

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BA (Hons) Youth and Community Studies / BA (Hons) Youth and Community Studies with Foundation Year	
Programme (AOS) Code(s):	BH1YCS1 (3 Years) BH1YCS4 (4 Years)
UCAS Code:	YCS1 (3 Years) YCS4 (4 Years)
Name of Final Award:	Bachelor of Arts with Honours, BA (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full Time
Typical Length of Study (Years):	3 Years / 4 with Foundation Year
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A – However, module curriculum content has been mapped against both the national occupation standards for Youth work and for community development practice

Brief Description of the Programme

This programme provides the foundational skills and theory to support students wishing to develop a career working with young people and diverse communities in a range of settings across different sectors and partnership and interagency teams. There is an emphasis on the development of practical transferrable skills that would support core activities that relate to participatory engagement of young people and diverse communities of culture and of need.

The programme, as a whole, offers opportunities for students to develop projects around particular interests. This could include art, dance, music, issue based learning, peer learning, sport and community consultation. The course will explore key aspects of Youth and Community work practice and through an integrated programme of mentoring enables students to explore the different employment avenues and that are potentially available across different sectors.

Embedded through the curriculum are the values associated with youth and community development and an anti-discriminatory framework of practice is integrated into all learning. Students will be able to develop their work experience or validate their own volunteering through a placement option in the final year and take an additional optional module to develop a specific area of interest.

The course encourages students to explore the broader social context that defines key aspects of youth and community work – both in terms of engaging with contemporary social issues and developing psychosocial models of understanding and lifespan development to support life-long learning. The programme enables students to explore personal, group and cultural identity within

a human rights and celebratory framework of diversity. Social justice, inclusion and empowerment are key drivers informing the overall programme.

The delivery of the course will encourage the modelling of a range of informal learning practices and there is an emphasis on workshop style delivery and will support active peer-learning and group work. Given the pedagogic nature of the programme delivery it is considered essential that the course runs with a large enough group that is able to facilitate these processes. The content and curriculum is mapped against the occupational standards associated with both Youth work and Community development.

Career development is an ongoing feature that is integrated throughout this course and the content and activities build on this so that students can develop bespoke development strategies to support future employment opportunities. Agency input into teaching, placements and opportunities for volunteering will provide practice insight and enrich the academic learning. Completion of this degree would also enable students to access various post-graduate professional qualifications (e.g. teaching, youth work, youth offending, social work, etc.).

Programme Aims

- 1 Provide students with the knowledge to explore, describe and critically analyse the underlying values and ethical principles of working within different communities and young people and integrate these within a framework that promotes anti-discriminatory practices.
- 2 Develop a range of practical skills to enable students to engage different communities and groups in informal learning opportunities, understanding the importance of youth and community development approaches within community networks and interagency settings.
- 3 Enable students to effectively advocate, communicate and contextualise individual and group experience through different media and reflective practices from personal, local and global perspectives.
- 4 Equip students with a comprehensive understanding of how social policy, theory and media discourses can contextualise contemporary social issues and recognise their impact on young people and communities and their safeguarding needs.
- 5 Facilitate student ability to draw on knowledge from a range of research, social medias and arts to build culturally diverse networks, projects, interventions and consultations to evaluate and support personal, group and community need.

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Understand the varied and contested use of the term 'community' and its nuances in relation to group identity, broader social and cultural contexts, that impact on social justice
K2	Use a range of evidence varied sources to assess how different social groups have specific needs that can be explored through appropriate engagement and participation frameworks

K3	Consider and apply the necessary skills to facilitate a reflective framework to progress core youth and community development values through understanding the diverse perspectives of individuals, social groups, specific cultures and communities
K4	Demonstrate knowledge of sociological issues and developmental models that can be used to understand areas of policy development across a range of social sectors
Graduate Attribute: Creativity (C)	
C1	Utilise a range of practical skills that support innovative interventions, service improvements and projects with individuals and groups through the application of group work and facilitation skills
C2	Evaluate a range of arts, sports, cultural and media tools that can be used to inform and develop opportunities to collaborate with others around problem solving and needs assessment
C3	Demonstrate transferrable skills across a range of potential disciplines to apply to a range employment opportunities working with people and social groups
C4	Engage diverse groups in informal learning and opportunities to explore innovative ways to problem solve and promote future well being
C5	Combine research evidence and media debate to evaluate the lived experiences of young people, communities and social groups to facilitate and deveop areas of personal and group development
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Promote a positive human rights framework and value base for working with vulnerable and excluded individuals, groups and communities within a broader context of lifelong learning.
S2	Contextualise cultural diversity within a broad socio-historic understanding of social inequality, exclusion and disadvantage to promote anti-discriminatory practices and cultural awareness
S3	Critically analyse the social and cultural context of practices and the legal, policy and ethical frameworks within which this takes place
S4	Evaluate and critically address issues of power, inequality and exclusionary practices in relation to own strengths and limitations within specific social and professional contexts
S5	Advocate on behalf of individuals and groups to develop empowering networks and partnerships to promote anti-discriminatory practices and opportunities to address aspects of social inequality.
Graduate Attribute: Leadership and self-development (L)	
L1	Demonstrate key effective communication skills appropriately targeted to enhance individual, group and team collaborations
L2	Locate practices to enhance organisational performance and promote participatory and client-led initiatives to respond to evidence-based needs
L3	Locate and develop a strategy to support a future career path through an understanding of models of mentorship and facilitation
L4	Reflect on a range of strategies that illustrate use of own initiative to build collaborative networks and interagency frameworks of support
L5	Critically evaluate own strengths and weaknesses through personal reflection and the integration of evidence based practices

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	N/A	Core	Yes
FY027	Preparing for Success: Self-Development and Responsibility	N/A	Core	Yes
FY028	Inquiry Based Learning	N/A	Core	Yes
FY008	Ways of Learning about the Social World	N/A	Core	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CS403	Community arts and Issue based learning	30	Core	Yes
CS404	Informal Learning	15	Core	Yes
CS405	Youth and Community Models of Practice	15	Core	Yes
CS406	Safeguarding vulnerable groups and communities	15	Core	Yes
CS407	Public and private selves: identity in the digital age	30	Core	Yes
CS408	Personal and Professional Development 1	15	Core	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CS501	Engagement, consultation and participation	30	Core	Yes
CS502	Networks, partnerships and capacity building	15	Core	Yes
CS503	Social Policy and Social Inequality	15	Core	Yes

CS504	Culture, subculture and Diversity	15	Core	Yes
CS505	Research and Project Development skills	30	Core	Yes
CS506	Personal and Professional Development 2	15	Core	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
CS601	Developing a specialist resource	30	Core	No
CS602	Understanding organisations	15	Core	Yes
CS603	Psychosocial theory and models of well being	15	Core	Yes
CS604	Contemporary Social Issues	15	Core	Yes
CS605	Personal and Professional Development 3: The Placement	30	Core	Yes
CS606	Community Interests, Social Enterprise and Business Models	15	Core	Yes

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Programme delivery mode

The delivery mode for this programme is attendance based with opportunities for career development through placement experiences and work related learning. The placement in year three (level 6) will enable students to build links into areas of potential employment or volunteering. These will be individually negotiated work placements linked to your chosen area of occupational interest. This may include: youth projects, community initiatives, schools, colleges, youth groups, special educational needs provision, outdoor learning environments, community health services, museums, community run organisations, charities and voluntary organisations and specialist projects.

Teaching and learning strategies

The teaching, learning and assessment strategy sets out to assist students to develop a sound understanding of the principles of working in youth and community settings – to develop an understanding of the skills and knowledge needed to explore and develop realistic strategies to support a range of potential employment options. It addresses personal development, knowledge acquisition and working collaboratively in groups in active and participatory learning.

The programme aims to use a variety of teaching methods to reflect these general principles, different student learning styles and to offer a stimulating and effective course, which can respond to the needs of a diverse student cohort.

Informal learning and experiential learning is embedded both in terms of the modular content and the on-going mentoring and reflective practices that appear in both the assessment regime as well as within the mentoring and career development modules.

Classroom teaching strategies

Within the classroom, lectures, discussion and seminars will be used to enable students to both develop their knowledge and share practice experiences with your peers. This sharing of experience through peer learning, is seen as a major element in the development of students who may ultimately be taking responsibility for complex decisions within a multi-agency environment. These methods will be supplemented with discussion around a range of new media (television, social media debate, news, video, film, blogs, vlogs and podcasts, art and culture, etc.).

Workshops

The emphasis throughout the course is in developing active participatory workshop learning environments that develop group learning, collaboration and active learning. This approach will emphasise team learning, facilitation skills in a broad action learning and research framework of inquiry.

Workshops developing particular practical skills will underpin modules that require group work, engagement skills, project development, peer learning and consultation, group community art activities and. There will therefore be some demonstrations to support core activities and to build specific practical skills. Students will be encouraged to contribute to the development of these areas of learning and will be expected to develop small group presentations and activities for some classroom sessions.

Placement and work-related learning

An important element of the teaching and learning strategy includes the opportunity to develop knowledge in practice through placements.

In the first and second year of study, students will build a sound knowledge of the different approaches to solving problems that are associated with working with young people and communities. The knowledge and skills attained will be further developed and students will be encouraged to exercise a higher level of personal responsibility and decision making. The third year provides opportunities to gain work experience through placement and further enhances potential career development.

PLEASE NOTE: it will be the responsibility of the student to both negotiate and secure a placement in the final year of their studies.

Course tutors will be able to offer some support around developing placement opportunities and will remain a point of contact through the placement.

Project supervision

Students will receive 1:1 project supervision in all the group work related modules and for the main project development in year three (Developing a Specialist Resource).

Reflection on learning and placement experiences

Will be an integral part of the course to develop the skills required to work in a range of community and agency settings, enabling students to analyse their own values and compare them

to other cultural traditions, academic knowledge, the values of youth and community practices in developing their understanding of potential practice issues. The use of reflective assignments underpins this aspect of learning and is supported specifically each year of study through the Personal and Professional Practice Modules to support the development work-related skills and the exploration of realistic career options. Professionals working in a range of relevant settings will be invited to provide additional practice insights.

Engagement with University VLE

Blackboard will be used in the dissemination of information to ensure resources are accessible to students. This mode of learning will be used throughout the programme, as appropriate, to support the learning experience and maintain regular contact with the learning through regular postings and student announcements.

Group and individual tutorials

Will be used to motivate and support students towards fulfilling their academic potential and to develop Personal Development Plans.

Guided Independent Study

Tasks set will also include encouraging a wider range to support independent learning, the preparation for lectures, seminars, group activities, student-led presentations and provide support for formative and summative assessments.

External visits

Opportunities for these to support learning will be developed and offered in consultation with the student cohort. Trips will be arranged should there be sufficient student interest. Any trips will be costed and students will be expected meet such costs.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include, books, equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

DBS Checks

Students will be expected to meet any additional costs in relation to ensuring that any necessary DBS checks are completed prior to placement or volunteering.

Students will also be expected to meet the travel costs associated with any placements and agency visits.

Books and other Texts:

All core texts will be in the library for students to borrow for free, and wherever possible texts on reading lists will also be purchases in the library. Students may be required to purchase texts and journals to support their study programme. The average cost of books for students studying on a degree course is assumed as £100 per year.

Printing:

We recommend a minimum budget of £50 per year for printing costs – but this can be reduced and managed largely through the majority of assignments being presented online and digitally.

Graduation:

Graduation costs per student are estimated at £100 - £200 total. This is an optional cost for all students as attending graduation is not a requirement in order to have a degree conferred.

Digital backup:

It is recommended that students arrange their own digital backup and can choose from a number of options, including purchase of memory sticks and external hard drives.

Study Tours and Trips:

Any events of this nature will be discussed with the student group in advance. These will not be compulsory, but should students wish to engage they will need to meet the associated costs.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	323	877	N/A
Year Two	325	875	N/A
Year Three	262	878	60

Please note: Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

- Essays
- Reports
- Presentations and Poster + commentaries/rationales
- Reflective learning journals and commentaries
- Biographic and cultural narratives
- Project proposal and evaluation
- Literature review

Classification

Calculation of final award:

Level 5 - 33%

Level 6 – 67%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

The student profile for this programme is expected to be predominantly school leavers recruited through UCAS and more mature students living locally.

80 UCAS points

We are keen to encourage applicants with a wide range of qualifications and prior learning experiences. These include the International Baccalaureate, BTEC CACHE and Access to HE Diplomas. Some students already working part time or as volunteers may be attracted to study this course to validate their experiences and more specifically develop a career options. (GCSE Maths, English and Science at grade C or above are essential if aiming for teacher training in the future).

Do applicants required a Disclosure and Barring Service (DBS) Check?

No

Please note: However, there is a very high likelihood that the student will need a DBS check when starting their placement at level 6 (the third year of study).

During the admissions process students will be asked to complete a self-declaration statement so that applicants can have the opportunity to declare any criminal convictions before starting the course. This will ensure that any potential issues relating to the placement in the final year of study can be anticipated in advance.

The students must meet the cost of any DBS checks that will be required.

Opportunities for students on successful completion of the programme

While this is not a professionally endorsed programme successful graduates would be able to use their degree across a number of sectors working with young people and communities, from project workers to specific service delivery both in the voluntary and statutory sectors. An appropriate degree is sufficient for many youth and community career roles currently available. Successful students could also access post-graduate courses professionally validated in more specific areas; these could include Youth and Community Development (JNC validated) Social Work and in teaching (via School Centred Initial Teacher Training, Postgraduate Certificate in Education and teacher apprenticeships). Other potential career routes include charities, informal education programmes, children and family centres, voluntary projects, charitable trusts, museum outreach and informal education providers, sports and leisure, Early years and health promotion initiatives.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Youth and Community Work (2017)
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Ethics Sub-committee	Youth and Community Work – University Ethics
Date Published / Updated:	September 2020

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	Certificate of Higher Education (CertHE) in Youth and community Studies
Credits requirements:	120 credits
Module requirements:	ALL 120 Credits at Level 4
Learning Outcome	
Demonstrate practical skills relating to using art skills and issue-based evidence to facilitate the participation of young people, communities and social groups to explore aspects of their lived experience	
Understand the basic practices associated with youth and community development practices	
Highlight safeguarding issues that relate to working young people and vulnerable social groups and to appreciate the policies and legislation that supports this area of practice	
Show understanding of a range of issues and social contexts that may influence personal and group identity	
Be able to utilise strategies that can help facilitate personal and professional development	

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
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Full name of Qualification and Award Title:	Diploma of Higher Education (DipHE) in Youth and community Studies
Credits requirements:	240 credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5
Learning Outcome	
Demonstrate practical skills relating to the engagement, consultation and participation of young people, communities and social groups in facilitating aspects of group work	
Evaluate the needs of different social groups through the use of engagement, consultation and participatory techniques and exercises	
Demonstrate critical analysis in understanding of the social contexts that influence cultural diversity in contemporary society	
Implement a range knowledge and practical techniques to support research and project development	
To facilitate and implement a range of strategies to promote and explore future career paths within the youth and community sectors	

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BA Youth and Community Studies
Credits requirements:	300 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 60 Credits at level 6 (excluding CS601)
Learning Outcome	
Critically analyse how contemporary social issues impact on the lived experiences of young people and communities	
Evaluate the range of social, historical, environmental and cultural issues that can impact on young people's and communities development potentials	
Reflect on the learning gained from placement experience and theoretical underpinnings of the course in relation to future career development	
Differentiate the specific nature of a range of organisations and their roles in facilitating the engagement and meeting the needs of young people and community groups	
Demonstrate knowledge of how entrepreneurship can be used to respond to social need and how community organisations can establish robust and sustainable development and business opportunities	