



## **Module Specification**

### Youth and Community Learning

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#### **Contents**

|  |          |
|--|----------|
| <b>Module Specification .....</b>                  | <b>1</b> |
| <b>Part 1: Information .....</b>                   | <b>2</b> |
| <b>Part 2: Description .....</b>                   | <b>2</b> |
| <b>Part 3: Teaching and learning methods .....</b> | <b>3</b> |
| <b>Part 4: Assessment.....</b>                     | <b>5</b> |
| <b>Part 5: Contributes towards .....</b>           | <b>7</b> |

## Part 1: Information

**Module title:** Youth and Community Learning

**Module code:** UTTGTM-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** The module will include the following areas of learning :

Competing definitions, analysis and meanings of community learning for young people and adults

Competing models of intervention in communities for specific purposes

Support in reflecting on professional practice in communities

Advice and support in planning a programme of informal learning activities

Explored current understandings and developments related to youth justice

Competing analysis of involvement and participation

Theory and practice of community development

Policy context and current trends in community involvement

Group work

Theory, practice and skills of advocacy and active listening

Ethical issues in working with service users

Evaluating outcomes of community participation

Barriers to engaging communities and service users

Professional roles and relationships and service users

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online

engagement and e-mail contact.

The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 32.5 hours

Guided study (group and individual tasks, including online engagement): 13.5 hours

Work – related learning activities 26 hours

Total contact scheduled hours 72 hours

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Placement learning: This is important aspect within this programme and included on average 100 hours per 30 credit modules participants are expected to be in the workplace throughout their study.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Develop and extend the range and depth of informal learning experiences for young people in local communities

**MO2** Critique the principles of community learning and development- self determination, inclusion, empowerment, collaborative working and lifelong learning

**MO3** Critically analyse and evaluate theories underpinning practice of youth and community learning

**MO4** Explored the engagement of young people in community contexts through consideration of power, leadership and inclusion

**MO5** Consider educational implications related to youth justice

**MO6** Reflect upon work based learning experiences and devise a programme of learning for a specific group of young people in the community

**MO7** Demonstrate the application of evidence-based reflective practice in engaging service users

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgtm-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgtm-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.

There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

Assessment Criteria adhered to within Education Department as follows for level 3:

**A: Conceptual Domain (Core for each component)**

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

**B: Literature Domain**

The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

**C: Contextual Domain**

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

**G: Action Domain**

The assignment demonstrates that the student can explore the relationship between theory and practice, and use reflection to develop personal theory and/or consider its implications for practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

**H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

**Assessment components:****Portfolio (First Sit)**

Description: A portfolio of informal learning activities for young people to be implemented in a community setting, including a rationale for such community

learning (equivalent to 5,000 words)

Assessment Criteria:

AL3,BL3, CL3, GL3

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

### **Portfolio (Resit)**

Description: A portfolio of informal learning activities for young people to be implemented in a community setting, including a rationale for such community learning (equivalent to 5,000 words)

Assessment Criteria:

AL3,BL3, CL3, GL3

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24