

Programme Title and Name of Award	BA (Hons) Youth Work and Community Development		
Academic Level	6	Total Credits	360
Professional Body Accreditation / Qualification	<p>Joint Negotiating Committee (JNC) accredited status as youth worker on successful completion of all modules and QPU's and 80% minimum attendance.</p> <p>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.</p>		
Date of Professional Body Accreditation	July 2018	Accreditation Period	2018-2023
UCAS Code	L530		
JACS Code	<p>L530 (50%) Youth Work</p> <p>L540 (50%) Community Work</p>		
HECoS Code	100466		
Criteria for Admission to the Programme	<p>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.</p> <p>National Youth Agency Conditions for Accreditation of prior learning</p> <p>The programme has a process of APL that:</p> <ul style="list-style-type: none"> 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 		

	<p>they are entering, more specifically:</p> <p>Academic learning:</p> <p>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.</p> <p>Professional practice:</p> <p>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).</p> <p>Where someone is transferring from a parallel programme within the Young People’s workforce, formally, supervised practice can be APL if:</p> <ul style="list-style-type: none"> • 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; <p>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.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:</p> <p>https://www.cumbria.ac.uk/study/courses/undergraduate/youth-work-and-community-development/</p> <p>Applicants need 72 hours of experience working with young people and/or communities within the 11-25 age range.</p> <p>The following additional requirements apply for entry to this programme:</p> <p>A successful DBS check. (Fee may be payable)</p> <p>Successful interview</p>
Teaching Institution	University of Cumbria
Owning Department	Health, Psychology and Social Studies (HPSS)

Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Face to Face with elements of Work-Based Learning.
Pattern of Delivery	Full Time
Delivery Site(s)	University of Cumbria (UoC) Lancaster
Programme Length	Full Time: 3 years standard, 7 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	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>BA (Hons) Youth and Community Studies (360 credits)*</p> <p>BA Youth and Community Studies (300 credits)*</p> <p>Diploma of Higher Education in Youth and Community Studies (240 credits) *</p> <p>Certificate of Higher Education in Youth and Community Studies (120 credits) *</p> <p>*These four exit awards DO NOT carry JNC and ESB accreditation.</p>
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 graduates 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 in youth and community work or for entry into further postgraduate study. We will take a brief look at human development across the life span, and then focus on work with young people aged 13 upwards, and the communities that they might be situated in as per the norms for youth work and community development. 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.

Dual accreditation - The programme has dual accreditation conferring both JNC accreditation as a youth worker and ESB accreditation as a community worker. This will set you ahead of other graduates and support you to keep your progression routes more open. You will gain a firm understanding of both youth work and community work. There are specific modules targeted at developing your professional skills and knowledge across age ranges and contexts and opportunities to engage with the real world of work through placement ensuring that you are confident in your career choice at the end of the degree.

Integrated working - The programme has a cross cutting theme of interdisciplinary work, reflecting changes in the youth and community work sector. Each module explores how different professions would approach the area under study – this is supported by interdisciplinary staff supporting the youth and community work team delivering the programme. 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 is tailored to maximise your employability. As such the module content, activities and assessment tasks reflect real world of youth and community development work contexts. In addition, you will leave the programme with a Safeguarding Certificate and First Aid Certificate and employability skills are mapped into each module ensuring you can confidently present yourself at job interviews.

Placement - To complement the learning in the university professional placements at each level will equip you with the opportunity to integrate the knowledge, understanding and skills into tangible practice. The placement experience will also support you to make an informed career choice at the end of the programme. You will be placed with an employer as close to your base site as possible gaining a total of 910 hours practice experience. Modest travel expenses are reimbursed. The placements are supervised by a member of staff within the placement organisation and a member of the programme team. Your professional skills are assessed with a 'Viva' at the end of the placements, where you, your placement supervisor and university supervisor meet to discuss progress and achievement. This is an invaluable learning experience. There is the potential for a self-funded block placement at level 5; the University currently makes a small contribution to expenses. Such an experience is negotiated as part of your professional practice journey. The National Youth Agency require at least 50% of their committed time to be directly engaging with young people aged 13-19 across all placements in order to secure JNC accreditation.

Non- Professional, Statutory and Regulatory Bodies (PSRBs) option – if you decide that you do not want to continue with the professional qualification or if you are unable to pass the qualificatory placement units, you can transfer onto the non-PSRB route which, on successful completion, would enable you to achieve a qualification in Youth and Community Studies. Studying the route means you

would no longer undertake placements or placement oriented assessments, and would instead work towards a theoretical qualification. On this route you may also be able to have a failed module condoned – this is not possible on the professional route. The addition of this route allows you even greater flexibility in your studies. You can transfer from the professional route to the non-PSRB route at any point subject to programme leader approval.

Attendance - All taught sessions and practice placements are mandatory and the University expects 100% attendance. However, it is understood that some students may not achieve this. It is a National Youth Agency (NYA) requirement that students must have a minimum of 80% attendance in all aspects of the professional route and failure to achieve a minimum 80% attendance can be considered under the Fitness to Practise procedures. The University monitors attendance and all sickness and absence very carefully to ensure that students have undertaken the sufficient number of practice placement hours. Students are required to follow the absence reporting procedure as set out in the Programme Handbook and the Placement Handbook. Students who have not achieved all of the necessary placement hours by the end of the programme are required to complete these.

Programme enrichment - The programme is 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). First-hand research experiences in evaluating practice and researching issues affecting children, young people and families will also give you vital employability skills, as evidencing practice is an increasingly important aspect of youth and community work. Module content has been devised in direct response to feedback from current students.

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 will be represented across the curriculum at all levels. There is an opportunity for self-funded one semester exchange with a University overseas.

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

Induction - The start of the programme has been carefully tailored to support your gradual induction into study at university level, and the programme has also been validated with an integrated foundation year for anyone who feels they would benefit from a gentler start to study (please see separate programme page). Our welcome week 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 three exit options, ensuring that you get the maximum award possible. The exit routes are; Certificate of Higher Education, Diploma of Higher Education and final Ordinary degree.

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).

Progression - Whilst youth work and community development are strong and distinct sectors in their own right, we recognise that these roles are increasingly integrated into other aspects of the children's workforce. 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. Our recent graduates have gone on to work in a wide variety of youth work and community work roles as front line staff and project managers.

Exit from the Programme:

Students who achieve 360 credits across all levels of the programme and meet the Qualificatory Practice Unit/placement, attendance and Fitness to Practise requirements will achieve the BA (Hons) Youth Work and Community Development with JNC and ESB recognition. Only the BA (Hons) Youth Work and Community Development award carries this JNC/ESB recognition.

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 five and seven 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 supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable youth and community development skill set
2. Engage students with a variety of learning experiences that build on skills and knowledge at each of the three levels of the programme to facilitate the development of a critical understanding of youth and community work
3. Develop the skills, knowledge and understanding to qualify as an accredited youth worker and community worker
4. Confidently engage with and support the development of young people and communities in the wider children's workforce
5. Plan, deliver and evaluate projects and interventions that support social action and social justice
6. Understand and locate themselves within the local, national and global children's workforce
7. Engage students in traditional and contemporary debates in youth and community development with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge
8. Prepare students for Level 7 (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 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well-defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. A detailed multi-disciplinary models and stages of human development and their application to youth and community work

K2. Professional values and ethics for university study and youth and community work, and means for communicating and building relationships with young people and communities and the benefits of reflective practice

K3. Key sociological, cultural and political frameworks and theories relevant to youth and community development and the ways in which these inform understanding of the contemporary issues

After 240 credits of study (DipHE) you will be able to demonstrate:

K4. Knowledge of research method, including; paradigms, methods, sampling, analysis, ethics, use of literature

K5. Definitions and scope of equality and diversity inclusion and anti-oppressive practice

K6. Key contemporary challenges including the use and impact of commercial and digital media, crime, conflict and justice

K7. Key factors in the design and delivery of youth and community development interventions on a one to one, group and community basis

After 360 credits of study (BA Hons) you will be able to demonstrate:

K8. Critical analysis of appropriate research methods for defined projects

K9. Critical evaluation of enabling practice and empowerment from a range of perspectives and practices

K10. Analysis of relevant models and applications of leadership and management theory across a wide range of subjects

K11. Sophisticated understanding of the role, types of and impact of resistance in contemporary youth and community work settings.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. Assessment of developmental stages and appropriate interventions

S2. Academic reading and academic writing and use a wide range of ICT

S3. Ability to work ethically and within professional boundaries and legal frameworks

S4. Ability to communicate with young people, communities and colleagues

S5. Ability to analyse social, cultural and political impacts on practice with young people and communities

After 240 credits of study (DipHE) you will be able to demonstrate:

S6. Planning research methods and conduct research, synthesise literature and critically analyse data, report findings in professional documents

S7. Work in an inclusive anti-oppressive style

S8. Ability to plan youth and community development in a range of settings

After 360 credits of study (BA Hons) you will be able to demonstrate:

S9. Conducting research in an ethical manner overcoming barriers and reporting in an appropriate professional manner.

S10. Ability to plan, implement and evaluate work with young people and communities safely through a range of practices

S11. Ability to project manage, supervise staff, manage change, and manage performance.

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 \(2017\)](#)
- [National Occupational Standards for Youth Work LSI YW00 \(2012\)](#)
- [National Occupational Standards for Community Work JETSCD00 \(2015\)](#)
- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC HPSS Departmental Business Plan
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- [National Occupational Standards for Youth Work](#)
- [Education Standards Board – National Occupational Standards](#)

Graduate Prospects

Youth Work and Community Development offers a wide range of employment prospects. Graduates may work in a range of distinct youth and community work organisations, or in integrated settings within education, social care, health and wellbeing, sport and culture, 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.

We also know that many students wish to progress into an accredited professional route after qualifying. Students have progressed on to masters study in social work, youth work, teaching, counselling and psychology. This creates the need for the programme to support a high level of academic study to ensure students are secure enough points to progress.

As a result of studying this programme you may also want to progress onto a Masters programmes to gain an accredited professional status. We hope that you will continue your professional career by studying the MA in Youth Work and Community Development (ESB and JNC accredited). Other study routes are also available to you, and recent graduates have progressed onto the following programmes available at the University of Cumbria as at January 2018:

- MA in Social Work (BABCP accredited)
- MA in Counselling (BACP accredited)
- MA in Psychology (BACP accredited)

- PGCE in Teaching (DfE accredited).

The children's workforce comprises the following sectors:

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

Whilst the children's workforce represents a range of employment options, we recognise that many people will be working outside of these fields supporting community engagement with a diverse range of people and groups.

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 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.

The staff team work with students to help spread assessment deadlines, 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'.

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.

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 from level 4 to 6
- Embed principles of employability and entrepreneurial skills development within every module at each level, and with the inclusion of a first aid and safeguarding certificate at levels 4 and 5
- Foster aspiration and career readiness through work-based, experiential and inter-professional

learning opportunities at each level

- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice both in the classroom and on placement
- Ensure effective management and quality assurance of placement activity through the Placement Learning Units, Professional Practice Leader Role, placement supervisors, university supervisors and an External Examiner for placements
- Use research-informed teaching, drawing on industry-based knowledge and expertise
- Have links to the UoC graduate attributes in every module.
- Processes for the practical management and quality assurance of placement activity refer to Placement Handbook and note that there is a separate handbook for each level.

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 level 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 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 commences in the first module of the programme and is a regular activity from then on. 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 course 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:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, 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.

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 curricula 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.

Programme Curriculum Map: PSRB Route

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved and links to NOS
4	HLLY4006	Perspectives in Human Development	20	Core	K1,2,3 S1 YW1-10
4	HLLY4007	Professional Skills for Working with Children, Young People, Families and Communities	20	Core	K1,2,3 S2, 3, 4 YW1-10 CDS1-13
4	HMFA4002	Social and Political Influences on Policy and Practice	20	Core	K1,2,3 S4,5 YW1-10CDS2
4	HLLY4008	Youth Work Skills and Relationships	20	Core	K1,2,3 S4,5 YW1-10 CDS1-13
4	HLLY4016	Community Development Skills and Relationships	20	Core	K1,2,3 S4,5 YW1-10 CDS1-13
4	HLLY4009	Understanding Tensions in Contemporary Youth	20	Core	K1,2,3

		Work and Community Development Practice			S4,5 YW1-10 CDS1-13
4	HLLY9011	Face to Face in Practice	0	Core	K1,2,3 S4,5 YW1-10 CDS1-13
5	HLLY5009	Researching and Evaluating Practice	20	Core	K4 S6 YW11-24 CDS8-9
5	HLLY5012	Equality, Diversity, Inclusion and Anti-Oppressive Practice	20	Core	K1,2,3,5,6,7 S1,2,6 YW11-24 CDS1-13
5	HLLY5007	Curriculum Design Skills in Youth Work and Community Development	20	Core	K1,2,3,5,6,7 S1,2,6 YW11-24 CDS1-13
5	HLLY9012	Managing Curriculum in Practice	0	Core	K1,2,3,5,6,7 S1,2,6 YW11-24 CDS1-13

5	HLLY5011	Global Youth Work and Community Development	20	Core	K6 S8 YW11-24
5	HMFA5002	Crime and Conflict	20	Core	K6 S10 YW11-24
5	HLLY5008	Facilitating Experiential Group Work	20	Core	K1-7 S8 YW11-24 CDS1-13
6	HLLY6009	Extended Professional Practice Report (Dissertation)	40	Core	K8 S9 YW25-41 CDS8-9
6	HLLY6011	Enabling Practice and Empowerment for Communities	20	Core	K1-6,8,9 S10 YW25-41 CDS1-13
6	HLLY6012	Outdoor Environments and Experiential Learning	20	Core	K1-6,8,9 S10 YW25-41 CDS1-13

6	HLLY6010	Radical Resistance – Thinking Dangerously	20	Core	K10 S10 YW25-41 CDS2
6	HLLY6013	Leadership and Management	20	Core	K1-9 S11 YW25-41 CDS14-25
6	HLLY9008	Management of Organisations and Strategic Planning	0	Core	K1-9 S11 YW25-41 CDS14-25

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)

HLLY9011 is a pre-requisite for QPU HLLY9012 and HLLY9012 is a pre-requisite for QPU HLLY9008 and only one reassessment is permitted across the whole programme for these qualificatory practice units (QPUs)

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

A residential weekend may be included in the programme and this will be negotiated with the students.

Programme Curriculum Map: Non PSRB Route					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved and links to NOS
4	HLLY4006	Perspectives in Human Development	20	Compulsory	K1,2,3 S1 YW1-10
4	HLLY4007	Professional Skills for Working with Children, Young People, Families and Communities	20	Compulsory	K1,2,3 S2, 3, 4 YW1-10 CDS1-13
4	HMFA4002	Social and Political Influences on Policy and Practice	20	Compulsory	K1,2,3 S4,5 YW1-10 CDS2
4	HLLY4015	Youth Work Skills and Relationships	20	Compulsory	K1,2,3 S4,5
4	HLLY4016	Community Development Skills and Relationships	20	Compulsory	K1,2,3 S4,5 YW1-10 CDS1-13
4	HLLY4009	Understanding Tensions in Contemporary Youth Work and Community Development Practice	20	Compulsory	K1,2,3 S4,5

					YW1-10 CDS1-13
5	HLLY5009	Researching and Evaluating Practice	20	Compulsory	K4 S6 YW11-24 CDS8-9
5	HLLY5012	Equality, Diversity, Inclusion and Anti-Oppressive Practice	20	Compulsory	K1,2,3,5,6,7 S1,2,6 YW11-24 CDS1-13
5	HLLY5010	Curriculum Design Skills in Youth Work and Community Development	20	Compulsory	K1,2,3,5,6,7 S1,2,6 YW 11-24
5	HLLY5011	Global Youth Work and Community Development	20	Compulsory	K6 S8 YW11-24
5	HMFA5002	Crime and Conflict	20	Compulsory	K6 S10 YW11-24
5	HLLY5008	Facilitating Experiential Group Work	20	Compulsory	K1-7 S8 YW11-24

					CDS1-13
6	HLLY6009	Extended Professional Practice Report (Dissertation)	40	Compulsory	K8 S9 YW25-41 CDS8-9
6	HLLY6011	Enabling Practice and Empowerment for Communities	20	Compulsory	K1-6,8,9 S10 YW25-41 CDS1-13
6	HLLY6012	Outdoor Environments and Experiential Learning	20	Compulsory	K1-6,8,9 S10 YW25-41 CDS1-13
6	HLLY6010	Radical Resistance – Thinking Dangerously	20	Compulsory	K10 S10 YW25-41 CDS2
6	HLLY6014	Leadership and Management	20	Compulsory	K1-9 S11 YW25-41

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

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

A residential weekend may be included in the programme and this will be negotiated with the students.

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	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
Qualificatory Units	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

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLY4006	Perspectives in Human Development	Year 1 Semester 1	Proposal and project work	Semester 1
HLLY4007	Professional Skills for Working with Children, Young People, Families and Communities	Year 1 Semester 1	Reflective account and Project work	Semester 1
HMFA4002	Social and Political Influences on Policy and Practice	Year 1 Semester 1	Group presentation and Essay	Semester 1
HLLY4009	Understanding Tensions in Contemporary Youth Work and Community Development Practice	Year 1 Semester 1	Reflective account, assignment	Semester 1
HLLY4008	Youth Work Skills and Relationships	Year 1 Semester 2	Portfolio of professional practice Viva	Semester 2
HLLY4015	Youth Work Skills and Relationships	Year 1 Semester 2	Assignment	Semester 2
HLLY4016	Community Development Skills and Relationships	Year 1 Semester 2	Plan and evaluation, Portfolio of professional practice	Semester 2
HLLY9011	Face to Face in Practice	Year 1 Semester 2	Set tasks and portfolio	Semester 2

Students exiting at this point with 120 credits would receive a CertHE Youth and Community Studies				
HLLY5009	Researching and Evaluating Practice	Year 2 Semester 1	Presentation, portfolio	Semester 1
HLLY5012	Equality, Diversity, Inclusion and Anti-Oppressive Practice	Year 2 Semester 1	Reflective account and essay	Semester 1
HMFA5002	Crime and Conflict	Year 2 Semester 1	Discussion, assignment	Semester 1
HLLY5011	Global Youth Work and Community Development	Year 2 Semester 1	Poster and Portfolio	Semester 1
HLLY5008	Facilitating Experiential Group Work	Year 2 Semester 2	Poster, set exercise, written assignment	Semester 2
HLLY5007	Curriculum Design Skills in Youth Work and Community Development	Year 2 Semester 2	Portfolio of professional practice Viva	Semester 2
HLLY5010	Curriculum Design Skills in Youth Work and Community Development	Year 2 Semester 2	Written task	Semester 2
HLLY9012	Managing Curriculum in Practice	Year 2 Semester 2	Set tasks and portfolio	Semester 2
Students exiting at this point with 240 credits would receive a DipHE Youth and Community Studies				
HLLY6011	Enabling Practice and Empowerment for Communities	Year 3 Semester 1	Community plan and presentation	Semester 1

HLLY6012	Outdoor Environments and Experiential Learning	Year 3 Semester 1	Session plan and portfolio	Semester 1
HLLY6010	Radical Resistance – Thinking Dangerously	Year 3 Semester 1	Creative portfolio and critical commentary	Semester 1
HLLY6013	Leadership and Management	Year 3 Semester 2	Professional portfolio Viva	Semester 2
HLLY6014	Leadership and Management	Year 3 Semester 2	Written tasks	Semester 2
HLLY9008	Management of Organisations and Strategic Planning	Year 3 Semester 2	Set exercise	Semester 2
HLLY6009	Extended Professional Practice Report (Dissertation)	Year 3 Year Long	Ethics, presentation and Professional report	Semester 2

Students exiting with 300 credits would receive a BA Youth and Community Studies

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching, Learning and Assessment
- External Examiner Reports
- Student Success and Quality Assurance Committee

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.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

28/10/17

Date Programme Specification was last updated:

09/05/18

For further information about this programme, refer to the programme page on the University website: