



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**BA (Hons) Youth  
Work and  
Community  
Development  
(JNC)**

**Course Code: YWDCJ**

**2021/22**

# BA (Hons) Youth Work and Community Development (JNC) (YWDCJ)

## Applicant Course Specification for 2021/22 Undergraduate Entrants

Confirmed at March 2021

### General Information

<b>Award</b>	Bachelor of Arts with Honours Youth Work and Community Development (JNC)
<b>Contained Awards</b>	Bachelor of Arts with Honours Applied Social and Community Studies Bachelor of Arts Youth and Community Studies Diploma of Higher Education Youth and Community Studies Certificate of Higher Education Working with Children and Young People
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
<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>• 3 years, full-time</li></ul>
<b>Location of Delivery</b>	City Campus, Leeds, plus location of 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.

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 level 5 and 6 practice placement modules and the level 4 work-related module (and all their components) must be passed to achieve the target award, BA (Hons) Youth Work and Community Development (JNC), with each component of assessment for these modules to be passed at a minimum of 40% and the pass/fail assessment must be passed:

- Level 4 Working Positively: Empowering Relationships
- Level 5 Practice Placement: Facilitating Learning
- Level 6 Practice Placement: Leading and Developing Practice

### *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.

### *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 completes their Professional Dialogue assessment in year 2 and year 3 and may undertake a three-way meeting (or discussion) during the placement. A focus on their fitness to practise is 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 determines 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 is 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.

## **Your Key Contacts**

<b>Course Director</b>	Alan Smith
<b>Academic Advisor</b>	Confirmed at induction
<b>Course Administrator</b>	Urszula Scibior <a href="mailto:u.scibior@leedsbeckett.ac.uk">u.scibior@leedsbeckett.ac.uk</a>

## **Placement Information**

### **Summary**

Students must complete at least 50% of their placements in direct engagement with young people aged 11 to 25 years, but where the primary focus is 13 to 19 years.

### **Length**

Level 4: 100 hours of work-related learning.

Level 5: 325 placement hours.

Level 6: 325 placement hours and 150 hours of work-related learning.

### **Location**

Local, regional, national and international

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

### **Professional Body**

National Youth Agency (NYA)

### **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 at graduate level. A distinctive aspect of the youth work and community development programmes 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 course 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 process is Youth Work, the 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. Our 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 (particularly post-Brexit), 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 development of a School-wide portfolio of courses for those who work with individuals and groups in community-based settings introduces students to inter-professional working, interdisciplinary learning, models of evidence based practice and approaches used, and raises awareness of the professional roles and responsibilities that are inherent within 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 understand and apply national policies and guidance, including the Department for Education (2017) *Working Together to Safeguard Children*; to be able to undertake primary research and evaluation into areas of professional practice, using a wide range of approaches and evidence that guide and inform future practices.

## Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Have developed a critical understanding of the place of social sciences in the professional and applied contexts of youth work and community development practices.
- 2 Have developed the 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 approach to applying policy to their practice as it relates 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

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. In the majority of modules, 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 online debates, in-class activities and small group tasks.

In order to support students in their transition to University, many of the modules encourage small group working and an opportunity to practise and develop skills. This will be replicated through group activities and online seminars. At level 5, in the option modules, the learning and teaching activities are very practically focussed, whilst at level 6 part of the *Management, Leadership and Enterprise* module requires students to work in small teams to undertake a very practical task, usually a funding bid, 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 undertake a practice-focussed enquiry or write and present funding bids and project proposals is a growing area of practice.

In addition to the taught modules, the practice placement modules include taught workshops to prepare students for undertaking their work-related learning and practice placements. These include a specific introductory course which is delivered online and covers safeguarding and child protection which must be completed prior to undertaking the level 4 Work-Related Learning. There are other level specific sessions on employability, developing reflective practice skills, understanding how to apply safeguarding policies in practice, risk-assessments and asset-based community development. These workshops are co-ordinated by our Practice Placement Co-ordinator and include external speakers and inputs from staff within the University.

A range of assessment tools are used reflecting both the diversity of knowledge and skills being assessed, and the need to provide students with a range of means of demonstrating their achievement of Learning Outcomes. Assessments include written and visual assignments, group presentations, reflective learning (v)logs, reports, digital learning objects, group projects, authentic experience exercises and in class tasks.

Digital learning objects and digital audio and video tools are used to support teaching and learning. These are introduced at level 4 to support their digital leaning and communication. Students are asked to produce a digital communication output in the *Politics of Everyday Life* module and the *Engaging and Communicating* module. These outputs take the form of a podcast/(v)log for the *Politics of Everyday Life* module and a practice skills video within the *Engaging and Communicating* module. Multimedia sources are used to engage and support students learning in a comprehensive manner throughout the course please see the VLE section for further discussion.

During the second and third year of the course, students undertake two periods of assessed practice with support from a suitably qualified and experienced practice supervisor on placement. Each placement has a specific focus, and students are supported by a member of the course team and a supervisor, to identify individual learning outcomes, role and responsibilities. The summative practice assessment is completed by a member of the course team, based on feedback and evidence from the student and their supervisor. In addition to the formal teaching and assessment roles undertaken by staff, every year group has a Level Tutor, and access to an Academic Adviser who works to support their personal and professional development.

## Your Modules

This information is correct for students progressing through the course in standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery is provided in your timetable.

<b>Level 4</b>			
<b>Semester 1</b>	<b>Core Y/N</b>	<b>Semester 2</b>	<b>Core Y/N</b>
Professional and Academic Skills (20 credits)	Y	Human Growth and Development across the Lifespan (20)	Y
Politics of Everyday Life (20)	Y	Social Justice and Inequality (20)	Y
		Engaging and Communicating (20)	Y
Working Positively: Empowering Relationships (20)	Y	Working Positively: Empowering Relationships (20) <i>*continued from semester 1</i>	Y

<b>Level 5</b>			
<b>Semester 1</b>	<b>Core Y/N</b>	<b>Semester 2</b>	<b>Core Y/N</b>
History and Ideologies of Youth and Community Work (20)	Y	Working in Communities (20)	Y
Practice Placement: Facilitating Learning (40)	Y	Developing Research in Practice: Young People and Communities (20)	Y
		One option module, all (20 credits) credits:	N

Level 5			
Semester 1	Core Y/N	Semester 2	Core Y/N
		<ul style="list-style-type: none"> <li>• Drama and Creative Arts: Creative Ways of Working with Individuals and Groups</li> <li>• Emerging Issues in Practice</li> <li>• Informal Education Approach to Health and Wellbeing</li> <li>• Outdoor and Adventurous Activities</li> </ul>	

Level 6			
Semester 1	Core Y/N	Semester 2	Core Y/N
The Global Practitioner (20)	Y	Practice Placement: Leading and Developing Practice (40)	Y
Contemporary Challenges for Practice: Working with Children, Young People and Families (20)	Y		
Management, Leadership and Enterprise (20)	Y	Practitioner Enquiry (20)	Y

*NB The option modules are indicative of a typical year and there may be some variance in the availability of option modules.*

## Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard (20 credits) credit module equates to 200 notional learning hours, comprising teaching, learning and assessment, placement activities and guided independent study. Modules may have more than one component of assessment.

### Assessment

Level 4 is assessed mainly by coursework with some practical assessments.

Level 5 is assessed mainly by coursework with some practical assessments.

Level 6 is assessed mainly by coursework with some practical assessments.

Placement experiences are assessed.

### Workload

Overall workload in hours	Level 4	Level 5	Level 6
Teaching and Learning	210	156	150
Independent Study and Assessment	890	719	475
Placement	100	325	575

Overall workload in hours	Level 4	Level 5	Level 6
Total	1200	1200	1200

## 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.