Module Descriptor

Title	Youth Work Specialism		
Session	2025/26	**Status**	
Code	BACE10005	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

Drawing on Domains of Practice (SCQF 8), this module affords students the opportunity to investigate the principles and practices of educational youth work. Integrated within community education ethos and practice, youth work makes a significant contribution to the lives of young people, particularly those who are often defined as 'at risk' or vulnerable to exclusion. Students will develop a critical awareness of how sociological and psychological analysis of youth as a social category, impacts on young people and on this specialist disciplinary area.

Students will be able to demonstrate understanding on the importance of trust, autonomy and agency in building relationships with and among young people. Refining their knowledge of the subject area, will facilitate exploration of perspectives on the scope and range of youth work as a boundary crossing practice in order to consider policy and methodological contexts.

Freirian principles associated with participative youth-centred dialogue will used to develop creative methods for engaging young people in their own contexts and on their own terms. Examining and interrogating UK and international literature and practice case studies, students will research aspects of functional, liberal and critical youth work strategies, where engagement is characterised by democratic participation and empowerment.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Articulate and debate specialist knowledge and understanding of core theories and policies that are applied in professional youth work
L2	Demonstrate critical awareness of issues that confront young people and the extent to which boundary crossing youth work may help them to overcome those issues
L3	Use ICT and social media to evaluate and present critical and ethical youth work
L4	Consolidate understanding of the nature of current developments in youth work and their relationship to global citizenship, wellbeing and sustainability
L5	Engage in critically reflective practice in diverse contexts across social and cultural milieuri

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Critical awareness of current issues in a subject/discipline and of the principal theories, principles, concepts and terminology.
Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a professional context.
Generic Cognitive skills	**SCQF 10** Critically reviewing, analysing, consolidating and extending knowledge, skills and practices.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating ideas about the advanced specialized skills in supporting practices
Autonomy, Accountability and Working with Others	**SCQF 10** Practice in ways that take account of own and others' responsibilities.

Prerequisites	**Module Code**	**Module Title**

	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	24
Lecture / Core Content Delivery	12
Asynchronous Class Activity	23
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cooper, C., Gormally, S. & Hughes, G. (2015) Socially Just, Radical Alternatives for Education and Youth Work Practice: Re-imagining ways of working with young people. London, Palgrave MacMillan

Giroux, H. (2009). Youth in a Suspect Society: Democracy or Disposability. Basingstoke: Palgrave MacMillan

Giroux, H. (2005). Border crossings. Oxon: Routledge.

Ibrahim, A., & Steinberg, S. (2014) Critical Youth Studies Reader. New York: Peter Lang

Sercombe, H. (2010) Youth Work Ethics. London: Sage.

Beggan, E. and Coburn, A. (2018) "Creating 'one big masterpiece' – Synthesis in Creative Arts Youth Work", Concept, 9(2), p. 15. Available at: http://concept.lib.ed.ac.uk/article/view/2806

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community Education
Moderator	Jamie Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). . The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster.
Assessment 2
Assessment 3
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(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative output	☒	☒	☒	☒	☒	100%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transferred to new template	Feb 25	V Barenett Simps