## Programme Specification

<table>
<thead>
<tr>
<th>Programme Title and Name of Award</th>
<th>MA Youth Work and Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level</td>
<td>7</td>
</tr>
<tr>
<td>Total Credits</td>
<td>180</td>
</tr>
</tbody>
</table>
| Professional Body Accreditation / Qualification | Joint Negotiating Committee (JNC) accredited status as youth worker on successful completion of all modules and QPU’s and 80% minimum attendance.  
   On graduation, a student will automatically be awarded National Youth Agency JNC Youth Worker status and will gain recognition from the Endorsement and Quality Standards Board for Community Development Learning England (ESB) as a competent Community Development Practitioner. |
| Date of Professional Body Accreditation | July 2018 | Accreditation Period | 2018-2023 |
| UCAS Code                         |                                          |
| JACS Code                         | L530 (50%) Youth Work   
   L540 (50%) Community Work       |
| HECoS Code                        |                                          |
| Criteria for Admission to the Programme | The University’s standard criteria for admissions apply. APL will be considered from a JNC approved course or non-standard entry considered on individual experience on a case by case basis, please refer to the Applicant Information pages of the University website for more information.  
   **National Youth Agency Conditions for Accreditation of prior learning**  
   The programme has a process of APL that:  
   - operates within a larger institution wide procedure;  
   - only accepts tangible and assessable evidence, such as copies of certificates or transcripts, of a similar level of attainment in a comparable programme of study in an equivalent institutional setting;  
   - allows advanced standing into level 4 or 5 of a BA programme only on condition that evidence clearly supports a level of professional formation equal to students on the programme |
they are entering, more specifically:

**Academic learning:**

Obtained by completing modules within a JNC programme or by demonstrating academic understanding from completing related academic study, so that by the end of the level 6 they have met the full curriculum requirements as laid out in 3.1 (Professional validation guidance 2015) and youth work is evident at each level of student learning.

**Professional practice:**

Has completed field practice on another JNC validated youth work programme, and/or that by then end of the level 6 they will have completed 888hrs of supervised practice (50% direct engagement with young people aged 13 – 19).

Where someone is transferring from a parallel programme within the Young People’s workforce, formally, supervised practice can be APL if:

- practice has been supervised and assessed with reports written by both supervisor and student;
- practice was predominantly with the 13 – 19 age group;
- practice involved group work;
- practice took place in a range of contexts;
- practice involved work on social and personal development;
- learning achieved covers, and has been mapped to the NOS for Youth Work
- evidence of practice and reports are produced;

At the end of the third level of the programme the student will have completed 800 hours with 50% direct engagement with young people aged 13 – 19.

Detailed criteria for admission to this programme can be found on the programme webpage:

https://www.cumbria.ac.uk/study/courses/postgraduate/youth-work-and-community-development-ma/

Applicants need 72 hours of experience working with young people and/or communities within the 11-25 age range.

The following additional requirements apply for entry to this programme:

A successful DBS check. (Fee may be payable)

Successful interview

<table>
<thead>
<tr>
<th>Teaching Institution</th>
<th>University of Cumbria (UoC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Department</td>
<td>Health, Psychology and Social Studies</td>
</tr>
<tr>
<td>Programme delivered in conjunction with</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>Principal Mode of Delivery</td>
<td>Face to Face with elements of Work-Based Learning.</td>
</tr>
<tr>
<td>Pattern of Delivery</td>
<td>Full Time and Part Time (Infill)</td>
</tr>
<tr>
<td>Delivery Site(s)</td>
<td>UoC Carlisle, UoC Lancaster.</td>
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</tbody>
</table>
| Programme Length                       | Full Time: 1 calendar year standard, 5 calendar years maximum  
Part Time: 2 calendar years standard, 5 calendar years maximum |
| Higher Education Achievement Report (HEAR) | Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR). |
| Exit Awards                            | You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.  
MA Youth and Community Studies (180 credits but no QPU)*  
PGDip Youth Work and Community Development (120 credits plus QPU)  
PGDip Youth and Community Studies (120 credits but no QPU)*  
PGCert Youth Work and Community Studies (60 credits)*  
*These exit awards are not JNC or ESB accredited. |
| Period of Approval                     | Sep 2018 – Aug 2024 |

**Cumbria Graduate Attributes**

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful postgraduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud
Programme Features

This programme is ideal for anyone who wants to make a difference to the lives of young people and communities. The programme will develop the knowledge and skills you need for a career across a range of professional areas, or for entry into further postgraduate study. The MA in Youth Work and Community Development has been designed to build on existing learning experiences and offers flexible learning opportunities that will enhance the academic and professional knowledge and skills of learners with a view to improving career prospects.

By ‘community development’ we refer to the long-term process that enables people to work collectively to create social change grounded in their lived experiences. It involves identifying their own needs and actions, collective actions grounded in their strengths and resources, development of confidence, skills and knowledge, challenging unequal power relationships and working towards social justice, equality and inclusion. Communities may be based around locality, identity or interests (ESB NOS, 2015, p.2). Fundamentally, this programme is informed by a community development approach to work with young people.

The programme aims to provide a stimulating and challenging academic and scholarly environment for learners who wish to advance their academic and professional development beyond undergraduate level, through developing specialised knowledge and a critical awareness of issues at the forefront of research and practice within the field. The MA may be studied on a full or part time basis (Infill).

Programme Modules that students on the MA will study are:

- Professional Values and Ethics
- Developing young people and communities in complex contexts
- The challenge of contemporary youth work and community development
- Theories of contemporary society
- Leading the transformation of services
- Research skills and methods
- Dissertation / published research
- Qualificatory Practice Unit – Professional Practice

In addition to the flexible and specialist nature of the provision the programme has a number of distinguishing features including: a commitment to prepare our postgraduates with a knowledge and experience of interdisciplinary working, a focus on employability and postgraduate level research skills, an appreciation of the social justice and action agenda and its relevance and application to the field nationally and internationally. Completing the dissertation gives you a unique opportunity to research a topic of your choosing in great depth. This works particularly well when it is a project that also benefits your employer.

**Interdisciplinary working**: the emphasis on interdisciplinary working is supported by an interdisciplinary programme team including childcare professionals; psychologists, youth workers and teachers. Wherever possible you are provided with opportunities to learn alongside students on other professional programmes enabling interprofessional learning. These features equip you with the knowledge, understanding, skills and experience to work in contemporary integrated practice settings.

**Employability**: The programme offers an excellent exploration of the wider children’s workforce and social care arena, the types of work within it and career routes that lie ahead. This keeps your career options open throughout the postgraduate degree. You will gain a firm understanding of human development, issues of social justice, interdisciplinary professional practice and global perspectives. This provides a strong foundation to pursue careers across the workforce and supporting people at all ages and stages of their lives. The programme is tailored to maximise your employability. As such the module content, activities and assessment tasks reflect real world of work contexts. The Career Ahead
programme is also available to students to enhance their employability.

**Internationalisation**: The programme places considerable emphasis on an international curriculum, in the knowledge that this will strengthen your position as a practitioner potentially preparing you for work across the globe. Moreover, it prepares you for work in contemporary society. Global perspectives are embedded across the curriculum.

**Social Justice**: Consistent with the core values underpinning health and social care practice this programme promotes the social justice agenda.

**Research Skills in preparation for practice**: Practitioners and academics within the wider children’s workforce and social care services need to be equipped to reflect, evaluate and gather evidence to demonstrate the efficacy of their provision. This programme prepares you for evidence-based practice by presenting you with a range of research challenges at different stages of your study culminating in a final independent research project (dissertation).

**Placement**: The programme contains a placement unit called a Qualificatory Practice Unit (QPU) linked to the leadership and management module. There is a requirement to complete two placements, one may be in your workplace, and one must be in a different youth and community development setting. You will need to complete 592 hours across two placements. You will be supported by a supervisor in each organisation and a university supervisor. Your learning will be assessed in a practice discussion called a viva and with a portfolio of practice evidencing that you have achieved the national occupational standards for youth work and community work. The placements span the duration of the programme and represent a significant commitment to study. A further requirement of the professional regulatory body is 80% attendance at all sessions as this is critical to gaining the knowledge required in professional practice. The National Youth Agency require a minimum of 50% youth work experience across all placements in order to secure JNC accreditation. You may have the opportunity to complete a block placement overseas, depending on your personal circumstances.

**Non-Professional, Statutory and Regulatory Bodies (PSRBs) Route**: For students who already have a professional youth worker or community worker status, those who do not wish to study for professional status, or those who are not able to take the professional route can take a non-PSRB route through the programme. This would exempt them from the placement experience hours and qualificatory practice unit and lead to an award called Youth and Community Studies.

**Programme enrichment**: The programme is further enriched with a wide range of additional learning opportunities. These include; attendance at departmental seminars and events, research internships over the summer, co-research with staff, voluntary roles leading to certificates such as year representative, international placement (subject to suitability and funding).

**Additional costs**: Most of your expenses are included in the programme, however, we do recommend that you have some additional resources for the following options: £10 - £20 per year for stationery, £40 for a programme sweatshirt / hoodie (optional), £100 for trips (optional), £250 for a residential (optional), and £190 for an ILM leadership certificate in level 6 (optional), all figures listed are approximate as at January 2018 and may be subject to change/inflationary increases. There may be costs associated with placement and Disclosure & Barring Service (DBS).

**Induction and support**: Our welcome day allows you to find your feet. From then on peer support, personal tutor support, wider university support systems and the online learning platform will keep you motivated and achieving on track. If for any reason you find you are unable to continue to study, there are also two exit options, ensuring that you get the maximum award possible. The exit routes are Postgraduate Certificate in Youth and Community Studies or Postgraduate Diploma in Youth Work and Community Development.

**Progression**: The children’s workforce and social care services include; early years, education, social care, health and wellbeing, sport and culture, youth work, community work, crime and justice. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. This provides you with a wide range of employment options. Our recent
postgraduates have gone on to work in a wide variety of these organisations as front line staff and project managers.

As a result of studying this programme you may also want to progress onto a PhD by research or a professional doctorate.

**Failing the Programme:**

The University will undertake to award the maximum possible award for modules studied. Failing any of the PSRB requirements will mean you will not be awarded Youth Worker JNC Status or be considered as competent at Community Development. Failing credits will mean you will exit with a statement of modules completed or exit award as illustrated in the tables at the end of this specification.

**Part time study:**

Students who wish to study part time can do so on an infill basis. This would mean that you would study modules alongside the full time cohort at the times that the modules are indicated in the tables at the end of this specification. This will give you the flexibility to study between one and three modules per semester in a period between two and five calendar years. On registration you will agree your individual journey through the programme.

**Aims of the Programme**

The overall aims of the Programme are to support students to:

1. provide a motivating and challenging academic and scholarly environment for learners who wish to progress their academic and professional development beyond undergraduate level
2. facilitate the acquisition and understanding of complex and specialised knowledge and a critical awareness of academic and practitioner issues at the forefront of youth work and community work
3. develop conceptual knowledge and understanding of how research and reflective practice enables the critical analysis, interpretation, synthesis and application of evidence within the field of youth work and community work
4. through completion of a dissertation, contest existing knowledge and facilitate the development of new ideas and new ways of thinking within youth work and community work
5. Prepare students for Level 8 (postgraduate) study in an allied field; or for employment

**Level Descriptors**

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University’s Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University’s provision.

At Level 7 (Master’s level), you will be able to demonstrate that you have the ability to:

- Display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice
• Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations
• Generate new ideas and support the achievement of desired outcomes
• Accept accountability for decision making including the use of supervision
• Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field

Programme Outcomes – Knowledge and Understanding
The programme provides opportunities for you to develop and demonstrate the following:

K1. a mastery of specialist knowledge of contemporary theory and research in the domain of youth work and community work
K2. a critical and expert understanding of professional, ethical and legal perspectives relating to research and practice in youth work and community work
K3. a critical and specialist knowledge of factors that influence research, policy and practice within the field of youth work and community work
K4. the ability to synthesize, compare, contrast and critically evaluate a range of issues at national and international that impact upon research with children and families

Programme Outcomes – Skills and other Attributes (including Employability Skills)
The programme provides opportunities for you to develop and demonstrate the following:

S1. competence and expertise in planning, undertaking and completing a critically engaged, coherent, substantial and advanced piece of research
S2. the ability to produce work to a professional standard in readiness for publication/professional practice
S3. the ability to clearly, concisely and professionally communicate ideas, findings and conclusions (orally or through a range of written media e.g. formal reports, posters, literature reviews)
S4. the ability to work independently and to manage your own learning
S5. the ability to work as a professional youth worker and community worker in accordance with each set of National Occupational Standards

External and Internal Reference Points
The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

• QAA Subject Benchmark Statement: Early Childhood Studies (2014)
• QAA Subject Benchmark Statement: Youth and Community (2017)
Post Graduate Prospects

The children’s workforce is a wide sector including; early years, education, social care, health and wellbeing, sport and culture, youth work, community work, crime and justice. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. This provides you with a wide range of employment options for graduates. We know from conversations with Alumni that our recent graduates have gone on to work in a wide variety of these organisations as front line staff and project managers. As a result, the programme design, content, teaching and learning activities and assessments need to be broad enough to encompass this breadth of progression opportunities and highly applied in nature in order to advantage our students in recruitment processes. The ability to research offers you a competitive advantage when seeking promotion, employment or higher-level study in the children’s workforce. This comprises the following sectors:

- Education
- Health
- Early years
- Sports and culture
- Justice and crime
- Youth work
- Social work
- Family work.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises and celebrates diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.
Assessments are spread across weeks as much as possible to avoid ‘bunching’, but they will inevitably fall towards the end of each semester. We provide as wide a breadth of assessment opportunities at each stage of assessment – one formative and one summative. Progression is ensured through the increased criticality of content and ‘level’.

**Learning and Teaching**

In line with the UoC Learning, Teaching and Assessment Strategy 2017-22 our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a varied curriculum that balances knowledge, skills and practical application in practice
- Use learning technology to promote student learning and achievement through the use of PebblePad, blackboard, social media, online survey technology, and other ICT applications
- Provide active learning and social learning opportunities through a range of individual and group learning experiences, placement activities and programme enrichment events
- Embed principles of internationalisation and draw on global perspectives into all relevant modules
- Embed principles of employability and entrepreneurial skills development within every module
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning opportunities
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice
- Use research-informed teaching, drawing on industry-based knowledge and expertise
- Have links to the UoC postgraduate attributes in every module.
- Processes for the practical management and quality assurance of the placements as referred to in the Placement Handbook.

**Summative and Formative Assessment**

In line with the UoC Learning, Teaching and Assessment Strategy 2017-22 and the HPSS Assessment Strategy 2016-2020, our assessment methods:

- Are designed to provide a creative and balanced strategy across the programme enabling students to evidence excellence in knowledge, skills and application to practice
- Provide a range of engaging and challenging opportunities
- Enable the valid testing of the programme learning outcomes
- Enable progression in each style of assessment task from one module to the next
- Are matched to specific module contents and outcomes
- Are designed as to avoid the ‘bunching’ of submission deadlines
- Promote the concept of ‘assessment for learning’ to enable the development of independent and autonomous thinkers
- Provide a relevant and practicable workload for both students and staff which enables anonymous marking and timely feedback with attention to type, volume and frequency of assessment tasks
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success.
Assessments are varied and progressive. Within each level of study we ensure that students experience a breadth of assessment tasks. These are experienced at each level. Progression is built into these assignments through the increased requirements of the grade descriptors at each level and the sophistication of the learning task as indicated by the learning outcomes ensuring that skills, knowledge and understanding develop as the student progresses.

**Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

**Induction**

Students are inducted into the programme through ‘welcome week’. During this week the students access university wide support from a range of departments. In addition, the programme team facilitate a range of group and social activities to enable the students to get to know one another, and introduce the structure and expectations of the students from a programme perspective. The roles of key staff are outlined and the wide range of support mechanisms at the university signposted. A range of taster activities are provided to enable the students to get to grips with university systems and to enable the team to quickly pick up on any emergent issues. There are ‘recall’ days at the start of every semester and at the end of the academic year where students and staff across the Child and Family Studies Group come together to induct students back into the year, review progress, regroup and plan ahead.

**Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. You will meet your personal tutor in the first two weeks at University and at regular intervals from then on. We endeavour to keep your personal tutor consistent throughout your time at university, but this may not be possible for a range of reasons.

**Personal Development Planning**

Personal development planning is an ongoing process throughout the programme and is supported by the Personal Tutor (PT). PebblePad is used as the online personal development plan (PDP) enabling you to access your portfolio and plans even after you have graduated. Your reference information and personal development plans are revisited annually at ‘recall’ days ensuring you keep on track. The last module in the programme is focussed on personal development planning to ensure you know what your next step is after graduating.

**Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key
texts, databases and journals for your subject by accessing the library’s subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University’s website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your programme and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

**IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it’s important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you’re not confident about your IT skills, we’re always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

**Staff and Student Services**

Staff and Student Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

**Preparing for Postgraduate Study**

This free online pre-entry Master’s level course is available through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

**Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

**Mature Students’ Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

**Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are
encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students’ Union, the Wellbeing and Disability Team etc.

**Career Ahead**

Career Ahead is the University’s Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria’s employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students’ engagement in extra curricular activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.
<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Module Status*</th>
<th>Programme Outcomes achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>HLLY7107</td>
<td>The Challenge of Contemporary Youth Work and Community Development</td>
<td>20</td>
<td>CORE</td>
<td>K1-3; S2-5; YW1-19; CDS1-13</td>
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<td>7</td>
<td>HLLY7108</td>
<td>Developing Young People and their Communities in Complex Contexts</td>
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<td>K1-3; S2-5; YW1-19; CDS1-13</td>
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<td>H LLP7034</td>
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**Notes**

This programme operates in accordance with the University’s Academic Regulations and Academic Procedures and Processes and NYA/ESB standards (National Occupational Standards - NOS)

A failed student may be permitted to re-register on the same programme, subject to a successful admissions process

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**Programme Curriculum Map: Non PSRB Route**

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Module Code</th>
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<th>Credits</th>
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<td>COMPULSORY</td>
<td>K1-3; S2-5</td>
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<td>K1-3; S2-5</td>
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<td>HLLP7010</td>
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<td>Research Skills and Methods</td>
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**Notes**

This programme operates in accordance with the University’s Academic A failed student may be permitted to re-register on the same programme, subject to a successful admissions process.

A failed student may be permitted to re-register on the same programme, subject to a successful admissions process.

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**Key to Module Statuses**

<table>
<thead>
<tr>
<th>Module Type</th>
<th>Status Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Modules</td>
<td>Must be taken and must be successfully passed</td>
</tr>
<tr>
<td>Compulsory Modules</td>
<td>Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)</td>
</tr>
<tr>
<td>Optional Modules</td>
<td>Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations</td>
</tr>
<tr>
<td>Qualificatory Units</td>
<td>These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
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<td>-------------</td>
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<tr>
<td>HLLP7010</td>
<td>Professional Values and Ethics</td>
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<tr>
<td>HLLY7108</td>
<td>Developing Young People and their Communities in Complex Contexts</td>
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<tr>
<td>HLLP7034</td>
<td>Theories of Contemporary Society</td>
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<tr>
<td>HLLP7008</td>
<td>Research Skills and Methods</td>
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<tr>
<td>HLLY7107</td>
<td>The Challenge of Contemporary Youth Work and Community Development</td>
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<tr>
<td>HMFA7012</td>
<td>Leading the Transformation of Services</td>
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<tr>
<td>HMFA7013</td>
<td>Leading the Transformation of Services (non PSRB)</td>
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<td>HLLY9009</td>
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<tr>
<td>HLLP7006</td>
<td>Dissertation</td>
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</table>

*Those students studying the professional route must successfully complete HMFA7012

Students exiting with 60 credits would receive a PGCert Youth Work and Community Studies

Students exiting with 120 credits plus associated QPU would receive a PGDip Youth Work and Community Development (JNC and ESB)
Students exiting with 120 credits but without associated QPU would receive a PGDip Youth and Community Studies

Students exiting with 180 credits but without associated QPU would receive a MA Youth and Community Studies

Students with 180 credits plus associated QPU would receive a MA Youth Work and Community Development (JNC and ESB)
Methods for Evaluating and Improving the Quality and Standards of Learning

<table>
<thead>
<tr>
<th>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Module Evaluation</td>
</tr>
<tr>
<td>• Programme Validation and Periodic Review</td>
</tr>
<tr>
<td>• Annual Monitoring</td>
</tr>
<tr>
<td>• Peer Review of Teaching Learning and Assessment</td>
</tr>
<tr>
<td>• External Examiner Reports</td>
</tr>
<tr>
<td>• Student Success and Quality Assurance Committee</td>
</tr>
<tr>
<td>• Postgraduate Taught Experience Survey (PTES)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff Student Forum</td>
</tr>
<tr>
<td>• Module Evaluation Forms</td>
</tr>
<tr>
<td>• Programme Evaluation: UK Engagement Survey</td>
</tr>
<tr>
<td>• Module/Programme/Personal tutorials</td>
</tr>
<tr>
<td>• Meetings with External Examiners</td>
</tr>
<tr>
<td>• Postgraduate Taught Experience Survey (PTES)</td>
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<tr>
<th>Date of Programme Specification Production:</th>
<th>28/10/17</th>
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<tbody>
<tr>
<td>Date Programme Specification was last updated:</td>
<td>09/05/18</td>
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For further information about this programme, refer to the programme page on the University website