

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Youth Work Specialism			
Code: BACE10005	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	E Beggan		
Summary of Module			
<p>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.</p> <p>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.</p> <p>Freirian principles associated with participative youth-centred dialogue will be 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.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p>		

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

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 milieu.

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 Level 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 Level 10.

	Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a professional context.	
Generic Cognitive skills	SCQF Level 10. Critically reviewing, analyzing, consolidating and extending knowledge, skills and practices.	
Communication, ICT and Numeracy Skills	SCQF Level 10. Communicating ideas about the advanced specialized skills in supporting practices.	
Autonomy, Accountability and Working with others	SCQF Level 10. Practice in ways that take account of own and others' responsibilities.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills.</p> <p>Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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>

In-house learning materials will be made available on Moodle and in class.

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	Annette Coburn
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	2 Change to coordinator; change to moderator; change to external examiner

Assessment: (also refer to Assessment Outcomes Grids below)

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). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). 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.

100% Practical - Creative Output / Games /Audio /Film

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Creative output/ Audiotapes	✓	✓	✓	✓	✓	100	4

/ Videotapes/ Games/ Simulations							
Combined Total For All Components						100%	4 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)