Programme Specification

Youth and Community Work [COBC]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Youth and Community Work [COBC]

Highest award: FdA Youth and Community Work

Interim award: CertHE Inclusive Practice in Education and Youth Work

Awarding institution: UWE Bristol

Affiliated institutions: City of Bristol College

Teaching institutions: City of Bristol College

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2024

Programme code: X9LA00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme is designed to provide a means by which experienced support staff, employed within an educational environment, can obtain a recognised qualification specific to their field and become more effective in their role by an increased reflection on practice. Successful students will be able to apply for progression to a relevant Honours degree.

Features of the programme: This programme has been designed to meet the needs of the workforce.
A reflective practice module based on professional standards within the workforce will underpin the study period to ensure strong links are constantly reviewed between theory and practice. This will give students opportunity to explore and embed their own developing professional identity, employability and career progression
Other modules address a wide range of relevant knowledge required to understand and critically engage with concepts of learning, teaching and development. This will include a range of perspectives and will embed the students own experiences as learners and practitioners.

Educational Aims: The aims of the programme are to:

Develop an understanding of the variety of roles played by professionals and practitioners in both formal and informal settings, enabling students to locate their own place and contribution to learning processes developing personal and professional skills

Provide students with broad and balanced knowledge and understanding of the principal features of working with young people in the community in order to enhance their ability to construct reasoned arguments about relevant issues

Broaden students' knowledge of practice from beyond their specific setting into the local, national and international arena.

Enable students to become accomplished, flexible practitioners who are able to respond to the needs of learners.

Provide a vocationally specific environment in which academic study is closely integrated with reflection and investigation of work based practice

Enhance a range of professional, academic and lifelong learning skills, knowledge and understanding in support of workplace and academic learning, enhancement of current practice and preparation for career development and further study.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Identify their own value systems and respond to moral and ethical issues in debates, research and practice.

PO2. Develop a critical understanding of youth and community work theory, policy and research at local, national and international levels.

PO3. Reflect on their own learning and performance, working effectively as an individual and as a member of a team.

PO4. Critically engage with issues of equity, diversity, inclusion and social justice and the impact of this on practice, with reference to sustainable development goals.

PO5. Recognise concepts of development, pedagogy and learning in the community.

PO6. Critically reflect on personal and professional practice, recognise areas of strength and and identify strategies for development.

PO7. Design and carry out a small-scale research project on a specific issue within the relevant field.

Assessment strategy: The programme provides opportunities for learning in and from workplaces, developing a critical reflection process on this learning. Every opportunity will be taken to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. The assessment is 'for', not 'of' learning. The assessment for modules throughout the programme will draw upon the professional experience gained from

the workplace setting. This work based approach to student learning forms a development within the area of continuing professional development for a group of educationalists currently operating in a variety of learning environments. This programme seeks to develop consciously competent practitioners who are able to positively influence practice in their settings.

Student support: COBC
Specific support is available to all students in developing and enhancing their study skills through contact with the Programme Manager, the module leader, library support, Technology Supported Learning – online study skills, virtual learning environments; Peer Assisted Learning (PAL) ; personal academic tutors allocated at the start of the programme and technical and resource support through the Education Resource Centre.

UWE
As UWE students, UWE based support is also available including academic support locally and through the library services, careers support, wellbeing support.

Part B: Programme Structure

Year 1
Full time students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time)
Full time students must take 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UTTGQ4-30-1	Children and Young People's Development 2024-25	30
UTTH3M-30-1	Promoting the Wellbeing of Children and Young People in Practice 2024-25	30

UTTGPY-30-1	Reflective Professional Practice 1 2024-25	30
UTTGSY-30-1	Rights and Participation 2024-25	30

Year 1 Optional Modules (if credit is required)
Module UTTGRW-30-1 Guided Studies may be taken in place of another module only with the agreement of the programme leader in exceptional circumstances.

Module Code	Module Title	Credit
UTTGRW-30-1	Guided Studies 2024-25	30

Year 2
Full time students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full time)
Full time students select 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UTTH3K-30-2	Managing Youth and Community Work Practice 2025-26	30
UTTGTA-30-2	Reflective Professional Practice 2 2025-26	30
UTLGJ3-30-2	Research Informed Practice 2025-26	30
UTTH3J-30-2	Social Theory and Social Action 2025-26	30

Year 2 Optional Modules (if credit is required)
Module UTTGRX-30-2 Guided Studies may be taken in place of another module only with the agreement of the programme leader in exceptional circumstances.

Module Code	Module Title	Credit
UTTGRX-30-2	Guided Studies 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students following this programme will be working or volunteering in a workplace. This setting may be anywhere where educational processes takes place – informal or formal – and may include businesses, arts organisations, voluntary or community based organisations, museums, leisure centres, health centres, prisons, youth work, play work, as well as colleges, primary, secondary and special schools, nurseries, and children's centres. These contexts will enable students to use,apply and share their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Professional Practice module detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge in practice and explicitly identify links to future employability.

Part D: External Reference Points and Benchmarks

QAA Benchmark statements for Education Studies and Youth and community work have been drawn upon in the writing of this programme specification to ensure that the programmed level learning outcomes are appropriate andcover the necessary areas of learning.

QAA Characteristics Statement Foundation Degree (2020)
It is noted that Foundation Degree's have distinctive features not seen in other level 5 qualifications including critical engagement and applicating of theory to workplace experience.

QAA UK Quality Code for HE
-Framework for higher education qualifications (FHEQ)
-Subject benchmark statements
-Qualification characteristics for Foundation degrees and Master's degrees

Also referenced:
UWE Strategy 2030
University/ College policies
Staff research projects

Any relevant PSRB requirements

Relevant Occupational standards (eg JNC)

Part E: Regulations

Approved to University Regulations and Procedures.