



Youth and Community Work

Institute of Education

BA (Hons)

Youth & Community Work

Programme Handbook

2023-2024

Welcome to Plymouth Marjon University and the School of Education

Welcome! If you are joining us to start your course or returning to continue your studies, I hope that you enjoy and value your time at Plymouth Marjon University over the coming years. Your time at the University is the beginning of something new and very special for you, and we are here to help you to meet your potential in your studies.

Everything we teach and research in the School of Education makes a difference to communities and individuals, and this is the path you are following. Your studies will make a difference to the people and communities you work with and you should be very proud of this.

The university experience is about more than getting a qualification though, it is about meeting new people and making new friends, developing your thinking about the world in general and having fun along the way. Your tutors and I are here to help you every step of the way so please come and talk to us to share your hopes, challenges, and achievements. I wish you every success in your studies.

This handbook provides you with information that you will need on your course. You should find it helpful when you first start, when you are preparing for assessment and at any time that you need help or advice in connection with your studies here. You will also receive a handbook for each module you study on your course. The programme team are looking forward to working with you this year and we hope that your time studying with us at Plymouth Marjon University is both enjoyable and successful.

You are enrolled on an apprenticeship course that is preparing you for a career that carries with it both privilege and responsibility. You should be proud of the profession you are preparing to enter into, and look forward to upholding the values and standards that have made Youth Work in the UK, so well regarded across the world. It is important that you conduct yourself professionally at all times in order to justify the trust young people place in our profession. This can take some getting used to at first, but your programme team and employers are here to support you. Throughout your course you will learn about the values and principles that is expected from youth workers. You will develop and be assessed on the knowledge, skills and attitude that you need to become a youth worker.

On behalf of Plymouth Marjon University and the whole programme team I would like to wish you well in your studies – we hope you have a great time.

Miles Smith, Associate Dean for Education

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Introduction and welcome

Welcome to new students taking BA (Hons) Youth & Community Work. This handbook provides clear information relating to the course. It is one of three significant documents on Canvas that you will need to refer to from time to time. These are:

- The Student Regulations Framework
- The Youth and Community Work Programme Handbook (this book)
- The Professional Practice Handbook

The Youth & Community Work course is situated within the School of Education. The teaching team are committed to quality in learning and teaching. As part of our commitment to quality we positively encourage formal and informal student evaluation of the courses we deliver. We invite student engagement and feedback on the course through:

- informal comment
- mid-module evaluation and end-of-semester evaluation
- the Student Staff Liaison Committee (SSLC). The SSLC is described more fully later in the handbook.

We are here to help you do as well as you possibly can and we want you to enjoy your time studying Youth & Community Work. Your ideas for improvements to the course are important to us, so please take advantage of the opportunities on offer to make suggestions for development.

Students successfully graduating from the course will receive certification / transcripts that clearly state that the programme meets the requirement for professional validation by the National Youth Agency and is therefore recognised by the Joint Negotiating Committee conferring professional qualification status in Youth & Community Work in England.

We look forward to working with you in the years ahead - the journey begins!

Tracy Hayes
Programme Leader

Teaching and Support Staff

The core staff teaching on the BA Youth & Community Work programme hold the JNC qualification in youth work and have practiced in a range of youth work settings. One of these members of staff will act as your Personal Development Tutor and your placement tutor. You may also meet a range of other staff from the wider department who bring a wealth of experience of multi-disciplinary academic and practice backgrounds. The profiles and contact details of the core team and Student Admin can be found in appendix A.

Communication between Staff and Students

Whilst you will be expected to manage your own learning and work independently outside lectures and seminars, we aim to provide an environment which supports you in doing this. You are likely to need to speak to lecturers and tutors outside formal teaching time, and in relation to placements. However, contacting staff can be difficult sometimes as lecturers have a whole range of teaching, research, and administration and fieldwork duties and will not always be available in their offices.

Teaching staff can best be contacted by e-mail or by arranging a visit during their 'office hours' – see notices on staff office doors to check the times they are available to see students.

Personal Development Tutors

Whilst on your programme of study at Plymouth Marjon University, you will be allocated a Personal Development Tutor, normally for the full period of your study.

Personal Development Tutors are part of a network of support designed to enable all students to achieve their full potential. The Personal Development Tutor is a vital link between you, your academic and fieldwork experience and the other professional and support services at the University (e.g. Student Support; Marjon Students Union). New students will be informed at induction, and in any event no later than their first week, who their Personal Development Tutor will be. Every new student on a taught programme will have a meeting with their Personal Development Tutor in the first Week (or on arrival if late) either individually or in a group.

Please ensure you attend this first meeting.

Professional Development

Your Personal Development Tutor will meet with you each semester to support your on-going academic and professional development. The meetings will be supervisory in nature, providing a course-long holistic approach through which you will be encouraged to critically reflect on your personal and professional values and identity in the context of a changing field of practice.

Student Staff Liaison Committee (SSLC)

Getting feedback from students is important to us and one way of doing that is through the Student Staff Liaison Committee which meets twice a year. Two student reps are elected by each year group to attend the committee meetings. Issues you wish to raise should be forwarded to your year reps. Minutes of the Student Staff Liaison Committee are posted on Canvas and are received by the Executive Dean. SSLC reps from all programmes also attend the Student Experience Council; this is where matters beyond

the programme can be raised. The role of the Student Rep is a highly rewarding one. You will make a real difference to the student experience by discussing and influencing important decisions and changes at the University.

Student Support

Undertaking a degree is a major commitment. In addition to your study, we understand that students have a life outside of the University which may have an impact on their studies. At the University we provide a range of services to support students – see appendix B for further information on Student Support.

The Student Regulations Framework – available via MyMarjon

The Student Regulations Framework is basically a ‘rule book’. It sets out all the regulations, guidelines and procedures which the University operates in relation to managing teaching and learning. It is also an essential guide to ‘what to do, where, and how to do it’.

This programme is bound by the University’s academic regulations. Please refer to the Student Regulations Framework for information about the regulations, registration and changes to module choices; programme interruption and withdrawal; generic assessment information; regulations concerning failure and reassessment; regulations for awards; academic dishonesty; the appeals procedure; the complaints procedure; examination arrangements; dissertation guidelines and the APA System of Referencing.

The Learning & Teaching Strategy (2020-2025)

The University has a long and distinguished record in learning and teaching practices. The Vision as set out in the Learning & Teaching Strategy is as follows:

To inspire creative and engaging learning environments, to embrace the holistic development of all those within the University community and to deliver an authenticity of experience to empower self realisation.

The University values are at the heart of all learning and teaching; they are inspired by our ambitions for the future, encouraging both the ability and the aspiration to improve lives for all. Our community of learners, academics and stakeholders will draw on innovative pedagogy, discipline-based research and practice-based experience. The curriculum will be enriched by local, regional and international partnerships providing opportunities for the development of novel and adaptive thinking, trans-disciplinarity and cross-cultural competencies.

Our approach to learning and teaching is set out in the Programme Specification. In brief, a range of learning and teaching approaches is utilised on the programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue to model the practice you will employ in your youth & community work practice. The University has a strategic aim of students becoming responsible partners in their learning and co-creators of knowledge within a values-based, inclusive and diverse university

context. This aim has provided opportunities to develop teaching and learning approaches that encourage students to become active partners in creating learning.

Emphasis is placed on working in small groups, starting from strengths, encouraging active participation and, in some modules (YCWC54, YCWD53 and YCWH52) students act as co-producers. Participation is developmental; at level 4 students participate in small learning groups including seminars and workshops. At level 5 there is particular emphasis on developing group /project facilitation & leadership skills. At Level 6 students design and deliver educational workshops. Students are encouraged to develop confidence in using their practice as a site of analysis to enable discussion and enhance their own and others' learning. This approach models youth and community work practice as far as practicable and aims to enable students to work with young people and communities to take control and ownership of their own learning.

Aims of the BA (Hons) Youth & Community Work

The programme aims to:

- enable students to develop a competent level of knowledge and understanding and independent learning ability commensurate with an Honours degree level award and professional practitioner status.
- promote understanding of young people and communities in the context of difference and inequality through which students develop inclusive and anti-oppressive practice.
- promote understanding of youth and community work characterised by its attention to values, principles, purposes and processes, and enable students to develop an educational practice compatible with these.
- encourage students to be reflexive and reflective practitioners in order that they have confidence in their ability to explore complex professional dilemmas from an ethical base.
- enable students to develop a strong sense of their own professional identity, enabling them to engage critically with a variety of policy contexts and with complex fields of accountability.

The development of **professional identity** is an integral part of reflective practice and is explicitly discussed in the following modules:

- Year 1: YCWC51, YCWC52, YCWC55, YCWCP4
- Year 2: YCWD51, YCWD53, YCWD54, YCWDP5
- Year 3: YCWH51, YCWH53, YCWHP6, YCWH54

Programme Outcomes:

This programme is designed to enable students to simultaneously develop their knowledge and understanding, intellectual skills and practice skills in order that they emerge as effective, reflective practitioners. Students study and practice (fieldwork) at all levels of the programme and the integration of theory and practice is emphasised in all modules. Competency will be developed in interpersonal, intervention and groupwork work skills through discursive teaching and active engagement in university-based and placement based learning. The programme outcomes are informed by the National Occupational Standards for Youth Work; students are required to demonstrate competency in all of these during their placement learning. Programme outcomes have been drafted in such a way that they emphasise the integration of theory and practice.

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. Knowledge and understanding of the key concepts and principles relevant to youth & community work practice.
2. Awareness of ethical issues in youth and community work, with an ability to discuss these in relation to the lives of individuals and communities.
3. Understanding of the role of the youth & community worker as informal educator and of different models, approaches and methods of practice.
4. Awareness of their professional role, including the understanding of values, ethics and critical reflective practice.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. Ability to analyse using given classifications/principles.
6. Ability to synthesise ideas and information in a predictable and standard format.
7. Confidence to use their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to apply tools/methods accurately and carefully to a well-defined problem relevant to youth & community work and begin to appreciate the complexity of issues.

Practical skills:

By the end of this level students should be able to demonstrate:

9. Ability to operate in predictable, defined contexts using a range of techniques.
10. Ability to select, plan and deliver appropriate approaches from a range of intervention methods to facilitate individual and collective learning.
11. Confidence to manage self, including a commitment to continuing professional development.
12. Ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

13. Ability to communicate in a variety of forms, working effectively with others as a member of a group and meet obligations to others.
14. Ability to select and manage information using appropriate ICT.
15. Ability to evaluate their own strengths and weaknesses within criteria largely set by others.
16. Ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Level 5 Learning Outcomes**Knowledge & understanding:**

By the end of this level students should be able to demonstrate:

1. Detailed knowledge of major theories relevant to youth & community work practice.
2. Awareness of wider social and environmental implications of youth and community work practice in the lives of individuals and communities.
3. Awareness of their professional role within partnership, integrated teams and multi-professional practice.
4. Ability to debate issues in relation to more general ethical perspectives.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. Ability to analyse a range of information using given classifications/principles and to compare alternative methods and techniques for obtaining data/information.

6. Ability to reformat a range of ideas and information in relation to youth and community work.
7. Confidence in using their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to design a research study within an ethical research framework relevant to youth and community work.

Practical skills:

By the end of this level students should be able to demonstrate:

9. Skills necessary to facilitate democratic and inclusive practice and understanding of wider developments of youth & community work practice.
10. Ability to develop interpersonal and intervention work with individuals and groups.
11. Confidence to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.
12. Awareness of how to operate as a reflective practitioner, awareness of professional actions and behaviours and be able to make informed judgements on ethical and professional issues.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

13. Ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.
14. Ability to select and use appropriate quantitative and qualitative techniques for data collection and presentation.
15. Ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.
16. Ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity.

Programme Level Outcomes (Level 6)

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Detailed knowledge of the key concepts and theoretical frameworks relevant to youth & community work practice.
2. Awareness of the interpersonal, intrapersonal and the cultural and structural aspects of power relationships and the impact of injustice and inequality on the lives of individuals and communities.
3. Comprehensive understanding of the role of the youth & community worker as informal educator and of different models, approaches and methods of practice.
4. Awareness of their professional role and their contribution to partnership, integrated teams and multi-professional practice.
5. Appreciation of the centrality of values, ethics and critical reflective practice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. Ability to analyse policies and practices in the light of a range of theoretical perspectives.
7. Confidence to articulate and defend the criteria on which intellectual and professional judgements are made in relation to youth and community work.
8. Confidence and flexibility in using their knowledge and understanding critically to locate and justify a personal position in relation to their role.
9. Ability to conduct research within an ethical research framework relevant to youth & community work.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. Skills necessary to foster democratic and inclusive practice and contribute to wider developments of youth & community work practice.
11. Skilful interpersonal and intervention work with individuals and groups.
12. Ability to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.
13. Ability to manage self, staff and resources, including a commitment to continuing professional development in response to change.
14. Confidence to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours and be able to make informed judgements on complex ethical and professional issues.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

15. Ability to communicate effectively in a variety of forms.
16. Ability to work effectively as a member of a team and select leadership responsibility where appropriate.
17. Ability to select and manage information using appropriate ICT.
18. Ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
19. Confidence to challenge received opinion and engage in professional debate.
20. Ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

In addition to meeting the programme outcomes above, students will be expected to evidence meeting the [National Occupational Standards \(NOS\) for Youth Work](#).

Values, Ethics and Professional Conduct

Youth Work Values

(taken from Youth Work in England: Policy, Practice and the National Occupational Standards (NYA 2020))

Working with representatives of the sectors within youth work, a suite of values has been agreed which distinguishes youth work from other, sometimes related activities involving young people. These values are at the core of the work undertaken within youth work and underpin the standards; recognising that at the heart of all youth work is a young person-led approach.

It is also recognised that these values need to be placed within the local, social and political context within which youth work activities are undertaken, and of which youth workers will need to be aware. These values also illustrate how youth work is involved in the holistic development of young people, and are as follows:

Participation and active involvement

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them.

Equity, diversity and inclusion:

- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- It is underpinned by the principles of equity, diversity and interdependence.

Partnership with young people and others

- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential.

Personal, social and political development:

- It is concerned with how young people feel, and not just with what they know and can do,
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live

- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues

Ethical Practice

Youth and Community Work can and should include a variety of approaches and ways of working that are each rooted in distinct and separate ideological and value bases. The values we work from determine practice, and it is, therefore, essential that we are clear about our personal and professional values. The Institute for Youth Work's Code of Ethics can be found in Appendix C.

The course recognises that:

- youth and community workers are involved in an educational process to bring about change.
- individuals and communities have the ability to change themselves through independent and collective action.
- the professional task is to facilitate, enable and empower through practice which raises consciousness and challenges the existing social order, and which also enhances ability and willingness to understand social conditions and situations and work for their transformation when these are considered unfair.
- it is important to develop collaborative and partnership working relationships.
- it is necessary to recognise and confront inequality and discrimination and respect diversity and difference.

This stance is reflected in both the process and content of the course. An approach to learning is taken which builds on the contribution and experience of students and develops the ability to recognise the values implicit in knowledge and models of practice. The course is seen as a collaborative venture in which efficient and equitable working relationships between students and staff are essential. Understanding and confronting inequality is a theme that permeates the course.

The central issues of class, race, gender, sexuality and disability will be tackled as discrete topics in YCWC03 but will also inform learning throughout the course. With peer group support and in tutorial groups students will be challenged with the necessity of developing their self-awareness and self-confidence whilst staying critically reflective towards what will be a dynamic mix of personal and professional values.

Fitness to Practice

(see Section 10 in Student Regulations Framework for more information)

Plymouth Marjon University offers several professionally accredited programmes (as indicated in the relevant programme specifications). These programmes are practise-centred and are directed towards the achievement of professional competence. In such programmes, academic success alone may not meet all of the professional requirements; for example, these might include ethical, moral or behaviour matters and in some situations the impact of certain physical and mental health conditions. Upon graduation students must be able to contribute effectively to their chosen profession and operate as competent professionals. This fitness to practise procedure aims to ensure that students are fit to practise whilst also helping to ensure user, client or pupil safety and public trust in the relevant profession.

Acceptance on Programmes

Before commencing a programme that includes a licence to practise, each student must undergo a Disclosure and Barring Service (DBS) check. If a student fails to fulfil the requirements of the relevant profession in this respect s/he would not be admitted to study for that profession or to practise it. The nature of a small number of less serious convictions is such that they would not debar a person from admission to the programme or from professional practice. The purpose of the DBS screening is to protect the public. The need to protect the public also applies to students throughout their programme and to professionals in practice.

Professional Misconduct

The NYA require all students to demonstrate developing professionalism so as to comply fully with their Professional Standards / Code of Conduct on completion of the programme. The relevant Codes / Standards are made available to students at the commencement of the programme. Professional misconduct includes criminal convictions, behaviour that would bring the profession into disrepute and behaviour that puts at risk the proper operation of clinical practice and/or client confidence. The procedure for dealing with alleged misconduct is set out in the Student Misconduct Procedure (see section 15 in the Student Regulations framework).

Professional Unsuitability

Sometimes, even where professional misconduct is not involved and/or patient/client safety is not at risk, it may become apparent that a student is unsuitable for the profession for which s/he is studying. The student, his/her tutors or a placement provider may be the first to notice this. Any student who has doubts about his/her suitability for the profession for which s/he is training should discuss the situation informally with a tutor as soon as possible. Where a member of staff or placement provider feels that a student may be unsuitable the matter should be reported to the relevant member of University staff responsible for supporting students during the placement period, who should discuss matters informally with the student. In some cases the issues of concern may be resolved by appropriate informal support and guidance. If the unsuitability is felt to be of a temporary nature, an interruption of study may be the most appropriate course of action. If

the matter cannot be resolved informally or if client / pupil safety is at risk the formal procedure in section 6 will need to be used.

Equality and Diversity

Everyone within our community has rights and responsibilities in respect of equality and diversity. *You have the right* to expect a safe and respectful learning environment with inclusive access to learning and teaching. *You have a responsibility* to ensure you treat other students, staff and those you come into contact with through placements, with respect. We hope that the University meets everyone's expectations in terms of equality, however should you need to raise any issues of concern with us during your time here the Student Regulations Framework provides information on our Complaints, Appeals, Misconduct and Fitness for Professional Practice procedures. You should also note that we have an additional informal and confidential equality process through which anyone can let us know if they feel they have been discriminated against by others in our community. If you wish to tell us about any discrimination that has happened to you during your time here, contact the Student Union President, the Head of Student Support or the Equality & Diversity Co-ordinator or complete a [Discriminatory Reporting](#) form.

The National Occupational Standards

The National Occupational Standards

The Youth Work National Occupational Standards (NOS) aim to define the competencies required to carry out the functions carried out by the youth work workforce. The NOS are intended to describe the competencies required to fulfil the tasks required in the youth sector.

- A. Work with young people and others
- B. Facilitate learning and development of young people through planning and implementing learning activities in youth work
- C. Actively demonstrate commitment to inclusion, equity and young people's interests, health and wellbeing
- D. Plan and implement strategy and youth work activities for young people
- E. Develop, lead and manage self and others
- F. Work with communities

The Integration of the National Occupational Standards in the Course

Theoretical and practical material to help students develop abilities in the key roles identified by the National Occupational Standards is provided throughout both the university-based elements and fieldwork practice within the course.

Placements provide clear practical settings to test out knowledge and understanding and are an important source of evidence of ability. Placement contracts will be drawn up with the NOS in mind, and students' reflective diary and self-assessment report, along with the fieldwork supervisor's report should show how the NOS have been achieved. For this reason, students, fieldwork supervisors and University tutors need to familiarise themselves with the NOS.

The NOS are spread across all levels of the programme. For more information regarding this please refer to the relevant level Professional Practice Handbook. To find individual NOS on NOS Database: <https://www.ukstandards.org.uk/>

For professional endorsement there will be a requirement that students achieve all aspects of the key roles that are defined by the programme.

The structure and content of the youth and community work programme

Course Overview

The BA (Hons) Youth & Community Work is a single honours programme which leads to both an academic award and a professional qualification and hence there are specific regulations that apply.

To qualify for the BA (Honours) Youth and Community Work the student must:

- Pass all professional practice modules with an overall grade of 40% or above
- Meet the attendance requirements as described below

Student Attendance

The programme has a minimum requirement of 80% attendance necessary to ensure professional formation. Attendance on-site is recorded electronically via a 'check in /check out' system across the University. Students' use of the VLE is also recorded electronically. Data is accessed for monitoring purposes by Module Leaders and the Programme Leader. The system flags any student whose engagement drops supporting the Personal Development Tutor / Programme Leader to make appropriate intervention in order to identify and support the student to address the cause.

Ethical Practice

Students on this programme are required to develop an ethical approach to practice, guided by the Youth Work Values (YW00 Youth Work National Occupational Standards), the Ethical Conduct in Youth Work (NYA 2004), the Code of Ethics (Institute of Youth Work) and the University's 'Assessment of Fitness to Practice'.

The academic award and the professional status are inextricably linked and cannot be conferred separately. Where students are awarded academic credits but have failed to meet the professional requirements of the placement modules, they may transfer at each level to the BA (Hons) Youth & Community Studies programme.

Programme Structure: BA (Hons) Youth & Community Work

Level 4

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non- Condonable
YCWC55	Engaging with Learning: Youth & Community Work	20	40% practical 60% coursework	1	Compulsory	Condonable
YCWC51	Intro to YCW: Principles and practices	20	100% coursework	1	Compulsory	Condonable

YCWC52	Interpersonal communication and relationship skills	20	100% coursework	2	Compulsory	Condonable
YCWCP4	Professional Practice L4	20	100% coursework	2	Compulsory	Non-condonable
YCWC53	Diversity, inclusion and social justice	20	50% coursework 50% practical	3	Compulsory	Condonable
YCWC54	Issues and Interventions	20	50% coursework 50% practical	3	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWD51	Policy & Practice	20	60% coursework 40% practical	1	Compulsory	Condonable
YCWD53	Developing and leading projects	20	30% coursework 70% practical	1	Compulsory	Condonable
YCWD52	Youth & Community Practice in the Digital World	20	60% coursework 40% practical	2	Compulsory	Condonable
YCWD54	Practitioner Research Methods	20	50% coursework 50% practical	2	Compulsory	Condonable
YCWDP5	Professional Practice L5	40	40% coursework 60% practical	3	Compulsory	Non-condonable

Level 6

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWH51	Organising, Leading & Managing Practice	20	100% practical	1	Compulsory	Condonable
YCWH53	Working in and with communities	20	50% practical 50% coursework	1	Compulsory	Condonable

YCWH52	Changing Practice: contemporary controversies and dilemmas	20	70% coursework 30% practical	2	Compulsory	Condonable
YCWHP6	Professional Practice L6	20	100% practical	2	Compulsory	Non-condonable
YCWH54	My Professional Identity	10	100% coursework	3	Compulsory	Condonable
YCWH55	Practitioner research project	30	100% coursework		Compulsory	Non-condonable

Module Information

Module descriptors are available in the Programme Specification which can be found on the website at <https://www.marjon.ac.uk/about-marjon/institutional-documents/programme-specifications/undergraduate-programmes/ba-hons--bsc-hons/>

Information is provided for each module in a Module Handbook, and on Canvas, including the Module Leader's contact details, the module programme, learning outcomes and assessment process. You will also find the teaching materials, for example presentations, sample readings, videos and reading list here too.

ASSESSMENT

Purpose and Methods

The purpose of assessment is to demonstrate to students and staff the achievement of individuals in specific areas of work according to the criteria developed in relation to the requirements of the National Youth Agency and in relation to the level of the programme. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. The programme is assessed in accordance with the University's Assessment Regulations and Procedures and moderation by two External Examiners enables a wider reference point of the standards attained.

A range of assessment methods is used on the programme in recognition of the impact assessment has on student learning and approaches to learning. The teaching team are committed to engaging with the emerging innovations in assessment, particularly in relation to recognising and valuing the variety of learning styles within any given cohort and the importance of taking into account students' academic and professional learning needs.

Consideration is given to the development of key skills which may be developed through assessment, for example presentation skills and collaborative working skills. There is a mixture of controlled (e.g., presentation) and open assessment (e.g., essays or assignments) at all levels. Formative assessment is used in YCWC51 to support students' transition to higher education. Self assessment is used in placement modules to support students to

develop their skills in reflective practice. Collaborative assessment is used in YCWC53 and YCWDP5. An overview of each year's assessment details with dates is provided on the Canvas Programme Page at the start of the academic year to enable students to manage their time effectively. Module Outlines or their equivalent provide the details of individual assessment tasks.

Assessment of Professional Practice

The assessment of professional practice is by pass / fail. Students must pass practice and the associated academic tasks associated with the module in order to pass the module. The criteria for fieldwork assessment can be summarised as follows:

1. Completion of placement hours
2. Active participation in supervision throughout the placement
3. Participation in 3-way meetings
4. Evidence of competence in line with the National Occupational Standards
5. Evidence of consideration of Youth Work values and ethical practice

Fieldwork supervisors receive a briefing on the criteria, including a focus on assessment issues. The final recommendation on fieldwork practice to the Exam Board is the responsibility of the University tutor, who utilises:

- Fieldwork supervisor's Report
- Evidence from discussions at 3-way meetings / any evidence from observations of practice, and any further discussion with students
- Student's Placement File, including a learning contract, a reflective diary and relevant evidence
- External Examiner (Fieldwork)'s comments, if appropriate.

Assessment Methods

There is a wide variety of assessment tasks as set out in the Glossary table below:

Method	Description
Briefing	The provision of relevant information relating to a specific topic usually associated with placements and dissertation.
Directed Study	Time set aside by the lecturer for learners to study a particular subject.
Critical Conversation /Discussion /Review	Formal discussion on a particular matter in which a range of perspectives is explored.
E-Learning/Electronic Material/Blended learning	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions for notices and updates.
Enquiry-based Learning / Problem-based Learning	A research-based learning method in which students are encouraged to solve practical problems which are set in a real-world framework. Students work together in small groups supported by the lecturer.
Fieldwork / Assessed Practice	Experiential learning through engagement in practice placements or assessment of specific elements of practice in the workplace.
Fieldwork Supervision - Supervisors	Formative process between student and fieldwork supervisor to support the development of reflective practice.
Groupwork	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussions.
Independent/Directed Study	Activities where an individual learner conducts research, or carries out a learning activity on their own. Can include internet resources, sound and video files, book and handout based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which shares information.
Practical/Practical Project	Students work in small groups to achieve a goal or carry out a task. It involves individuals or small groups of students researching, preparing and presenting information/activities to their peers. It can include students leading sessions or developing practical resources for use elsewhere. There is usually a feedback session and a chance to disseminate the results within the wider community of practice.
Seminar	A group of people developing an area that has already been introduced on the course. Generally, it involves reading, review or observation of resources followed by discussion and feedback.
3-way meeting	Meetings between student, Placement Supervisor and Practice Tutor, where the student actively engages in dialogue in relation to their work in order to gain constructive feedback to enable development.
Tutorial – individual, module or group meetings	Tutorials offer guidance, supervision and support and can be conducted F2F or via telephone, email or Teams.
Workshop	Learning normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process, acquire skills, techniques and conceptual understanding.

Student work for assessment is sample double marked internally and made available to the external examiners. The minimum sample is the square root of n (where n is the number of students on the module). Double marking is where two markers assess the work. The purpose of double marking is to ensure the accuracy and consistency of marking, and thus to verify the marks. A sample reflecting the range of marks is used to enable the two markers to ensure that they are marking consistently and accurately against assessment criteria and grade descriptors.

Some modules at level 5 & 6 are anonymously marked as indicated on the module outlines and all dissertations are double blind marked (the work is independently assessed by two markers, neither of which is aware of any comments made or mark awarded by the other). All grades assigned to individual pieces of course work are indicative and subject to review at the Module Assessment Board.

Appendix E provides a list of module assessments. You will be given more information regarding the assessment tasks in the module outlines, provided at the start of every module.

Assessment Criteria

The level and grade descriptors outline the criteria used by lecturers to grade assessment tasks in conjunction with the module learning outcomes. You may find these of significant help in planning, writing and putting together work for submission.

Credit Level 4 (Certificate):

Students awarded a qualification at this level will have demonstrated:

Knowledge and understanding	<ul style="list-style-type: none"> • factual and/or conceptual knowledge and understanding of key concepts and principles associated with youth and community work using appropriate terminology • an awareness of ethical issues in youth and community work with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	<ul style="list-style-type: none"> • the ability to analyse using given classifications/ principles • the ability to synthesise ideas and information in a predictable and standard format • the ability to evaluate the reliability of data using defined techniques and/or tutor guidance • the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of issues.
Practical skills	<ul style="list-style-type: none"> • the ability to operate in predictable, defined contexts using a range of youth and community work methods • the ability to act with limited autonomy, under direction or supervision, within defined guidelines.
Transferable/key skills	<ul style="list-style-type: none"> • the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues)

	<ul style="list-style-type: none"> • the ability to work within an ethos appropriate to youth and community work, using and accessing a range of learning resources • the ability to evaluate their own strengths and weaknesses within criteria largely set by others • responsibility for their own learning with appropriate support • the ability to communicate effectively in a variety of formats appropriate to the youth and community work and report practical procedures in a clear and concise manner • the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline.
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Credit Level 5 (Diploma):

Students awarded a qualification at this level will have demonstrated:

Knowledge and understanding	<ul style="list-style-type: none"> • detailed knowledge of major theories of underpinning youth and community work and awareness of a variety of ideas, contexts and frameworks • an awareness of wider social and environmental implications of youth and community work • an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	<ul style="list-style-type: none"> • the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information • the ability to reformat a range of ideas and information towards a given purpose • the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected • the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Practical skills	<ul style="list-style-type: none"> • the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques • the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
Transferable/key skills	<ul style="list-style-type: none"> • the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate • the ability to manage learning using resources relevant to youth and community work • a professional working relationship with others • the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement • the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies

	<ul style="list-style-type: none"> • the ability to take responsibility for own learning, with minimum direction • the ability to communicate effectively and in a variety of formats appropriate to youth and community work, in a clear and concise manner • the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.
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Credit Level 6 (Honours):

Students awarded a qualification at this level will have demonstrated:

Knowledge and understanding	<ul style="list-style-type: none"> • comprehensive/detailed knowledge of major disciplines underpinning youth and community work, with areas of specialisation in depth • an awareness of the provisional nature of knowledge • an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	<ul style="list-style-type: none"> • the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to youth and community work • the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision • the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance • the ability to investigate contradictory information/identify reasons for contradictions • confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	<ul style="list-style-type: none"> • the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard methods and practices • the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.
Transferable / key skills	<ul style="list-style-type: none"> • the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict • the ability to manage own learning using full range of resources relevant to youth and community work • the ability to work professionally

	<ul style="list-style-type: none"> • confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action • the ability to seek and make use of feedback • the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance • the ability to take responsibility for own work and be self-critical • the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports • confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution
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Grade descriptors for BA (Hons) Youth and Community

Band	Mark Range		Description
1 st	80–100%	Exceptional	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates thorough, critical understanding of current knowledge • demonstrates a critical awareness of the principles and practices of the discipline
1 st	70–79%	Excellent	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates a thorough and comprehensive understanding of youth & community work • shows evidence of extensive, relevant reading which includes up-to-date research • reveals originality and insight • demonstrates ability to critically evaluate complex ideas
2i	60–69%	Very Good	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates a sound understanding of youth & community work • shows effective and competent use of literature • demonstrates a clear understanding of complex ideas • demonstrates the ability to analyse, interpret and organise information effectively • demonstrates a wide reading base • is a clear, concise and well-structured presentation
2ii	50–59%	Good	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates a generally sound understanding of youth & community work • makes good use of relevant literature • demonstrates ability to synthesise information into a clear, well structured account / argument
3	40–49%	Fair	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates an understanding of youth & community work • shows evidence of relevant reading • demonstrates ability to work towards tasks set, but more descriptive than analytical • demonstrates the ability to organise work appropriately
fail	35-39%	Weak	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates a basic understanding of youth & community work • demonstrates some evidence of reading

			<ul style="list-style-type: none"> • demonstrates evidence of broadly working towards the task(s) set <p>Weaknesses may be identified in one or more of the following <i>fragmentary coverage; errors and omissions; organisation and presentation; misconceptions; inclusion of irrelevant information; misinterpretation of instructions.</i></p>
fail	30-34%	Inadequate	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates a basic and partial under-standing of youth & community work • some evidence of reading • limited focus on task(s) set <p>Inadequacies may be seen in one or more of the following: <i>assessment guidelines not followed; little engagement with the discipline; errors / omissions; poorly presented work.</i></p>
fail	20-29%	Poor	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates little understanding of youth & community work <p>Poor work may be evidenced by one or more of the following: <i>basic misunderstanding or misinterpretations; inability to meet the requirements of the assessment; poor organisation and presentation; inclusion of inappropriate material.</i></p>
fail	1-19%	Incompetent	<p>Work which</p> <ul style="list-style-type: none"> • demonstrates very limited evidence of understanding of youth & community work • follows few or none of the tasks set
fail	0%	Non submission	Non submission

Advice on Assessment

Tutors follow the regulations for assessment laid down for all modules and we would like to advise you in particular:

- TO set up your own study timetable with the deadline dates on.
- TO read for practical and fieldwork assessments as well as for essays and reports. All work requires demonstration of a theory base and evidence of reading.
- DEMONSTRATE what you have read by including references in your work.
- Use **Studiosity** to help develop your writing skills.
- USE the spellchecker and word count.
- Avoid the risk of inadvertent plagiarism by uploading to Turnitin and checking similarity before the final submission.
- AVOID missing any assignments. There are clear procedures for students with extenuating circumstances, please refer to Student Regulations Framework (MyMarjon).
- DON'T work **too closely** with others. Shared or joint work should only be produced when tutors specify that this is possible. Whilst we encourage collaborative learning, generally we assess you individually. Any evidence that work is copied will result in the loss of marks by both students.

Academic Integrity

Academic Integrity relates to ethical practice in all areas of academic activity and professional conduct. It is guided by adherence to agreed principles that ensure fairness and create an atmosphere of trust and mutual respect. It assumes a level of honesty and rigour that enables academic activities to function for the benefit of all members of the University and the external community.

Students who embrace academic integrity understand that there are conventions of academic practice which both display and ensure academic integrity and that they must:

- properly acknowledge and cite all use of the words, results or ideas of others.
- properly acknowledge all those who have contributed to a piece of work.
- ensure that all work submitted as his or her own as part of an assessment or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- ensure that data and results are obtained by ethical means and reported accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner by neither facilitating academic dishonesty by others nor obstructing their academic progress.

Failure to adhere to these principles leads to poor academic practice. It can also lead to an offence of academic misconduct and, in serious cases, can threaten the reputation of the University. The Academic Integrity Procedure can be found at <https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework-2018-19/SRF-2018-19-section-14-academic-integrity-procedure-v3.pdf>

Appendix i: Introduction to the Core Staff Team

Michelle Charlick, Student Admin

E-mail: studentadmin@marjon.ac.uk

Dr Tracy Hayes, Programme Leader & Lecturer

Email: thayes@marjon.ac.uk

Tracy joins the University in September 2022, from the University of Cumbria, where she has lived and worked for 10 years. Prior to this she was based in the Midlands, where she was employed as training manager for an association of youth clubs. She has BSc in Natural Sciences, MA in Youth Work and Community Development, a PG Cert in Academic Practice and was awarded her PhD in 2018 for Transdisciplinary research in Outdoor Studies by Lancaster University, for her research into the relationship that young people have with the natural environment. She has published for public, practitioner and academic audiences, including BERA (British Educational Research Association) and IOL (Institute of Outdoor Learning). Tracy has a diverse range of practical and professional experiences through working in and researching with the voluntary and statutory sectors. She loves walking, gardening, reading – and playing outdoors.

Professor Jon Ord, Lecturer

E-mail: jord@marjon.ac.uk

Jon joined the University in 2003, from Kingston Youth Service. He has a degree in philosophy, a PG Dip in 'Youth & Community Work', a PG Cert in 'Existential Psychotherapy and Counselling' and was awarded his PhD in 2008, for his work on curriculum. Jon has been involved in youth work since 1984 and has a broad range of experience of youth work in the statutory and voluntary sectors having worked in outdoor education, residential, centre based, international, as well as music & motor projects. He has published a number of articles and book chapters on youth work. He is the author of the books: 'Youth work process, product and practice (2nd edition)' and editor of 'Critical issues in youth work management' and co-editor of 'Rethinking outdoor, experiential and informal education'.

Rob Reynolds, Lecturer

E-mail: rreynolds@marjon.ac.uk

Rob joined the University in a full-time capacity in 2020 following several years working as a part-time lecturer. Rob has an MA in Professional Enquiry (Practice Development) and gained his JNC qualification in 2008. He is an experienced youth and community worker having started as a volunteer in the mid-1990s and through his career worked his way up to full time professional posts. Rob has spent the last 20 years leading and managing projects in the voluntary sector. He is passionate about loads of things. Professionally, he strongly believes in using education to make a stronger, fairer society. Rob is also passionate about minority language and culture, especially Cornish for which he is an advocate and activist.

Appendix ii: Useful information

For more information about the services available to support you during your study please use the following links:

- Student Information Handbook: <https://sites.marjon.ac.uk/handbook/>
- Student Support: <http://moodle.marjon.ac.uk/course/view.php?id=11>
- Registry Information: <https://moodle.marjon.ac.uk/course/view.php?id=3019>
- AIM (Study Skills): <https://moodle.marjon.ac.uk/course/view.php?id=3943>
- Accommodation: <http://moodle.marjon.ac.uk/course/view.php?id=706>
- Research Skills: <http://moodle.marjon.ac.uk/course/view.php?id=1112>
- Futures Careers and Employability: <https://sites.marjon.ac.uk/futures/>

Academic documents can be found using the following links:

- Programme Specifications: [http://www.marjon.ac.uk/about-marjon/institutional-documents/programme-specifications/undergraduate/ba-honours-programmes/BAXYCWYCW--Youth-and-Community-Work-\(v6.2\)-.pdf](http://www.marjon.ac.uk/about-marjon/institutional-documents/programme-specifications/undergraduate/ba-honours-programmes/BAXYCWYCW--Youth-and-Community-Work-(v6.2)-.pdf)
- Important dates (Semester Dates etc.):
<https://moodle.marjon.ac.uk/course/view.php?id=3019§ion=1>

And access your admin portal at

- Student Admin Portal:
<http://www.marjon.ac.uk/students/portal/login.aspx?ReturnUrl=%2fstudents%2fportal%2fDefault.aspx>



Institute for Youth Work

The Youth Work Code of Ethics

The Institute for Youth Work is the Professional Association for Youth Workers and holds the Code of Ethics for the Profession

1. We have a duty of care to young people. In the youth work relationship the best interests of young people have priority.
2. We do not seek to advance ourselves, our organisations, or others – personally, politically, or professionally – at the expense of young people.
3. Our relationship with young people remains within professional boundaries at all times, to protect the young person and the purpose of the work.
4. We work in a fair and inclusive way, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.
5. We seek to enhance young people's personal and social development by:
 - Enabling them to make informed decisions and pursue their choices;
 - Supporting their participation and active involvement in society;
 - Helping them to become independent and move on when the time is right.
6. We promote the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.
7. When we receive or collect personal information about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.
8. In our engagement with young people, and in our resulting relationship, we strive to be honest and non-judgemental.
9. We respect the contribution of others concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.
10. We encourage ethical reflection and debate with colleagues, managers, employers and young people.
11. We make sure we have the knowledge and skills necessary to work effectively with young people. We work in a reflective way to develop our abilities. We take account of the impact of work on ourselves.
12. We maintain consciousness of our own values, beliefs and interests, are aware when these conflict with those of others, and approach difference respectfully.

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Appendix iv: Student Research Ethics Protocol

Please refer to the Plymouth Marjon University Research Ethics page at <https://marjon.instructure.com/courses/1820/pages/research-ethics-marjon>

Plymouth Marjon University is an inclusive community that values sound learning, new discovery and the pursuit of wisdom for the good of all. Aligned to our values we seek to ensure rigour, respect and in how we go about all our research and knowledge exchange activities. In doing so we seek to apply the highest ethical standards at all levels of decision making, especially taking into account how these decisions might affect others and the natural world. As such, we uphold academic freedom and high ethical, scientific and professional standards.

The Ethical Review Process is a cornerstone of decision-making and praxis in research. Research is a step into the unknown. As a result, seeking unrevealed understanding often presents a range of risks. Some are trivial. Others profound. The Ethical Review Process is designed to facilitate excellence in the pursuit of knowledge by helping researchers to identify such risks as well as ethical issues in the design, conduct and oversight of research. This enables researchers to develop reasoned and ethically defensible responses to these issues so that they may conduct their research while protecting themselves, their participants, colleagues, environment, and the University.

Our Student Ethics Standard Operating Procedure describes the procedures for undergraduate and taught postgraduate research projects. All undergraduate and postgraduate taught student applications should be submitted to their supervisors in the first instance, not the University Ethics Panel.

You will need to seek and gain ethical approval before you begin any 'data collection'. To do this you will need to complete the *Initial Research Ethics Checklist for New Applications*. Your dissertation supervisor will be able to offer you guidance in this process.

In view of the time needed to carry out research with integrity, if you have not received approved ethical clearance by January and there are no exceptional circumstances surrounding this then you will be advised to refocus your dissertation to library-based research. If you have any questions about the ethics clearance process, talk with your dissertation supervisor at the earliest opportunity.

Appendix v: Assessments

Submission dates are provided on canvas pages along with other assessment information.

Module Code	Assessment Task	Anon. marked
Assessments in Year 1		
YCWC51	CW1: Essay	No
YCWC52	CW1: Portfolio	No
YCWC53	CW1: Essay CW2: Practical Project	No No
YCWC54	CW1: Essay CW2: Learning Resource	No No
YCWC55	CW1: Portfolio CW2: Presentation	No
YCWCP4	CW1: Placement File CW2: Reflective Recording CW3: Self-assessment	No No No
Assessments in Year 2		
YCWD51	CW1: Essay CW2: Presentation	Yes No
YCWD52	CW1: Essay CW2: Critical review	Yes Yes
YCWD53	CW1: Practical Project CW2: Reflective Recording	No No
YCWD54	CW1: Portfolio CW2: Research Proposal	Yes No
YCWDP5	CW1: Placement File CW2: Self Assessment CW3: Critical Review	No No
Assessments in Year 3		
YCWH51	CW1: Essay CW2: Presentation	Yes No
YCWH52	CW1: Essay CW2: Presentation	Yes No
YCWH53	CW1: Portfolio	No
YCWHP6	CW1: Placement File CW1: Self-assessment	No No
YCWH54	CW1: My Professional Identity	No
YCWH55	CW1: Practitioner research project	No