

MODULE SPECIFICATION PROFORMA

Module Title:	Placement 3 – Leading in Professional Practice	Level:	6	Credit Value:	20
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Module code:	YCW611	Is this a new module?	Yes	Code of module being replaced:	YCW504
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Cost Centre(s):	GAYC	JACS3 code:	L530
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With effect from:	September 19
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School:	Social & Life Sciences	Module Leader:	Jess Achilleos
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Scheduled learning and teaching hours	30 hrs
Guided independent study	0hrs
Placement	200 hrs
Module duration (total hours)	230 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Youth and Community Work (JNC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: April 17

APSC approval of modification: April 2019 (change to learning and teaching hours)

Have any derogations received Academic Board approval?

Version: 2

Yes No N/A

Module Aims

To consolidate youth and community work theory and practice from all programme levels as a professional practitioner with a clear professional identity.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Critically analyse the professional identity of youth and community workers; applying theory and practice experience across the degree programme	KS1	KS2
		KS3	KS5
		KS6	KS8
2	Appraise the implications of leading ethically within a youth and community work practice environment	KS1	KS2
		KS3	KS8
		KS9	
3	Demonstrate professional attitudes and social and ethical responsibilities in a practice environment.	KS1	KS2
		KS3	KS8
		KS9	
4	Apply learning from previous levels to produce a Personal Development plan; identifying future goals for development	KS1	KS5
		KS8	KS9

Transferable skills and other attributes

- Ability to collaborate and plan as a team member
- Contribute proactively to team aims and objectives

- Study, writing, IT skills
- Communication skills
- Learning to learn

Derogations

All elements of all assessments must be passed at 40% or more. Only 2 attempts at this module

Assessment:

1. Portfolio of Placement Supervisor report and timesheets and personal development plan
2. Forum contributions appraising the implications of leading ethically in professional practice
3. Viva Voce focusing on professional identity and values
4. As per professional endorsement guidelines students will need to attend at least 80% of taught sessions

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4	Portfolio	Pass/Fail		
2	2	Learning Logs	25%		1000
3	1,2,3	Oral Assessment	75%		2500
4	1-4	Attendance	Pass/Fail		

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; case studies and problem based learning activities; role play; class and small group discussion; simulation and group work. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

Syllabus outline:

Indicative content will include:

- Students will have already undertaken a number of taught modules at level 4 and 5 and 6 which will provide the learning for the placement and associated assessments
- A number of tutorials and seminars will be delivered that students can access that will focus on placement briefing, assessment and study skills.

Bibliography:

Essential reading

Belton, B. (2010) *Radical Youth Work; Developing Critical Perspectives and Professional Judgment*. Dorset: Russell House Publishing

Ife, J. (2013) *Community Development in an Uncertain World; vision analysis and practice*. Cambridge: Cambridge University Press

Nicholls, D. (2012) *For Youth Workers and Youth Work: Speaking out for a better future*. Bristol: Policy Press.

Other indicative reading

Bolton, G. (2012) *Reflective Practice: writing and professional development* (3rd Ed.), London: Sage

Buchroth, I. & Parkin, C. (2010) *Using Theory in Youth & Community Practice*. Exeter: Learning Matters

Curran, S., Harrison, R. & Mackinnon, D. (Eds.) (2013) *Working with Young People* (2nd Ed.), OU/Sage: London

Sapin, K. (2013) *Essential Skills for Youth Work Practice* (2nd Ed.), London: Sage

Sercombe, H. (2010) *Youth Work Ethics*, London: Sage

Journals:

Ethics and Social Welfare

Youth and Policy

Radical Community Work

Youth Studies

Journal of Vocational Studies

Power and Education