

**INSTITUTE OF EDUCATION**

**MA Degree in  
Youth and Community Work**

**Full-Time  
Programme Handbook  
2022/23**

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## 1. PROGRAMME OUTLINE

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Youth & Community Work is a practice of informal education that involves the development of democratic and associational approaches which promote learning and development in the communities or individuals who choose to take part in the programmes that youth & community workers facilitate and support. It is focussed on work with adolescents and adults, with groups as well as individuals, and with personal development in the context of the development of wider social networks and collective engagement with issues of social justice.

The MA in Youth & Community Work leads to both an academic award and the professional qualification status in Youth & Community Work in England (JNC). The professional qualification is awarded at the postgraduate diploma level. The course provides a high quality educational experience which offers students significant and challenging opportunities for personal, professional and academic development in order that they develop as critically reflective practitioners, with the understanding and skills required to work effectively as informal educators with young people and communities, and collaboratively with other professionals in the context of the inter-disciplinary workforce.

### Programme Aims

The programme aims to:

1. Enable students to develop a level of knowledge, understanding, reflection and independent learning ability commensurate with a Masters level award and professional practice status
2. promote understanding of young people and communities in the context of difference and inequality through which students develop inclusive and anti-oppressive practice
3. promote understanding of youth and community work characterised by its attention to values, principles, purposes and processes, and enable students to develop educative practice compatible with these
4. 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.

### Programme Learning Outcomes

The programme is designed to enable students to simultaneously develop their knowledge and skills and provides opportunities to develop their own scholarship through holistic, interdisciplinary, critical and rigorous enquiry. Students will be enabled to engage in high level reflection, and literature-based and research activities. Programme outcomes have been developed in such a way that they emphasise the envisioning and integration of theory and practice so that students develop as effective, reflective practitioners.

#### Knowledge and Understanding

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

1. an in-depth understanding of key concepts and theoretical perspectives and frameworks within and surrounding youth and community work.
2. an enhanced understanding and a commitment to the values in youth & community work, as well as a critical awareness of them in practice.

3. a critical awareness of disadvantage and inequality and an ability to critically evaluate a range of anti-oppressive approaches and practice strategies to address such issues.
4. a comprehensive understanding of a range of informal educational roles played by youth and community workers alongside the different models, approaches and methods of practice.
5. a critical appreciation of the professional role of a youth & community worker, and their contribution to a range of fieldwork settings and contexts including multi professional practice, integrated teams and partnerships.

#### **Intellectual skills:**

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

6. an ability to critically analyse policies and practices informed by a range of theoretical perspectives.
7. an ability to use knowledge and understanding critically to locate and justify their position in relation to their role as a professional youth & community worker.
8. an ability and readiness to formulate, examine and defend the judgements upon which the role(s) of the youth & community worker are based.
9. an ability to act autonomously in planning and implementing professional tasks, making decisions in complex and unpredictable situations.

#### **Practice skills:**

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

10. an ability to operate in complex and unpredictable and / or specialised contexts with an understanding of ethical principles.
11. the skills and abilities necessary for the effective practice of youth & community work and be able to creatively resolve problems encountered in practice.
12. an ability to develop and evaluate approaches that facilitate young people's individual and collective learning and development.
13. understanding and application of the design, delivery, monitoring and development (including research) of youth & community provision.

#### **Key /Transferable Skills**

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

14. competence in a range of 'relationship' skills including interpersonal communication and group work in the context of youth & community work practice.
15. an ability to engage in practitioner research within an ethical research framework, with minimal guidance, to develop and extend youth & community work practice and provision.
16. a commitment to reflection and reflexivity that challenges their own attitudes in relation to inequality.
17. a capacity to evaluate their limitations and strengths as youth & community work practitioners.
18. recognition of the need for continuing professional development and ability to plan to address those needs as an indication of commitment to improve practice and in order to respond to the changing nature of the work.

Students are expected to consider how these programme learning outcomes can be demonstrated through their work and assessment. Clearly the programme cannot provide coverage on every topic

for all issues affecting youth and community work. Time does not allow this. This does mean that it is necessary to prioritise, and participants are encouraged to consider their own aims, objectives and learning outcomes for the programme.

In addition to meeting the programme outcomes above, students will be expected to use their placement experience to demonstrate competency of the key roles identified by the National Occupational Standards for Youth Work. These are generally categorised under six broad headings:

- 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. Working with communities

## Programme Structure

The programme runs across 12 months and involves three taught modules, two placement modules and a dissertation module as shown in the table below:

Duration	Taught Input on campus	Module	Credit
September - January	September & November	YCWM50: Theory & Practice of Youth & Community Work	20
September - March		YWCM52: Research in Practice	20
September - February		YCWMP5: Professional Practice (1)	30
January - May	January & March	YCWM51: Leadership & Organisational Contexts	20
March - June		YCWMP6: Professional Practice (2)	30
April - August		YCWMD5: Research Project	60

## TIMETABLE FOR 2022/23

Date / time	Module	Activity	Tutor
Friday 9 <sup>th</sup> Sept	Induction	Welcome & registration LS & e-resources Group introductions	DIT Sue
Friday 9 <sup>th</sup> Sept (7.00 – 9.00)	YCWMP5	Setting up placements & placement tasks	Rob
Saturday 10 <sup>th</sup> Sept (10.00 -1.00)	YCWM50	Module input & seminar work	Jon
Saturday 11 <sup>th</sup> Sept (2.00 - 4.00)	YCWM52	Module input & seminar work	
Sunday 12 <sup>th</sup> Sept (10.00 - 12.00)	YCWM52: Action Learning Set		
Friday 11 <sup>th</sup> Nov (7.00 - 9.00)	YCWMP5	Reflecting on practice	Rob
Saturday 12 <sup>th</sup> Nov (10.00 - 1.00)	YCWM50	Module input & seminar work	Jon
Saturday 12 <sup>th</sup> Nov (2.00 - 4.00)	YCWM52	Module input & seminar work	
Sunday 13 <sup>th</sup> Nov (10.00 - 12.00)	YCWM50: Action Learning Set		Jon
Friday 27 <sup>th</sup> Jan (7.00 - 9.00)	YCWM52	Formative assessment (proposals)	
Saturday 28 <sup>th</sup> Jan (10.00 -1.00)	YCWM51	Module input & seminar work	Jon
Saturday 28 <sup>th</sup> Jan (2.00 - 4.00)	YCWM52	Module input & seminar work	
Sunday 29 <sup>th</sup> Jan (10.00 - 12.00)	YCWMP5: Action Learning Set		Rob
Friday 24 <sup>th</sup> March (7.00 - 9.00)	YCWMP6	Setting up placements & placement tasks	Rob
Saturday 25 <sup>th</sup> March (10.00-1.00)	YCWM51	Module input & seminar work	Jon
Saturday 25 <sup>th</sup> March (2.00 - 4.00)	YCWMD5	Dissertation	
Sunday 26 <sup>th</sup> March (10.00 - 12.00)	YCWM51: Action Learning Set		Jon

## 2. LEARNING AND TEACHING

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A range of blended learning and teaching approaches are utilized on the course to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The on-campus teaching and learning is conducted through four weekend blocks and includes lecture inputs, student-led inputs and seminar work. E-learning activities via the University Virtual Learning Environment include engagement with a variety of electronic resources and the use of e-learning tools e.g. Mendeley, Padlet.

In line with the University's Learning and Teaching Strategy the teaching team is committed to engaging with and developing new approaches to teaching and learning, including the full and active use of the VLE and other e-learning resources. Throughout the course students are encouraged to indentify and engage in independent study to supplement and consolidate teaching and learning and to broaden their knowledge and understanding. The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills and professional practice skills.

Practice-based learning is central to the course and students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their and others' learning. Practitioners are central to student's learning and professional development on placement in their role as fieldwork supervisors where they assist the students' task of relating and integrating theory and practice.

Additionally, students are assigned a Personal Development Tutor who provides 1:1 support. The Personal Development Tutor role contributes to ensuring an holistic approach to professional development supported by module specific support and learning resources.

Learning enhancements include:

### Master Classes

Students will have the opportunity to participate in e-Master Classes delivered by international / national practitioners and academics alongside undergraduate students and regional practitioners. These provide a range of perspectives on contemporary issues and research and, additionally support students to develop their networking skills and professional identity formation.

### Postgraduate level academic skills

Students can enhance their learning beyond the course curriculum through participation in weekend workshops alongside other postgraduate students. These workshops offer combinations of taught input, personal reflection, and group-based discussions and focus on postgraduate level academic skills including digital literacy.

### Community of practice

Students are encouraged to actively engage in a 'community of practice', for example through the development of learning resources for the wider field, through participation in blogs, and through presenting their work at an annual conference for practitioners. This engagement encourages innovation and supports their networking skill and professional identity formation.

## Assessment

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

A range of assessment methods are used on the programme in recognition of the impact assessment has on student learning, approaches to learning and how this informs professional development (see table below).

Method	Description
Critical Review	A critique of a selected activity, generally taking place in the placement setting.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Dissertation	A substantive, independent, research-focused dissertation which makes an identifiable and innovative contribution to knowledge and practice.
Placement file	File containing various items e.g., learning contract, reflective recordings, supervision notes, evidence of planning and delivery, self-assessment.
Presentation	Students orally and visually present assessment information against module learning and assessment outcomes utilising a range of presentation format options, e.g., poster, Powerpoint, etc. They may be delivered in person or on-line within timed conditions.
Research Proposal	A proposal outlining and discussing the intended title, aims, objectives, literature background and research methodology for a research project.

The assessment strategy recognises and values the variety of approaches to learning styles any given cohort and takes account of students' academic and professional learning needs. Formative assessment is offered in YCWM50, YCWMP5 and YCWM52. Consideration is given to the development of key skills which may be developed through assessment. Examples include presentation skills and self -assessment. Self -assessments are used in both placement modules and supports students to develop their reflective practice and plan for their professional development needs.

The table below indicates the summative assessment outcomes for this Masters Level course in line with the University's published M level descriptors (see appendix 2).

Distinction	70 % - 100%
Merit	60% -69%
Pass	50% - 59%
Condonable Fail	40% - 49%
Fail	0% - 39%

## Assessment Plan

Module	Assessment	% of module mark
YCWM50:	Essay (formative)	0%
Theory & Practice of Youth & Community Work	Essay (summative)(up to 5000 words)	100%
YWCM52:	Essay (up to 3000 words)	60%
Research in Practice	Proposal (formative)	0%
	Proposal (summative)(up to 2000 words )	40%
YCWMP5:	Presentation (formative)	0%
Professional Practice (1)	Presentation	40%
	Placement File: Reflective Journal (up to 2000 words) Self-assessment (up to 1500 words)	60%
YCWM51: Leadership & Organisational Contexts	Essay (up to 5000 words)	100%
YCWMP6:	Critical Review (takes place in final 3-way meeting)	40%
Professional Practice (2)	Placement File: Reflective Journal (up to 2000 words) Self-assessment (up to 1500 words)	60%
YCWMD5: Research Project	Dissertation (up to 15000 words)	100%

Submission dates are shown on Canvas module pages

### The Assessment of Professional Practice

The assessment of professional practice is by Pass / Fail. Students must therefore pass the practice elements 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 three 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 is made to the Exam Board is the responsibility of the University Tutor who utilises:

- Fieldwork Supervisor's reports
- 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 (Placements) comments, if appropriate.

## 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 in section 14 of the Student Regulations Framework. <https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework-2020-21-valid-september-2020/>

### 3. NATIONAL OCCUPATIONAL STANDARDS (2019)

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#### Summary Functional Map



#### 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 (see appendix 1).

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 and supervisors need to familiarise themselves with the NOS.

To find individual NOS on NOS Database: <https://www.ukstandards.org.uk/>

## 4. VALUES, ETHICS AND PROFESSIONAL CONDUCT

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### 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

The Ethical Conduct in Youth Work (NYA 2000) provides a statement of values and principles that aims to guide the conduct of youth workers and managers through the encouragement and stimulation of ethical reflection and debate.

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 course recognises that:**

- a. youth and community workers are involved in an educational process to bring about change.
- b. individuals and communities have the ability to change themselves through independent and collective action.
- c. 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.
- d. it is important to develop collaborative and partnership working relationships.
- e. 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 but will also inform learning throughout the units. 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 for Professional Practice

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

The University offers a number of professionally qualifying programmes. These programmes are practice-centred and are directed towards the achievement of professional competence. In such programmes academic success alone may not meet all of the professional requirements which might include for example, physical health, mental health, moral or behaviour matters. Upon graduation students must be able to contribute effectively to the promotion and development of their chosen profession, and to operate as effective independent professionals. Programmes leading to professional qualification must comply with the codes of professional conduct of the relevant bodies, specifically: Ethical Conduct in Youth Work (NYA 2000)

### 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 set out in the Fitness for Professional Practice document (see section 20 in the Student Regulations framework) will be used to deal with cases where misconduct by students is alleged.

#### 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.

### Confidentiality

The issue of confidentiality is important in the development of your ability to explore sensitive issues which may be raised through assignments and work-based tasks, especially in the personal and critical reflection upon self and setting practices. **It is critically important that you do not disclose personal information or the real names of people in any of your written assignments or use information in a way that may inadvertently identify an individual.** It is your decision as to how to disseminate information about the issues being explored in your placement and personal reflection but if you are in any doubt you should discuss the issue with your Supervisor or Placement Tutor.

### 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.

## 5. DEVELOPING REFLECTIVE PRACTICE

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The intention of this programme is also that participants can develop as *reflective practitioners* with the field of youth and community work.

The starting point is an analysis of the social structures within which youth and community work operates, through developing an understanding of the inequality and social barriers that prevent people from participating to their full extent and potential within society. This analysis demands an understanding and awareness of the social policies that have managed social need and social welfare systems in conditions of scarcity including education, housing, welfare and health care. Without such an analysis it is difficult to develop an understanding regarding the function of youth & community work or to consider the relationship between the field and areas of social policy.

With the increasing importance of globalisation, it is important that these components are examined through the filter of local, national and international contexts. The resulting identification of different responses, initiatives and practices adds to our understanding. Considerations of theoretical perspectives in management, interpersonal communications and research provide further tools for the analysis of practice in a range of context and settings. These strands of analysis will be introduced within the taught modules and will provide you with the tools needed for effective reflective practice.

In addition, students will be encouraged to identify and develop their own approach to reflecting on practice, since it is this that will contribute to it being effective so it becomes less something that is done merely as part of a course and more that is a practice that sustains critical youth and community work.

## 6. STUDENT FEEDBACK

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The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication. Student feedback on all aspects of the programme is deemed to be essential to ongoing development and quality assurance. Students are invited to participate in the Postgraduate Taught Experience Survey (PTES). In addition feedback at programme level is achieved through programme and module evaluation surveys. Students are encouraged to feed back informally to their Personal Development Tutor, Module Leaders and the Programme Leader. Formally there are two course committee meetings held during the year. This group brings forwards issues and solutions and receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings will be received by the Student Experience Council and Department and Faculty Leadership teams.

## 7. PROGRAMME SPECIFIC REGULATIONS

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The MA in Youth and Community Work leads to both an academic and a professional award and hence there are specific regulations that apply. To achieve the award of Postgraduate Diploma (120 credits) and the professional qualification (JNC) students successfully complete three 20 credit modules and two 30 credit placement modules and this represents a potential step off point. Students proceed to complete a 60 credit Research Project to achieve the award of Master's Degree (180 credits). The academic award and the professional status are inextricably linked and cannot be conferred separately. The placement modules are not condonable. Where students are awarded academic credits but have failed to meet the professional requirements of the placement modules, they may transfer to the MA Youth & Community Practice: Research & Leadership course.

## Attendance & Engagement

In order to be eligible for the award of Postgraduate Diploma in Youth and Community with Professional Qualification students need to achieve sufficient credits and have met the programme attendance requirement of 80%. Students are required to attend the block teaching sessions however engagement in tutorials (group & 1:1) may be on-line via Skype or Zoom for example. Attendance registers are taken on all taught modules and attendance during the placement periods associated with YCWMP5 and YCWMP6 are recorded by students and monitored by fieldwork supervisors. A student will be required to transfer to another course or retake the module to progress through the programme if they have not achieved the required level of attendance & engagement.

Students on this course 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 for Professional Practice'.

## 8. MANAGING YOUR WORK

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The programme is a demanding and intensive one – there is lot of work to complete in a relatively short period of time. It is important that you carefully plan your own schedule of work to fit in with the demands and circumstances of your own life. Those of you in employment will also need to carefully plan, particularly regarding the alternative placement. However, if you do plan carefully (and notwithstanding any unforeseen circumstances), you will be successful in completing the work required within the twelve-month period.

As tutors we are here to advise and support you in the process; please do use us for this and do talk to us if you are experiencing (or are likely to experience) difficulties in completing work. You can expect work handed in by the appropriate deadline to be marked within four weeks. Tutors make great efforts to ensure that your first placement file is returned to you as soon as possible as feedback from this work should help guide you for your second period of placement practice. The 'Extenuating Circumstances' procedure should be used if students find that they are unable to submit work on time because of other factors. Your Academic Adviser should be your first point of contact.

### Student Support

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

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 on the website using the following link:

[Academic documents | Plymouth Marjon University](#)

And access your admin portal at

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

## 9. MODULES DESCRIPTORS

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### YCWM50: Theory & Practice of Youth & Community Work

<b>Credits</b>	20
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	X
<b>Associated programmes</b>	MA in Youth & Community Work; MA in Youth & Community Practice: Research and Leadership
<b>Module Leader</b>	Jon Ord

#### Content (Indicative)

- The origins and history of youth and community work
- The contested aims and purposes of youth and community work
- Ideological and political determinants that have shaped practice
- Theories of social justice, processes of discrimination, the impact of social inequalities and social divisions, power in relationships
- The role of values, ethics and principles in youth and community work
- Key theoretical approaches, models and pedagogies in youth and community work
- Critical reflection, analysis, interpretation and evaluation of interpersonal and group work practice
- Contemporary youth and community work, research, policy and practice

#### Teaching and Learning Experience

Lecture, seminar, e-learning, Master Classes, independent study, tutorials

#### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to demonstrate:

1. a critical understanding of the theoretical, conceptual and practice knowledge frameworks associated with youth and community work and a consideration of the implications for their own practice within an ethical framework
2. a critical appreciation of the political, policy and 'value' contexts of youth and community work and an understanding of the inherent complexities, tensions and dilemmas in professional practice
3. a systematic awareness of the processes of discrimination and oppression and issues of power and control and be able to proactively develop anti-oppressive approaches with others to formulate solutions
4. the ability to relate their experiences of youth and community work to a broad range of theoretical perspectives, pedagogies and models of practice and to critically reflect on their own value perspectives.

#### Assessment

Assessment task	Load (e.g. wordage)	Weighting (as a percentage)	Learning outcomes assessed
Essay	up to 5000 words (or equivalent)	100%	1-4

## Indicative reading

### Books

- Allred, P., Cullen, F., Edwards, K. and Fusco, D. (2018). *The sage handbook of youth work practice*. London: Sage Publications.
- Banks, S. (2010). *Ethical issues in youth work*, (2<sup>nd</sup> ed). London: Routledge.
- Bright, G. (2015). *Youth work: Histories, policy and contexts*. Basingstoke: Palgrave Macmillan.
- Davies, B. (2008). *The new labour years: a history of the english youth services*, Vol. 3. Leicester NYA.
- Davies, B and Batsleer, J (Eds) (2010). *What is youth work?* Exeter: Learning Matters.
- De St Croix, T. (2016). *Grassroots youth work*. Bristol: Policy Press.
- Hurley L. and Treacy D. (1993). *Models of youth work: A sociological framework*. Irish Youth Work Press
- Jeffs, T. and Smith, M. (2005). *Informal learning – conversation democracy and learning*. Derby: Heretics Press.
- Jeffs, T. and Smith, M (Eds) (2010). *Youth work practice*. Basingstoke: Palgrave Macmillan.
- Ord, J. (2016) *Youth work process, product & practice: creating an authentic curriculum in work with young people* (2<sup>nd</sup> ed), London: Routledge.
- Schild, H., Connolly, N., Labadie, F., Vanhee, J. and Williamson, H. (Eds.) (2017). *thinking seriously about youth work*. Strasburg: Council of Europe Publications.
- Siurala, L., Coussee, F., Suurpää, L., and Williamson, H. (Eds) (2016). *The history of youth Work in Europe: volume 5 : autonomy through dependency - histories of co-operation, conflict and innovation in youth work*. Youth Partnership between Council of Europe & the European Commission

### Journals

Youth & Policy available at: <http://www.youthandpolicy.org>

Community Development Journal

Journal of Youth Studies

Radical Youth Work

Journal of Applied Youth Studies

Concept - Journal of Contemporary community education <http://concept.lib.ed.ac.uk/>

### Websites

<http://www.infed.org>

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.nya.org.uk](http://www.nya.org.uk)

## YCWM51: Leadership & Organisational Contexts

<b>Credits</b>	20
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	X
<b>Associated programmes</b>	MA Youth & Community Work; MA Youth & Community Practice: Research & Leadership
<b>Module Leader</b>	Jon Ord

### Content (Indicative)

- Leadership in youth and community work settings; inclusion, diversity and the role of values
- Implications of managerialism on organisational contexts
- Implications of integrated/multi-agency working for the delivery of youth work provision
- Understanding community contexts and community management practices
- Re-thinking theories of leadership and management in public service environments
- A critique of the role of entrepreneurship and social enterprise in youth & community practice
- Leading change in local and national policy contexts
- Creativity, innovation and participatory practice
- The limits of leadership: understanding how demands and constraints limit choice.

### Teaching and Learning Experience

Lectures, seminars, e-learning, Master Classes, independent study, tutorials

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Demonstrate an appreciation of the impact of global change on local practice contexts in which youth and community work take place
2. Demonstrate a critical understanding of the concept of leadership in a changing and complex multi-agency working environment
3. Demonstrate a critical appreciation of the role and impact of the values of a leader in community and youth work contexts.
4. Critically assess the constraints faced by youth & community organisations and critically formulate appropriate strategies to effectively operate within those constraints

### Assessment

Assessment task	Load (eg wordage)	Weighting (as a percentage)	Learning outcomes assessed
Essay	up to 5000 words (or equivalent)	100%	1-4

### Indicative reading

#### Books

- Adirondack, S. (2006) *Just about managing: effective management for voluntary organisations and community groups*, London: LVSC.
- Allred, P., Cullen, F., Edwards, K. and Fusco, D. (2018). *The sage handbook of youth work practice*, London: Sage Publications.
- Bright, G. (2015). *Youth work: Histories, policy and contexts*. Basingstoke: Palgrave Macmillan
- Cole G. and Kelly P. (2015). *Management theory and practice* (8<sup>th</sup> ed). Andover: Cengage Learning.

- Ford, K. et al (2004). *Leading and managing youth work and youth services for young people*. Leicester: NYA.
- Hannagan, T. (2007). *Management concepts and practices* (4th ed). Harlow: Pearson.
- Ingram, G. and Harris, J. (2001). *Delivering good youth work*. Lyme Regis: RHP.
- Mullins, L. (2016). *Management and organisational behaviour*, (11<sup>th</sup> ed). Harlow: Pearson.
- Ord, J. (Ed) (2012). *Critical issues in youth work management*. Oxon: Routledge.
- Siurala, L., Coussee, F., Suurpää, L. and Williamson, H. (Eds) (2016) *The history of youth work in Europe: volume 5 : autonomy through dependency - histories of co-operation, conflict and innovation in youth work*. Youth Partnership between Council of Europe & the European Commission.
- Schild, H., Connolly, N., Labadie, F., Vanhee, J. and Williamson, H. (Eds) (2017). *Thinking seriously about youth work*. Strasburg: Council of Europe Publications.
- Tyler, M., Hoggarth, L. and Merton, B. (2009). *Managing modern youth work*. Exeter: Learning Matters

## Journals

Youth & Policy available at: <http://www.youthandpolicy.org>

Community Development Journal

Journal of Youth Studies

Radical Youth Work

Journal of Applied Youth Studies

Concept - Journal of Contemporary community education <http://concept.lib.ed.ac.uk/>

## Websites

<http://www.infed.org>

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

[www.nya.org.uk](http://www.nya.org.uk)

## YMWM52: Research in Practice

<b>Credits</b>	20
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	X
<b>Associated programmes</b>	MA Youth & Community Work; MA Youth & Community Practice: Research & Leadership
<b>Module Leader</b>	

### Content (Indicative)

- Exploration of the contested nature of knowledge and different ways of knowing
- Consideration of Practitioner as Researcher: role, purpose, power and voice, values and ethics
- Critical and contextual understanding of the inter-relationship between research and the context of youth and community work practice
- Participatory research approaches
- Methodology and methods
- Research design, implementation and dissemination
- Ethical considerations in research
- Reflexive and reflective practice

### Teaching and Learning Experience

Lectures, seminars, e-learning, independent study, tutorials

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. demonstrate a sophisticated understanding and application of a practitioner research approach to practice
2. demonstrate comprehensive understanding of how techniques of research and enquiry are used to create and interpret knowledge in youth and community work practice
3. demonstrate a critical understanding of the role of values and the place of reflexivity in research and practice
4. design and plan a small-scale research project demonstrating a critical awareness of ethical and methodological issues

### Assessment

Assessment task	Load (e.g. wordage)	Weighting (as a percentage)	Learning outcomes assessed
Essay	up to 3000 words (or equivalent)	60%	1-2
Research Proposal	up to 2000 words (or equivalent)	40%	3-4

### Indicative reading

#### Books

Bell, J. (2014). *Doing your research project: a guide for first-time researchers in education, health and social science* (6<sup>th</sup> ed). Berkshire: Open University Press.

Bradford, S. and Cullen, F. (2012). *Research and research methods for youth practitioners*. Oxon: Routledge.

- Cohen, L., Mannion, L. and Morrison, K. (2018). *Research methods in education* (8<sup>th</sup> ed). Oxon: Routledge.
- Creswell, J. and Poth, C. (2017). *Qualitative inquiry and research design: choosing among five approaches*. London: Sage Publications.
- Dahlberg, L. and McCaig, C. (Eds) (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. London: Sage Publications.
- Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project* (2<sup>nd</sup> ed). London: Sage Publications.
- Fox, M., Martin, P. and Green, G. (2007). *Doing practitioner research*. London: Sage Publications.
- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners*, (4<sup>th</sup> ed). London: Sage Publications.
- McNiff, J. (2017). *Action research: All you need to know*. London: Sage Publications.
- Moule, P. (2018). *Making sense of research in nursing, health and social care* (6<sup>th</sup> ed). London: Sage Publications.
- Robson, C. and McCartan, K. (2016). *Real world research* (4<sup>th</sup> ed). Chichester: Wiley.
- Walliman, N. (2017). *Research methods: The basics* (2<sup>nd</sup> ed), London: Routledge.

## **Journals**

Action Research  
 Educational Action Research  
 International Journal of Adolescence and Youth  
 Journal of Youth Studies  
 Youth & Policy  
 Youth Studies Australia

## **Websites**

[www.bera.ac.uk](http://www.bera.ac.uk)  
[www.dartington.org.uk](http://www.dartington.org.uk)  
[www.infed.org](http://www.infed.org)  
[www.nya.org.uk](http://www.nya.org.uk)

## YCWMP5: Professional Practice (1)

<b>Credits</b>	30
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	X
<b>Associated programmes</b>	MA in Youth & Community Work
<b>Module Leader</b>	Rob Reynolds

### Content (Indicative)

Through your fieldwork you will have opportunities to:

- Develop your field work practice in line with the professional aims of the course that will enable your professional development
- Develop skills in understanding 'communities' through the application of community profiling
- Plan, implement and evaluate youth work and community interventions
- Develop of your critical reflection skills and use of supervision structures/processes to aid your professional development
- Critical evaluate of the role of values and ethics in practice
- Develop your understanding of the complex and changing demands of practice (e.g. the management of self, communication, casework, group work and anti-oppressive practice)
- Synthesising theory and practice through critical reflection to ensure practice is theoretically informed.

### Teaching and Learning Experience

Briefing, Fieldwork, Fieldwork supervision, 3 way meetings

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. demonstrate high levels of competence and depth to their practice linked to an appropriate range of key roles indicated by the National Occupational Standards for Youth Work.
2. use supervision structures/processes, and a supervisory relationship, for their own professional development
3. demonstrate an ability to critically reflect on their practice and identify their professional development and practice needs and how to address these
4. demonstrate a critical appreciation of the importance of research, analysis and critical reflection in understanding the youth and community work context

### Assessment

Assessment task	Load (e.g. wordage)	Weighting (as a percentage)	Learning outcomes assessed
Fieldwork		0%	1
Placement File	up to 5000 words (or equivalent)	60%	2 & 3
Presentation	up to 2500 words (or equivalent)	40%	4

## **Indicative reading**

### **Books**

- P. Alldred, P., Cullen F., Edwards, K. and Fusco, D. (Eds) (2018). *The sage handbook of youth work practice*. London: Sage Publications.
- Banks, S. (Ed) (2010). *Ethical issues in youth work* (2<sup>nd</sup> ed). Oxon: Routledge.
- Bolton, G. and Delderfield, R. (2018). *Reflective practice and professional development* (5<sup>th</sup> ed). London: Sage Publications.
- Cooper, S. (2018). *Participatory evaluation in youth and community work*. Oxon: Routledge.
- Hawtin, M. and Percy-Smith, J. (2007). *Community profiling: a practical guide*, (2<sup>nd</sup> ed). Maidenhead: OUP.
- Ord, J. (2016). *Youth work process, product and practice: creating an authentic curriculum in work with young people* (2<sup>nd</sup> ed). Oxon: Routledge.
- Pierson, J. (2008). *Going local: Working in communities and neighbourhoods*. Oxon: Routledge.
- Sapin, K. (2013). *Essential skills for youth work practice* (2<sup>nd</sup> ed). London: Sage Publications.
- Stuart, K., Maynard, L. and Rouncefield, C. (2015). *Evaluation practice for projects with young people*. London: Sage Publications.
- Tarrant, P. (2013). *Reflective practice and professional development*. London: Sage Publications.
- Thompson, N. (2016). *Anti-discriminatory practice* (6<sup>th</sup> ed). Basingstoke: Palgrave Macmillan.
- Wood, J., Westwood, S. and Thompson, G. (2015). *Youth work: Preparation for practice*, Oxon: Routledge.

### **Journals**

International Journal of Open Youth Work  
Journal of Youth Studies  
Reflective Practice  
Youth & Policy

### **Websites**

[www.cypnow.co.uk](http://www.cypnow.co.uk)  
[www.infed.org.uk](http://www.infed.org.uk)  
[www.jrf.org.uk](http://www.jrf.org.uk)  
[www.nya.org.uk](http://www.nya.org.uk)

## YCWMP6: Professional Practice (2)

<b>Credits</b>	30
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	<b>X</b>
<b>Associated programmes</b>	MA in Youth & Community Work
<b>Module Leader</b>	Rob Reynolds

### Content (Indicative)

Through your fieldwork you will have opportunities to:

- build upon skills, knowledge, understanding and experience developed through previous professional practice module
- develop your ability to research, reflect, develop and implement projects and evaluate the effectiveness of these
- plan, implement and evaluate appropriate community and youth work interventions, with particular reference to the leadership and policy context
- examine and evaluate in practice a range of theoretical approaches to the leadership and delivery of services
- develop activities that contribute to the management and delivery of services such as assessment of need, policy development, monitoring and evaluation of service provision, anti-oppressive practices and management of human and physical resources

### Teaching and Learning Experience

Briefing, fieldwork, fieldwork supervision, 3 way meetings

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. demonstrate high levels of competence, linked to an appropriate range of key roles indicated by the National Occupational Standards for Youth Work
2. practice with creativity, initiative and personal responsibility commensurate with the professional role and responsibility of a youth and community worker
3. demonstrate the ability to formulate a range of strategies to develop and sustain practice to meet the complex and changing context and demands of the work environment
4. demonstrate a research informed approach to practice
5. critically reflect on their practice and their professional development

### Assessment

Assessment task	Load (e.g. wordage)	Weighting (as a percentage)	Learning outcomes assessed
Fieldwork		0%	1
Critical Review	up to 3750 words (or equivalent)	50%	2-3
Placement File	up to 3750 words (or equivalent)	50%	4-5

## Indicative reading

### Books

- P. Alldred, P., Cullen F., Edwards, K. and Fusco, D. (Eds) (2018). *The sage handbook of youth work practice*. London: Sage Publications.
- Banks, S. (Ed) (2010). *Ethical issues in youth work* (2<sup>nd</sup> ed). Oxon: Routledge.
- Bolton, G. and Delderfield, R. (2018). *Reflective practice and professional development* (5<sup>th</sup> ed). London: Sage Publications.
- Cooper, S. (2018). *Participatory evaluation in youth and community work*. Oxon: Routledge.
- Ledwith, M. (2016). *Community development in action: Putting Freire into practice*. Bristol: Policy Press.
- Ledwith, M. and Springett, J. (2010). *Participatory practice: community-based action for transformative change*. Bristol: Policy Press.
- Ord, J. (Ed) (2012). *Critical issues in youth work management*. Oxon: Routledge.
- Sapin, K. (2013). *Essential skills for youth work practice* (2<sup>nd</sup> ed). London: Sage Publications.
- Stuart, K., Maynard, L. and Rouncefield, C. (2015). *Evaluation practice for projects with young people*. London: Sage Publications.
- Tarrant, P. (2013). *Reflective practice and professional development*. London: Sage Publications.
- Thompson, N. (2016). *Anti-discriminatory practice* (6<sup>th</sup> ed). Basingstoke: Palgrave Macmillan.
- Wood, J., Westwood, S. and Thompson, G. (2015). *Youth work: Preparation for practice*. Oxon: Routledge.

### Journals

International Journal of open Youth Work  
Journal of Youth Studies  
Reflective Practice  
Youth & Policy

### Websites

[www.cypnow.co.uk](http://www.cypnow.co.uk)  
[www.infed.org.uk](http://www.infed.org.uk)  
[www.jrf.org.uk](http://www.jrf.org.uk)  
[www.nya.org.uk](http://www.nya.org.uk)

## YCWMD5: Research Project

<b>Credits</b>	60
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	X
<b>Associated programmes</b>	MA Youth & Community Work; MA Youth & Community Practice: Research & Leadership
<b>Module Leader</b>	

### Content (Indicative)

- Identification and definition of an appropriate practitioner research topic
- Identification, location and critical review of relevant textual resources
- Discussion and selection of an appropriate research strategy
- Designing the research project
- Considering ethical issues in relation to research
- Data collection and analysis
- Writing a research report and presenting research findings
- Involving young people (and others) in research/as researchers

### Teaching and Learning Experience

Briefing, Supervision, e-learning, Independent study

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. clarify their own position, purposes and values vis-à-vis the research topic
2. synthesise, debate and critically evaluate up-to-date literature and scholarship within the specialist field
3. demonstrate critical awareness of ethical issues and implications surrounding research in youth and community work practice
4. critically evaluate the research methodology and data collection methods used
5. conduct original research and critically evaluate and interpret research findings
6. demonstrate independent, self-critical learning within the research process

### Assessment

Assessment task	Load (e.g., wordage)	Weighting (as a %)	Learning outcomes assessed
Dissertation	up to 15000 words (or equivalent)	100%	1-6

## **Indicative reading**

### **Books**

- Alderson, P. and Morrow, V. (2011). *The ethics of research with children and young people: A practical handbook* (2<sup>nd</sup> ed). London: Sage Publications.
- Bell, J. (2014). *Doing your research project: A guide for first-time researchers in education, health and social science* (6<sup>th</sup> ed). Maidenhead: Open University Press.
- Booth, A., Sutton, A. and Papaioannou, D. (2016). *Systematic approaches to a successful literature review* (2<sup>nd</sup> ed). London: Sage Publications.
- Bradford, S. and Cullen, F. (2012). *Research and research methods for youth practitioners*. Oxon: Routledge.
- Carey, M. (2013). *The social work dissertation: Using small-scale qualitative methodology*, (2<sup>nd</sup> ed). Maidenhead: OUP.
- Dahlberg, L. and McCaig, C. (Eds) (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. London: Sage Publications.
- Denzin, N. and Lincoln, Y. (Eds) (2012). *The sage handbook of qualitative research* (4<sup>th</sup> ed). Thousand Oaks: Sage Publications.
- Fox, M., Martin, P. and Green, G. (2007). *Doing practitioner research*. London: Sage Publications.
- Hart, C. (2018). *Doing a literature review* (2<sup>nd</sup> ed). London: Sage Publications.
- Miller, T. (2012). *Ethics in qualitative research* (2<sup>nd</sup> ed). London: Sage Publications.
- Moule, P. (2018). *Making sense of research in nursing, health and social care* (6<sup>th</sup> ed). London: Sage Publications.
- Wertz, E. (2014). *How to design, write and present a successful dissertation proposal*. London: Sage Publications.

### **Journals**

Subject-specific journals relevant to the research field/s

Action Research

Educational Action Research

International Journal of Adolescence and Youth

Journal of Youth Studies

Youth & Policy

Youth Studies Australia

### **Websites**

[www.bera.ac.uk](http://www.bera.ac.uk)

[www.dartington.org.uk](http://www.dartington.org.uk)

[www.infed.org](http://www.infed.org)

[www.jrf.org.uk](http://www.jrf.org.uk)

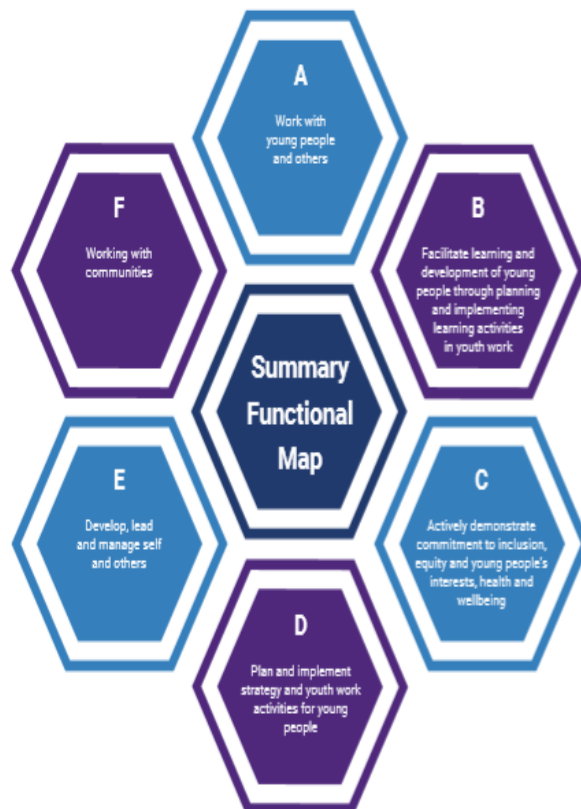
[www.nya.org](http://www.nya.org)

# APPENDIX 1: NATIONAL OCCUPATIONAL STANDARDS (2019)

Youth Work in England: Policy, Practice  
and the National Occupational Standards

Youth Work in England: Policy, Practice  
and the National Occupational Standards

## Summary Functional Map



**A1:** Build professional relationships and engage with young people.

**A2:** Build productive working relationships and multi-agency networks

**D1:** Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work

**D2:** Influence, plan and implement youth work strategy

**D3:** Monitor and evaluate the effectiveness of youth work strategy and plans

**B1:** Facilitate the personal, social, spiritual and educational development of young people

**B2:** Promote young people's self-awareness, confidence and participation

**B3:** Plan and implement learning activities in youth work

**B4:** Provide access to information, support and guidance

**E1:** Manage and develop yourself

**E2:** Lead and manage others

**E3:** Develop colleagues

**E4:** Maintain health and safety in the workplace

**C1:** Promote the rights of young people

**C2:** Safeguard the health and welfare of young people and youth workers

**C3:** Promote inclusion, equity and the valuing of diversity

**F1:** Encourage engagement of young people in their community

**F2:** Engage with communities to promote their voice and needs of young people

Function Ref/ Title	NOS	Relevant NOS title	Modules
A1: Build professional relationships & engage with young people	YW 01	Initiate, build and maintain relationships with young people	YCWM50; YCWMP5; YCWMP6
	YW02	Assist young people to learn and engage with the youth work process	YCWM50; YCWMP5; YCWMP6
	YW 03	Comply with legal, regulatory and ethical requirements when carrying out youth work	YCWM50; YCWM51; YCWMP5; YCWMP6
A2: Build productive working relationships & multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work	YCWM51; YCWMP6; YCWM52
B1: Facilitate the personal, social, spiritual and educational development of young people	YW05	Enable young people to identify, reflect and use their learning to enhance their future development	YCWM50; YCWMP5; YCWMP6; YCWM51
	YW06	Explore the concepts of values and beliefs with young people	YCWM50; YCWMP5; YCWMP6
	YW07	Apply youth work values and principles in group work	YCWM50; YCWMP5; YCWMP6
	YW08	Engage with and empower young people to make use of digital media in their daily lives	YCWM50; YCWMP5; YCWMP6
B2: Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with youth work	YCWM50; YCWMP5; YCWMP6
	YW10	Advocate with and on behalf of young people so their interests are represented	YCWM50; YCWMP5; YCWMP6; YCWM52
B3: Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate learning activities with young people	YCWMP5; YCWMP6
	YW12	Manage resources with young people for youth work activities	YCWM51; YCWMP6
B4: Promote access to information, support and guidance	YW13	Access information with and for young people to inform decision making	YCWM50; YCWMP5; YCWMP6
C1: Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights	YCWM50; YCWMP5; YCWMP6
C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being	YCWMP5; YCWMP6 YCWM51
	YW16	Equip young people with safeguarding techniques	YCWMP5; YCWMP6

	YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self	YCWM51; YCWMP5; YCWMP6
	YW18	Engage with young people to promote their emotional wellbeing and mental health	YCWM5; YCWMP6
C3 Promote inclusion, equity and the valuing of diversity	YW19	Develop a culture and ethos that promotes inclusion and values diversity	YCWM50; YCWMP5; YCWMP6
	Signpost No. 23	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7	YCWM50; YCWMP5; YCWMP6
D1: Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community	YCWM51; YCWMP5; YCWMP6; YCWMD5
	YW21	Secure funding and resources for youth work	YCWM51: YCWMP6
D2 Influence, plan and implement youth work strategy	YW22	Influence and develop youth work strategy	YCWM51; YCWMP5; YCWMD5
	YW23	Engage young people in the strategic development of youth work	YCWM51; YCWMP6;
	Signpost No. 27	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)	YCWM51; YCWMP5; YCWMP6
D3: Monitor and evaluate the effectiveness of youth work strategy and plans	YW24	Monitor and evaluate the impact of youth work strategy and delivery	YCWM52; YCWMP5; YCWMP6; YCWMD5
E1: Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner	Across all modules
	Signpost No. 28	Develop your knowledge, skills and competence (Management and leadership NOS CFAM&LAA2	YCWM52; YCWMP5; YCWMP6
E2: Lead and manage others	Signpost No. 29	Lead your team (Management and leadership NOS CFAM&LBA3	YCWM52; YCWMP6
	Signpost No. 30	Allocate work to team members (Management and leadership NOS CFAM&LDB2)	YCWM52; YCWMP6
	Signpost No. 31	Quality assure work in your team (Management and leadership NOS CFAM&LDB3)	YCWM52; YCWMP; YCWMP6
	Signpost No. 32	Recruit, select and retain people (Management and leadership NOS CFAM&LDA2)	YCWM52

E3: Develop colleagues	YW26	Provide leadership to other youth workers and volunteers	YCWM51: YCWMP6
	Signpost No. 33	Support individuals' learning and development (Management and leadership NOS CFAM&LDC2)	YCWM51: YCWMP6
E4: Maintain health and safety in the workplace	Signpost No. 34	Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)	YCWMP5; YCWMP6;
	Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices (Management and leadership NOS CFAM&LEB1	
F1: Encourage engagement of young people in their community	Signpost No. 36	Work with the tensions inherent in community development practice (JETSCD02)	YCWM51; YCWMP5; YCWMP6
	Signpost No. 37	Support inclusive and collective working (JETSCD06	YCWM50; YCWM51 YCWMP5; YCWMP6
	Signpost No. 38	Relate to different communities (JETSCD03)	YCWM50; YCWM%1 YCWMP5; YCWMP6
F2: Engage with communities to promote the voice and needs of young people	Signpost No. 39	Promote the needs rights and interests of individuals and groups in the community (SFJBA6)	YCWM50; YCWMP5; YCWMP6; YCWMD5

## APPENDIX 2: M LEVEL & GRADE DESCRIPTORS

<b>CREDIT LEVEL 7</b>	<b>Students awarded a qualification at this level will have demonstrated:</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>- depth and systematic understanding of knowledge in specialised/applied areas and across area</li> <li>- the ability to work with theoretical/research-based knowledge at the forefront of youth &amp; community practice</li> <li>- awareness of and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions</li> <li>- a comprehensive understanding of techniques/ methodologies applicable to their own work (theory or research-based).</li> </ul>
<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>- the ability to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively and with critical awareness</li> <li>- the ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and with critical awareness</li> <li>- a level of conceptual understanding that allows him/her critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches</li> <li>- initiative and originality in problem solving</li> <li>- the ability to act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.</li> </ul>
<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- the ability to operate in complex and unpredictable and/or specialised contexts with an overview of the issues governing good practice</li> <li>- the ability to exercise initiative and personal responsibility in professional practice</li> <li>- technical expertise, performed smoothly with precision and effectiveness</li> <li>- the ability to adapt skills and design or develop new skills and/or procedures for new situations.</li> </ul>
<b>Transferable / key skills</b>	<ul style="list-style-type: none"> <li>- the ability to work effectively with a group as leader or member</li> <li>- the ability to clarify tasks and make appropriate use of the capacities of group members</li> <li>- the ability to negotiate and handle conflict with confidence</li> <li>- the ability to use the full range of learning resources</li> <li>- the ability to be reflective on own and others' functioning in order to improve practice</li> <li>- competence in undertaking research tasks with minimum guidance</li> <li>- the ability to be an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development</li> <li>- the ability to engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently</li> <li>- independent learning ability required for continuing professional study, making professional use of others where appropriate.</li> </ul>

<b>LEVEL 7 (M) Grade Descriptors</b>	
<i>Pass with Distinction</i> 90-100% <i>Work which:</i>	<ul style="list-style-type: none"> <li>outstanding work which is thought provoking, presenting challenging evidence-based insights and proposals</li> <li>work which is of publishable quality</li> </ul>
<i>Pass with Distinction</i> 80-89% <i>Work which:</i>	<ul style="list-style-type: none"> <li>contributes to the knowledge base of the Youth &amp; community work</li> <li>effectively challenges theoretical frameworks</li> <li>displays methodological rigour</li> <li>demonstrates qualities consistent with publishable material</li> </ul>
<i>Pass with Distinction</i> 70-79% <i>Work which:</i>	<ul style="list-style-type: none"> <li>demonstrates confident, detailed and informed knowledge of the Youth &amp; community work</li> <li>demonstrates qualities of self critical, independent learning</li> <li>displays a confident / competent grasp of complex issues</li> <li>displays evidence of originality and innovation</li> </ul>
<i>Pass with Merit</i> 60-69% <i>Work which:</i>	<ul style="list-style-type: none"> <li>demonstrates secure and relevant knowledge base</li> <li>is analytical in style and critical in interpretation</li> <li>demonstrates a fluent style and use of appropriate language</li> </ul>
<i>Pass</i> 50-59% <i>Work which:</i>	<ul style="list-style-type: none"> <li>demonstrates a competent understanding of the Youth &amp; community work</li> <li>reveals knowledge and understanding of key issues</li> <li>addresses issues within a structured framework</li> <li>demonstrates analytical and critical acumen</li> <li>is well organized and presented</li> </ul>
<i>Condonable Fail</i> 40-49% <i>Work which:</i>	<ul style="list-style-type: none"> <li>displays relevant knowledge of the Youth &amp; community work</li> <li>reveals some evidence of a systematic, coherent and analytical engagement with the Youth &amp; community work</li> <li>is generally competent but may be conceptually weak</li> <li>contains irrelevant materials</li> </ul>
<i>Fail</i> 30-39% <i>Work which:</i>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of the Youth &amp; community work</li> <li>reveals weaknesses / flaws in argument</li> <li>uses an insufficient range of sources</li> <li>has a poor style / structure</li> <li>is partially incomplete</li> </ul>
<i>Fail</i> 20-29% <i>Work which:</i>	<ul style="list-style-type: none"> <li>displays insufficient engagement with or lack of understanding of the Youth &amp; community work</li> <li>shows limitations in the ability to formulate / sustain a clear argument</li> <li>does not meet the expectations of the task set</li> </ul>
<i>Fail</i> 10-19% <i>Work which:</i>	<ul style="list-style-type: none"> <li>has serious errors and / or major omissions</li> <li>is poorly communicated / presented</li> <li>is incomplete / does not focus on the task set</li> </ul>
<i>Fail</i> 1-9% <i>Work which:</i>	<ul style="list-style-type: none"> <li>unacceptable work which lacks evidence of understanding the Youth &amp; community work</li> <li>includes inappropriate / irrelevant information</li> <li>lacks any evidence of an appropriate reading base</li> <li>marginal or no engagement with the task</li> </ul>
<i>Fail 0%</i>	<i>Non-submission</i>

## APPENDIX 3: INTRODUCTION TO THE STAFF TEAM

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Dr Tracy Hayes - Programme Leader

Email: [thayes@marjon.ac.uk](mailto: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.

Dr Jon Ord – Associate Professor

E-mail: [jord@marjon.ac.uk](mailto: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 (2<sup>nd</sup> edition)' and editor of 'Critical issues in youth work management' and co-editor of 'Rethinking outdoor, experiential and informal education'.

Rob Reynolds – Associate Lecturer

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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. In his spare time Rob is a wildlife photographer and says he would like to be good at drawing and painting but has never got the hang of it.

**Student Admin:** Michelle Charlick

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