



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Youth and community learning				
Module Code	UTTGTM-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	PECES		
Contributes towards	BA HONS EDUCATION IN PROFESSIONAL PRACTICE				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	PROJECT
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	SEPTEMBER 2013		Valid to	1 September 2013	

CAP Approval Date	30 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Develop and extend the range and depth of informal learning experiences for young people in local communities. (Comp A) 2. Critique the principles of community learning and development- self determination, inclusion, empowerment, collaborative working and lifelong learning(Component A) 3. Critically analyse and evaluate theories underpinning practice of youth and community learning (Comp A) 4. Explored the engagement of young people in community contexts through consideration of power, leadership and inclusion (Comp A) 5. Consider educational implications related to youth justice (Comp A) 6. Reflect upon work based learning experiences and devise a programme of learning for a specific group of young people in the community (Comp A) 7. Demonstrate the application of evidence-based reflective practice in engaging service users (Comp A)
Syllabus Outline	<p>Syllabus Outline The module will include the following areas of learning :</p> <ul style="list-style-type: none"> • Competing definitions, analysis and meanings of community learning for young people and

	<p>adults</p> <ul style="list-style-type: none"> • 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 																				
Contact Hours	<p>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.</p> <table data-bbox="335 784 1308 940"> <tr> <td>Whole cohort events:</td> <td>32.5 hours</td> </tr> <tr> <td>Guided study (group & individual tasks, including online engagement):</td> <td>13.5 hours</td> </tr> <tr> <td>Work – related learning</td> <td>26 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td>72 hours</td> </tr> </table>	Whole cohort events:	32.5 hours	Guided study (group & individual tasks, including online engagement):	13.5 hours	Work – related learning	26 hours	Total contact scheduled hours	72 hours												
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Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>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.</p> <p>Placement learning: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study.</p>																				
Key Information Sets Information	<p>This programme is a top up of one year at level 3 for those who have achieved 240 credits through a Foundation Degree either in UWE Federation programmes or outside the university. This has led to the programme being timetabled to take place on one day of the week to enable all participants to continue working and to study alongside this process in a similar manner to when they were studying their FdA.</p> <p>The hours entered in the table below reflect this reality in that scheduled contact time is low whilst placement study time is relatively high.</p> <table border="1" data-bbox="470 1657 1380 2049"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
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The table below indicates as a percentage the total assessment of the module

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Essential reading: Students are encouraged to read a wide range of articles and texts concerning youth and community learning many of which are available electronically. There are several texts available which will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.

Indicative Reading List

Packham, C (2008) Active citizenship and community learning Exeter : Learning Matters

Whyte, Bill, (2009) Youth justice in practice : making a difference Bristol: Policy Press

Beck D and Purcell R (2010) Popular education practice for youth and community development work Exeter: Learning Matters

Sangeeta S (2011) Working with diversity in youth and community work Exeter : Learning Matters

Batsleer J (2008) Informal learning in youth work London : SAGE

Websites:

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/Positive%20for%20Youth> (date accessed 9/05/2013)

Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>Assessment Criteria adhered to within the Education Department are as follows for level 3 :</p> <p>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.</p> <p>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.</p> <p>G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.</p> <p>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 Manager.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
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, CL3, GL3	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
A portfolio of informal learning activities for young people to be implemented in a	100%

community setting, including a rationale for such community learning (equivalent to 5,000 words)	
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Assessment Criteria:AL3, CL3, GL3

If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences
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