Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA(Hons) Community Development and Youth Work
Teaching Institution	Ruskin College
Awarding Institution	The Open University (OU)
Date of latest OU validation	21/04/2016
Next revalidation	2021-22
Credit points for the award	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6 Total credits 360
UCAS Code	L591
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	Youth and Community Work (2009)
Other external and internal reference points used to inform programme outcomes	N/A
Professional/statutory recognition	National Youth Agency (NYA) Endorsement and Quality Standards Board for Community Development Learning (ESB)
Duration of the programme for each mode of study (P/T, FT,DL)	4.5 years part time 3 years full time
Dual accreditation (if applicable)	OU CICP and JNC/ESB
Date of production/revision of this specification	21/04/2016

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

2.1.1 The programme provides mature, non-traditional students with professional training and education in Community Development and Youth Work. It provides a modern teaching and learning environment alongside practice learning opportunities where students can develop their academic and professional potential, with the opportunity demonstrate the critical knowledge, understanding, values and skills needed for professional Community Development and Youth Work.

2.1.2 The programme will meet the requirements of the National Youth Agency (NYA), The Endorsement and Quality Standards Board for Community Development Learning (ESB) and Ruskin College for effective and competent Community Development and Youth Work practice. It meets the academic requirements of the OU CICP, the QAA Benchmark Statement for Community Development and Youth Work (2009) and the QAA Framework for Higher Education Qualifications (2008).

2.1.3 The BA (Hons) Community Development and Youth Work is the qualification for professional Community Development and Youth Work Practitioners. Ruskin College has been approved by NYA to offer the programme in this form validated by the Open University since September 2008.

2.1.4 Ruskin College has traditionally prioritised the encouragement of prospective Youth and Community Development Workers to consider issues of social justice, equality and diversity and the implications of these for Community Development and Youth Work practice. The programme has also had a strong commitment to community development approaches in youth work and to fostering positive relationships with those voluntary organisations that provide Community Development and Youth Work services.

2.1.5 The Fieldwork Coordinator takes responsibility for organising fieldwork practice for the programme.

2.1.6 In 1993 Ruskin College developed a Foundation Certificate in Community and Youth Work. in 1994 this developed into the Certificate in Higher Education in Community Development and Youth Work and was endorsed by the NYA as 'in service training'

2.1.7 In 2003, Ruskin College developed the Foundation Degree (FD) in Community Development and Youth Work and a pathway in Community Development (FD) leading to two professional vocational qualifications. In 2008 we decided to offer the BA (Hons) in Youth and Community Work in view of the minimum professional requirements of a BA to come into force from 2010. The BA was revalidated in 2013 for a period of five years.

2.1.8 The BA (Hons) in Community Development and Youth Work at Ruskin therefore builds on extensive experience of developing both Community Development and Youth Work programmes which both meet the requirements of the relevant professional body, employers and the Open University Validation Service. The experience of extending partnerships and undertaking new initiatives has ensured a continuing commitment to development and improvement. This is reflected in the approach taken to teaching and learning. Tutors are actively involved with a number of community groups and organisations as board members or advisors and regularly attend networking events with other relevant agencies in the sector.

2.1.9 Embedded in our Community Development and Youth Work programmes is a strong commitment to the empowerment of individuals and communities and the

contribution that Community Development and Youth Work can make to this through anti-discriminatory and anti-oppressive practice. Also embedded is a consistent commitment to listening to and respecting the voices of the users of Community Development and Youth Work services and active implementation of the principles values of Community Development and Youth Work. We are committed to ensuring that youth workers and community development professionals who successfully complete Ruskin programmes are reflective practitioners who deliver high quality and effective provision in a professional and anti-oppressive manner.

2.2 Relationship to other programmes and awards
(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction).

This is an independent programme

2.2.1 The programme does not have any relationships with other programmes. As a full honours degree, progression from or to either internally or externally is not specified or required.

2.2.2 However, the College's approach in providing non-traditional students with opportunities for study at honours degree level results in students receiving places at Ruskin with few or no prior qualifications. Successful applicants for the BA (Hons) Community Development and Youth Work programme are encouraged to attend a selection of short courses offered by Ruskin in a summer school, each year.

2.2.3 The exact offer varies slightly from year to year due to student numbers but examples of the courses that would be suggested to prospective Community Development and Youth Work students are: Introduction to Community Development and Youth Work and Study Skills.

2.2.4 Post qualifying Community Development and Youth Work awards are available to professional practicing qualified Community Development and Youth Work Practitioners. There is a Direct Entry route available to practitioners who qualified prior to the BA being a requirement.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
At the end of the level learners will: 4A1: understand the importance of working with experiences, feelings and thoughts as a professional. 4A2 : know how the history of community development and youth work in the UK and beyond, has related to changing political, economic and social relations, by attempting to respond to inequality, disadvantage and social exclusion. 4A3: know of key theoretical perspectives of critical pedagogy and their relevance to community development and youth work. 4A4: be able to identify key perspectives and ideas from the fields of sociology and social policy in relation to youth work and community development. 4A5: be aware of the political ideas that inform approaches to social policy and intervention and how policy and theory can problematize individuals and communities.	The learning and teaching strategy recognises that learners start the course with very different life experiences, relationships to learning, academic skills and practice experience. Level 4 is a 'formative' level - as the marks do not count towards the final degree. This is appropriate for Ruskin College as learners usually have few or no academic qualifications before they join the course. Learners are introduced to key areas of theory, through tutor input / presentations, student presentations, multi-media, and group-based learning. Learners are introduced to the Ruskin College and Bodleian libraries during induction week and encouraged to accesss them for study throughout the course. The college is developing IT based learning options using Moodle. This will extend some of the independent study and small group formative work. It will also make it easier to give learners access to multi-media resources used in the teaching. Learning about community and professional settings, practices and standards is supported through in-college teaching as well as through

4A6: have an appreciation of the relationship between political ideology and policy and how contemporary political strategies impact on individuals and communities.

4A7: be able to identify key concepts and principles in counselling and understand how they inform interventions in different professional contexts.

4A8: understand that power operates within the personal and professional spheres and that it can empower or oppress.

4A9: understand the purpose and priorities of a youth and community work agency.

4A10: understand the importance of safeguarding and other organisational policies.

5A1 understand that normativity and oppression operate on personal, cultural, institutional and international levels.

5A2 be able to recognise different social injustices, oppressions and resistance in everyday life and know that our positionality may locate us in both oppressed and oppressor groups.

5A3 understand the importance of groups in developing learning and making change in communities and organisations.

5A4 know about the influence of popular culture and how to

fieldwork experience. All learning is supported by weekly tutorials, teaching and formative work. The modules and levels build onto each other, layering the learning and enabling learners to embed knowledge and deepen understanding.

Summative assessment is aligned with the learning outcomes, and also allows room for stretch and challenge. Assessment includes essays, presentations, case studies, written and verbal reflective assignments, self and peer assessment, a research proposal and a dissertation.

The learning outcomes measure the minimum learning at each level. Learners will also be challenged and stretched in areas where they already have knowledge and understanding, or are ready to engage with more advanced theory and practice knowledge. This is done consistently in the teaching, tutorials and through assignments.

Each learner develops a tailored and transformative path through the course, which fits their learning journey. This strategy is particularly important in developing knowledge and understanding in the areas of professional principles and values, anti-oppression and social justice. Learners examine and extend their knowledge and understanding in relation to values, oppression and social justice in all modules, using theory and reflection on experience. This tailored approach, supported through weekly tutorials helps learners develop knowledge and understanding about theory as well as about themselves, and work with young people and communities.

examine every day cultural signs and codes to reveal oppression and social injustice.	
5A5 be familiar with key concepts in cultural studies such as power, agency, discourse, representation.	
5A6 be aware of the need to create safe environments to enable dialogue and learning and know of approaches for creating dialogue about subjects which may be experienced as sensitive or taboo.	
5A7 understand the significance of power dynamics, group culture, values and power-charged difference when working in groups.	
5A8 know about the community networks and partnerships in a locality.	
5A9 understand organisational planning and evaluation processes.	
5A10 understand the governance and structure of a youth and community work organisation.	
5A11: understand the ideas behind community profiling, assessing needs in a community and how agencies aim to adress these needs.	
6A1 recognise their positionality and its relationship to their 'conscious use of self in relation to others'.	

| 6A2 know how to make use of professional supervision as a practitioner and as a manager.

6A3 know how to develop and maintain a participative and reflective learning culture in a team.

6A4 know how to manage project group meetings and develop sustainable group agreements and contracts.

6A5 know how to manage task, individual and group needs in a community development /youth work project.

6A6 understand and critique key concepts in social research.

6A7 have developed in-depth knowledge and understanding about a specific area of youth work / community development.

6A8 understand the implications of their own positionality in the field of work they have chosen to develop. | |

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Cognitive skills At the end of the level learners will be able to: 4B1: recognise the emotional impact of events in their lives and the significance of the responses they have made to these events. 4B2: learn from reflecting on past experiences.	The learning and teaching strategy recognises that learners start the course with very different relationships to learning, thinking skills and life experiences. The learners may have some experience of community work or youth work before they start the course, but don't usually have academic qualifications.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
4B3: identify their personal and professional attributes and address questions about identity, self and the 'other' in the development of the conscious use of self. 4B4: recognise how disempowerment and resistance is articulated in their everyday culture. 4B5: apply theoretical ideas about power and politics to examples of societal behaviours and social policies. 4B6: reflect on the use of power within one to one relationships and groups. 4B7: appreciate the complexity of people's value bases and identify and examine the issues and dilemmas arising from this complexity. 4B8: connect theory and practice in a community based context. 4B9: apply organisational policies in their practice. 5B1 critique examples of 'common sense' and 'naturalness' when used to maintain normative values in everyday culture. 5B2 apply theoretical concepts and models of groupwork when working with a group.	Throughout the course learners will learn how to develop their knowledge, thinking and how to direct their own learning. They develop affective and reflective learning skills, supported by weekly tutorials and through practice and teaching sessions. Summative assessment is aligned with the learning outcomes, and allows room for further stretch and challenge in all areas. Assessment includes essays, presentations, case studies, written and verbal reflective assignments, self and peer assessment, a research proposal and a dissertation. Each learner develops a tailored and transformative path through the course. This strategy is particularly important in developing their reflective and affective learning skills. It helps learners to learn how to develop insight about themselves, as well as developing their skills for working with colleagues, young people and communities. It enables learners to process and learn from experience in relation to power, oppression and social justice and to develop their conscious use of self in relation to others. Teaching and learning uses fieldwork experience, experiential groupwork, teacher inputs, multi-media, student presentations, written assignments, visits e.g. to projects, community organisations, libraries and a museum. The modules and levels build onto each other, layering the learning and

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
5B3 identify and analyse issues of power in the formation of groups and subgroups using theories of group dynamics, facilitation, leadership and processes 5B4 relate theories of representation to everyday life and see its significance in illuminating relationships of power and powerlessness. 5B5 analyse how communities and organisations embrace, resist and challenge globalisation 5B6 name, analyse and address issues of power, prejudice and oppression in a group 5B7 reflect and learn from experience of working in a group to develop critical awareness of self 5B8 plan and evaluate practice in relation to organisational aims and funding requirements 5B9 assess and plan how to manage the opportunities and threats involved in working with public bodies and community networks. 5B10 reflect about, and analyse how power and social justice is	enabling learners to embed and deepen their learning and skills and relate theory to practice and experience. This is done consistently in the teaching, tutorials and through formative and summative assignments.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
addressed in an organisation. 6B1 critique and apply different theoretical models and perspectives of management and leadership, group development and dynamics in youth work / community development. 6B2 design and implement an anti-oppressive youth work / community development project with a group of colleagues. 6B3 design and evaluate a youth work /community development project within appropriate organisational policy, legislative and social policy frameworks. 6B4 apply key ideas and critiques of research methodologies to their own research. 6B5 identify and plan a suitable project to meet the requirements of the dissertation research project. 6B6 synthesise arguments using a range of secondary sources. 6B7 synthesise knowledge from their own and others' practice with relevant theory and research. 6B8 make a coherent argument for developing praxis in a specific field of work.	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Practical and Professional Skills At the end of the level learners will be able to: 4C1: identify and question their personal values, principles and ethics. 4C2: make connections between learning from their own experiences and the experiences of others. 4C3: recognise the values and attributes that inform anti-oppressive practice. 4C4: recognise their own attributes and their significance in working with others. 4C5: locate people's positionality in relation to hegemonic culture. 4C6: assess the implications of government policy on communities and young people's lives. 4C7: apply person centred techniques and counselling principles in practice e.g. paraphrasing, reflecting on feelings, active listening. 4C8: reflect and develop self-awareness. 4C9: build meaningful relationships with young people and community members.	The learning and teaching strategy recognises that learners may have some experience of community work or youth work before they start the course, and will always have valuable life experience to draw on in the programme. Throughout the course learners will be supported to develop practical skills and professional values and ethics through the in-college programme and during fieldwork practice. Summative assessment is aligned with the learning outcomes, and allows room for further stretch and challenge in all areas. Fieldwork placement practice is assessed through 3 way discussion between a tutor, fieldwork manager and learner, as well as through written assignments. The level 6 fieldwork practice is peer assessed and benchmarked by tutors. This fieldwork also has a written reflective assignment. This combination of assessment methods is designed to enable practice to be marked and to develop the learner's skills in communicating and assessing their own learning and practice. Each learner develops a tailored and transformative path through the course, including fieldwork practice opportunities. This strategy is particularly important in developing reflective and affective learning skills. It helps learners to learn how to develop insight and strategies for anti-oppressive practice in all areas of their work.

3C. Practical and professional skills	
4C10: identify oppression and social injustice in practice contexts. 4C11: work within professional boundaries, ethics and organisational policies. 5C1 analyse the intersections of gender, race, class, ethnicity, sexuality, and nationality in how they act and are received in everyday life and community relations. 5C2 use experiences, feelings and thoughts in a group experience to explore group dynamics and how people participate in groups. 5C3 interpret the meanings of signs and symbols in everyday life and popular culture. 5C4 recognise the impact of globalisation on young people and communities and identify its implications for practice. 5C5 make interventions that open up dialogue, challenge and critique in a group. 5C6 explore feelings; identify where they come from and how they relate to power dynamics in a group. 5C7 plan and develop programs, activities and approaches for working with different groups of young people and adults.	Teaching and learning uses fieldwork experience, experiential groupwork, teacher inputs, multi-media, student presentations, written assignments, visits e.g. to projects, community organisations, libraries and a museum. The modules and levels build onto each other, layering the learning and enabling learners to embed and deepen their learning and skills and relate theory to practice and experience. This is done consistently in the teaching, tutorials and through formative and summative assignments.

3C. Practical and professional skills	
5C8 develop groups and individuals' potential for social and political agency and change. 5C9 work with groups to organise events and activities collaboratively. 5C10 demonstrate professional values and ethics when working with groups, organisations and individuals, addressing oppression and creating opportunities for change. 6C1 manage professional relationships, supporting and challenging colleagues appropriately. 6C2 give and receive professional feedback from colleagues. 6C3 evaluate a community development/ youth work project. 6C4 synthesise theoretical concepts and reflective learning effectively to develop practice. 6C5 plan and negotiate the resources for a youth work/ community development project. 6C6 identify and secure resources needed for practice. 6C7 analyse how power operates within group settings and how to	

3C. Practical and professional skills	
make constructive interventions to address it.	
6C8 identify suitable practice agencies to visit / work with and practice-based documents to review for their research.	
6C9 seek out, use and critically evaluate literature and research relevant to a specific aspect of practice.	
6C10 seek out and critically appraise secondary sources of research relevant to a specific aspect of practice.	
C11 integrate anti-oppressive models and theory into approaches to work in a specific area of practice.	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
At the end of the level learners will be able to: 4D1: talk and write reflectively about their experiences. 4D2: connect theoretical concepts to their own experience, values and social context. 4D3: write an essay utilising theory and experience. 4D4: actively listen and be aware of the importance of	The learning and teaching strategy recognises that learners start the course with very different experience and want to graduate into different areas of work. The transferable skills enhance learner's employability and potential progression to further HE courses. Throughout the course learners will be supported to develop transferable knowledge, practical and academic skills, professional values and ethics. Teaching and learning uses fieldwork experience, tutorials, teacher inputs, multi-media, student presentations, experiential groupwork,

3D. Key/transferable skills	
communication through body language. 4D5: recognise the importance of professional standards. 4D6: reflect on professional practice to learn and develop. 5D1 write an essay using personal voice, experience and theory, meeting appropriate academic standards. 5D2 reflect and learn from experience in groups. 5D3 identify and deconstruct discourses that shape the lives of communities and individuals and their particular impact on young people and communities. 5D4 analyse images and music as texts. 5D5 take account of the different needs of group members and colleagues in practice. 5D6 describe, discuss and assess their practice, and locate it within the professional occupational standards and requirements. 6D1 incorporate an awareness of positionality and privilege to their conscious use of self in relation to others. 6D2 know how to use practical strategies to enable full participation	written assignments, visits e.g. to projects, community organisations, libraries and a museum. Each learner develops a tailored and transformative path through the course. This is particularly important in developing specialisms in the learners areas of interest and aptitude. The modules and levels build onto each other, layering the learning and enabling learners to embed and deepen their learning and skills and relate their experience to potential employment opportunities. This is done through the teaching, tutorials and through formative and summative assignments especially at level 6. The college is extending and developing it's IT based learning opportunities which will enhance learners' transferable skills in this area. Summative assessments are aligned with the learning outcomes, and allow room for further stretch and challenge in all areas. The assessment methods include presentations, and written assignments that can enhance the learner's employability and progression in HE. Formative assignments are also designed to help learners engage with job applications and future job roles. E.g. in module 6.1 learners apply for the 'job' of practitioner/manager in writing, they both interview and are interviewed for the post, before the project groups are formed.

3D. Key/transferable skills	
and sustainable decision-making in a team. 6D3 develop anti-oppressive approaches in their practice with colleagues, young people/ communities by applying knowledge and understanding of power and oppression. 6D4 make sound judgements in practice in response to relevant legislature and social policy. 6D5 manage their learning and identify their development and support needs. 6D6 identify the ethical considerations for their research. 6D7 describe and illustrate their experience and knowledge in areas of youth work and community development as transferrable to other youth work and community development contexts. 6D8 manage the ethical considerations for their research project. 6D9 identify how they can make use of their research to enhance the youth work / community development field.	

4. Programme Structure

Programme Structure - LEVEL 4	
Compulsory modules	**Credits**
BACDYW 4.1 The Reflective and Reflexive Practitioner	20
BACDYW 4.2 Principles of Community Development and Youth Work	20
BACDYW 4.3 Power & Politics in Communities & Society	20
BACDYW 4.4 Counselling and Group Work	30
BACDYW 4.5 Critical Skills and Personal Development (Fieldwork Practice)	30

Exit Award: Successful completion of the above listed Level 4 modules would enable a student to exit with a

CertHE in Youth and Community Studies. 120 Credits at Level 4 (not NYA or ESB qualified)

Programme Structure - LEVEL 5	
Compulsory modules	**Credits**
BACDYW 5.1 Identity, Positionality and Social Justice	20
BACDYW 5.2 Group Work Practitioner	20
BACDYW 5.3 Culture, Signs and Meanings	20
BACDYW 5.4 Anti-Oppressive Experiential Group Work	30
BACDYW 5.5 Critical Skills & Personal Development (Fieldwork Practice)	40

Exit Award: Successful completion of the above listed Level 4 and Level 5 modules would enable a student to exit with a

DipHE in Youth and Community Studies. 120 Credits at each of Levels 4 and 5. (not NYA or ESB qualified)

Programme Structure - LEVEL 6	
Compulsory modules	**Credits**
BACDYW 6.1 Group Work Project (GWP)	60
BACDYW 6.2 Research Methods	15
BACDYW 6.3 Dissertation	45

Final award: Successful completion of the above listed Level 4, Level 5 and Level 6 modules would enable a student to complete with a

BA (Hons) Community Development and Youth Work (NYA and ESB Qualified). 120 Credits at each of Levels 4, 5 and 6.

BACDYW Part-Time Route

2016	2017	2018	2019	2020
Semester 1 **Monday**	**Semester 1** **Wednesday**	**Semester 1** **Tuesday**	**Semester 1** **Thursday**	**Semester 1** **Wednesday**
10.00-1.00pm BACDYW 4.1 Anti-Oppressive Reflective and Reflexive Practitioner	10.00-1.00pm Fieldwork Preparation DBS/Placement Organisations	10.00-12.00pm BACDYW 5.1 Identity, Positionality and Social Justice	10.00-1.00pm BACDYW 6.1 Group Work Project	10.00-1.00pm BACDYW 6.2 Research
2.00-5.00pm BACDYW 4.2 Values and Pedagogy of CD &YW	2.00-5.00pm BA. CDYW 4.5 & 5.5:Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 5.2 Group Work Practitioner	2.00-5.00pm BACDYW 6.1 GWP	2.00-5.00pm BACDYW 6.3 Dissertation.
5.15-6.15pm Tutorials		5.15-6.15 Tutorials		
Semester 2	**Semester 2**	**Semester 2**	**Semester 2**	**Semester 2**
10.00-1.00pm BACDYW 4. 3 Power and Politics in Communities and Society	10.00-1.00pm FWP	10.00-1.00pm BACDYW 5.3 Culture, Signs and Meanings	10.00-1.00pm BACDYW 6.1 GWP	
2.00-5.00pm BACDYW 4.4 Counselling and Group Work	2.00-5.00pm BA. CDYW 4.5 & 5.5:Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 5.4 Anti-Oppressive Experiential Group Work	2.00-5.00pm BACDYW 6.1 GWP	
5.15-6.15pm Tutorials	5.15-6.15 Tutorials	5.15-6.15pm Tutorials	5.15-6.15pm Tutorials	

BACDYW Full-Time Route

2016	2016	2017	2017	2018	2019
Semester 1 **Monday**	**Semester 1** **Wednesday**	**Semester 1** **Tuesday**	**Semester 1** **Wednesday**	**Semester 1** **Wednesday**	**Semester 1** Thursday
10.00-1.00pm BACDYW 4.1 Anti-Oppressive Reflective and Reflexive Practitioner	10.00-2.00pm Small Group Tutorials	10.00-1.00pm BACDYW 5.1 Identity, Positionality and Social Justice	10.00-2.00pm Tutorials	10.00-1.00pm BACDYW 6.2 Research	10.00-1.00pm BACDYW 6.1 Group Work Project
2.00-5.00pm BACDYW 4.2 Values and Pedagogy of CD &YW	2.00-5.00pm BA. CDYW 4.5 Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 5.2 Group Work Practitioner	2.00-5.00pm BA. CDYW 5.5:Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 6.3 Dissertation.	2.00-5.00pm BACDYW 6.1 Group Work Project
Semester 2	**Semester 2**	**Semester 2**	**Semester 2**	**Semester 2**	**Semester 2**
10.00-1.00pm BACDYW 4. 3 Power and Politics in Communities and Society	10.00-2.00pm Tutorials	10.00-1.00pm BACDYW 5.3 Culture, Signs and Meanings	10.00-2.00pm Tutorials	10.00-1.00pm BACDYW 6.3 Dissertation.	10.00-1.00pm BACDYW 6.1 Group Work Project
2.00-5.00pm BACDYW 4.4 Counselling and Group Work	2.00-5.00pm BA. CDYW 4.5:Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 5.4 Anti-Oppressive Experiential Group Work	2.00-5.00pm BA. CDYW 5.5:Critical Skills and Personal Development: Fieldwork Practice	2.00-5.00pm BACDYW 6.3 Dissertation.	2.00-5.00pm BACDYW 6.1 Group Work Project

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

There are no elective modules.

The distinctive feature of the programme is that it has been developed from the principles of youth work as highlighted at the Ministerial Conferences and there is a strong emphasis on anti-oppressive practice achieved through experiential based group work learning which we have incorporated into the structure of the course from the interview day through level 4, 5 and 6 years culminating in the group work project in the final year. We have also incorporated all of the values and Principles of Community Development in terms of Key Areas and the NOS as many of them are what we already expect of students.

6. Support for students and their learning

Provision of support for learning is a key element of the programme.

All students are provided with a personal tutor and attend weekly term-time small group tutorials. In these sessions students are supported to question, challenge and debate key theories within the programme. Tutorials also develop reflective and reflexive practice and further encourage and support awareness of the professional and academic value-base, and commitment to the principles they embody.

All students are assessed for specific needs when they join the College. Support is provided through specialist Learning Support Tutors. Further detailed assessment is available for any student who shows evidence of specific learning difficulties such as dyslexia, and equipment and support is available. All students who need additional learning support have Individual Learning Plans and sessional records of work.

The College has a qualified Counsellor who is available to students who have difficulties that are affecting their study.

7. Criteria for admission

There is no academic requirements however, in line with the mission statement of Ruskin and for professional standards we require students to have experience of working with young people or within the community at large but they are required to undertake an assessment regarding their level of literacy and normally expected to achieve a level 3 NVQ.

8. Language of study

English

There are no specific IELTS level entry requirements for the course, however students are required to complete a reading and writing comprehension exercise which involves applicants reading a short extract about a CD&YW project and writing a short piece to demonstrate their ability to work at the required level and an understanding of anti-oppressive practice. This exercise also enables us to identify at an early stage any support required with learning skills/dyslexia.

9. Information about assessment regulations
See Regulatory Framework

10. Methods for evaluating and improving the quality and standards of teaching and learning.
10.1 The College's methods are as listed below. End of year meetings to compile the annual monitoring report. Meeting/s with the external examiner at examination board. End of module and end of year feedback from students via the module evaluations and cross College survey. Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Programme Board. Input of academic reviewer installed by the CICP, as appropriate. Tutor attendance at best practice sessions and other CPD events organised internally. Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc. Effective peer observation of teaching and learning (OTL) scheme operating in the College. Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions. Monitoring of above through annual staff development report drafted by the Vice Principal and discussed at AQSC with action points for implementation in following year. Teaching staff are encouraged to apply to become a Fellow of the HEA. Teaching staff are encouraged to complete doctoral programmes in order to fulfil a specific research interest and enhance their own teaching practice. Teaching staff are expected to be research active. External examiners contribute to the evaluation of fieldwork practice and provide feedback on the assessment of academic modules.

Appendix 1: Curriculum map

Appendix 2: Staffing Hours

Learners develop their reading, writing and reflective learning skills,

The Learning and teaching strategy is built on the notion of constructive alignment. "Constructive alignment commences with determining what an educated person (educant) in the discipline or field of education should 'be like', establishing learning outcomes that describe that educant, instituting learning and teaching activities to achieve the outcomes and assessing the learner's performance or behaviour against the intended outcomes" (Biggs & Tang, 2011).

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university: What the student does (4th ed.). Maidenhead, England: Oxford University Press

This approach draws on the underpinning philosophocal bases of the course i.e. experiential learning, group work and anti-oppresive practice to bring personal/conceptual and practical depth to understandings of 'what makes a good community development and youth worker'.

A variety of teaching methods are used to enable students to explore student positionality and theories and concepts using

- Small group work

- Tutor input / presentations.

- Presentation,

- Peer feedback

- The use of film, music and role play – multi-media in general.

Self reflection and challenge to individual learning is central and is connected to individual learning plans that connect to the theory of possible selves based on Dweck, C. S. (1999) Self Theories: Their Role in Motivation, Personality, and Development . Hove: Psychology Press, Taylor and Francis Group.

A transformative approach is also used where "*learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy*

O'Sullivan, E. (2003). Bringing a perspective of transformative learning to globalized consumption. *International Journal of Consumer Studies, 27*, 326–330

Both formative and summative assessments are employed and the role of the tutorial is central in connection the two. the assessment employed at level 4 include, essays, presentations, a practice assessment.

The Learning and teaching strategy is built on the notion of constructive alignment (Biggs and Tang) and draws on the underpinning philosophocal bases of the course i.e. expereintial learning, group work and anti-oppresive practice to bring personal/conceptual and practical depth to understandings of 'what makes a good community development and youth worker'.

A variety of teaching methods are used to enable students to explore student positionality and theories and concepts using

- Small group work

- Tutor input / presentations.

- Student Presentation,

- Peer feedback

- The use of film, music and role play – multi-media in general.

- Fieldwork visits to community organisations and museums

Self reflection and challenge to individual learning is central and is connected to individual learning plans that connect to the theory of possible selves (see Dweck above)

Both formative and summative assessments are employed and the role of the tutorial is central in connection the two. the assessment employed at level 5 include, essays, presentations, threeway assessment

The learning and teaching strategy recognises that learners start the course with very different life experiences, relationships to learning, academic skills and practice experience. Level 4 is a 'formative' level - as the marks do not count towards the final degree. This is appropriate for Ruskin College as learners usually have few or no academic qualifications before they join the course.

Throughout level 4 learners will learn about key areas of theory, through tutor input / presentations student presentation and group-based learning. Learning about community and professional settings, practices and standards will be supported through in-college teaching and learning as well as through fieldwork experience. All learning is supported by weekly tutorials, teaching and formative work.
Learners are introduced to the Ruskin College and Bodleian libraries during induction week and encouraged to accesss them for study throughout the course.

Summative assessment is aligned with the learning outcomes, and also allows room for stretch and challenge. The modules build onto each other, layering the learning and enabling learners to embed knowledge and deepen understanding.

The learning outcomes measure the minimum learning at level 4. Throughout the level, learners will also be challenged and stretched in areas where they already have knowledge and understanding, or are ready to engage with more advanced theory and practice knowledge.
This is done consistently in the teaching, tutorials and through assignments.

Each learner develops a tailored and transformative path through the course, which fits their starting points and supports their development direction. This strategy is particularly important in developing knowledge and understanding in the areas of professional principles and values, anti-oppression and social justice. Learners examine and extend their knowledge and understanding in relation to values, oppression and social justice in all modules, using theory and reflection on experience. This tailored approach, supported through weekly tutorials helps learners develop knowledge and understanding about themselves, as well as about colleagues, young people and communities.

Level 5
The learners start the level with very different life experiences, relationships to learning, academic skills and practice experience.
Throughout level 5 learners will experience teaching using experiential and group-based methods, tutor input / presentations student presentations, peer feedback, the use of multi-media, as well as undertaking fieldwork practice in a community based organisation. They will also be introduced to the Ruskin College and Bodleian libraries.
At level 4 learners develop their reading, writing and reflective learning skills, supported through weekly tutorials, teaching and formative work.
Formative work is used to support learners to develop academic and practical skills. Level 4 is a 'formative' level as the marks do not count towards the final degree. This is appropriate for Ruskin College as learners usually have few or no academic qualifications before they join the course.
Summative assessment is aligned with the learning outcomes, and also allows room for stretch and challenge. The modules build onto each other, layering the learning and enabling learners to embed knowledge and skills
The learning outcomes measure the minimum learning at level 4. Throughout the level, learners will also be challenged and stretched in areas where they already have knowledge and experience, or show particular aptitude. This is done consistently in the teaching, tutorials and through assignments. There are consistent opportunities for learners to develop a tailored path through the course, which fits their starting points and development direction. This strategy is particularly important in developing knowledge and understanding in the area of anti-oppression and social justice. Learners examine and extend their knowledge and understanding in relation to oppression and social justice in all modules, using theory and reflection on experience. This tailored approach, supported through weekly tutorials helps learners develop affective as well as cognitive knowledge.

The Learning and teaching strategy is built on the notion of constructive alignment (see Bings and Tang above) and draws on the underpinning philosophocal bases of the course i.e. experiential learning, group work and anti-oppresive practice to bring personal/conceptual and practical depth to understandings of 'what makes a good community development and youth worker'.

A variety of teaching methods are used to enable students to explore student positionality and theories and concepts using

- Small group work

- Tutor input / presentations.

- Presentation,

- Peer feedback

- The use of film, music and role play – multi-media in general.

- Fieldwork visits and case studies

Self reflection and challenge to individual learning is central and is connected to individual learning plans that connect to the theory of possible selves (see Dweck above)

Both formative and summative assessments are employed and the role of the tutorial is central in connection the two. the assessment employed at level 4 include, essays, presentations, community profile

The level 6 learning and teaching strategy is built on the notion of constructive alignment (see Biggs and Tang above) and draws on the underpinning philosophocal bases of the course i.e. expereintial learning, group work and anti-oppresive practice to bring personal/conceptual and practical depth to understandings of 'what makes a good community development and youth worker'.

A variety of teaching methods are used to enable students to explore student positionality and theories and concepts using
- Small group and whole class work

- Tutor input / presentations.

- Student Presentations and peer feedback,

- The use of multi-media.

- Fieldwork visits to community organisations and a museum

Self reflection and challenge to individual learning is central and is connected to individual learning plans that connect to the theory of possible selves (see Dweck above)

Both formative and summative assessments are employed and the role of the tutorial is a central in connection the two. Assessments at level 6 include, reflective written tasks, peer feedback and assessment of practice, presentations, a research proposal and a dissertation