

De Montfort University

Course Template

1. Basic information

- Course Name: Youth Work & Community Development (with JNC Professional Qualification & EQSB Endorsement in CDL)
- Course Code: PA287T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB: APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Arts
- All possible exit awards : Postgraduate Certificate; Postgraduate Diploma; Institutional Postgraduate Credit
- Award notes : Pg Certificate - Social Studies
Pg Diploma - award title is either YWCD or HCD dependant on core modules completed. (YWCD must complete ASCS 5104 & 5103, HCD must complete ASCS 5104 & 5106).
MA - award is dependent on whether dissertation / PRP focus is health or youth work related.

The award of PG Diploma / MA with JNC Professional Qualification is dependent on Professional Field Practice (ASCS5218) and all practice hours being successfully completed, together with all core and 3 specialist modules.

- o In order to become eligible to start the Dissertation (ASCS 5901) or Practice Related Project (ASCS5216), students must normally have passed 60 of the 120 credits at first attempt.
- o Research Methods (ASCS 5201) and Professional Field Practice (ASCS5218) must be passed before the Dissertation or Practice Related Project can be commenced.

- o External examiners may require a viva voce examination of students in relation to the Dissertation or Practice Related Project.
- o Awards of distinction are awarded subject to section 4.7 of the Taught Postgraduate Programmes University Regulations.

- o Professional validation of the programme requires students to undertake a minimum of 596 hours of practice. The majority of these practice hours are essential elements of both core and specialist modules. Students entering the programme with 30 credits advanced standing, or electing to take two specialist modules not delivered by the youth and community division (i.e. 30 credits) have an additional requirement in order to ensure they complete the required number of hours. These students must complete the module 'Reflective Practice in Youth and Community Development Work' (ASCS5215).

A Postgraduate Certificate Social Studies is available for students who have achieved at least 60 credits on the programme, which must include Theory and Practice of Community Development and either Theory and Practice of Youth Work or Health and Well Being in Community Development.

- Accreditation by Professional/Statutory body:
Yes
- Exemption by Professional/Statutory body:
No
- Details
National Youth Agency - Professional Range
England Standards Board - Community Development Work
- Modes of attendance: Main MOA: Distance Learning
Other MOA:
- Mode Notes:
- Course leader: Jagdish Maganlal Chouhan

2. Entry Requirements and Profile

You need to demonstrate that you can work at masters level which can be achieved through having a first degree, normally 2:2 or above, or by having a range of academic and work experience

You may be required to undertake pre-registration modules before starting or complete an agreed portfolio of learning in the form of a 2,000–2,500 word pre course assignment, determined at application or interview stage.

You must be engaged in at least 12 hours appropriate work, paid or unpaid, per week.

You will need to attend an interview – telephone interview can be arranged if needed.

You must complete a declaration form and enhanced CRB disclosure application form (if you are overseas you will also need to submit a criminal records certificate from your home country), before starting the course, which need to be cleared in accordance with DMU's admission policy. Contact us for up-to-date information.

If English is not your first language an IELTS score of 6.5 or equivalent when you start the course is essential. English language tuition, delivered by our British Council-accredited Centre for English Language Learning, is available both before and during the course if you need it.

3. Course Description

Characteristics and Aims

Characteristics and Aims: The programme aims to:

1. Provide an opportunity for youth & community development workers and health & community development workers to study at an advanced academic and professional level
2. Deliver high quality practice related modules which enable practitioners and their clients to achieve planned change through the process of education, development and practice orientated research
3. Enable the development of the innovative, progressive practitioner who reflectively engages with concepts and practices of social justice and equality
4. Critically examine and explore ways of meeting social welfare needs in the 21st Century e.g. through inter-professional working
5. Enable students to draw from a wide variety of knowledge domains, including political, cultural, economic, epistemological, occupational, physical, psychological or technological
6. Provide opportunities for students to ensure the integration of theory and practice for informing professional action within a range of youth & community development work and

health & community development contexts.

Teaching, Learning and Assessment Strategies

Students joining MA YW&CD and MA YWHCD are already experienced in health & community development work and/or youth and community development work in a richly diverse range of settings and contexts. The programme is designed to develop the practice based and intellectual capabilities of the students and particularly for professional qualification students, to ensure that they can perform at a level commensurate within JNC professional range by the conclusion of the programme.

The learning and teaching methods and strategies employed seek to purposely reflect the philosophy, ethos, aims, objectives and structures of a programme of advanced academic and professional development. The methods are founded on principles of participative learning, empowerment, anti-oppressive practice and development. They are designed to facilitate the learning of mature students as youth /health and community development workers, with diverse experience and ability for whom participative, individual and collective learning will be differentially challenging but necessarily constructive and creative.

The programme works to build a 'learning community', from the initial contact on selection day and in the Induction periods onwards, through attempting to:

- help an engagement with, and develop an ownership of, the values of the programme
- identify the common ground as well as the contrasting experiences of participants
- develop a sense of significance and security in the programme community and solidarity with its tasks
- help participants realise the value their contribution can make to others learning.

Through the choice of learning and teaching methods within each module, the programme seeks to:

- be efficient and motivating in the transfer and creation of theoretical and practical knowledge
- offer the experience of the productive elements and sound practices of informal education in youth & community development work
- temper the idealism or remoteness of theoretical debate, so that new knowledge can be related to practice
- reject a passive approach to learning and assessment and encourage the active, personal involvement of all participants in negotiating learning, constructing professional pathways and evaluating learning through formal evaluation and self-assessment.
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Within this context the following methods are used:

- The distance learning mode develops a commitment to the computer conferencing (virtual learning environment 'Blackboard' and other technologies) dimension of the programme and includes working with participants with differential levels of keyboard and word processing skills, ensuring good technical support during the early stages of the programme, negotiating and operating a staff/student distance learning contract, and providing effective e-mail tutorial support.
- Each semester will begin with three to five days of block teaching in Leicester. There are no more than 15 days of block teaching over the normal two-year duration of the programme. This mode of the programme includes the following:
 - Induction Block Teaching periods: Module 'launch lectures' which guide the students through the material, introduction to, and troubleshooting with, VLE Blackboard, introduction to professional qualification, library and student services inductions and a study skills session.
 - module readers and 'wrap around' commentary for each module
 - further reading: by students from reading lists provided and from their own searches
 - computer conferences: Four fortnightly seminars per semester per 15 credit module, in which students participate and is monitored by the Module Tutor.
 - face to face (in block teaching periods), email or telephone tutorials: including those related to module content and those related to student progress and welfare
 - parallel student conferencing
 - peer led support learning

- individual and directed study
- Supervised Practice (for JNC Professional Qualification route only)
- practical project work.

Students will receive support for their Supervised Practice from a supervisor approved by the University, and a University practice tutor / visitor. The experience of the Youth and Community Division and specifically of the Practice Co-ordinator provides additional support for professional qualification route students.

A module specification is presented in the separate Programme Module Handbook for each of the following modules, which comprise the MA Youth Work and Community Development and MA Youth Work, Health & Community Development.

Other specialist modules may also be offered in conjunction with sister MA Programmes eg. Community & Criminal Justice and MSc Parenting.

Professional validation of the programme requires students to undertake a minimum of 596 hours of practice. The majority of these practice hours are essential elements of both core and specialist modules. Students entering the programme with 30 credits advanced standing, or electing to take two specialist modules not delivered by the youth and community division (i.e. 30 credits) have an additional requirement in order to ensure they complete the required number of hours. These students must complete the module 'Reflective Practice in Youth and Community Development Work' (ASCS 5215).

Note: All modules are credit rated at 15 credits and therefore carry the same assessment weighting. Each module is normally assessed by one assignment / portfolio. The dissertation is rated at 60 credits.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> • Knowledge & understanding 	moral, philosophical and political values which inform differing orientations to practice understand medical and social models of health and their application to health education understand the role of the informal educator in the development of programmes of education and social care in the broad arena of health. enable the achievement of planned change in their work within the context of a commitment to social justice and equality recognise multiple boundaries and where appropriate be able to work across them, in order to meet the requirement for effective practice contribute as appropriate to the further development of their profession through practice, teaching, research or publication use the required knowledge, skills and techniques for the effective utilization and management of human and physical resources in the delivery of Youth and Community Development
<ul style="list-style-type: none"> • Cognitive skills 	apply with competence the theories and

	practices of Youth & Community Development in their work use research and analytic skills as effective aids to organisational and practice development
• Subject specific skills	locate their practice within national and international cross curricula themes
• Key Skills	Use of IT for communication and knowledge acquisition Communication skills, orally and written Capacity for professional development Ability to work individually and as a team Ability to manage self, and others

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
ASCS5103	15.00	5	Both	Y	DM	
ASCS5104	15.00	5	Both	Y	DM	
ASCS5201	15.00	5	Both	X	DM	
ASCS5205	15.00	5	Must Pass		1, 2, X, SX	DM
ASCS5214	15.00	5	Must Pass		2, X	DM
ASCS5215	15.00	5	Must Pass		1, 2, SX, S1, S2	DM
ASCS5216	60.00	5	Must Pass		1, 2, X, SX	DM
ASCS5218	15.00	5	Both	2, SX	DM	
ASCS5301	15.00	5	Must Pass		2	DM
ASCS5401	15.00	5	Both	2, 1	DM	
ASCS5405	15.00	5	Must Pass		X	DM
ASCS5801	15.00	5	Must Pass		2, 1, X, S2, SX, SSX	DM
ASCS5802	15.00	5	Must Pass		X	DM
ASCS5803	15.00	5	Must Pass		X	DM
ASCS5804	15.00	5	Must Pass		X	DM
ASCS5805	15.00	5	Must Pass		X	DM
ASCS5806	15.00	5	Must Pass		X	DM
ASCS5807	15.00	5	Must Pass		X	DM
ASCS5808	15.00	5	Must Pass		X	DM
ASCS5809	15.00	5	Must Pass		2, X, S2	DM
ASCS5815	15.00	5	Must Pass		2, X, 1	DM
ASCS5817	15.00	5	Must Pass		1, 2, X	DM
ASCS5819	15.00	5	Must Pass		X	DM
ASCS5901	60.00	5	Must Pass		1, 2, X, SX, SSX, SY	DM

Structure

Structure notes

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Course Specific Differences or Regulations

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Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

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6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

As per normal DMU procedures

Course Handbook Descriptor