Module Descriptor

Title	Community Based Youth Work		
Session	2026/27	**Status**	Approved
Code	BACE10007	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

This module affords students the opportunity to investigate the principles and practices of educational youth work through exploring a range of theoretical perspectives. 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, and how youth justice 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 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.

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	Evaluate and present critical and ethical youth work practice and policy
L4	Consolidate understanding of the nature of current developments in youth work and their relationship to global citizenship, wellbeing and sustainability
L5	Critically engage in exploration of the changing context of youth justice in Scotland

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)
Lecture / Core Content Delivery	48
Tutorial / Synchronous Support Activity	24
Independent Study	328
n/a	
n/a	
n/a	
TOTAL	400

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

McArdle, K., Briggs, S., Forrester, K., & Garrett, E. (2024). Community Work. Bristol, UK: Policy Press. Retrieved Feb 9, 2026, from https://doi.org/10.51952/9781447365341

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:** 80% Academic Attendance

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	J 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
2000 word equivalent: Creative output to demonstrate an understanding of the philosphies underpinning youth work
Assessment 2
2000 word Essay exploring youth work policy and practice
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	☒	☒	☐	☒	☐	50%	4

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☐	☒	☐	☒	50	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	8 hours

Change Control

What	**When**	**Who**
New Module	2026	J Hopkin