PART TWO PROGRAMME SPECIFICATION

	Office use only
Date of validation event:	30 January 2017
Date of approval by Academic Board:	21 April 2017
Date of revision:	14 /12 /17 – change to programme title
Date of revision:	August 2018 – change of module leader on YCW505 and YCW603
Date of revision:	Feb 2019 – admin correction (only) to DBS requirements

1 **Awarding body**

Glyndŵr University

2 **Teaching institution**

Glyndŵr University

3 **Award title**

BA (Hons) Youth and Community Work (JNC)

4 **Final awards available**

BA Youth and Community Work
Diploma of HE in Youth and Community Work
Certificate of HE in Youth and Community Work
Certificate of HE in Youth and Community Work (Faith Based)

5 **Professional, Statutory or Regulatory Body (PSRB) accreditation**

http://www.etswales.org.uk/home.php
ETS Wales professionally endorses programmes of training for Youth Workers to ensure they are of a suitably high quality, relevant to the needs of employers, youth workers themselves and the young people they work with. It undertakes this work on behalf of the Joint Negotiating Committee for Youth & Community Workers (JNC).

Please list any PSRBs associated with the proposal

As above – ETS Wales

Accreditation available

JNC Professional Youth Work Qualification through ETS Wales

Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)

The student must complete all placement modules and pass all elements of all modules at 40% to meet the criteria set by ETS.

Note: YCW410 Theological Reflection is not subject to the first derogation as it does not contribute to the JNC-recognised Qualification

6	JACS3 **code**

L530

7	UCAS **code**

L593   BA (Hons) Youth and Community Work (JNC)

4KWS BA (Hons) Youth and Community Work (JNC)

8	**Relevant QAA subject benchmark statement/s**

Youth and Community Work 2016

9	**Other external and internal reference points used to inform the programme outcomes**

ETS requirements.
National Occupational Standards for Youth Work
National Occupational Standards for Community Development

10	**Mode of study**

Full & part time

11	**Language of study**

English

12 Criteria for admission to the programme

Standard entry criteria

The University's admissions policy is detailed here
https://www.Glyndŵr.ac.uk/en/Howtoapply/Admissionspolicies/.

Entry requirements are in line with University requirements.

UK entry qualifications

The University's entry requirements are set out at
http://www.Glyndŵr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

UCAS Points of 112 (280 prior to 2017)

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

Due to the nature of the programme, all applicants will require enhanced Disclosure and Barring Service (DBS) clearance administered by Glyndŵr University to confirm their suitability to work with children, young people and vulnerable adults.

Children's Enhanced check with children's barred list check

AND

Adults Enhanced Check but WITHOUT a barred list check

Applicants are also required to have 100 hours relevant practice experience. (This can be gained in voluntary or paid work within the field of youth and community work). Students are required to provide evidence to confirm their completion, for example an email from their supervisor confirming hours completed.

Applicants who do not have the 112 UCAS points may still be considered for the programme. Applicants will need to evidence a minimum of 100 hours of appropriate experience and demonstrate at interview that they are thinking and practising at least at the equivalent level.

When considering applicants we look to see how they can demonstrate their abilities or potential in the following areas:

• experience in the field of youth and community work or related areas (e.g. childcare, residential care, play, drugs, alcohol);
• ability to reflect critically upon experiences and to learn from them;
• capacity to participate in the learning process of the programme;
• ability to work constructively and build from their own experience and that of others;
• informed commitment to work for equal opportunities, challenging oppression and seek justice for all;
• ability to manage different aspects of their life;
• ability to communicate effectively both face-to-face and in writing.

Non-standard entry criteria

For those students not meeting the academic entry requirements above there is the option of the four year kick-start degree (an introductory foundation year plus the degree programme). The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree or where the department / applicants feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion of foundation year the student will automatically progress to the named degree programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

• Those who do not meet the entry requirements for a full degree.
• Those who have been out of education for a while and feel they would benefit from the extra year of preparation.

- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

✓ **Undergraduate**

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequireme nts/ for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Programme specific requirements

N/A

14 Aims of the programme

The main aim of this programme is to develop effective and ethical youth and community workers, with clear professional identity grounded in the theory and practice of community-based informal education. The programme prepares the student for graduate employment and to engage effectively within the sector, through 800 hours of supervised fieldwork practice comprising a placement in each year of study. This can be within a fieldwork setting either in the UK or internationally. Students will develop skills in team work, positive communication, working with groups and individuals, reflective practice and leading others. The course will develop knowledge and core skills for youth work practice and informal education that are transferable to work with children, young people and adults in a range of different settings.

15 Distinctive features of the programme

The Programme has a long standing history of educating professional Youth and Community Workers in North Wales. The programme team are experienced Youth and Community Work practitioners who are able to draw upon their research, knowledge and experience to enhance the programme and the student learning experience.

The programme provides students the opportunity to gain a JNC professional accreditation alongside their BA. This will be a requirement for registration of Youth Workers in Wales

from April 2017 through the Education Workforce Council. Where possible additional continuing professional development opportunities are offered to students to enhance student's employability within the sector.

At each level of the programme students will develop their professional identity and the core values and principles needed to become an ethical youth and community work practitioner. The students have the opportunity to work in different areas of practice through three differentiated work based placements; applying theoretical concepts to practice and building employability skills. As well as placement opportunities in Wales and the UK, there are also opportunities to do a part-funded placement through the Erasmus programme.

Graduates from the programme have gained employment in a wide variety of settings including voluntary and statutory youth services, work with young offenders, housing projects, community development projects, work in schools, projects providing drugs and alcohol support, employability projects, work with young carers, and work with the British Council and the Home Office to name a few.

Drawing on the principles and values of Youth and Community Work the programme offers the student the opportunity to learn from experience and from each other; through classroom based conversation and dialogue and reflection of practice experience. This, coupled with pastoral support from a dedicated personal tutor provides students with a positive student experience.

For those undertaking the faith based programme they have the opportunity to reflect theologically on the academic modules and the placement. The faith based route is available up to certificate level only. However, if students wish to continue on the BA (Hons) Youth and Community Work (JNC) this can be achieved through the completion of the Working Creatively with Groups module (Level 4) and overshoot by 20 credits during their first academic year of study.

Students also have the opportunity to engage with a number of conferences throughout the year; including a marketplace to meet potential employers and placement providers, and an end of year conference marking the Welsh Government's Youth Work Week.

16 Programme structure narrative

The programme is available for both part-time (six years) and full-time study (three years).

For those students who achieve 120 credits at Level 4 or above (not including Theological Reflection), and who choose not to, or are unable to continue with their studies, a Certificate of HE in Youth and Community Work will be awarded. This award does not lead to JNC recognised professional qualification.

For those students who achieve 120 credits at Level 4 or above (but including Theological Reflection), and who choose not to, or are unable to continue with their studies, a Certificate of HE in Youth and Community Work (Faith Based) will be awarded. For the Faith Based route (up to certificate level only) the Theological Reflection is core and in place of Working Creatively with Groups module. This award does not lead to JNC recognised professional qualification. However, if students wish to continue on the BA (Hons) Youth and Community Work (JNC) this can be achieved through the completion of the Working Creatively with Groups module (Level 4); this means that students will overshoot Level 4 by 20 credits. The additional module should be successfully completed prior to commencing Level 5, but if this is not possible, students will be required to study it alongside their Level 5 studies, noting that should this module not be successfully completed then students would not be able to complete the JNC recognised professional qualification.

For those students who achieve 240 including at least 120 credits at Level 5 or above, and who choose not to, or are unable to continue with their studies, a Diploma of HE in Youth and Community Work will be awarded. This award does not lead to JNC recognised professional qualification.

For those students who achieve 300 credits including at least 60 credits at Level 6, and who choose not to, or are unable to continue with their studies, an Ordinary BA Youth and Community Work will be awarded. The modules Critical Analysis of Education in Youth and Community Work, Leading in Contemporary Youth and Community Work, and Professional Supervision must be passed. This award does not lead to JNC recognised professional qualification
Students completing all 360 credits will be awarded the BA (Hons) Youth and Community Work (JNC).

17 Programme structure diagram

Full Time Programme

	Level 4					
Semester 1	Mod title	Values and principles of Youth and Community Work (Sem 1 & 2)	Mod title	Working creatively with groups	Mod title	Theological reflection
	Mod code	YCW411	Mod code	YCW412	Mod code	YCW410
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	40	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Option (not core for faith based route)	Core/Option	Option (Core for faith based route only)
	Mod leader	Jess Achilleos	Mod leader	Hayley Douglas	Mod leader	Mandy Robbins
	Mod title	Placement 1 Preparation for Professional Practice (Sem 1 & 2)	Mod title		Mod title	
	Mod code	YCW409	Mod code		Mod code	
	New/Existing	New	New/Existing		New/Existing	
	Credit value	40	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Jess Achilleos	Mod leader		Mod leader	
Semester 2	Mod title	Working together to safeguard self and others	Mod title		Mod title	

		Mod code	YCW413	Mod code		Mod code	
		New/Existing	New	New/Existing		New/Existing	
		Credit value	20	Credit value		Credit value	
		Core/Option	Core	Core/Option		Core/Option	
		Mod leader	Hayley Douglas	Mod leader		Mod leader	

	Level 5					
Semester 1	Mod title	Political and Sociological Perspectives in Youth and Community Work	Mod title	Research Methods	Mod title	International Youth Work
	Mod code	YCW507	Mod code	YCW508	Mod code	YCW505
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Jess Achilleos	Mod leader	Sally Ann Baker	Mod leader	Gillian Wilde
Semester 2	Mod title	Placement 2 Integrating Professional Practice	Mod title		Mod title	
	Mod code	YCW506	Mod code		Mod code	
	New/Existing	New	New/Existing		New/Existing	
	Credit value	60	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Hayley Douglas	Mod leader		Mod leader	

Level 6							
Semester 1	Mod title	Placement 3 Leading in Professional Practice (Sem 1 & 2)	Mod title	Professional Supervision (Sem 1 & 2)	Mod title	Research Project (Sem 1 & 2)
	Mod code	YCW611	Mod code	YCW608	Mod code	YCW609
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Hayley Douglas	Mod leader	Hayley Douglas	Mod leader	Sally Ann Baker
	Mod title	Critical analysis of Education in Youth and Community Work	Mod title		Mod title	
	Mod code	YCW610	Mod code		Mod code	
	New/Existing	New	New/Existing		New/Existing	
	Credit value	20	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Jess Achilleos	Mod leader		Mod leader	
Semester 2	Mod title	Leading in Contemporary Youth and Community Work Practice	Mod title		Mod title	
	Mod code	YCW607	Mod code		Mod code	
	New/Existing	New	New/Existing		New/Existing	
	Credit value	20	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Jess Achilleos	Mod leader		Mod leader	

Part Time Programme

	Level 4					
Year 1	Mod title	Values and principles of Youth and Community Work (Sem 1 & 2)	Mod title	Placement 1 Preparation for Professional Practice (Sem 1 & 2)	Mod title	
	Mod code	YCW411	Mod code	YCW409	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	40	Credit value	40	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Jess Achilleos	Mod leader	Jess Achilleos	Mod leader	

	Level 4					
Year 2	Mod title	Working creatively with groups	Mod title	Theological reflection	Mod title	Working together to safeguard others
	Mod code	YCW412	Mod code	YCW410	Mod code	YCW413
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Option (not core for faith based route)	Core/Option	Option (Core for faith based route only)	Core/Option	Core
	Mod leader	Hayley Douglas	Mod leader	Mandy Robbins	Mod leader	Hayley Douglas

	Level 5					
Year 3	Mod title	Placement 2 Integrating Professional Practice	Mod title	Political and Sociological Perspectives in Youth and Community Work	Mod title	
	Mod code	YCW506	Mod code	YCW507	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	60	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Hayley Douglas	Mod leader	Jess Achilleos	Mod leader	

	Level 5						
Year 4	Mod title	Research Methods	Mod title	International Youth Work	Mod title	
	Mod code	YCW508	Mod code	YCW505	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	20	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Sally Ann Baker	Mod leader	Gillian Wilde	Mod leader	

	Level 6						
Year 5	Mod title	Placement 3 Leading in Professional Practice (Sem 1 & 2)	Mod title	Leading in Contemporary Youth and Community Work Practice	Mod title	Professional Supervision (Sem 1 & 2)
	Mod code	YCW611	Mod code	YCW607	Mod code	YCW608
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Hayley Douglas	Mod leader	Jess Achilleos	Mod leader	Hayley Douglas

	Level 6						
Year 6	Mod title	Critical analysis of Education in Youth and Community Work	Mod title	Research Project (Sem 1 & 2)	Mod title	
	Mod code	YCW610	Mod code	YCW609	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	20	Credit value	40	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Jess Achilleos	Mod leader	Sally Ann Baker	Mod leader	

18 Intended learning outcomes of the programme

Undergraduate				
Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	
A1	Students will be able to explain the processes required for working creatively with groups, analyse theories of adolescent development, and evaluate the need for multiagency working in safeguarding others. Students will be able to demonstrate knowledge of the history and development of youth and community work, and its values and ethics.	Students will be able to extend their analysis of theory and conceptual frameworks at level 4 to critically evaluate key political and social theory, analyse the role of the youth and community worker in social and political change, and appraise research methodology associated with youth and community research and ethics	Students will be able to draw upon knowledge and theoretical frameworks to critically analyse the values and principles of informal education and education theory and its application to youth and community work. Students will be able to appraise effective supervision in professional practice and Leadership in youth and community work; critically analysing organisational management theories and evidence-based practice.	Students will be able to meet the learning outcomes for the ordinary degree as well as extend their knowledge of research methodology and methods to complete a research project. Students will also be able to critically analyse the professional identity of youth and community workers; drawing upon their knowledge of current social policy and practice debates that impact on professional practice.	
A2	Students will be able to understand the key aspects of youth and community work and how these can be utilised to make sound judgements within youth and community work practice	Students will be able to demonstrate critical understanding, application and interpretation of relevant theories and concepts through application to youth and community work practice.	Students will be able to critically analyse their understanding of relevant theories and concepts and assess the limits, uncertainty and ambiguity of knowledge whilst recognising key professional debates and dilemmas.	In addition to developing a coherent understanding of professional practice, students will be required to use this awareness to carry out a piece of independent social research, and apply their understanding to make recommendations for future youth and community work practice	.
A3*	Students will be able to explain and evaluate the need for multiagency working in safeguarding others.				*Certificate of HE in Youth and Community Work (Faith Based) Only*

	Undergraduate				
	Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	
	Students will be able to demonstrate knowledge of the history and development of youth and community work, and its values and ethics. Students will be able to reflect theologically upon the principles of youth ministry and the role of youth and community work within faith based practice.				
A4*	Students will be able to understand the key aspects of youth and community work and Theological Reflection and how these can be utilised to make sound judgements within youth and community work practice				*Certificate of HE in Youth and Community Work (Faith Based) Only*

	Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	
B1	Students will be able to apply their knowledge and understanding youth and community contexts of professional practice to consider the possibilities for learning and development amongst individuals, groups and communities.	Students will be able to develop their previous knowledge and understanding to evidence a greater level of competence and an assured performance as a reflective and autonomous practitioner.	Students be able to critically analyse theories and concepts which underpin professional practice, in a more complex reflective consideration of their effectiveness.	Students will be able to demonstrate their ability to integrate their knowledge and understanding of professional practice into a piece of independent research.	

	Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	
B2	Students will be able to use descriptions of theory and key concepts to begin to make associations and combinations which inform their understanding of youth and community work	Students will be able to compare and contrast relevant theories in order to create more coherent forms of understanding and explanation of youth and community work practice	Students will be able to combine and contrast youth and community theories and concepts with one another in order to produce coherent patterns of explanation and critical analysis	Student be able to critically analyse concepts and theories to formulate and frame new thinking that will inform a piece of independent research	
B3	Students will be able to analyse information and to propose solutions to problems arising from analysis	Students will be able to use a range of techniques to analyse information and concepts and evaluate the appropriateness of different approaches to youth and community work practice	Students will be able to critically evaluate arguments, concepts and assumptions in youth and community work practice to identify a range of solutions to problems	Students will be able to demonstrate a range of analytical techniques and problem-solving skills to make sound judgements and conclusions through a piece of independent research.	

	Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	QAA Benchmark Subject Specific Skills
C1	Students will be able to demonstrate an understanding of developing and managing their professional role	Students will be able to critically understand and apply their skills in developing and managing their professional role through placement activities	Students will be able to critically analyse and integrate themselves as professional youth and community workers in a placement environment	Students will build on their professional competencies by completing a research project that contributes to current practice	Understanding, Developing and Managing Professional Roles
C2	Students will be able to demonstrate their ability to foster democratic and inclusive practice	Students will be able to critically understand an apply democratic and inclusive practice to their professional role through placement activities	Students will be able to critically analyse and integrate themselves as democratic and inclusive youth and community workers in a placement environment	Student's research will provide a contribution to professional discourses on democratic and inclusive practice	Fostering Democratic and Inclusive Practice

	Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	QAA Benchmark Subject Specific Skills
C3	Students will understand the skills required to maintain and develop organisations that support practice	Students will be able to critically understand and apply skills to maintain and develop organisations that support practice	Students will be able to critically analyse and integrate themselves as leaders who maintain and develop organisations that support professional practice	Students will use a developed and coherent understanding of organisations to support a research project which informs and enhances current practice.	Maintaining and Developing Organisations
C4	Students will understand and apply education theory to facilitate personal and collective learning development in communities	Students will be able to critically understand and apply more complex education theory and frameworks for personal and collective learning within a practice context	Students will be able to critically analyse education theory and their professional identity as an educator for personal and collective learning on placement	Students will be able to contribute to professional discourse through sharing their research and developing communities of practice	Facilitating Personal and Collective Learning Development and Capacity Building
C5	Students will be able to understand, through observation, networking and multiagency working within a youth and community context	Students will be able to critically understand and contribute to multiagency working; developing professional working relationships	Students will be able to critically analyse and integrate their professional role in multiagency environments as a professional youth and community worker	Students will build on their fully developed professional competencies in multiagency working to complete a research project that contributes to current professional practice.	Networking and Multiagency Working

	Practical, professional and employability skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	QAA Benchmark Subject Specific Skills
D1	Students will be able to recognise and utilise appropriate communication and presentation skills	Using their experiential learning, students will be able to demonstrate more developed means of communication	Students will be able to carry out presentations and other forms of communication with confidence and an awareness of context	Students will use their enhanced communication skills to complete a research project which informs current practice	Communication and Presentation Skills

	Practical, professional and employability skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree	QAA Benchmark Subject Specific Skills
D2	Students will recognise the value of statistical evidence in academic discourses	Students will demonstrate an ability to use numeracy skills within planning cycles	Students will demonstrate a confident ability to employ numeracy skills in context	Students will be able to employ statistical information in completing a research project	Numeracy
D3	Students will begin develop relevant IT skills	Students will demonstrate consistent use of IT skills	Students will exhibit a confident grasp of IT skills	Students will use a confident grasp of IT skills to complete a research project	IT Skills
D4	Students will explore their own learning journeys and be introduced to learning theory	Students will demonstrate a more developed understanding of learning theory and how it relates to social education	Students will exhibit an assured awareness of learning theory and how it informs social education practice	Students will demonstrate how their understanding of learning theory relates to others within professional contexts	Learning Skills
D5	Students will develop an understanding of the theories than informal individual and group behaviour	Students will use their experiential learning to contribute to an enhanced awareness of interactive and group work skills	Students will demonstrate assured patterns of interaction and effective group work skills	Students will use their interactive and group work skills to in completing an inclusive research project	Interactive and Group Skills

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of the **Certificate of HE Youth and Community Work (Faith Based)*** students will achieve 120 credits at level 4 and take the option Theological Reflection. However, if students wish to continue on the BA (Hons) Youth and Community Work (JNC) this can be achieved through the completion of the Working Creatively with Groups module (Level 4); this means that students will overshoot Level 4 by 20 credits. The additional module should be successfully completed prior to commencing Level 5, but if this is not possible, students will be required to study it alongside their Level 5 studies, noting that should this module not be successfully completed then students would not be able to complete the JNC recognised professional qualification.

	Module Title	Core / option	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	Placement 1 (40 credits)	Core	■	■	□	□	■	■	■	■	■	■	■	■	■	■	■	□	□
	Values and principles of Youth and Community Work (40 credits)	Core	■	■	□	□	■	■	■	■	□	■	□	■	■	□	■	■	□
	Working together to safeguard others	Core	■	■	□	□	■	■	■	■	■	□	■	□	■	□	■	■	■
	Theological reflection (20 credits	Core	□	□	■	■	■	■	■	□	□	□	□	□	□	□	■	□	□

For successful completion of the **Certificate of HE Youth and Community Work** students will achieve 120 credits at level 4 and take option Working Creatively in Groups.

For the successful completion of the **Diploma of HE in Youth and Community Work** students will achieve 120 credits at level 4 which must include the Working Creatively With Groups module and all other core modules, and 120 credits at level 5 (240 credits in total) completing all core Level 5 modules.

For the successful completion of the **BA Youth and Community Work** students will achieve 120 credits at level 4 which must include the Working Creatively With Groups module and all other core modules, and 120 credits at level 5 completing all core Level 5 modules, and 60 credits at Level 6 (totalling 300 credits) which must include the modules Critical Analysis of Education in Youth and Community Work, Leading in Contemporary Youth and Community Work, and Professional Supervision.

For successful completion of **BA (Hons) Youth and Community Work (JNC)** students will achieve 360 credits in total, completing all core modules, including Working Creatively with Groups at level 4.

The following learning outcomes apply to the exit awards outlined above:

	Module Title	*Core / opt*	*A1*	*A2*	*A3*	*A4*	*B1*	*B2*	*B3*	*C1*	*C2*	*C3*	*C4*	*C5*	*D1*	*D2*	*D3*	*D4*	*D5*
Level 4	Placement 1	Core	■	■	□	□	■	■	■	■	■	■	■	■	■	■	■	□	
	Values and principles of Youth and Community Work	Core	■	■	□	□	■	■	■	■	□	■	□	■	■	□	■	■	
	Working creatively with groups	Core	■	■	□	□	■	■	■	■	■	□	■	□	■	□	■	■	■
	Working together to safeguard others	Core	■	■	■	■	■	■	■	■	□	□	□	■	■	□	■	□	■
Level 5	Placement 2	Core	■	■	□	□	■	■	■	■	■	■	■	■	□	■	■	■	■
	Political and Sociological Perspectives in Youth and Community Work	Core	■	■	□	□	■	■	■	□	■	□	□	□	■	□	■	□	
	Research methods	Core	■	■	□	□	□	■	■	□	□	■	□	□	■	■	■	□	■
	International Youth Work	Core	■	■	□	□	■	■	■	□	■	■	■	□	■	□	■	■	■
Level 6	Placement 3	Core	■	■	□	□	■	■	■	■	■	■	■	■	■	□	■	■	■
	Professional supervision	Core	■	□	□	□	■	■	□	■	■	□	□	■	□	□	■	■	■
	Leadership in contemporary youth and community work practice	Core	■	■	□	□	■	■	■	■	□	■	□	■	■	□	■	□	■
	Research project	Core	□	■	□	□	■	■	■	■	■	□	□	□	■	■	■	■	■
	Critical analysis of Education in Youth and Community Work	Core	■	■	□	□	■	■	□	□	■	□	■	■	□	□	■	■	

20 Learning and teaching strategy

The philosophy of the programme is to reflect and develop a learning and teaching strategy based on a student-centred paradigm of learning, designed to enable and maximise the abilities of the students to work in the Youth and Community Work field in a variety of professional settings. This involves drawing upon a social constructivist approach to learning. Thus, students are enabled to become independent, autonomous and reflective learners whilst also further developing collaborative, strategic and professional capacities in learning through conversation and dialogue with others. Reflecting on experiences on workplace learning will enhance the students' skills in critical analysis and existing abilities to be creative, proactive and innovative. To this end, a variety of learning and teaching methods will be employed.

The design of the programme outlined above is based on introducing threshold concepts of knowledge and understanding at level 4 that are then built upon at each level. Key concepts include reflective practice, working in and with communities, working with young people: working with adults, approaches to learning and development, and developing community-based organisations as set out in the QAA Subject Benchmark for Youth and Community Work.

A wide range of learning and teaching approaches are adopted in this programme including lectures, seminars, tutorials, guided/directed study, presentations, debates, case studies, placements and, workplace learning activities. As per the QAA Subject Benchmark Statement for Youth and Community Work the programme aims to deliver a flexible, adaptable and interactive learning environment. The programme team are experienced on drawing on the values and principles of informal education (such as conversation and dialogue, participation, empowerment and partnership) and applying them within formal education setting. As a programme that attracts a higher percentage of learners from widening participation groups this learning and teaching strategy has proven effective.

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

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

Recognising the development of information and communication technology in education, and as a skill for employability, the programme is committed to developing and implementing the use of ICT as a mode of teaching and learning. Each module will be supported by a VLE page which will act as a hub for learning resources including lecture notes, sessional and additional reading, online discussion forums and links to a

variety of online multimedia platforms and information that can be accessed by the student whenever they are ready to learn.

The programme team are able to draw upon their own professional practice experience in the field of Youth and Community Work to provide concrete examples and to contextualise learning. This experience and positive relationships with practitioners within the profession allow the programme team to draw upon a variety of guest lecturers from local authorities, voluntary organisations, private and Third Sector agencies to enhance the student learning experience and share current practice. As these positive relationships develop further through both teaching and placement opportunities a community of practice is created that students become part of whilst at Glyndŵr University and beyond.

This considered approach to learning and teaching is taken in order to produce skilled and critical practitioners who work effectively within Youth and Community Work, and related fields particularly those located within multi-agency community settings. This approach will support students to achieve beyond the threshold standard set out in the QAA Benchmark Statement to become professional practitioners achieving an excellent standard reflected in high levels of graduate employment from the programme.

21 Work based/placement learning statement

As per the Glyndŵr University Curriculum Framework, and the requirements of ETS Wales for the Youth Work JNC Professional Qualification this programme contains 3 modules of placement learning consisting of 800 hours in total.

ETS Wales will pay particular attention to the fieldwork opportunities provided for students and will be looking for assurances that these proposals follow the ETS Guidelines for Endorsement[1]. Students undertaking the BA (Hons) route to professional qualification must complete a minimum of 800 hours of their study time, ideally in three different fieldwork settings - where a range of opportunities are thus provided to reflect upon and synthesise theory, policy and practice. Each of the placement modules are supported by the taught sessions for the level of learning and the module learning outcomes for the placement modules reflect this.

Level 4: Placement 1; Preparation for Professional Practice (200 hrs) Semester 1 & 2.
Supported by learning from 'Values and Principles of Youth and Community Work' plus additional seminars. This is a concurrent placement running from November to April.

Level 5: Placement 2; Integrating Professional Practice (400 hrs) Semester 2.
Supported by learning from 'Political and Social Perspectives in Youth and Community Work' This is a block placement running from January to April.

Level 6: Placement 3; Leading in Professional Practice (200 hrs) Semester 1 & 2.
Supported by learning from 'Leading in Contemporary Youth and Community Work Practice' This is a concurrent placement running from November to April.

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[1] Requirements for Professional Endorsement, Wales Youth Agency, January 2005 (pp 22-23)

Students will be supported to identify and secure relevant and suitable placement opportunities by the programme team; developing and drawing on key skills for employability. Students are encouraged to find their own placement opportunities and draw upon their professional contacts as their time on the course and in practice develops. However, the team recognise that not all students, especially those at level 4, have the contacts or skills to put this in place. Students who are unable to independently source a placement will be supported by the team who will draw upon a database of contacts from across Wales and England to ensure that a suitable placement is found.

The suitability of placement opportunities is determined by the programme team who request an Agency Profile be completed and returned by the placement organisation ahead of the start of placement. The Agency Profile confirms supervision arrangements (which should be by a practitioner who themselves is JNC qualified), health and safety risk assessments, but also the activities to be undertaken and how these map against the NOS for Youth Work.

Before students commence placement activities checks will be made to ensure that a current DBS certificate is in place. This is a condition of entry onto the programme and students are encouraged to sign up to the Update Service so that their DBS remains current.

In order to enhance the student learning experience whilst on placement and to ensure quality support, each student will be allocated a Visiting Placement Tutor who is an experienced practitioner in the field to mentor and support the student to learn from the placement experience. The Visiting Placement Tutor is recruited on a sessional basis, but in all instances is JNC professionally qualified, will have at least 2 years post qualifying experience, and has received training from the Programme Team as well as the opportunity to undertake the Professional Supervision module as part of their continuing professional development. The Visiting Placement Tutors also have access to their own VLE page containing all relevant forms, handbooks and further information. This will further support the student and practitioners in the field in becoming part of a wider community of practice.

The Visiting Placement Tutor will conduct a 3 way meeting with the student, the placement organisation and themselves to complete a Learning Agreement which outlines the expectations and responsibilities of all parties, and also the agreed tasks and learning outcomes for the student. Moving forward the Visiting Placement Tutor is the main point of contact for both the student and placement organisation should any practice issues occur.

The placement modules are an essential part of the programme allowing the student to demonstrate their ability to achieve the National Occupational Standards in Youth Work. The programme team will remain responsible for the assessment of placement learning activities. The placement learning activities include critically reflective journals and the design, delivery and evaluation of youth work sessions, as well as critical theoretical debate through online forums with peers. The assessment of the placement modules also includes reports from the Placement Supervisor who is able to observe the student's practice and flag any issues with the programme team regarding suitability for practice. The Placement Supervisor is the supervisor within the placement organisation who will have line management responsibility for the student. Where possible the Placement Supervisor will be JNC professionally qualified. Placement Supervisors also have the opportunity to attend the Professional Supervision module as part of their continuing professional development. Additional support is also provided by the programme team, and an end of placement review.

The cornerstone of the final year placement is a Viva Voce assessment which focuses on a professional discussion between the student, their peers, the academic team and professionals from the field; allowing the student the opportunity to share their professional identity and values and ensure that they meet the standards outlined for professional qualification.

22 Welsh medium provision

The programmes will be delivered through the medium of English. However, in line with Glyndŵr University Welsh Language policy students are entitled to submit assessments in the medium of Welsh. The programme has positive relationships with a number of organisations (such as the Urdd and GISDA) that are able to provide input and placement opportunities for Welsh speaking students, and are invited to input as part of the programme delivery in the medium of Welsh. Where students are on placement within a Welsh speaking organisation and their first language is Welsh then where possible a Welsh speaking Placement Supervisor will be identified. If possible a Welsh speaking Visiting Placement Tutor will also be allocated.

23 Assessment strategy

In selection of assessment methods it is essential that they are aligned with the overall aims of the programme, including the development of disciplinary skills (such as critical evaluation and problem solving) and, because of the professional nature of the programme, support the development of occupational competencies such as the National Occupational Standards. The programme team is aware of the needs and requirements of related or relevant careers that students may enter and recognises the need to use some form of assessed component at various points through the programme to enable students to compare and compete favourably with graduates from other courses.

Assessments are designed with the dual aims of supporting a student's professional development and their academic understanding. This builds knowledge and skill from a belief that being an excellent practitioner means not only working with people but also being able to express yourself in a range of ways that includes writing reports, documents and essays based on the collection and analysis of evidence to build an argument.

Throughout the programme, and within individual modules, a variety of assessment methods are employed which seek to demonstrate equity with respect to the individual

needs, learning styles and interests of students. The forms of assessment are selected to ensure that they characterise the academic level of the modules and are designed to enable students to explore the philosophies, concepts and theories underpinning youth work and community work, through the exploration and analysis of issues pertinent to these areas of social provision.

The transference of learning from one module to another is encouraged and the core modules provide a focus for this. As such, assessment methods on this undergraduate programme are used to develop a student's confidence and ability to carry out a range of transferable skills which are considered useful in both academic work and professional practice.

In line with the QAA Benchmark Statement for Youth and Community Work assessment within the programme is formative, summative and aligned to professional practice, drawing on a range of appropriate and inclusive assessment methods that meet the needs of diverse learners. There are specific assessment methods for practice-based learning. As per ETS Guidelines for Professional Endorsement students are also required to attend at least 80% of taught sessions to demonstrate professional standards and commitment and where possible this has now been written into the assessment of modules.

Assessment schedule

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Level 4			
YCW409 Placement 1 – Preparation for Professional Practice (40 credits)	Attendance – Pass/Fail Portfolio – 60% Supervisor Report – Pass/Fail Learning Logs – 10% Presentation- 30%	2000 words 500 Words 1500 words	End of Sem 2 End of Sem 2 Throughout Sem1/2 End of Sem 1
YCW411 Values and Principles of Youth and Community Work (40 credits)	Attendance – Pass/Fail Multiple Choice Questions – 10% Presentation – 30% Essay – 30% Group Poster Presentation – 30%	500 words 1000 words 1500 words 1000 words	Midpoint Sem1 Throughout Sem 1 Midpoint Sem 2 End of Sem 2
YCW413 Working Together to Safeguard Self and Others (20 credits)	Attendance – Pass/Fail Group Poster Presentation – 25% Case Study – 75%	1000 words 1500 words	Midpoint Sem 2 End of Sem 2
YCW412 Working Creatively with Groups (20 credits)	Attendance – Pass/Fail Group Poster Presentation – 50% Group Practical – pass/fail Reflective Practice – 50%	1000 words 1500 words	Midpoint Sem 1 Throughout Sem 1 End of Sem 2
YCW410 Theological Reflection (20 Credits)	Essay – 50% Learning Journals – 50%	2000 words 2000 words	Midpoint Sem 1 End of Sem 1
Level 5			
YCW507 Political and Sociological Perspectives in Youth and Community Work (20 credits)	Attendance – Pass/Fail Essay-100%	2500 words	End of Sem 1

YCW508 Research Methods (20 credits)	Attendance – Pass/Fail Group Presentation- 10% Essay – 50% Research Proposal – 40%	1000 words 1500 words 1500 words	Midpoint Sem 1 Dec Sem 1 Jan of Sem 1
YCW505 International Youth Work (20 Credits)	Attendance – Pass/Fail Essay – 100%	2500 words	End of Sem 1
YCW506 Placement 2 Integrating Professional Practice (60 Credits)	Attendance – Pass/Fail Portfolio – 40% Supervisor Report – Pass/Fail Learning Journal – 10% Presentation- 25% Report – 25%	2000 words 1000 words 1500 words 1500 words	End of Sem 2 End of Sem 2 Throughout Sem2 Midpoint Sem2 End of Sem 2
Level 6			
YCW610 Critical Analysis of Education in Youth and Community Work (20 Credits)	Attendance – Pass/Fail Essay – 75% Philosophy of Education statement- 25%	2000 words 1000 words	End of Sem 1 Midpoint Sem 1
YCW607 Leading in Contemporary Youth and Community Work Practice (20 credits)	Attendance – Pass/Fail Essay – 75% Group Poster Presentation – 25%	2500 Words 1000 Words	End of Sem 2 Midpoint of Sem 2
YCW608 Professional Supervision (20 credits)	Attendance – Pass/Fail Reflective Practice Assignments 100%	3500 Words	End of Sem 2
YCW611 Placement 3 Leading in Professional Practice (20 Credits)	Attendance – Pass/Fail Portfolio (Supervisor Reports & PDP) – Pass/Fail Learning Logs – 25% Oral Assessment – 75%	1000 words 2500 words	End of Sem 2 Throughout Sem1/2 April Sem 2
YCW609 Research Project (40 Credits)	Presentation – 10% Research Report – 90%	15 mins 6000 words	End of Sem 1 End of Sem 2

24 Assessment regulations

Derogations

The following derogations from academic regulations are in place for BA (Hons) Youth and Community Work (JNC):

Students are required to achieve a pass mark of at least 40% in all elements of assessment for all modules (except for YCW410 Theological Reflection which does not contribute to the JNC-recognised Qualification). Compensation is not permitted.

There are two attempts only for the three placement modules:

YCW409 Placement 1 – Preparation for Practice
YCW506 Placement 2 - Integrating Professional Practice
YCW611 Placement 3 - Leading in Professional Practice.

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

In borderline cases the Research Project module will be taken into account along with the other criteria as described in the academic regulations.

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Mandy Robbins

Programme team

Hayley Douglas
Jess Achilleos
Sally Ann Baker
Simon Stewart
Graduate Teaching Assistant (to be appointed)
Gillian Wilde

Quality management

There are two tiers of management for the programme: the programme leader and module leaders. The programme leader holds a strategic overview and the module leaders deal with the specific requirements of their modules.

Overall management of the programme rests with the programme leader who is responsible for:
- Ensuring that the programme runs smoothly including identification of modules leaders when vacancies arise.
- Organising and chairing programme meetings.
- Developing policies and processes related to aspects of quality enhancement for the programme.
- Working with programme team on curriculum development.
- Collating programme information and producing reports for boards e.g. AMR.
- Leading on programme review, development and validation.
- Dealing with student issues such as extenuating circumstances, extensions and student concerns.
- Promoting and marketing the programme with the programme team.
- Planning dates for assessment boards and liaising with the external examiners.
- Organising Student Voice Forum meetings.

The responsibility of the modules leaders is to ensure that their modules are delivered to the best possible standard:
- Developing the scheme of work for the module.
- Uploading and maintaining resources for the module on Moodle.
- Liaising with the programme leader over management and delivery of modules.
- Preparing the module handbook.
- Providing academic support for students.
- Arranging marking and moderation for the module in discussion with the programme leader.
- Evaluating the module and forwarding results to the programme leader.

- Arranging peer review of teaching.
- Making staff development needs known to the programme leader.

Quality assurance mechanisms are well established at University level and at programme level, these are invoked via programme team meetings, assessment boards, and annual monitoring reports. At subject level the programme leader reports at the subject team meeting at which the Associate Head is present. The Associate Head feeds back to School Board. School Board is responsible for the management of academic quality and standards within academic areas.

Student feedback is sought through the Student Voice Forums. These meet twice a year and representatives from across all levels of study attend. Student feedback is used to inform changes to the programme, but also where appropriate changes to University support services. Minutes of SVF are shared on the programme VLE page along with an update with regards to any actions from the minutes.

Student feedback is also gained through the National Student Survey. This is used to inform the development of the programme. It is of note that the programme received 100% for overall student satisfaction in the 2015/2016 academic year and scores on the other categories in the region of 95-100%. These have significantly increased from figures of around 60% in previous years and show the progress and positive changes that the programme has made.

Research and scholarship activity

It is recognised that the commitment to research is complemented by the University's on-going requirement to develop and evidence the forms and quality of scholarly activities undertaken by the team. Each member of the team is engaged in scholarly activity related to practice. This will be further enhanced by the appointment of a Graduate Teaching Assistant to the programme team.

The curriculum is informed by the research, scholarly activity and practice experience of the programme team. For example:

- Mandy Robbins was a Governor of George William's YMCA College for six years. Her research has focused on personality and individual differences. She is a regular participant at national and international conferences including the Society for the Scientific Study of Religion and the International Society of Empirical Research in Theology. She is on the editorial board of the *British Journal for Religious Education* and *Journal of Empirical Theology*. She is regularly asked to peer review for journals including, *Journal for the Scientific Study of Religion North American Journal of Psychology, Mental Health, Religion and Culture, and Personality and Individual Differences.* Mandy will be able to provide support on the Theological Reflection module and will be able to draw on her experience or research to support the team and students with research and publication.

- Sally-Ann Baker has significant experience in outdoor education, as well as vast research experience and publication in the field of health, education and psychology. Sally will be able to draw upon her experiences and knowledge to deliver the research methods and research reports modules and support students in undertaking their own research.

- Simon Stewart is an experienced Youth and Community Work practitioner with JNC status. He has experience of working in a range of youth work settings and supporting community development and integration in Northern Ireland. Simon's research area is International Youth Work and International Social Education and this informs the Level 5 module in this programme.

- Jess Achilleos is a qualified Youth and Community Worker with JNC professional status. She has practised as an informal educator across the formal education and voluntary sectors for the last 10 years and has over ten years of management and leadership experience. Her work as an informal educator has focused on supporting vulnerable young people who do not engage in education and she has worked closely with a number of schools and statutory services across the North West of England. Jess has been able to draw upon her practice experience and knowledge to develop the programme curriculum especially on modules such as Critical Analysis of Informal Education and Leading in Contemporary Youth and Community Work Practice for example.

- Hayley Douglas is a qualified Youth and Community Worker with JNC Professional Status. She has 15 years' experience of working in a variety of statutory and voluntary sector organisations across England and Wales. Hayley also has experience of community development work and has been able to draw upon this to reinforce the community element of the curriculum. Hayley has significant experience in safeguarding young people through her work as senior practitioner in Youth Justice and Team Leader in Barnardos, this experience and knowledge has helped to shape the Working Together to Safeguard Others module, and Professional Supervision for example. Hayley has conducted evaluative research for a project utilising construction skills in supporting NEET young people.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- Disability Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

Each student is allocated a personal tutor, and he or she is the nominated main contact person for the student's study and progression throughout the entire programme. In

practice there is regular and on-going access to staff who are able to provide academic, tutorial and personal support and guidance for students.

Students meet with their personal tutor at least twice a year to review academic progress and identify additional support required; with referrals being made as appropriate. Students can book additional appointments with their personal tutor should the need arise, and the personal tutor will provide additional support regarding attendance monitoring and retention if the student is considering suspending or withdrawing from the programme.

Programme specific support for students

- Support for Youth and Community students begins before students arrive with the admissions process designed to prepare those found to be suitable for their period of study. Even those considered 'not yet ready' for professional education receive guidance on how they can meet standards given should the make a future application.
- This supportive approach continues in induction with new students introduced to the university's full range of support possibilities. These are offered through central services such as: the Services Information Desk, Student and Programme Centre, the Library and the Student Union and includes: Welfare Advice; Financial support (Grants, Assembly learning support, start-up grants & contingency/hardship funding); Part-time student support; Counselling; Individual needs (disability & specific learning differences); Library & learning resources; Health & Wellbeing etc. This information is also provided in the, annually updated, Glyndŵr University Student Handbook and Programme Handbooks.
- As teaching unfolds, support becomes student-centred making use of year tutors, combined with an open and welcoming staff to provide help to any student. Students are seen individually, at least once a semester, and collectively at year-group tutorials.
- Youth and community students present a broad range of support issues, regularly seeking advice on personal matters such as relationships, some abusive, pregnancy and finance as well as work-related issues. Whilst employment related issues are not the University's responsibility, they are professional issues that could have an impact on suitability to practice. As such they are relevant to the process of the professional education for Youth and Community Work and, potentially, the student's ability to successfully complete the Youth and Community programme.
- Where these support issues have required adjustments to a student's registration or enrolment, tutors have involved the course administrator and programme leaders with reports made to a subsequent programme team meetings.
- The undergraduate programme is consistently populated by a significant proportion of those with disabilities, and those from communities where higher education participation rates are low, through personal tutorial support and inclusive learning, teaching and assessment strategies students are supported throughout their learning journeys.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/Governance/TheFile,64499,en.

pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Along with the support outlined above, the Youth and Community Work programme has an inclusive approach to recruitment, learning and teaching, and assessment. This is underpinned by the core value of anti-oppressive practice in youth and community work. Examples include:

- Module specifications that are written in plain English
- A variety of assessment methods staggered throughout the year to accommodate those with additional learning needs
- Personal Tutorial support
- Support through Learning Plans where required
- Ensuring that lectures and sessions are timetabled to meet the needs of parents and those who are carers for example
- The use of the VLE to provide additional support and resources to learners to access at times to suit their needs.