostels.
- Outdoor and residential activities.
- Social pedagogy and its application within the UK context.
- Youth and Community Work as a form of recreation.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Practical: Performance (10 minutes)

Exemplar: The preparation, execution and evaluation of a ten minute practical recreational activity.

Assessment Component 2 – 25%

Practical: Practical Assignment (5 minutes)

Exemplar: Video diary of the process of learning and practice of the acquisition of a practical skill.

Assessment Component 3 – 25%

Coursework: Reflective Account (1500 words)

Exemplar: A reflective account to support the Video diary assessment.

Assessment Summary

Activity type	Percentage
Written	
Coursework	25%
Practical	75%
TOTAL	100%

BIBLIOGRAPHY

Essential

- Jenkins, J.M. and Pilgram, J.J.J. (2003) *Encyclopedia of leisure and outdoor recreation*. London: Routledge.
- Ogilvie, K.C. (2013) *Roots and wings: a history of outdoor education and outdoor learning in the UK*. IYME Regis: Russell House.
- Plummer, R. (2009) *Outdoor recreation: an introduction*. New York: Routledge.
- Tiffany, G.A. Informal Outdoor Education. Part 1: Introduction, Methodology, the Characters of Informal Outdoor Education. *Journal of Adventure Education and Outdoor Leadership*, Vol. 12 (2) p11-14.
- Tiffany, G. A. Informal Outdoor Education. Part 2: Curriculum, Process and Product, Experiential Learning, Use of Activities, Importance of Dialogue, Reflection and Action. *Journal of Adventure Education and Outdoor Leadership*, Vol. 12 (3) 7-9.
- Tiffany, G.A. Informal Outdoor Education: Part 3. Issues and Conclusions. *Journal of Adventure Education and Outdoor Leadership*, Vol. 12 (4) 26-28.
- Ungar, M. Dumond, C, & McDonald, W. Risk, Resilience and Outdoor Programmes for At-risk Children. *Journal of Social Work*, 2005, Vol. 5 319.

Recommended

- Andre, E.K. (2011) Designing Outdoor Experiences That Foster Environmental Sensitivity. *Association of outdoor Recreation & Education Conference Proceedings*. 2011 Proceedings, p22 8p.
- Coates, J. and Gray, M. The environment and social work: An overview and introduction. *International Journal of Social Welfare*, 2012: **21**: Issue 3 p230-238.
- Countryside Recreation Network (2001) *Social exclusion in countryside leisure in the United Kingdom: the role of the countryside in addressing social exclusion: a report for the Countryside Recreation network*. Cardiff: Countryside Recreation Network.
- Davies, G. On Becoming Human: An Examination of the Contributions Made by Outdoor Education. *Journal of Adventure Education and Outdoor Leadership*, 1992, Vol. 9 (4): 22-28.
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- Haywood, L. (1994) *Community leisure and recreation: theory and practice*. Oxford: Butterworth-Heinemann.
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Background

- Bellhouse, B, Fuller, A. and Johnston, G. (2005) *Managing the difficult emotions: a programme for the promotion of emotional intelligence and resilience for young people aged 12-16*. London: SAGE.

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Coholic, D.A. Exploring the Feasibility and Benefits of Arts-Based Mindfulness-Based Practices with Young People in Need: Aiming to Improve Aspects of Self-Awareness and Resilience. *Child & Youth Care Forum* (2011) Vol. 40: 303-317.

Larson, R. and Pearce, N. A comparison of youth-driven and adult-driven youth programs: balancing inputs from youth and adults. *Journal of Community Psychology*, Vol. 33 (1) (January 2005): 57-74.

Schwartz, S. CREATING CHANGE FROM THE INSIDE: YOUTH DEVELOPMENT WITHIN A YOUTH COMMUNITY ORGANIZING PROGRAM. *Journal of Community Psychology*, 41(3):341-358.

Stone, M.K. and Barlow, Z. (2005) *Ecological literacy: educating our children for a sustainable world*. San Francisco: Sierra Club Books.

Wiseman, J.D. Inequality, Social Respectability, Political Power, and Environmental Devastation. *Journal of Economic Issues*, vXLV(4) December 2011: 877-900.

Warren, K. A Path Worth Taking: The Development of Social Justice in Outdoor Experiential Education. *Equity & Excellence in Education*, Vol. 38: issue 1 p89-99, 2005. Available online.

Wistoft, K. The desire to learn as a kind of love: gardening, cooking, and passion in outdoor education. *Journal of Adventure Education and outdoor Learning*, 2013. Vol. 13 (2) 125-141.

Wojcikiewicz, S. and Mural, Z.B. A Deweyan Framework for Youth Development in Experiential Education: Perspectives from Sail Training and Sailing Instruction. *Journal of Experiential Education*, Vol. 33 (2) 105-119, 2010. Available online through journal.

Journals

Association of outdoor Recreation & Education Conference Proceedings.
Children and Young People Now

Websites

www.sportandrecreation.org.uk
www.youthworkwales.co.uk
www.infed.org

Students will be directed to a range of appropriate journals and websites during module delivery.

MODULE CODE:	SJYW6015
TITLE:	Supervision and Support Skills
DATED:	19/05/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	L500 Youth and Community Work

AIM(S)

- To provide students with appropriate skills, values and knowledge of supervising and supporting individuals undertaking professional practice placements.
- To develop applied knowledge of the theory and practice of critical reflection and its role in the youth and community workplace and to locate 'supervision' in the wider context of policy, workplace learning, and human resource management.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

1. Demonstrate applied planning and management of the role and value of effective supervision in the youth and community workplace and critically appraise the role and function of reflection and critical reflective practice in the application of effective supervision theory and skills.
2. Examine the role and impact of power and anti-oppressive practice in the supervision relationship and critically appraise the roles, principles and purpose of supervision within a professional development context.
3. Critically analyse and apply the distinctive elements of managerial and learning supervision, exploring the relevance of applied professional ethics in the supervision process.
4. Critically evaluate the extent to which the youth and community workplace and policy contexts can act as barriers to or motivators for supervision.
5. Organise their knowledge and learning through use of a range of information resources, and present their work appropriately, and reflect upon sustainable literacy skills developed⁶.

INDICATIVE CONTENT

- Critical comparison of the learning environment, including different types and associated theories, managerial and non-managerial related to supervisory roles.
- An outline of three key functions of supervision: formative, normative and restorative.

⁶ The assessment sheet will outline key sustainable literacy skills relevant to the module for the student to comment upon.

- Exploration of important supervisory skills and a critical analysis of their impact on practice:
 - non-verbal communication skills
 - active listening
 - verbal communication skills.
- Discussion of the importance of creating an appropriate supervision environment and working within the core values of youth and community work.
- Detailed consideration of inclusive practice in supervision, confidentiality and record keeping; equal opportunities and anti-discriminatory practice.
- Experiential learning opportunities with an emphasis on experiential learning and practice of skills and the sharing of experiences.
- Opportunities to undertake one to one supervision sessions, to evaluate the supervision session and critically reflect on performance.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

Coursework: Assignment (2000 words)

Exemplar: A critical exploration of organisation and policy.

Assessment Component 2 – 20%

Coursework: Assignment (1000 words)

Exemplar: An analysis of the functions of supervision.

Assessment Component 3 – 50%

Coursework: Assignment (3000 words)

Exemplar: A Reflective account of supervising others.

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

BIBLIOGRAPHY

Essential

Belton, B. Hill, J. Salter, T. Peaper, J. (2011) *Supervision: Praxis and Purpose*, Dorset, Russell House Publishing.

Hawkins, P. and Schohet, R. (2007) *Supervision in the helping professions*, Buckingham: Open University Press.

Learning and Skills Improvement Service, (2012) *National Occupational Standards for Youth work*, LSIS: Coventry.

Recommended

Alvesson, M. and Willmott, H. (1996) *Making sense of management: A critical introduction*, London: Sage.

Benefiel, M and Holton, G. (Eds.) (2010) *The Soul of Supervision Integrating Practice and Theory*, Morehouse Publishing, New York.

Burton, G. and Dimpleby, R. (1995) *Between ourselves: An introduction to interpersonal communication*, London: Hodder Arnold.

Cole, G.A. (2011) *Management: Theory and Practice*, 7th ed. London: Letts.

Hill, J. (1997) *Managing performance: goals, feedback, coaching, recognition*. Aldershot: Gower.

Jeffs, T. and Smith, M. (2010) *Youth work Practice*. Palgrave Macmillan.

Nelson-Jones, R. (2006) *Human relationship skills*, 4th ed. London: Continuum.

Nelson-Jones, R. (2005) *Practical counselling and helping skills*, 5th ed. London: Sage Publications.

Nicholls, D. (2002) *Employment practice and policies in Youth and Community Work*, 2nd ed. Dorset: Russell House Publishing LTD.

Ord, J. (Ed.) (2012) *Critical Issues in Youth Work Management*, Routledge, Oxon.

Pease, A. (1981) *The definitive book of Body language*, London: Orion.

Background

Banks, S. (Ed.) (2010) *Ethical Issues in Youth work (2nd Ed.)* Routledge, Oxon.

Herman, M. Reflective Practice Meets Youth work Supervision, *Youth and Policy*, 109, September 2013, 107-118.

Jenkinson, H. (2010) The Importance and Benefits of Supervision in Youth work Practice. *Child & Youth Services*, 31 (3): 157-169.

Schon, D. (1983) *The reflective practitioner*, New York: Basic Books.

Journals

Children and Young People Now
Critical Social Policy
Journal of Youth and Adolescence
Journal of Youth Studies
Youth and Policy

Websites

www.childrenssociety.org.uk

www.cywu.org.uk

www.infed.org

www.wales.gov.uk

www.youthworkwales.co.uk

Students will also be made aware that the University has a range of e-books (books that can be accessed electronically via the University or home computer systems). In addition students also have access to university libraries in Wales to facilitate access to books, papers and journals that may be relevant to their specific area of research.

Students will be directed to a range of appropriate journals and websites during module delivery.

POLICIES

University Attendance Policy

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors in advance of any absence, completing the appropriate Registry Forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and final Attendance Warning Letters and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

In addition, each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 80% (including authorised leave periods) will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme.

Where normally attendance of 70% is required under University regulations, ETS Cymru JNC professional endorsement of the BA Youth and Community Work programme requires a minimum of 80%.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students who require a 'Tier 4' visa for their studies in the UK.

Students must request permission from their Tutor, prior to their departure, for authorisation to travel away from their campus during term-time. They must also inform their Tutor and/or Faculty Office of the date on which they plan to leave the University at the end of each academic year, once all teaching and examination requirements have been completed.

If travelling within or outside of the UK (during term-time or vacation periods), students should provide contact details and/or a travel itinerary to the Faculty Office to assure immediate contact in the case of an emergency.

It is a requirement of UK Visas & Immigration (UKVI) and a condition of all Tier 4 visas that missing 10 consecutive contact points without any form of authorisation will result in the

student being reported to Registry. Registry will then withdraw the student from their programme and inform the UKVI that his/her Tier 4 visa sponsorship is withdrawn.

All international students holding a Tier 4 visa are also required to attend two compulsory University re-registration events in each academic year. These are usually held in January and May and students will receive a notification of the timing and location of each event. If an international student fails to attend a re-registration event the student will be reported to Registry. Registry will then withdraw that student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must provide evidence to their Tutor immediately following their return, to ensure that it is noted as authorised leave. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). The confirmation of authorised absence will be lodged on the student record in the Registry.

Each international student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% (including authorised leave periods) will be sent an end of year warning letter by the Faculty to warn him/her that attendance is below the level expected by the University and that, if poor attendance continues this may lead to the individual being withdrawn from the programme and to the withdrawal of his/her Tier 4 visa.

Any international student with a Tier 4 visa whose cumulative attendance falls below 50% for the academic year (including authorised leave periods) will be withdrawn from the programme and the Registry will inform the UKVI that his/her Tier 4 visa sponsorship is withdrawn.

School Attendance Policy and Ethics Statement

School of Social Justice and Inclusion Ysgol Cyfiawnder a Chynhwysiant Cymdeithasol
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Student Attendance

Lectures

The School of SJI, through University central systems, provides all students with a lecture timetable for all modules. Working together with the University, the School makes every effort to ensure that students have identified teaching days and other days clear of campus-based and/or directed learning.

The School takes the view that students are adults who are able to make their own informed choices. However, the School is preparing students for the world of work, where attendance will not be optional. Therefore, although attendance at lectures is not compulsory, School staff strongly recommend that students attend. Direct reference will be made to attendance on your University Reference.

Lectures have been carefully prepared to lead students into the area of study and often include anecdotal information that is not available through accessing notes from Moodle. Lecture notes are additional to the wealth of information and experiences shared during lectures.

Tutors will ask students, at the start of each lecture, to sign an attendance sheet. If a student is absent for three consecutive lectures or has erratic attendance, s/he will be formally contacted by letter and will be invited for interview with the Head of School. This is done in order to ascertain whether or not the student has difficulties with which the School could assist.

The School will consider very carefully whether to support any applications for financial support from the Financial Contingency Fund if attendance is poor without good reason. If a student is persistently absent, then this may be reported to the necessary authorities and could affect their funding.

Attendance registers are collated centrally by the School's Administrative Officer, and students must contact that person to inform the School of any absence from lectures. Students are asked to inform the School's Administrative Officer on 01267 676686.

External Visits

The School of SJI arranges a number of visits to a range of different services, usually related to specific modules. These are an important and enriching part of the student experience. The School subsidises most of these visits and often charges a nominal fee. Students will sometimes be asked to give a small deposit to ensure that they are guaranteed a place on the bus and to enable the School to make appropriate arrangements. Students who do not then take up their place, will forfeit the deposit.

Placements

Many of the modules delivered by the School of SJI include a placement activity. For successful completion of these modules, the placement must be undertaken. This means that students studying these modules will have their placement attendance recorded. If a student is absent from their placement without authorisation, or has erratic attendance, s/he will be formally contacted by letter and will be invited for interview with the Head of School.

If students know, before hand, that they will not be attending a placement on a particular day, they are asked to inform the School's Administrative Officer on 01267 676686. They should also inform their placement contact directly.

Ethics Statement

Overarching Principles:

- All research/activities carried out within the School, either as independent research or in preparation for a production shall adhere to the University's Code of Practice for Research Ethics and Equal Opportunities, and will conform to the guidelines as given by relevant bodies such as BERA.
- Principles underlining Ethics within SJI:
That all work undertaken within or on behalf of the School should be conducted with an ethical respect for:
 - The person
 - Accurate Knowledge
 - Democratic Values
 - Equal Opportunities
- The School recognises that the study and practice of all programmes within SJI has an ethical dimension and provides the following guidelines for all written and placement activities carried out within the School.
- As a School we are aware that we have a wide diversity of roles and responsibilities and these include both staff and students. This ethics statement encompasses all staff, lecturers and research assistants; undergraduate students, both full and part time; flexible route students; foundation degree students and post-graduate students. This statement also acknowledges the diversity in the fields of study within the school that include psychology, sociology, inclusion and education. This diversity in subject areas also impacts upon practice.

General Guidelines

1. Informed consent is to be sought in all cases along with notification to all participants that they have a right to withdraw from participation within student/lecturer/research assistant led research/activity.
2. The School requires that all student/lecturer/research assistants comply with relevant current legislation. Where work is undertaken with children, the School considers that the best interest of the child must be the primary consideration and that the voice of the child should be heard. SJI also considers that any child has a right to express their views and their consent should be sought.
3. The School also considers that this should also apply to any work undertaken by student/lecturer/research assistants in contexts involving young people and vulnerable adults.
4. If a student/lecturer/research assistant of the School is unsure about moral or ethical issues arising either in, for example, working with/or researching vulnerable groups, the individual shall raise their concerns with the Head of School. The Head of School will make a judgment upon the matter or will seek advice from the Ethics Committee.
5. All students, before embarking on projects involving individuals or groups, will attend a guidance lecture prior to commencement of the project. This will reinforce the ethical issues associated with such research/activity.

6. No individual will be identified either by name, organisation or image within an assignment or research document without the prior written consent of the individual/organisation concerned.
7. The Data Protection Act also confers the right to all involved in research (researched/student/lecturer/research assistant) to any personal data that is stored in relation to them.
8. All work carried out by the School is to support and develop the students' education and research/activity into social inclusion. The duty of care to an individual or group will always take precedence over the educational demands of any given assignment/project.
9. When publishing any work undertaken by students the name of the student should be cited first as the main author. Subsequently the name of lecturer(s) who supervised the work would follow.
10. Any work submitted by a student should avoid the use of non-inclusive language. Students who use unacceptable language in an academic assignment may, at the discretion of the School Board, be required to re-submit an alternative piece of work.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. Committing unfair practice 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 unfair practice 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).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools 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.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University’s website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

All students have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>.

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Subject Librarians

Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business Campus Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

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, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

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 <http://www.uwtsd.ac.uk/study-skills/>.

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 on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

GRADUATE SKILLS FOR EMPLOYMENT

Students are encouraged to use the Careers Service from the first year so that they can begin to plan their professional development in preparation for future employment.

Time at University should be seen as preparing for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which one is able to reflect upon and analyse, personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities to acquire and develop personal skills and plan professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of work in this School could involve problem solving and require students to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This relates to time- and work-management which is the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items
- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained
- show assertiveness (set own agenda)
- co-operate with others
- constructively criticise
- produce new ideas or proposals
- clarify, test or probe others' ideas or proposals
- elaborate on own/others' ideas or proposals
- summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- explain clearly
- deal effectively with conflicting points of view
- develop a logical argument
- present data clearly and effectively
- take account of audience/reader in speech/writing
- show evidence of having marshalled facts
- give appropriate examples
- show enthusiasm and interest
- show critical reasoning
- use appropriate presentation techniques
- compare and contrast effectively
- listen and query where necessary
- discuss ideas, taking alternatives into account

EXTERNAL EXAMINER

All taught Programmes of Study which lead to a Higher Education award of the University or the University of Wales 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 Director.

The current External Examiners for this Programme of Study are:

	English medium course work	Welsh medium course work	Field work practice
Name	Ms Paula Connaughton	Mr Selwyn Williams	Mr Hefin Lloyd
Institution	University of Bolton	Retired from Bangor University	Carmarthenshire County Council

Please note that students are not permitted to make direct contact with the External Examiner.

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 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>