

# **BA (Hons) Social Science Community Development and Youth Work**

## **Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** BA (Hons) Social Science Community Development and Youth Work

**Programme Name:** BA (Hons) Social Science Community Development and Youth Work

**Total credit value for programme:** 360 credits

**Name of Interim Exit Award(s):**

Certificate of Higher Education in Social Science, Community Development and Youth Work

Diploma of Higher Education in Social Science, Community Development and Youth Work

**Duration of Programme:** 3 years full-time

**UCAS Code(s):** L530

**HECoS Code(s):**

(100655) Community Work 50% (100466) Youth and Community Work 50%

**QAA Benchmark Group:** Community and Youth Work

**FHEQ Level of Award:** Level 6

**Programme accredited by:**

Endorsement and Quality Standards Board for Community Development Learning

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Department for Social, Therapeutic and Community Studies

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## **Programme overview**

A distinctive feature of the BA (Hons) Social Science, Community Development and Youth Work programme is that it sits at the interface between academic and vocational standards. These complementary aspects create a dynamic between intellectual coherence and professional competence which informs the curriculum, ensuring that the relationship between theory and practice is central to the programme. To this end, the programme integrates academic study with the development of practice skills and experience, including fieldwork as well as coursework. It is also informed by the changing policy context and its

implications for practice. A core aim of the programme, therefore, is to draw upon social science frameworks and understandings to examine and analyse the context of practice, and the dilemmas and choices faced by practitioners in community and youth work settings. The programme offers a general introduction to the distinct domains of community development and youth work, and students have the opportunity for specialization over the three years. The programme offers some opportunities for studying elsewhere in the Institution, and some modules are open to students from other programmes. This programme is professionally endorsed by the Endorsement and Quality Standards Board for Community Development Learning and the National Youth Agency. (NYA).

- The BA (Hons) Social Science, Community Development and Youth Work is a distinctive programme located between academic and vocational standards and is professionally endorsed by the Endorsement and Quality Standards Board for Community Development Learning and National youth work Agency (NYA). The programme is professionally qualifying – students graduate ready for employment in professional practice.
- The programme trains students in community development and youth work, providing opportunities for students to specialize during the three years. The programme incorporates extensive workplace learning and prepares students fully for professional employment.
- The social sciences are approached as fluid and open to exploration, not a set of ‘facts’ to be learned. Social science theory is used to examine and analyse the context and the dilemmas and choices faced by practitioners in community settings.
- The curriculum focuses on theory and practice – a dynamic between intellectual coherence and professional competence, integrating academic study with the development of practice skills and experience, including fieldwork and coursework. The UN Sustainable Development Goals are incorporated across the curriculum, informed by a changing policy context and its implications for practice.
- Group work is the pivotal module introducing all students to the process of experiential learning (reflecting on self in relation to others) that underpins the programme's pedagogy. As part of professional development, this module is focused on student engagement, participating in group work, developing their confidence through actively reflecting on, and vocalising ideas, learning, beliefs, and practice.
- The programme is taught jointly across a range of disciplines, professions including guest lecturers, enabling students to work with a wide range of emerging professionals. Our academic team are both practitioners and researchers, active in the field, published on the importance of social justice and work for change.
- We are a face-to-face university and physical encounter is important to the professions we bring. At the same time, we make full use of technology to connect students to digital resources and networks, use of video, and podcast.

- The programme has been developed in discussion with students, practitioners, and communities – most recently in 2020 curriculum review. Student-led, the programme gives opportunity for students to tailor their learning around specific interests and themes, meaning that students choose the focus and approach of their study.
- Weekly groupwork with staff and students, provide an opportunity to voice their experiences including formal and informal feedback at the midway and end points of module. Feedback and evaluations are carefully reflected on and actions for change are regularly reported to students.
- Students connect with each other's context, identities and values finding solidarity in their differences. The programme emphasises hope as a value and a practice in a context of climate emergency and continuing racism and inequality.
- The programme reflects a deep commitment to people as unique and valuable – we work to empower students to explore anti-racism and explore how privilege and power affects each person and community differently, and to consider how their practice could meet this.
- The programme offers opportunities for studying elsewhere in the Institution, and some modules are open to students from other programmes.

## **Department overview**

Our goal is to empower students through professional qualification and/or critical learning across Social Work, Youth Work, Community Development and a range of Therapeutic practices. Our particular collection of professions and perspectives uniquely places our graduates to meet stressed and struggling publics in ways which speak to their mental health, well-being, domestic safety and social justice.

We see our students and those that use professional services in the round, as individuals, in relationships, in communities and societies, all with differing skills, experiences, aptitudes and privileges. We tailor teaching and learning to enable each person's growth and development, and we model professional practice which meets service users where they are.

Students will join a community of highly experienced practitioners, educators and researchers, focused on developing the very best of critical, values-driven practitioners and leaders.

We are guided by our own manifesto, developed by students and staff, incorporating 5 values and 5 principles in all our teaching, practice, and research. Students will find these reflected in each module and programme.

Our values are:

1. Anti-racism, equality, diversity and inclusion
2. Social justice and social change
3. Environmental justice
4. Solidarity and Relationships
5. Hopefulness

Our principles are:

1. An ethical commitment to support each other's well-being as teachers and learners:
  - Recognising our humanity at work – spaces to talk, to vent, to share, to support one another
  - Actively working in anti-racist ways and challenging inequality and oppression
2. Inter-disciplinarity:
  - Identifying broad shared critical theory(ies) as the context for critical practice – equipping students with the science and philosophy of knowledge
  - Cross-program teaching on shared and overlapping themes, namely anti-racism, attachment, safeguarding, social policy, research methods, ecology, activism and 'greening' our professions
3. Innovation and Creativity
  - Embedding emotional and intellectual curiosity about racism, anti-racism and identity, the climate emergency and post-COVID practice
  - Taking time to ground our teaching and learning in lived experiences and real-world dilemmas
  - Embedding community arts and creative practices
4. Progressive Partnerships
  - Knowing and working with our neighbours to provide services and spaces to think. The department is in partnership with the NHS and the local authority to run our own mental health and well-being clinic for the local community and London. Students can undertake their placements in the clinic, providing low-cost (free to users) therapeutic services, family support and youth services. The aim is to support the community through better access to well-being services, focusing particularly on Black, Asian and minority ethnic service users and religion and belief communities who are racially and religiously minoritised.
5. Reflexivity
  - Regular staff-student get-togethers to ask ourselves what are we doing well, what are we getting wrong, what could we do differently, or additionally?

## **Programme entry requirements**

Applicants are required to demonstrate personal, academic and youth work experience. All short-listed applicants will be individually interviewed prior to being offered a place.

The university will ensure the suitability of each short-listed applicant in relation to criminal convictions, fitness to train and health checks.

There are both standard entry and non-standard entry requirements.

'Standard' entry applicants wishing to join the programme at level one will be aged 18 or over (there is no upper age limit) and have:

A minimum of one year full-time or two years part-time experience in community and Youth work, or a related field

And

Two - 'A' Levels (minimum grade 'c') or their equivalent and three GCSE/O level passes or equivalent.

'Non-Standard' entry', is divided into two categories:

Acquired Prior Learning (APL) - Acquired prior learning, refers to the accreditation of prior formal learning, including assessed fieldwork practice

And

Acquired Prior Experiential Learning (APEL) - Acquired prior experiential learning refers to the accreditation of prior experiential learning that has not been formally assessed within a credit bearing programme and has been gained through work and life experience.

Entry via APL

Applications for entry via APL to level two of the programme may be eligible for advanced standing if they can demonstrate:

- That they have achieved 120 credits at level 1 and can supply tangible evidence of a similar level of attainment in a compatible programme within a comparable institution
- And provide evidence that they have completed assessed fieldwork practice on a JNC recognised programme
- And that the assessed fieldwork practice is such that the student, by completion of the third level of the programme, would have completed 800 hours of supervised fieldwork practice. Of these, 50% must be face to-face work with young people aged between 13-19 years.

Application for entry via APL (including applications from graduates of Dip HE and Foundation Degree programmes in Community and Youth Work) to level three of the programme may be eligible for advanced standing if they can demonstrate:

- Tangible evidence of a similar level of attainment in a compatible programme within a comparable institution.
- Provide evidence that they have completed assessed fieldwork practice on a JNC recognised programme so that the student, by completion of the third level of the programme, would have completed 800 hours. Of these, 50% must be face-to face work with young people aged between 13-19 years.

The forms of experiential learning considered for APEL include informal and non-formal engagement with young people and/or communities, either paid or voluntary, in any relevant youth and community organisations such as local authorities, community development teams, learning mentor projects, community participation projects, youth offending teams, schools and various community – based health services. Applicants will need to demonstrate via application and interview that they have an understanding of the values and purposes of youth work and community development and that, through their experience, they have met a substantial number of the National Occupational Standards for Youth Work and/or Community Development.

### Entry via APEL

Application for entry to the first of year of the programme, via APEL, is dependent on submission, at interview, of a satisfactory portfolio. The portfolio should include the following:

#### 1. Personal Report

The personal report should include reference to the following:

- A) An outline of a piece of work which the applicant has carried out either on their own or in collaboration with others.
- B) A description of the nature of the group/organisation and its aims.
- C) A personal appraisal of the applicant's knowledge and skills and how these have been applied to the work.
- D) An awareness of equal opportunities and its relation to Community and Youth Work.

E) The applicant's ability to communicate effectively with others and how they work as part of a team.

F) Specific tasks carried out by the applicant or with others, particularly in relation to the organisation and planning of any events, groups or other activities.

## 2. Supporting statements

Applicants must also submit a minimum of two supportive statements supplied by colleagues they have worked with, e.g. supervisors, co-ordinators, management committee members or a group member(s) who can verify and support their statement. The UCAS referees are not permitted to supply the supportive statements. The statements must be signed, dated and include the authors' name and address.

## 3. Supporting material

Applicants are also asked to include relevant material from past modules e.g. selected essays and reports, any materials designed/produced by the applicant and used in their work e.g. programmes, photographs, information sheets and booklets are acceptable.

Advanced standing for (APEL) is not permitted for entry to year two or year three of the programme.

English Language requirement:

Students with English as a second language will need to be able to demonstrate the required level of English Language competence to enrol on the programme. Tests considered appropriate include:

- International English Language Testing System (IELTS) – pass with at least 6.0 overall and a minimum of 6.0 in the written element.
- TOEFL score of at least 580 including 4.5 in the Test of Written English (TWE), or 237 in the Computerised test (CT) including 4.5 in the essay component, or 92 in the Internet based test (IBT) with a minimum of 23 in the written element
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English (CPE) at grade C or above
- Cambridge Certificate in Advanced English (CAE) at grade B or above

The college offers an approved Pre-sessional English Language module and International Foundation Certificates which can help prepare students for degree level study.

The university will ensure the suitability of each short listed applicant in relation to criminal convictions, fitness to train and health checks.

## **Programme learning outcomes**

The learning outcomes are devised by academic staff and are informed by QAA Benchmark statement for Community and Youth Work, and the National Occupational Standards for Youth Work and in Community Development, as well as by external examiners and the programme Advisory committee.

The structure and content of the Programme is intended to ensure consistency, coherence and progression across the three years, by identifying a specific pedagogical focus for each year as follows:

Year 1 has an important formative and foundational function which orientates students to academic study. It aims to extend students' frames of reference through an introduction to social science frameworks, and they are encouraged to think critically about Community Development and Youth Work as democratic discourses, professional practices and policy interventions. They will be introduced to frameworks for locating practice in the wider policy context and encouraged to consider some of the implications. They will be prepared for the task of developing disciplined and systematic approaches to practice and will be introduced to a range of group work processes and strategies.

Year 2 is concerned primarily to develop a sense of professional identity that enables students to engage more critically and creatively with the field of practice. Community Development and Youth Work are located within the contemporary context as distinct domains of practice. Students have the opportunity to undertake options that help to develop a more personalised profile. The taught programme will enable students both to consolidate previous learning and to develop their existing knowledge and skills. The combined elements of the programme should progressively enable them to make judgments about what mode or method of practice is appropriate in what circumstances for what purpose.

Year 3 is understood as integrative, whereby students are progressively enabled to develop the capacity to make competent, confident and defensible arguments, to select appropriate methodologies, to engage with people in empathetic and respectful ways, and to undertake the gradual transition into the field of professional practice. Students are given the opportunity to choose from selected options, including modules elsewhere in the Institution, according to availability.



**Students who exit the programme with 120 to 210 credits will be awarded a Certificate of Higher Education in Social Science, Community Development and Youth Work, and will be able to demonstrate the following knowledge and skills, as identified by the National Occupation Standards.**

## **Knowledge and understanding**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	Demonstrate an understanding of practice based concepts, appropriate values and attitudes	Fieldwork Practice  Introduction to Community Development and Youth Work
A2	Demonstrate an awareness of informal education methods and their application	Community Development and Youth Work in Context
A3	Demonstrate awareness of the historical and social contexts within which Community and Youth Work is located and the key theories and principles related to its practice	Introduction to Community Development and Youth Work  Community Development and Youth Work in Context;
A4	Demonstrate an understanding of the centrality of equality issues to Community and Youth Work practice	Introduction to Applied Social Science; Race, Racism and Professional Practice
A5	Demonstrate knowledge of key issues that impact on young people	Community Development and Youth Work in Context
A6	demonstrate a basic understanding of research methods relevant to Community and Youth Work practice	Applied Research Methods
A7	Demonstrate an understanding of the role played by Community and Youth Workers	Introduction to Group Work Group Work in Theory  Group Work in Practice
A8	Demonstrate an understanding of the Welfare State, and current developments in the field	Theory, Policy and Politics
A9	Demonstrate an understanding of the central role played By economics in the finance in determining the shape of Social policies	Introduction to Applied Social Science  Critical Engagement with Social Policy
A10	Demonstrate an understanding of group dynamics	Introduction to Group Work Group Work in Theory

Code	Learning outcome	Taught by the following module(s)
		Group Work in Practice
A11	Demonstrate an understanding of the social and Economic context within which Community and Youth Work takes place, together with an understanding of political ideologies, structures and processes, and implications for practice	Theory, Policy and Politics Community Development and Youth Work in Context
A12	Demonstrate an understanding of the theories of management	Fieldwork Practice
A13	Discuss the relevance of social policy to Community and Youth Work practice	Introduction to Applied Social Science Community Development and Youth Work in Context

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Organise, synthesise and evaluate information from a range of sources	All modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply appropriate practice skills with young people and adults	Fieldwork Practice  Introduction to Group Work
C2	Apply theory to practical work situations	Fieldwork Practice
C3	Ability to set clear learning objectives	Fieldwork Practice
C4	Understanding of relevant Child Safety legislation and policy	Fieldwork Practice
C5	Increased understanding of issues related to diversity, including faith, gender, sexuality, culture and disability	Introduction to Applied Social Science  Race, Racism and Professional Practice
C6	Demonstrate a range of organisational skills and knowledge related to work with communities and young people	Fieldwork Practice

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C7	Plan and carry out basic research projects	Applied Research 1 and 2
C8	Support and develop effective, efficient, and ethical Practice in Community and Youth Work	Introduction to Group Work
C9	Work with young people and adults in accordance with the core values of Community and Youth Work	Introduction to Community Development and Youth Work Community Development and Youth Work in Context
C10	Facilitate young people's/adults learning, and their personal and social development	Community Development and Youth Work in Context  Introduction to Group Work
C11	Use theory to inform innovative practice, policy development	Fieldwork Practice
C12	Critically evaluate strengths and weaknesses in practice	Fieldwork Practice
C13	Evaluate learning outcomes	Fieldwork Practice
C14	Demonstrate effective group work skills with small and large groups	Fieldwork Practice Introduction to Group Work Group Work in Theory  Group Work in Practice
C15	Use self-reflective tools	Group Work in Theory  Group Work in Practice
C16	Identify needs and respond appropriately	Fieldwork Practice
C17	Critically reflect on the links between Community and Youth Work practice and the social context within which it takes place	Introduction to Applied Social Science Introduction to Community Development and Youth Work Community Development and Youth Work in Context
C18	Undertake an educative role as a community and youth worker, using a range of tools and techniques, including informal education and community work	Community Development and Youth Work in Context

Code	Learning outcome	Taught by the following module(s)
		Arts in the Community

### Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Apply research skills	Applied Research Methods 1 and 2
D2	Recognise links between personal life experience, attitudes and beliefs	Introduction to Group Work Group Work in Theory Group Work in Practice  Race, Racism and Professional Practice
D3	Demonstrate improved written and oral communication skills	All modules
D4	Enhanced problem solving and decision making skills	Introduction to Group Work Fieldwork Practice
D5	Ability to cope with competing demands and set priorities	Fieldwork Practice
D6	Demonstrate the ability to work effectively as part of a team	Fieldwork Practice

**Students who exit the programme with 240 to 330 credits will be awarded a Diploma in Social Science, Community Development and Youth Work, and in addition to the above, will be able to demonstrate the following knowledge and skills:**

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Critically evaluate the competing perspectives which underpin Community and Youth Work practice and analyse complex situations	Community Development and Youth Work in Context  Critical Engagement with Social Policy Youth Justice

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the research process and have the ability to critically evaluate theoretical perspectives within the social sciences which inform research and practice	Critical Engagement with Social Policy Applied Research Methods 2 Dissertation
B2	Use selected applied social science theories	Theory, Policy and Politics Social Justice in Community Development and Youth Work
B3	Select approaches from a range of perspectives and make use of complex data	Applied Research Methods 2 Dissertation
B4	Ability to capture and interrogate information from a wide of sources	All level 5 and 6 modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Identify and evaluate the relevant social, cultural, Economic and political factors which impact on lives of young people and the wider community	Critical Engagement with Social Policy Youth Justice
C2	Understand the influence of organisational contexts in the development of Community and Youth Work	Management and Leadership
C3	Critically evaluate the tensions between social control and empowerment in Community Development and Youth	Theory, Policy and Politics Social Justice in Community Development and Youth Work

Code	Learning outcome	Taught by the following module(s)
	Work practice, and analyse these from a range of perspectives	
C4	Detailed understanding of the processes through which inequality is maintained and legitimised and the ability to demonstrate anti oppressive practice	Social Justice in Community Development and Youth Work Critical Engagement with Social Policy
C5	Plan, manage, and develop Community Development and Youth Work	Management and Leadership
C6	Enable young people and adults to organise and take co responsibility for activities, events and projects	Fieldwork Practice
C7	Build relationships with individuals, and groups of Young people and adults, which enable them to explore and make sense of their experiences and to plan and take action	Fieldwork Practice
C8	Design and deliver training	Fieldwork Practice
C9	Understand supervision, non-managerial supervision and management	Fieldwork Practice Management and Leadership
C10	Understand and apply differing approaches to management, accountability and work with various stakeholder communities	Fieldwork Practice Management and Leadership
C11	Create strategies to implement and monitor equality in practical situations	Management and Leadership
C12	Apply management skills	Management and Leadership
C13	Identify and critically evaluate emerging policy and implications for practice	Critical Engagement with Social Policy

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	AS ABOVE	AS ABOVE

In addition to the above learning outcomes, on completion of the full programme at all three levels, students will demonstrate the following knowledge and understanding:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	AS ABOVE	AS ABOVE

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Combine knowledge, theory, and principles in the analysis of practice and critical evaluation of theory, processes, solutions and outcomes	All level 6 modules
B2	Critically assess various approaches to evaluation	All level 6 modules

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Effectively manage resources and project development	Management and Leadership

### Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Apply appropriate research methods in a range of settings	Dissertation
D2	Work autonomously on extended academic tasks	Dissertation
D3	Critically evaluate policy in relation to implementation and practice across a range of institutions and organisations	Dissertation

### Mode of study

The learning methods include seminars, workshops, practical exercises, study groups, peer led learning, lectures, fieldwork practice, and experiential group work. This range offers students the opportunity to engage critically both with the experience they bring to the

Programme, and the frameworks of knowledge they are exposed to. The Programme offers a supportive culture of learning which is also designed to challenge and extend students' understandings of themselves and the world around them. In particular, distinctions and connections are made between macro and micro contexts, political structures and personal experience, public issues and private troubles. In this way, students have the opportunity to locate the possibilities for individual agency within wider structures of power. The relationship between theory and practice is core to the teaching. Theoretical models problematize practice in that they raise questions about the way in which it is framed, in whose interests, and to what ends. At the same time, practice problematizes theoretical frameworks which do not take sufficiently into account the realities of daily life. In this respect, the Programme offers a stimulating synthesis of theory and practice which draws extensively on, but is not limited to, students' own experience.

The Programme offers a balance between practical and academic work. It is responsive to changes in the wider political and policy context, and places emphasis on working with communities in ways which empower them to understand and address the contradictory implications. Many of the modules specifically address this educational role, and offer skills and methods which can be developed in the fieldwork practice component of each year.

The Programme is structured in such a way as to gradually increase the competence and confidence of students to make defensible arguments, select relevant methods and engage appropriately with diverse communities.

Successful completion of the BA (Hons) in Social Science, Community Development, and Youth Work is dependent on the accumulation of 360 credits. Examined work includes essays, written reports, self-assessments, seminar and workshop presentations, fieldwork and fieldwork presentation exercise, Fieldwork reports, and a dissertation.

### **Fieldwork Practice**

Fieldwork is carried out over a total period of 800 hours of fieldwork practice for both the full and part time cohorts:

A minimum of 800 hours, to be undertaken across levels 1, 2 and 3. Of these, 50% must be face to face work with young people aged between 13 -19 years.

Students who fail to secure fieldwork are uncommon. If a student does fail to secure fieldwork, or they do not get a satisfactory fieldwork supervisor's assessment, they will fail to complete that year of the programme. In the case of students who fail to meet the terms of their contract, it is highly likely that these difficulties would have been the subject of discussion in tutorials. In the first instance, the personal tutor will contact the agency to



discuss the situation and a second three-way visit might be undertaken in an attempt to resolve the situation.

Students will negotiate their own fieldwork assignments, which are relevant to both professional, and personal training needs, and the needs of the field. This enables students to gain a wide range of professional competence in the practice of Community and Youth Work. Additionally, the negotiation of their own fieldwork is a crucial area of learning how to negotiate, make choices and decisions, and to take responsibility for their own decisions. The methods for supporting students' learning and integrating fieldwork with College learning are many and varied. Students are encouraged to bring issues and experience arising from the field back into the learning arena. Matters relevant to professional development and personal learning needs become issues for discussion in seminars, student led workshops, lectures and tutorials.

Students are expected to attend regularly and on time. The minimum requirements for attendance at college-based work are 80%.

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Fully addresses the question fully, exceptional level of knowledge and understanding demonstrated, coherent and well-structured with excellent use of language. The quality of discussion, and critical analysis is exceptional, current and relevant materials from a wide range of sources have been used, complete bibliography and excellent presentation, and addresses practice issues including the use of theory to examine and analyse professional issues, highlighting tensions and academic discourse
70-79%	1st: First (Excellent)	Fully addresses the question fully, excellent level of knowledge and understanding demonstrated, coherent and well structured. The quality of discussion, and critical analysis is excellent and relevant materials from a wide range of sources have been used , complete bibliography and good presentation, and addresses practice issues including the use of theory to examine and analyse professional issues
60-69%	2.1: Upper Second (Very good)	Addresses the question, good level of knowledge and understanding demonstrated, coherent and well structured. The quality of discussion, and level of analysis is good and relevant materials from a range of sources have used, complete bibliography and good presentation
50-59%	2.2: Lower Second (Good)	Addresses the question, good level of knowledge and understanding demonstrated, coherent and well-structured

		with some analysis, use of relevant material, complete bibliography and good presentation
40-49%	3rd: Third (Pass)	Addresses the question, reasonable level of knowledge and understanding demonstrated, coherent with some analysis, use of relevant material
25-39%	Fail	Limited analysis, fails to address the question, lacks structure and coherence. Limited reading, incomplete bibliography and unsatisfactory presentation. Appropriate learning outcomes are not achieved. Re-sit required
10-24%	Bad fail	Extremely limited analysis, fails to address the question, lacks structure, and coherence. Limited reading, incomplete bibliography and unsatisfactory presentation. Appropriate learning outcomes are not achieved. Re-sit required
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

## Grading Criteria for Presentations

Presentation elements vary throughout the programme and assessment will be made with the criteria for WRITTEN assessments in mind wherever possible. In addition, presentations will be assessed against the following criteria:

(20%) Effectiveness of delivery of the oral presentation

(40%) Quality of the assessment of the group

(20%) The degree to which the learning process has been articulated

## Programme structure

All students must complete all elements of the programme to receive the award. A student will not be permitted to proceed to the next level of the programme unless the College is satisfied that he or she has reached a satisfactory standard in fieldwork practice in the previous year.

## Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Community Development and Youth Work	CU51050A	15	4	Compulsory	1
Introduction to Group Work	CU51045A	15	4	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Applied Research Methods	CU51049A	15	4	Compulsory	1
Fieldwork Practice 1	CU51051A	30	4	Compulsory (Non-compensatable)	1, 2 and 3
Race, Racism and Professional Practice	CU51047A	15	4	Compulsory	2
Introduction to Applied Social Science	CU51048A	15	4	Compulsory	2
Connected Curriculum: Identity, Agency & Environment 2	TBC	15	4	Compulsory	2

## Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Community Development and Youth Work in Context	CU52	15	5	Compulsory	1
Group Work in Theory	CU52043A	15	5	Compulsory	1
Group Work in Practice	CU52042A	15	5	Compulsory (Non-compensatable)	1
Fieldwork Practice 2	CU52050A	30	5	Compulsory (Non-compensatable)	1, 2 and 3
Theory, Policy and Politics	CU52045A	15	5	Compulsory	1
Applied Research Methods 2	CU52049A	15	5	Compulsory	2
PLUS ONE OF:					
Arts in the Community	CU52038A	15	5	Optional	3
Global Youth Work and International Development	CU52041A				
Youth Justice	CU52046A				
Religion, Belief and Spirituality in Practice	CU52044A				
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline)	TBC	15	5	Optional	1

Module Name	Module Code	Credits	Level	Module Type	Term
without pre-requisites or prior knowledge)					

## Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Fieldwork Practice 3	CU53045A	30	6	Compulsory (Non-compensatable)	1, 2 and 3
Social Justice in Community Development and Youth Work	CU53040A	15	6	Compulsory	1
Management and Leadership	CU53039A	15	6	Compulsory	1
Critical Engagement with Social Policy	CU53037A	15	6	Compulsory	2
Dissertation	CU53044A	30	6	Compulsory	2 and 3
PLUS ONE OF:					
Faith Based Community and Youth Work	CU53038A	15	6	Optional	2
Enterprise in Communities	CU53046A	15	6	Optional	2
Conflict Transformation	CU53036A	15	6	Optional	2

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

## **Placement opportunities**

The Programme has very active involvement with the employment field through its fieldwork practice component.

The programme maintains an agency database both for students to use for securing placements but this is also used as a means of communication between the department and key youth and community organisations.

## **Employability and potential career opportunities**

Successful graduates have found employment in a variety of voluntary and statutory agencies. These include local authorities, community development teams, learning mentor projects, community participation projects, youth offending teams, schools and various community - based health services. Others have developed their own organisations and social enterprises.

Staff on the programme have strong links to the field; part-time lecturers through their wider work and full-time staff through research, evaluation and volunteering. The Community Studies stakeholder committee also engages local employers in advising and influencing the programme.

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable.