

# Youth Studies

**This programme is no longer recruiting. Please refer to the programme specification for BA (Hons) Youth in Society**

- <http://www.uel.ac.uk/undergraduate/specs/youthstudies/>

<b>Final award</b>	BA (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE
<b>UCAS code</b>	
<b>Details of professional body accreditation</b>	
<b>Relevant QAA Benchmark statements</b>	Cass School of Early Childhood and Education
<b>Date specification last up-dated</b>	June 1st 2014

## **The summary - UCAS programme profile-**

### **BANNER BOX:**

BA (Hons) Youth Studies is designed for those with an interest in education and young people and who are interested in working with young people and communities, schools or informal education settings.

### **ENTRY REQUIREMENTS**

Applicants need 240 UCAS tariff points

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes. This guidance highlights best practice in admissions to ensure that application and decision-making processes are transparent, fair and consistent across UEL. All modules should match exactly in order for AEL/ACL to be possible.

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### **Admissions**

The adherence to this guidance, and evidence thereof, will be key to the effective administration of any admissions policies.

Further information on UEL admissions policies can be found at

[www.uel.ac.uk/marketing/admissions/index.htm](http://www.uel.ac.uk/marketing/admissions/index.htm)

**PLEASE NOTE:** We cannot currently provide individual feedback to applicants. Applicants may find it useful to consider the admissions criteria in the relevant programme specification which can be found at [www.uel.as.uk/marketing/admissions/index.htm](http://www.uel.as.uk/marketing/admissions/index.htm)

We are seeking ways to re-introduce individual feedback in the future so that we can provide a better and more timely response to applicants than has been possible to date. We will update these pages when the service is resumed and in the interim apologise for the disappointment that this may cause to applicants.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

In the case of applicants whose first language is not English, then IELTS \*\*\* (or equivalent) is required.

## **ABOUT THE PROGRAMME**

### **What is BA Hons Youth Studies**

The programme covers a host of topics including, safeguarding, support and risk, community, education, research methods in education, lifelong learning, volunteering, global and community education and rights, laws, policy and practice as they relate to work with young people.

The programme offers a diverse and relevant series of subjects in the development of knowledge and skills in education and the study of youth development.

### **BA Hons Youth Studies at UEL**

- The programme offers a diverse and relevant series of topics in the development of knowledge and skills in education and young people.
- This programme is taught by a strong team of enthusiastic tutors who are highly experienced in their respective fields.
- The subjects covered are cutting edge and current with a constant eye to education trends and issues that arise on a daily basis.
- You will have the opportunity to make contact with teachers and other educational professionals as part of the programme.
- Opportunities for study abroad and overseas fieldtrips as part of an educational exchange may be available for students at Level two.
- You will be studying in London, in a beautiful campus environment with cutting-edge campus facilities, including a brand-new, fully networked media library open 24/7 during semester, our Education Centre which provides specialist teaching space with a professional kitchen, music, dance and drama studio, ICT laboratory, art, design and textiles studio and science laboratories.

### **Programme structure**

The level 4 of the programme seeks to give students grounding in the theoretical concepts of Education and Youth. Students study core modules throughout the programme' studying for

three terms over level 5 and 6. Students complete four modules both years, each one totalling 30 credits.

### **Learning environment**

All learning will be classroom based using seminars and workshops, lectures, group work and discussions. There will be outside speakers and visitors. There is a possibility that students could make international exchange trips.

### **Assessment**

Each module is assessed at the end either by case study, essay, report or project work.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

### **Work experience/placement opportunities**

There is no work experience or placement opportunities on this programme, although there is a Volunteering module which will provide some work and employability experience.

### **Added value**

Transferable skills for a wide range of work settings and career paths

Job opportunities often emerge from volunteering

Enhance student skills and knowledge of those already working in the field.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in .....**

Learning about how young people learn, develop and participate.

Developing skills to encourage youth empowerment and education

Learning about the sociology and diversity of learning and community engagement

Then this programme offers a diverse and relevant series of topics in the development of knowledge and skills in education and youth.

This programme is taught by a strong team of enthusiastic tutors who are highly experienced in their respective fields.

The subjects covered are cutting edge and current with a constant eye to education trends and issues that arise on a daily basis.

You will have the opportunity to make contact with teachers and other educational professionals as part of the programme.

Opportunities for study abroad and overseas fieldtrips as part of an educational exchange may be available for students at level 5.

You will be studying in London, in a beautiful campus environment with cutting edge campus facilities, including brand new, fully networked media library open 24/7 during term time, our Education Centre which provides specialist teaching space with a professional kitchen, music, dance and drama studio, ICT laboratory, art, design and textiles studio science laboratories.

### **If you enjoy....**

A challenge, working in groups, diversity, current news and debate, learning about people.

### **If you want....**

To learn about:

- Historical and sociological perspectives on education and young people
- How people learn and develop
- How to research in the field
- Understand education and equality
- Understand more about young people and education

### **Your future career**

Working with young people in educational, helping and developmental settings. Work which requires key knowledge around young people's learning, personal and professional development.

### **How we support you**

By providing detailed reading and lecture notes, articles and relevant materials and signposts.

Offering student hours for you to discuss your work with tutors, a personal tutor, individual advice and guidance sessions, informative feedback on drafts and assignments, support in written English and access to support services for learning difficulties where necessary.

We are an enthusiastic, experienced team.

We provide up to date developments and recommendations in the field

We have a student help desk and a new, state of the art library.

On enrolment, you will be provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE) and UEL Direct.

During your studies, you will be supported by academic, support and technical staff from your academic school.

### **Bonus factors**

Stratford is the Thames Gateway region and close to Eurostar and Europe.

We always advise students of opportunities to volunteer, take part in other universities activities and offer the opportunity to meet key people from the sector.

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

Develop knowledge and understanding of the key theories and current issues underpinning the study of the field of Education and Youth.

Increase your analytical and evaluative skills enabling you to sustain an academic argument and problem solve.

Develop key transferable skills with will increase your employability.

#### **What will you learn?**

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

<http://www.qaa.ac.uk/assuringstandardsandquality/subject-guidance/pages/subject-benchmark-statements.aspx>.

Overall you will experience significant and challenging opportunities for professional development in education and youth.

Understand the social, political and theoretical impact of discourse in the study of youth.

Develop transferable academic skills in reading, writing and speaking.

### **Knowledge**

- Demonstrate knowledge of youth studies in its historical, political and social contexts
- Demonstrate an understanding of the contribution of a range of different areas of knowledge to the study of Youth
- To develop awareness of the principles which inform and underpin work with young people
- To develop knowledge of current themes and priorities in Youth Issues
- Demonstrate knowledge and understanding and practical skills relevant to academic study and professional conduct in working with young people in a variety of settings

- Gain knowledge and understanding of the needs of young people over a range of theories, contexts and approaches

### **Thinking skills**

- Develop analytical and critical approaches to theory and knowledge
- Develop the skills of the reflective advocate or supporter of young people
- To develop abilities in approaching complex youth issues and applying these to settings within the community
- To develop skills in gathering, analysing and summarising information
- To be able to undertake research from a variety of theoretical perspectives

### **Subject-Based Practical skills**

- To develop the ability to work independently
- To develop the skills of group work including planning and delivering presentations
- To be able to work effectively within a team and across disciplinary boundaries
- To develop the skills to communicate effectively to diverse audiences
- To work within ethical and value-led boundaries and in association with other professionals
- To develop the personal and organisational qualities necessary to become a Youth and Community Worker
- To develop the skills to identify ways of addressing issues that affect young people in a variety of settings

Skills for life and work (general skills)

To develop group work which enables skills in planning, negotiation, working with others to develop

To undertake individual work which requires learner strategies in planning, reflecting, time management and meeting deadlines

To develop ICT skills

## **The Programme Structure**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do, for example, lectures, seminars and private study).

Credits are assigned to one of 5 levels:

3 – equivalent in standard to GCE ‘A’ level and is intended to prepare students for year one of an undergraduate degree programme

4 – equivalent in standard to the first year of a full-time undergraduate degree programme

5 – equivalent in standard to the second year of a full-time undergraduate degree programme

6 – equivalent in standard to third year of a full-time undergraduate degree programme

7 – equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits

### **Typical duration**

The expected duration of this programme is 3 years full-time or 6 years part-time

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 3 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

### **How the teaching year is divided**

The teaching year begins in September and ends in June. A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in part-time mode of study may register for up to 90 credits in any academic year.

### **What you will study when**

A student registered in full-time mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credit modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Modules are defined as:

- Core - Must be taken
- Option – one must be taken

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Distance learning Y/N</b>	<b>Credits</b>	<b>Status*</b>
5	ED5010	Families, Children and Education	N	30	Core
5	ED5018	Social Justice in Youth and Community Work	N	30	Core
5	ED5012	Researching issues in Education	N	30	Core

5	ED5011	Comparative Educational Ideology and Policy	N	30	Core
6	ED6022	Dissertation in Youth Studies	N	30	Core
6	ED6002	Volunteering	N	30	Core
6	ED6020	Safeguarding, Risk and Policy	N	30	Core
6	ED6019	Managing and Leading in Youth and Community Work	N	30	Core

*\*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

### Requirements for gaining an award

In order to gain an **honours degree** you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an **ordinary degree** you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level four or higher

In order to gain an **Associate Certificate** you will need to obtain a minimum of 20 credits at level four or higher

### Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

The arithmetic mean of the best 90 credits at level 6  $\times 0.8$  + The arithmetic mean of the next best 90 credits at levels 5 and/or 6  $\times 0.2$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% First Class Honours  
60% - 69% Second Class Honours, First Division  
50% - 59% Second Class Honours, Second Division  
40% - 49% Third Class Honours  
0% - 39% Not passed

## **Teaching, learning and assessment**

### **Knowledge is developed through**

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Fieldwork
- Research projects and group work
- Individual reading
- Research seminars organised by staff in the Cass School of Early Childhood and Education

### **Thinking skills are developed through**

- Analysing and applying theory through coursework and examination preparation
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals

### **Practical skills are developed through**

- Undertaking tasks in seminars and workshops
- Group work
- Work based learning
- Individual research projects and observations

### **Skills for life and work (general skills) are developed through**

- Group work which enables skills in planning, negotiation, working with others to develop
- Professional placement
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills

## **Assessment**

### **Knowledge is assessed by**

- Coursework assignments
- Examinations

- Self-reflective assignments
- Presentations
- Individual tutorials

### **Thinking skills are assessed by**

- Course work assignments
- Examinations
- Presentations
- Individual tutorials
- Participation in sessions

### **Practical skills are assessed by**

- Course work assignments and examinations
- Work based learning portfolio
- Active participation in presentations
- Individual tutorials
- Observation of participation in sessions

### **Skills for life and work (general skills) are assessed by**

- Work-based learning
- Seminar participation and group work skills
- Personal development plans and students' own reflections

## **How we assure the quality of this programme**

### **Before this programme started**

the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);

- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole Subject Area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Moodle Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee

- providing details on the programme noticeboard
- providing details through Moodle student forum and student emails

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with Local Authorities
- Liaison with Local Schools
- Liaison with employers

### **Further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The UEL Cass School of Early Childhood and Education Undergraduate handbook
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- UEL Cass School of Early Childhood and Education webpage [www.uel.ac.uk/education](http://www.uel.ac.uk/education)
- [Current External examiners](#)
- External examiner reports (available from UEL virtual learning environment (UELPlus or Moodle))
- [Click here to download word version](#)