



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## MA Youth Work and Community Development

**Course Code: MYWCD**

**2021/22**

# MA Youth Work and Community Development (MYWCD)

## Applicant Course Specification for 2021/22 Postgraduate Entrants

Confirmed at March 2021

### General Information

<b>Award</b>	Master of Arts Youth Work and Community Development
<b>Contained Awards</b>	Postgraduate Diploma Youth Work and Community Development <i>Non-professional contained awards:</i> Master of Arts Youth and Community Studies Postgraduate Diploma Youth and Community Studies Postgraduate Certificate Youth and Community Studies
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
<b>Course Lengths and Standard Timescales</b>	Start dates are notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none"><li>• 18 months full-time</li></ul>
<b>Location of Delivery</b>	City Campus, Leeds, plus location of work placements
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning">www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning</a> . Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .
<b>Course Fees</b>	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

## Timetable Information

Timetables are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## Policies, Standards and Regulations [www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations)

The course follows the Academic Regulations except where noted below.

### *Fitness to Practise*

The course is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found [here](#). Students are expected to act in a professional manner at all times in line with the Policy.

### *Modules required to be passed*

The two placement modules are required to be passed to achieve the target award or the professional contained award, PG Diploma Youth Work and Community Development, with each component of assessment for these two modules to be passed at the threshold mark:

- Personal and Professional Development (the placement-related pass/fail assessment must be passed to pass the module)
- The Professional Practitioner - substantive placement

### *Placements*

In order to successfully complete the course and qualify as a youth and community worker, each student must undertake and pass all placements during their course. It is an NYA requirement that students must complete at least 50% of their placement in direct engagement with young people aged 11 to 25 years, but where the primary focus is 13 to 19 years. Students must undertake assessed practice in at least two settings, with a minimum of 150 hours on the alternative placement in the Personal and Professional Development module and a minimum 250 hours on the substantive placement in The Professional Practitioner-substantive placement module.

### *In the event of failure of placements*

Once a student is on placement, they are expected to conform to the expectations of their host agency. All students have an allocated Placement Tutor who will undertake a three-way meeting (or discussion) during their substantive placement. A focus on their fitness to practise will be discussed, where it is felt that this is not being met a student may 'fail' their placement. In the event of failure of any aspect of the placements, the student, course leader and Professional Practice Co-ordinator will determine whether this aspect can be re-assessed. If failure is deemed to be through lack of evidence of appropriate learning, students may be asked to complete a further piece of assessed practice. Students may be able to extend or retake the

placement at a suitable time. Where appropriate, this may involve an External Examiner (Fieldwork) meeting with them. However, where an issue of fitness to practise or misconduct is the reason for failure, the Fitness to Practise Policy and Procedures will be followed.

### *Attendance requirements*

Students are required to engage with all aspects of the taught course. Evidence of attendance, in excess of the minimum placement hours detailed within the module specification, must be presented. The student is responsible for providing evidence of completing their assessed practice placement hours. Failure to meet the attendance requirements, without evidence of mitigation, may result in a student only being eligible for a non-professional contained award. Where students are at risk of failing to meet the attendance requirement, they are seen in the first instance by their Academic Advisor, and if concerns remain the Course Leader or Course Director agrees an Action Plan/ Learning Contract.

### *Contained awards*

- PG Diploma Youth Work and Community Development (JNC): Professional contained award for students meeting the professional requirements of the target award but not the requirements of an MA award. Professionally validated award: Students who meet the University requirement for the award of PG Diploma and:
  - achieve minimum 80% academic attendance and 100% placement attendance as required by the NYA
  - successfully pass Personal and Professional Development module and The Professional Practitioner-substantive placement module.
- MA Youth and Community Studies: Non-professional contained award for eligible students not meeting the professional requirements of the target award noted above.
- PG Diploma Youth and Community Studies: Non-professional contained award for students not meeting the professional requirements of the target award nor the requirements of an MA award.
- PG Certificate: Non-professional contained award.

## **Your Key Contacts**

**Course Director** Alan Smith

**Academic Adviser** Confirmed at induction

**Course Administrator** Urszula Scibior, [urszula.scibior@leedsbeckett.ac.uk](mailto:urszula.scibior@leedsbeckett.ac.uk)

## **Work Placement Information**

### **Summary**

Students undertake two placements totalling 400 hours minimum during their course of study, 50% of which must be with young people aged between 11 and 25, but with a primary focus on 13 to 19 year olds. Students are encouraged to gain experience in new and challenging contexts, including international settings that meet both their individual learning needs and the NYA's Professional Validation and Curriculum Requirements guidance. The course is delivered on one day each week, allowing students to undertake a concurrent placement experience. As there are two assessed placements, their timing and weekly commitment is determined by the individual student's and placement's availability. All 400 hours should normally be completed prior to commencement of the dissertation in year 2.

### **Length**

400 hours

### **Location**

The course offers a wide diversity of placement opportunities, including short-term international placements during non-teaching periods. In addition, students can undertake placements with the National Citizens Service during the summer months. Students can 'self-source' their placement or be allocated a placement, and this is co-ordinated with support from the practice learning and employability unit who maintain an up-to-date list of available placement agencies. These include alternative education providers; youth centres; community centres; environmental projects; schools; behaviour support units; mentoring projects; sports-based provision; arts and drama provision; mental health services; and young offender institutions.

## **Professional Accreditation or Recognition Associated with the Course**

### **Professional Body**

National Youth Agency

### **Accreditation/ Recognition Summary**

This course gives graduates the status of professionally qualified youth and community worker, as recognised by the Joint Negotiating Committee (JNC).

## **Course Overview**

### **Aims**

This course aims to provide students with the necessary knowledge, skills and values required by the NYA in its Professional Validation and Curriculum Requirements guidance to achieve a professional qualification. A distinctive aspect of the youth work and community development courses at the University has been the priority given to learning through reflection and the emphasis on the contribution of theory to practice and of practice to theory. As such, the MA encourages students to: critically examine previously held assumptions about themselves, others and society; question traditional concepts such as 'youth' and 'community'; recognise and explore contradictions inherent in youth work and community development such as the tension between empowerment and social control, and; to promote enterprising, sustainable and ethical practice.

While the main focus of the professional validation is Youth Work, the MA course seeks to encourage students to understand the diverse family and community contexts in which young people live and the contribution they make. The aim is to equip our students with knowledge and skills to enable them to respond creatively to change taking place in families and communities whether of identity, interest and or location. The view is that there are common and defining principles which underpin youth work, work with young people and community development.

Similarly, the impact of the changing political world, a decade of public sector austerity measures and the impact of globalisation on young people and communities has taken on a greater significance in the curriculum and placement opportunities. The contexts for practice are changing and innovative models of evidence based practice are evolving to meet the demands and needs of new and diverse constituencies including newly arrived migrants and unaccompanied asylum seeking children, survivors of child sexual exploitation, those with mental health concerns, homeless people, and young people struggling to survive in mainstream education. Inter-agency working within and across different sectors has become an established requirement for all public sector work and this has resulted in models of practice that have the potential to complement and reinforce the significance of youth work and community development. These models include coaching and mindfulness, participatory practice, mentoring, counselling, mediation and restorative practice. The MA course introduces students to inter-professional working, models of evidence based practice and approaches used, and raises awareness of the professional roles and responsibilities that are inherent with a changing and diverse workforce.

The overall aim of the course is therefore to develop qualified workers who can demonstrate skills for employment and future learning and have attributes valued by employers within the specific youth and community work workforce and wider related settings; this includes the ability to undertake primary research and evaluation into areas of professional practice, using a wide range of approaches and evidence.

### **Course Learning Outcomes**

At the end of the course, students will:

- 1 Have developed a sophisticated understanding of the place of social sciences in the professional and applied contexts of youth work and community development practices.
- 2 Have gained a critical understanding of, and ability to employ knowledge, skills and values that reflect 'best and innovative practice' in complex situations.
- 3 Be able to adopt an enquiring, analytical and critical disposition towards policy and practice relating to young people and communities.
- 4 Have developed a reflexive approach to new and creative forms of learning including digital literacy.
- 5 Be able to critically assess and evaluate new and evolving models of practice and potential synergies with youth and community work.
- 6 Be able to critically analyse the significance and impact of global political events on young people and local communities and support appropriate practice interventions.

## Teaching and Learning Activities

### Summary

The course emphasises peer-learning and co-production of knowledge, in line with the professional value-base, and beliefs about the relationship between teacher and learner. This is experienced as a ‘workshop’ style approach to encourage everyone to participate. To enable students to make the most of this approach, significant emphasis is placed on preparatory work which is either uploaded in the VLE in support of ‘flipped learning’ or provided as module readers. This shared approach to learning is further embedded through the use of debates, in-class activities and small group tasks.

Within the *Contemporary Approaches to Management, Leadership and Enterprise* module, students work in small teams to develop a project bid against a tender, and present this to a panel of senior staff from local youth and community work projects. Within the current context of youth and community work management the ability to write and present funding bids and project proposals is a growing area of practice.

In addition to the main taught modules, the *Personal and Professional Development* workshops are delivered throughout the year; these are central to how students prepare for, and engage with, studying and undertaking practice placements. As well as sessions on postgraduate study skills, employability and practitioner-based research, there will be a focus on tasks contained within the placement portfolio, including developing reflective practice skills, understanding safeguarding policies and practice, risk-assessments and asset-based community development.

*Understanding Social Research and Evaluation* is taught across the School’s postgraduate portfolio and means youth work and community development students will be working alongside students from a range of other disciplines, usually those studying psychological therapies and mental health or community nursing. This enhances their interdisciplinary learning and creates a further opportunity to experience inter-professional teaching and learning approaches. Once this module is completed, students can start to think about their eventual dissertation, which is the culmination of their studies. This is undertaken with an individual research supervisor and will be delivered through a series of supervision tutorials.

During the course, students undertake two periods of assessed practice with support from a suitably qualified and experienced practice supervisor on placement. During *The Professional Practitioner - substantive placement* module, students will be visited by a member of the course team, to undertake their summative practice assessment. This is usually their Personal Tutor/Academic Adviser, who will support them throughout their studies.

### Your Modules

This information is correct for students progressing through the programme within standard timescales. Details of module delivery will be provided in your timetable. All modules are core.

<b>Year 1: Semester 1 (January)</b>	<b>Semester 2 (September)</b>
Promoting Inclusive Practice (20 credits)	Critical Perspectives in Youth Work and Community Development (20 credits)
Personal and Professional Development (20 credits)	Personal and Professional Development (20 credits) *continued from semester 1

<b>Year 1:</b> <b>Semester 1 (January)</b>	<b>Semester 2 (September)</b>
Contemporary Approaches to Management, Leadership and Enterprise (20 credits)	Understanding Social Research and Evaluation (20 credits)
The Professional Practitioner–substantive placement (20 credits)	The Professional Practitioner–substantive placement (20 credits) <i>*continued from semester 1</i>

<b>Year 2</b>
Dissertation (60 credits)

## Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, placement activities and independent study. As the substantive placement is situated in The Professional Practitioner-substantive placement module, the total notional hours for this 20 credit module exceed 200 hours and total 265 hours. Modules may have more than one component of assessment.

### Assessment

On this course students are assessed by coursework with practical skills assessments. Students are assessed on placement.

### Workload

Overall workload	Hours
Teaching and Learning	216
Independent Study and Assessment	1249
Placement	400
Total	1865

## Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team



in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

Within MyBeckett there are two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.