

Programme Specification

Programme Title: BA (Hons) Youth and Community Work

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|---|---|---|---|
| Awarding Institution: | University of Bolton | | |
| Teaching Institution: | University of Bolton | | |
| Division and/or Faculty/Institute: | Faculty of Wellbeing and Social Sciences | | |
| Professional accreditation | Professional body | Professional body URL | Status of graduates |
| | National Youth Agency (NYA) | http://www.nya.org.uk/ | Nationally Qualified Youth and Community Worker |
| Final award(s): | BA (Hons) | | |
| Interim award(s) | None | | |
| Exit or Fallback award(s) | <p>Should you who wish to exit at HE4 or HE5 you will receive: HE4 = Certificate in Higher Education HE5 = Diploma in Higher Education</p> <p>NB. Both of these awards will NOT carry a Youth and Community Work Qualification as per the requirements of the NYA</p> | | |
| Programme title(s) | Youth and Community Work | | |
| UCAS Code | L590 | | |
| JACS Code | L590 | | |
| University Course Code(s) | FT = CST0002 PT = CST5002 | | |
| QAA Benchmark Statement(s) | QAA Subject Benchmark Statement: Youth and Community Work (2009) | | |

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|--|--|
| Other internal and external reference points | QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education University of Bolton awards framework National Occupational Standards for Youth and Community Work (2008) Common Core of Skills and Knowledge for the Children and Young People's Workforce (2010) National Youth Agency / Joint Negotiating Committee Validation Requirements |
| Language of study | English |
| Mode of study and normal period of study | Full time – 3 years Part time – 4 ½ years |
| Admissions criteria At least two A Levels (or equivalent) in any subject Successful completion of an Access course with 60 credits of which 42 should be at merit or above Consideration will be given to mature students who do not have the relevant entry requirements but have relevant work/life experience Overseas students must have a minimum IELTS score of six. ALL applicants must successfully complete a written exercise and attend an interview. 6 months experience in Youth and Community Work (volunteering or paid) which will be discussed with the Programme Leader for Youth and Community Work to determine relevance APL/APEL will only be considered in line with NYA requirements | |
| Additional admissions matters Enhanced CRB disclosure | |
| Fitness to practise declaration Not applicable | |
| Aims of the programme The principal aims of the programme are: <ol style="list-style-type: none"> 1. To enable you to learn about young people and their personal and social development. 2. To build relationships with young people in a practice-based youth work environment; to learn about the core values in youth and community work. 3. To enable you to reflect on actions and responsibilities within a youth work setting. 4. To learn about, and critically analyse, the social policy context of working with young people and the community, with individuals and groups. 5. To learn appropriate skills, competencies and underpinning knowledge that will enable you to be an effective, reflective practitioner in the field of youth and community work. 6. To develop powers of critical analysis and independent thinking that will enhance commitment to appropriate youth and community work values and promote inclusion and participation in a democratic society. 7. To enable you to effectively lead and manage staff. | |

8. To develop skills that will enable you to develop and monitor service provision.

Distinctive features of the programme

The programme was originally developed in consultation with employers, academics and practitioners within the field and is **Professionally Validated by the National Youth Agency on behalf of the Joint Negotiating Committee (JNC)**.

You will be:

- on placement in the 1st and 2nd years for 10 weeks which is a total of 222 hours per year, and in the 3rd year you will undertake a placement of 20 weeks with a total of 444 hours. involved in placement opportunities which offer local, national, global and international dimensions to Youth and Community Work;
- supervised by an experienced youth worker to ensure the necessary skills are embedded within your practice;
- developing transferrable skills such as conscious use of self, social group work skills, financial planning and budgeting, organisational development and management, team work skills and supervision, support and encouragement of others;
- taught by JNC qualified members of staff with extensive experience within the field;
- visited by practitioners from the field of Youth and Community Work who are utilised within taught modules so that you have first hand examples of current practice;
- trained and equipped as practitioners to empower adults and young people in their communities;
- enabled to easily relate theory to practice and respond to the emerging needs of communities and young people in a rapidly developing world;
- prepared to compete in a global market economy.

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. Major foundational concepts and theories in relation to youth and community work, i.e. inclusion, exclusion, community, state, social policy, ethnicity, class, gender, diversity.
2. Application of concepts in context of education, health, religion, risk taking, and diversity.
3. National, international and global policies implemented in specific contexts.
4. Social issues and structures and make theoretically informed critical judgements that may influence practice.

C. Cognitive, intellectual or thinking skills

On completion of the programme successful students will be able to demonstrate the ability to:

1. Critically reason and analyse.
2. Synthesise data and interpret findings.
3. Apply taught concepts to a variety of situations.
4. Identify and solve problems, both in a practical and theoretical context.
5. Evaluate and analyse ideas, theories and ideologies.
6. Apply theories to practical experience.

| P. Practical, professional or subject-specific skills | | | | |
|--|---|---|---------|-------------------------------|
| On completion of the programme successful students will be able to demonstrate the ability to: | | | | |
| 1. Exhibit competence in working with a wide range of young people in youth and community work settings. | | | | |
| 2. Plan and deliver a wide range of sessions designed to meet the needs of specific youth and community groups. | | | | |
| 3. Problem solve in real and simulated situations. | | | | |
| 4. Develop specific skills and competence connected with youth and community work i.e. competency in group work, working in 1-1 situations, outreach work. | | | | |
| 5. Manage staff, resources, funding and projects. | | | | |
| 6. Manage the emergent needs of changing environments particularly multi-agency and multi-disciplinary working. | | | | |
| T. Transferable, key or personal skills | | | | |
| On completion of the programme successful students will be able to demonstrate the ability to: | | | | |
| 1. Learn and investigate. | | | | |
| 2. Communicate effectively, orally and written | | | | |
| 3. Apply numerical and quantitative skills appropriate to the youth and community work environment. | | | | |
| 4. Exhibit competent use of IT to retrieve data and communicate. | | | | |
| 5. Work as part of a team and apply management skills where necessary. | | | | |
| 6. Exhibit social and political awareness and participation where appropriate. | | | | |
| 7. Recognise, value and evidence own learning in academic and non-academic contexts. | | | | |
| 8. Recognise, value and act upon the social, personal and learning needs of young people and communities. | | | | |
| Programme structure | | | | |
| Module Code | Module title | Core/ Option/ Elective (C/O/E) | Credits | Length (1, 2 or 3 periods) |
| YOC4001 | Reflective Learning and Study Skills | C | 20 | 1 |
| YOC4002 | The Youth Work Process and the Role of the Youth Worker | C | 20 | 1 |
| YOC4003 | Working with Groups in Youth & Community Environments | C | 20 | 1 |
| CMS4001 | Understanding and Investigating Communities | C | 20 | 1 |
| CMS4004 | Welfare & Social Policy | C | 20 | 1 |
| YOC4006 | Developing Work with Young People – Placement | C | 20 | 1 |
| YOC5001 | Helping Others in Reflective Learning | C | 20 | 1 |
| YOC5002 | Managing Your Youth Work | C | 20 | 1 |
| YOC5003 | Diversity & Community | C | 20 | 1 |
| YOC5004 | Dynamics of Human Relations | C | 20 | 1 |
| CMS5001 | Approaches to Investigating Society | C | 20 | 1 |
| YOC5006 | Developing Professional Practice – Placement | C | 20 | 1 |
| YOC6001 | Multi Agency and Multi Disciplinary Working | C | 20 | 1 |

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|---------|--------------------------------------|---|----|---|
| YOC6004 | Young People in Contemporary Society | C | 20 | 1 |
| CMS6004 | Dissertation | C | 40 | 2 |
| YOC6005 | Management and Funding – Placement | C | 40 | 2 |
| | | | | |

Learning and teaching strategies

A variety of teaching and learning methods are employed throughout the programme in order to ensure the acquisition and development of appropriate skills, knowledge and concepts to achieve the stated learning outcomes. Active learning is promoted by seminars, self-directed study, lectures, video viewing and analysis, tutorials, IT sessions, library and guided study. Visits to community settings, simulation of funding applications, proposals for project development and mock interviews, VLE through the use of Moodle and other appropriate technology are utilised throughout the programme. Guest speakers with significant current experience of Youth and Community Work regularly disseminate knowledge to students. National youth & community organisations also deliver seminars enabling students to be up-to-date with current policy and legislation.

The **Personal Tutoring** scheme has been embedded within the youth work curriculum throughout each of the 3 years of study. You will be provided with 6 weeks personal tutoring in Trimester 1 and 4 weeks in Trimester 2 in year 1 of your studies. Year 2 and 3 you are provided with 4 weeks in Trimester 1 and 4 weeks in Trimester 2. Personal Tutoring is delivered as part of the core curriculum and supports our learning and teaching strategies.

PDP is an essential element of the learning and teaching strategy as you are expected to identify skills and qualities you already possess before embarking upon any placement. You are also required to identify areas which need to be developed and improved upon whilst on the placement. This then is used for the next placements identification of personal and professional areas of development. Placement supervisors play a vital and substantial role within the PDP process.

Learning activities (KIS entry)

| | Course Year | | |
|--|-------------|-----|-----|
| | 1 | 2 | 3 |
| Scheduled learning and teaching activities | 30% | 30% | 25% |
| Guided independent study | 47% | 47% | 38% |
| Placement/study abroad | 23% | 23% | 37% |

Assessment strategy

The assessment strategy proposed by the programme team will enable students to demonstrate that they have met programme learning outcomes whilst addressing the requirements of the professional body. This therefore includes but is not limited to the following: essays, reports, presentations, portfolios etc.

The team's approach to formative assessment is as an aid to learning. It is designed to provide you with feedback on your progress and inform your development. It can be used to identify any areas which would benefit from extra attention on your part, or extra support from your tutor. It does not contribute to the overall formal assessment for the

module. Informal formative assessment is generally provided through tutorial/seminar activities including quizzes and workshop exercises such as case studies, together with tutorial feedback on assessment drafts. This allows you to develop your intellectual capabilities, as well as key transferable skills.

The assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly, and the module guide will give you the details. The Programme is conducted in accordance with the University's Under Graduate Modular framework regulations. Important information on assessment regulations and other information on assessment (including marking criteria and definitions of grade descriptions) are contained in the Assessment Regulations for Undergraduate Modular Programmes documents via [http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssessmentRegulationsforUndergraduateModularProgrammes\(MainDocument\).pdf](http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssessmentRegulationsforUndergraduateModularProgrammes(MainDocument).pdf) Students are encouraged to read and understand this information. It will be assumed that students are familiar with the Assessment Regulations for Undergraduate Modular Programmes

Assessment methods (KIS entry)

| | Course Year | | | | | | |
|-----------------|-------------|-----|-----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Written exams | 8% | 0% | 0% | | | | |
| Coursework | 79% | 85% | 60% | | | | |
| Practical exams | 13% | 15% | 40% | | | | |

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

Grade Bands and classifications

Standard Statements

1. Undergraduate Honours Degrees

| Grade Description | Mark % | Honours Degree Classification |
|------------------------------|----------|-------------------------------|
| Work of exceptional quality | 70+ | i |
| Work of very good quality | 60-69 | ii.i |
| Work of good quality | 50-59 | ii.ii |
| Work of satisfactory quality | 40-49 | iii |
| Borderline fail | 35-39 | |
| Fail | Below 35 | |

Honours classification

You will normally be awarded the honours classification resulting from the application of either Rule ACM20 or Rule ACM6.

Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by you at those Levels.

Where the average falls unequivocally into one of the following bands: 48.00 - 49.99, 58.00 - 59.99, 68.00 - 69.99; and you have achieved marks clearly in an honours classification category higher than their average for modules worth at least 110 credits, then you will be awarded an honours degree in the classification category one higher than that indicated by your average.

Rule ACM6 (an alternative if you do not have sufficient marks at Levels HE5 and 6 to apply ACM20)

A simple average of the equally weighted marks from modules worth 120 credits at Level HE6 which represent the best marks achieved by you at that Level.

Where the average falls unequivocally into one of the following bands: 48.00 – 49.99, 58.00 – 59.99, 68.00 – 69.99; and you have achieved marks clearly in an honours classification category higher than their average for modules worth at least 70 credits, then you will be awarded an honours degree in the classification category one higher than that indicated by their average.

Where you have marks available for fewer than 120 credits at Level HE6, honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available where there are marks available for fewer than 120 credits at Level HE6**, unless this is explicitly approved.

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Placement supervision from a JNC qualified Youth and Community Worker

- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS), Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Employer Forums and Placement Supervisor feedback
- NYA Professional Body visits and reports
- Training Agencies Group (TAG) Membership

Other sources of information

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx>

Faculty Handbook <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>

Programme Handbook <http://elearning.bolton.ac.uk/my/index.php>

Student Entitlement Statement <http://www.bolton.ac.uk/termsandconditions/Home.aspx>

Module database <http://data.bolton.ac.uk/academicaffairs/index.html>

Moodle for the programme <http://elearning.bolton.ac.uk/my/index.php>

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Careers Services

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|---|---------------|
| http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aSPX | |
| Document control | |
| Author(s) | Debra Caffery |
| Approved by: | |
| Date approved: | |
| Effective from: | 2012/13 |
| Document History: | |
| | |

Learning outcomes map

| Module title | Mod Code | Status C/O/E | K 1 | K 2 | K 3 | K 4 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | P 1 | P 2 | P 3 | P 4 | P 5 | P 6 | T 1 | T 2 | T 3 | T 4 | T 5 | T 6 | T 7 | T 8 | |
|---|----------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflective Learning and Study Skills | YOC4001 | C | | | | T | T | D | | T | T | | | | T | | | | T | T | | T | D | D | T | D | |
| The Youth Work Process and the Role of the Youth Worker | YOC4002 | C | T | | | T | T | | | T | T | | | | | | | | T | T | | T | D | T | D | T | |
| Working with Groups in Youth & Community Environments | YOC4003 | C | T | | | T | T | | T | T | T | D | | T | T | T | | | T | T | | D | T | | T | T | |
| Understanding and Investigating Communities | CMS4001 | C | T | | | D | T | T | | T | T | | | | T | T | | | T | T | T | T | T | D | T | D | |
| Welfare & Social Policy | CMS4004 | C | T | | T | T | T | | | | T | | | | | | | | D | T | | D | | T | T | | |
| Developing Work with Young People – Placement | YOC4006 | C | | T | D | D | D | | D | D | D | D | T | T | D | D | | | D | T | D | D | T | D | T | T | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Helping Others in Reflective Learning | YOC5001 | C | | | | T | T | | | T | T | | | | T | D | | | D | T | | D | | T | T | T | |
| Managing Your Youth Work | YOC5002 | C | T | | | T | T | | | T | T | | | | T | T | T | T | D | T | T | D | T | T | T | T | |
| Diversity & Community | YOC5003 | C | T | | | T | T | | | T | T | D | | | T | D | | D | D | T | | D | D | T | D | D | |

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|--|---------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| Dynamics of Human Relations | YOC5004 | C | | | | T A | T A | | | T A | T A | | | | T A | T A | | D | T | T A | | T A | T A | D | T A | T | |
| Approaches to Investigating Society | CMS5001 | C | | | | T A | T A | T A | | T A | T A | | | | T | | | | T A | T A | T A | T A | | D | D | T A | |
| Developing Professional Practice – Placement | YOC5006 | C | | T A | D A | D A | D A | | D A | D A | D A | D A | T A | T A | D A | D A | D | D | D | T A | D | D | T A | D A | T A | T A | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multi Agency and Multi Disciplinary Working | YOC6001 | C | T A | | | | T A | | | T A | T | | | | T | T | | T A | D | T A | | D | T | D T | | D | |
| Young People in Contemporary Society | YOC6004 | C | T A | T A | | | D A | | | D | T A | | | | D | | | | D | T A | | D | | D T | | T A | |
| Dissertation | CMS6004 | C | D A | D A | D A | D A | D A | D A | | D A | D A | | | | D A | | | | T A | T A | T A | T A | | D A | D A | D A | |
| Management and Funding – Placement | YOC6005 | C | | T A | D A | D A | D A | | D A | D A | D A | D A | T A | T A | D A | D A | D A | D A | T A | T A | D A | D A | T A | D A | T A | T A | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

| Module title | Mod Code | New ? ✓ | Level | Credits | Type | Core/Option/ Elective C/O/E | Pre-requisite module | Assessment 1 | | | Assessment 2 | | |
|---|----------|------------|-------|---------|------|-----------------------------------|-------------------------|-------------------------|--------------|---------------------|-----------------------------|--------------|---------------------|
| | | | | | | | | Assessment type | Assessment % | Add Y if final item | Assessment type | Assessment % | Add Y if final item |
| Reflective Learning and Study Skills | YOC4001 | ✓ | HE4 | 20 | STAN | C | | IT Assignment | 25% | | Reflective Log | 75% | Y |
| The Youth Work Process and the Role of the Youth Worker | YOC4002 | ✓ | HE4 | 20 | STAN | C | | Presentation Poster | 25% | | Essay | 75% | Y |
| Working with Groups in Youth & Community Environments | YOC4003 | ✓ | HE4 | 20 | STAN | C | | Tutor observed activity | 25% | | Case Study | 75% | Y |
| Understanding and Investigating Communities | CMS4001 | ✓ | HE4 | 20 | STAN | C | | Exam | 50% | | Report | 50% | Y |
| Welfare & Social Policy | CMS4004 | ✓ | HE4 | 20 | STAN | C | | Newspaper Article | 25% | | Report | 75% | Y |
| Developing Work with Young People – Placement | YOC4006 | ✓ | HE4 | 20 | PLAC | C | | Portfolio | 50% | | Placement Supervisor Report | 50% | Y |
| Helping Others in Reflective Learning | YOC5001 | ✓ | HE5 | 20 | STAN | C | | Reflective Log | 25% | | Report | 75% | Y |
| Managing Your Youth Work | YOC5002 | ✓ | HE5 | 20 | STAN | C | | Case Study | 30% | | Report | 70% | Y |
| Diversity & Community | YOC5003 | ✓ | HE5 | 20 | STAN | C | | Presentation | 40% | | Essay | 60% | Y |
| Dynamics of Human Relations | YOC5004 | ✓ | HE5 | 20 | STAN | C | | Reflective Log | 40% | | Report | 60% | Y |
| Approaches to Investigating Society | CMS5001 | ✓ | HE5 | 20 | STAN | C | | Research Proposal | 100% | Y | | | |

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|---|----------------|---|-----|----|------|---|--|-------------------|------|---|-----------------------------|-----|---|
| Developing Professional Practice – Placement | YOC5006 | ✓ | HE5 | 20 | PLAC | C | | Portfolio | 50% | | Placement Supervisor Report | 50% | Y |
| Multi Agency and Multi Disciplinary Working | YOC6001 | ✓ | HE6 | 20 | STAN | C | | Oral Presentation | 50% | | Question Bank | 50% | Y |
| Young People in Contemporary Society | YOC6004 | ✓ | HE6 | 20 | STAN | C | | Portfolio | 50% | | Report | 50% | Y |
| Dissertation | CMS6004 | ✓ | HE6 | 40 | DISS | C | | Dissertation | 100% | Y | | | |
| Management and Funding – Placement | YOC6005 | ✓ | HE6 | 40 | PLAC | C | | Portfolio | 50% | | Placement Supervisor Report | 50% | Y |

Bolton Key Core Curriculum requirements

| Module Title | Module Code | C/O/E | Employability | | | | | | | | | | | Bolton Values | | |
|---|-------------|-------|---------------|---------------|-----------|-------------------------|----------|-----------------|----------------------------|-----------------|----------------|------------|------------------------------|-----------------------|------------------------------|---|
| | | | PDP | Communication | Team work | Organisation & Planning | Numeracy | Problem solving | Flexibility & adaptability | Action planning | Self awareness | Initiative | Personal impact & confidence | Inter-nationalisation | Environmental sustainability | Social, public and ethical responsibility |
| Reflective Learning and Study Skills | YOC4001 | C | TA | | | TA | | D | TA | D | DA | DA | DA | | D | |
| The Youth Work Process and the Role of the Youth Worker | YOC4002 | C | | | | DA | D | | D | | D | D | DA | D | D | T |
| Working with Groups in Youth & Community Environments | YOC4003 | C | | T | DT | TA | | D | D | TA | | DA | DA | | D | TA |
| Understanding and Investigating Communities | CMS4001 | C | | T | | T | | | T | D | DA | D | D | | D | T |
| Welfare & Social Policy | CMS4004 | C | | D | | D | D | | | | | D | D | | D | T |
| Developing Work with Young People – Placement | YOC4006 | C | TA | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA | D | D | TA |
| Helping Others in Reflective Learning | YOC5001 | C | TA | D | | D | | T | D | | D | D | D | | | TA |
| Managing Your Youth Work | YOC5002 | C | | | TA | TA | T | T | T | T | | | D | D | D | TA |

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|---|----------------|----------|----|----|----|----|----|----|----|----|---|----|----|---|---|----|
| Diversity & Community | YOC5003 | C | | T | | | | | T | | T | DA | DA | D | | TA |
| Dynamics of Human Relations | YOC5004 | C | | T | T | TA | | TA | TA | D | T | T | T | | D | TA |
| Approaches to Investigating Society | CMS5001 | C | TA | | | TA | TA | T | T | T | T | T | | D | D | TA |
| Developing Professional Practice – Placement | YOC5006 | C | TA | TA | TA | TA | T | T | TA | TA | D | A | A | D | D | TA |
| Multi Agency and Multi Disciplinary Working | YOC6001 | C | | TA | D | TA | | D | T | T | D | D | D | D | D | T |
| Young People in Contemporary Society | YOC6004 | C | | D | | D | | | | | | | | D | D | TA |
| Dissertation | CMS6004 | C | DA | | | TA | TA | | | TA | | T | D | D | D | TA |
| Management and Funding – Placement | YOC6005 | C | TA | TA | TA | TA | TA | TA | TA | TA | D | DA | D | D | | TA |

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)