

Programme Specification

Programme Title:

BA (Hons) Youth Work and Community Development (endorsed)

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Division and/or School/Institute:	McMillian Faculty of Social Care and Community Practice School of Childhood and Youth		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	National Youth Agency (NYA)	www.nya.org.uk	Nationally recognised
Final award(s):	Bachelor of Arts - BA (Hons)		
Exit or award(s)	<p>Students who wish to exit at H4 or H5 will receive: HE4 = Certificate in Higher Education HE5 = Diploma in Higher Education HE6 = Ordinary Degree (minimum 60 Credits)</p> <p>NB. Exit awards will be generic and do NOT carry professional recognition.</p>		
Programme title(s)	BA (Hons) Youth Work and Community Development (endorsed)		
JACS Code	L522 (current)		
University Course Code(s)	FT - code to be added by UoB PT - code to be added by UoB		
QAA Benchmark Statement(s)	The Quality Assurance Agency for Higher Education, Subject Benchmark Statement: Youth and Community Work (February 2017).		
Other internal and external reference points	<ul style="list-style-type: none"> • The Quality Assurance Agency - The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008); • The National Youth Agency's Professional Validation and Curriculum Requirements (2015); • The National Youth Agency's - Ethical Conduct in Youth Work (2000, 2004); • National Occupational Standards for Youth Work (2012) (http://www.ukstandards.org.uk/); • National Occupational Standards for Community Development (2015) (http://www.ukstandards.org.uk/); • The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014); • Endorsement and Quality Standards Board for Community Development Learning - Guidance Pack for the Professional Endorsement of Community Development Programmes (2016); • Endorsement and Quality Standards Board for Community 		

	Development Learning – (http://www.esbendorsement.org.uk/).
Language of study	English
Mode of study and normal period of study	Full-time - 3 years Part-time - 4 ½ years
Admissions criteria:	
<p>80 UCAS points</p> <p>GCSE grade C, or above, in both English and Maths.</p> <p>Non-traditional entry will be considered.</p> <p>RPL <u>from relevant professionally endorsed programmes only</u> may be considered.</p>	
Additional admissions matters	
<p>ALL applicants must successfully complete a written exercise and interview.</p> <p>An enhanced DBS (Disclosure and Barring Service) check (children and adult workforces) is required.</p> <p>A Health Declaration.</p> <p>Evidence of at least 100 hours voluntary or paid work experience with young people aged 13+ and/or community groups (relevance is determined at interview).</p> <p>Commit to the professional body attendance requirements (min 80%).</p> <p>Commit to undertake a work-based placement each year of the programme and be prepared to work during unsociable hours and/or weekends.</p> <p>Commit to personal and professional development in anti-oppressive practice.</p>	
Fitness to practise declaration	
<p>Yes.</p> <p>The College operates a Fitness to Practice (FtP) policy. Students are required to agree to and be bound by the FtP policy. It is a key element of the professional practice agreement between students, placement providers and College staff to ensure that the standards of practice and competency thresholds are met and adhered to.</p> <p>“Systems to address issues of 'fitness to practice' (based on an assessment of the student's criminal record, attendance record, or being subject to disciplinary action on grounds which undermine students' professionalism) are required for programmes leading to a professional qualification and are implemented in partnership between higher education providers and practice areas”. (QAA, Youth and Community Subject Benchmark Statement, February 2017: paragraph 6.9, page 20).</p>	

Aims of the programme

The principal aims of the programme are to:

- Develop your skills, knowledge, abilities and experience to effectively design, create, deliver, manage, facilitate and lead quality Youth Work and Community Development work in partnership and/or independently.
- Develop your understanding of informal education, Youth Work and Community Work history, values, principles, purposes and processes, to enable you to recognise policy and media discourses and their impact, and develop an educational practice compatible with these.
- Develop your understanding of young people and communities in the context of difference and inequality and develop inclusive and anti-oppressive practice.
- Discuss and apply a personal and professional commitment to equality, diversity, human rights, autonomy, freedom, responsibility and justice.
- Provide a stimulating curriculum and experiential learning opportunities responsive to the nature and demands of Youth Work and Community Development work, encompassing new developments and trends.
- Enable you to identify and adopt critical and analytical approaches to problem solving and research.
- Enable you to become a creative, reflexive and reflective practitioner, open to new ideas, ways of thinking and doing, making a commitment to continual professional self-development and promoting experiential learning and reflection in self and others.
- Enable you to develop a strong sense of professional identity, to engage critically with a variety of policy contexts and with complex fields of accountability.
- Enhance your employability within the Youth Work and Community Development sector and enable you to develop opportunities to work with, for and to support young people and communities.

Distinctive features of the programme

- Provides you with the opportunity to gain a degree qualification with professional validation. This programme is validated by the National Youth Agency (NYA) on behalf of the Joint Negotiating Committee (JNC) and successful achievement of the BA (Hons) level award confers professionally qualified status for youth workers in England.
- The programme also meets it also the requirements of the Quality Assurance Agency and related National Occupational Standards.
- Bradford is a culturally diverse community, with a significant and growing proportion of the population under 25 and includes several areas designated as 'disadvantaged', hence the programme is delivered in a key location for the development of anti-oppressive Youth Work and Community Development practice.
- This programme aims to provide learners with a range of knowledge and skills to enable them to gain/maintain employment within the Youth and Community workforce.
- The programme is designed to respond to local, regional and national employers' stated needs and is informed by the sector, academic policy and practice debates.
- The programme is based upon experiential learning and you will undertake a substantial placement each year. In addition, you can access annual residential activities and other College/Faculty/School conferences and international travel opportunities.
- The programme has a long history of supporting non-traditional students into, and successfully through, HE into employment by recognising and building upon their lived expertise and experience.
- PSRB requirements state that a student must complete a minimum of 800 hours of professional practice over a programme whose minimum length is three years full-time. This programme exceeds the NYA's minimum requirement as there are 900 hours linked to professional practice providing opportunities for students to engage in diverse placement experiences.

Programme learning outcomes

The programme outcomes are informed by, and mapped to, the Youth and Community Work QAA Subject Benchmark ([2017](#)), the National Occupational Standards for Youth Work ([2012](#)) and the National Occupational Standards for Community Development ([2015](#)).

K. Knowledge and understanding

On successful completion of the programme, students will be able to:

- K1. Demonstrate systematic knowledge and understanding of the underlying professional value base and ethical principles of Youth Work and Community Work and use of these to conduct practice.
- K2. Critically evaluate social theory, social policy and media discourses and their impact on young people and communities.
- K3. Critically analyse, evaluate and critique contemporary debates, key concepts and contested issues within Youth Work and Community Work.
- K4. Demonstrate effective inter-professional and interdisciplinary working, including the leadership and management of teams and individuals.

<p>C. Cognitive, intellectual or thinking skills On successful completion of the programme, students will be able to:</p>
<p>C1. Articulate a personal and professional commitment to equality, diversity, human rights, autonomy, freedom, responsibility and justice.</p>
<p>C2. Construct Youth Work and Community practice interventions informed by theories of change, learning and human development.</p>
<p>C3. Apply systematic analysis of relevant concepts, theories and issues of policy, and their use in informing evidence-based practice.</p>
<p>P. Practical, professional or subject-specific skills On successful completion of the programme, students will be able to:</p>
<p>P1. Formulate action in association with young people and communities that promotes participation, inclusion, learning and human flourishing.</p>
<p>P2. Critically analyse and evaluate current Youth Work and Community Work practice using appropriate research methods and question professional understandings.</p>
<p>P3. Demonstrate leadership in promoting and supporting children's, young people's and adults' health, safety and well-being.</p>
<p>T. Transferable, key or personal skills On successful completion of the programme, students will be able to:</p>
<p>T1. Research and critically evaluate literature and practice evidence.</p>
<p>T2. Communicate effectively verbally and in writing, ideas, problems and solutions using a range of techniques meeting both academic and professional standards and for different audiences.</p>
<p>T3. Apply critically reflective and reflexive skills to practice and to personal and professional development.</p>

Programme structure**Full-Time - 3 Years****Year 1 - Level 4**

September block	February block
Human Development and Learning (20)	Facilitating Change (20)
Foundations of Youth and Community Work (20)	N/A
The Politics of Social Policy (20)	
Personal, Academic and Practitioner Development (20)	
Professional Practice Placement 1 (20)	

Year 2 - Level 5

September block	February block
Questions of Identity (20)	Taking Action in Communities (20)
Interprofessional Working (20)	The Professional Role (20)
Practitioner Research (20)	
Professional Practice Placement 2 (20)	

Year 3 - Level 6

September block	February block
Managing and Leading (20)	Globalisation, Diversity and Difference (20)
Issues in Contemporary Society (20)	N/A
Dissertation (40)	
Professional Practice Placement 3 (20)	

Part-Time 4.5 Years**Year 1 - Level 4 (P/T 80 Credits)**

September block	February block
Foundations of Youth and Community Work (20)	Facilitating Change (20)
Personal, Academic and Practitioner Development (20)	
Professional Practice Placement 1 (20)	

Year 2 - Level 4 & Level 5 (P/T 80 Credits)

September block	February block
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Human Development and Learning (20) (Level 4)	Questions of Identity (20) (Level 5)
The Politics of Social Policy (20) (Level 4)	Taking Action in Communities (20) (Level 5)

Year 3 - Level 5 (P/T 80 Credits)

September block	February block
Interprofessional Working (20)	The Professional Role (20)
Practitioner Research (20)	
Professional Practice Placement 2 (20)	

Year 4 - Level 6 (P/T 80 Credits)

September block	February block
Managing and Leading (20)	Globalisation, Diversity and Difference (20)
Issues in Contemporary Society (20)	N/A
Professional Practice Placement 3 (20)	

Year 5 - Level 6 (P/T 40 Credits) (Semester 1 only)

September block	February block
Dissertation (40)	N/A

Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods) F/T	Length (1, 2 or 3 periods) P/T
HE4	Human Development and Learning	C	20	Y1 Sem 1	Y2 Sem 1
	Foundations of Youth and Community Work	C	20	Y1 Sem 1	Y1 Sem 1
	Personal, Academic and Practitioner Development	C	20	Y1 Sem 1 & 2	Y1 Sem 1 & 2
	The Politics of Social Policy	C	20	Y1 Sem 1 & 2	Y2 Sem 1
	Facilitating Change	C	20	Y1 Sem 2	Y1 Sem 2
	Professional Practice Placement 1	C	20	Y1 Sem 1 & 2	Y1 Sem 1 & 2

HE5	Practitioner Research	C	20	Y 2, Sem 1 & 2	Y3 Sem 1 & 2
	Questions of Identity	C	20	Y2 Sem 1	Y2 Sem 2
	Interprofessional Working	C	20	Y 2 Sem 1	Y3 Sem 1
	Taking Action in Communities	C	20	Y2 Sem 2	Y2 Sem 2
	The Professional Role	C	20	Y2 Sem 2	Y3 Sem 2
	Professional Practice Placement 2	C	20	Y2 Sem 1 & 2	Y3 Sem 1 & 2
HE6	Managing and Leading	C	20	Y3 Sem 1	Y4 Sem 1
	Issues in Contemporary Society	C	20	Y3 Sem 1	Y4 Sem 1
	Globalisation, Diversity and Difference	C	20	Y3 Sem 2	Y4 Sem 2
	Dissertation	C	40	Y3 Sem 1 & 2	Y5 Sem 1
	Professional Practice Placement 3	C	20	Y3 Sem 1 & 2	Y4 Sem 1 & 2

Learning and teaching strategies

The content will be delivered through a combination of lectures, workshops, seminars, self-directed group work and projects. There will be visits and exchanges, peer-to-peer learning and discussion, online tools, collective problem-solving and participative enquiry-action learning, as well as practice simulations, practice learning opportunities, personal study time, tutorials, and the provision of multi-media resources through the college VLE, linked materials and the library.

The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes. Teaching is flexible, adaptable, participative, interactive, intersubjective and collaborative in ways that are consistent with the subject area and congruent with informal and non-formal learning.

You will have the opportunity to link theory to practice through significant time in the workplace, having substantial involvement in community and youth projects as well as in other, more formal, settings. Learning through working with experienced practitioners of Youth Work, community education and/or community development, as well as other professional staff, is a central feature of programme learning and teaching strategy.

Lectures will communicate the theoretical content of the module; however, throughout delivery, and across all levels, you will be expected to relate theory to practice through practice-based observations and exercises, developing a deep and reflective understanding of the application of theory to practice.

You will be expected to engage in reflective activity at all levels of the programme, learning how to

engage in reflection on and in practice.

You will additionally be expected to undertake a wide range of personal reading from sources provided on the VLE, and through library-based research.

The VLE 'Moodle' site is a key source of support to students. As well as being used to give you access to lecture notes and hand-outs, it is the primary means of communication between staff and students. It is a common tool for online collaboration between students helping them to engage in effective group work and peer-to-peer support while balancing college, work and family responsibilities. It is used for secure electronic submission of assignments and return of marked work and feedback.

Learning activities (KIS entry)

	Full-time Programme Year			
	1	2	3	4
Scheduled learning and teaching activities	23%	22%	20%	N/A
Guided independent study	54%	56%	55%	N/A
Practical / Placement	23%	22%	25%	N/A

Assessment strategy

Assessment is formative, summative and sustainable in its alignment to professional practice and involves an appropriate range of methods of gathering evidence about student achievement and progress.

Assessment draws upon a diversity of methods which reflect the range of practical, academic and digital skills required by practitioners in the field. These may include: essays, reports, presentations, posters, work-based portfolios, reflective logs and journals, research projects, simulations (such as funding applications and needs assessments), development of practice resources, peer learning and assessment, in class timed tasks, multiple choice tests, and assessment of practice (QAA, 2017;20).

Formative assessment - Formative assessment opportunities provide a less pressurised opportunity for students to assess their own learning, and a chance to both give and receive peer feedback, developing critical, analytical and leadership skills, progressing toward personal and academic maturity. Where formative assessment is used within a taught session, feedback will be provided immediately. Where formative assessment is via any method outside the taught session, feedback will be provided the following week.

Summative assessment of work on programme - Written work will be submitted via Turnitin (unless otherwise specifically instructed). The programme also uses presentations, seminar delivery, group collaboration, resource creation, simulation exercises, case study reviews and viva (recorded interviews).

Summative assessment of professional practice - Assessment of professional fieldwork practice is done through student supervision, observation and report. Professional practice is also assessed by portfolio, presentation, seminar delivery and given tasks. Practice-based assessment methods include criteria which build on practice requirements, as set out in the National Occupational Standards for Youth Work (2012) and Community Development (2015).

Summative feedback will be provided via Turnitin (or word processed if not submitted via Turnitin)

and presented to students, with their annotated scripts. Other than in exceptional circumstances, such as staff illness, students can expect their assignments to be marked and summative feedback provided within 4 working weeks from the date of submission.

Assessment methods (KIS entry)

Level	HE3	HE4	HE5	HE6	HE7
Course Year	N/A	Y1	Y2	Y3	N/A
Written exams	N/A	0%	0%	0%	N/A
Coursework	N/A	83%	83%	83%	N/A
Practical / Placement	N/A	17%	17%	17%	N/A

Assessment regulations

Assessment Regulations for Undergraduate Programmes apply.

To meet Professional Body (PSRB) requirements, certain modules and components of assessment are defined as “must pass”.

Grade bands and classifications

Undergraduate Honours Degree

Regulations can be found at:

<http://www.bolton.ac.uk/studentinformation-policyzone/Student-Information-Policy-Zone-2017-18.aspx>

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

- The programme is managed by a Programme Leader;
- Induction introduces the student to the College and their programme;
- Programme Handbooks provide information about the programme and direct students to University/College regulations;
- Module Handbooks provide information about the module content, timetable and assessment;
- Feedback is given on formative and summative assessments;
- Each student has a personal year tutor, responsible for support and guidance;
- Students elect a student representative from each cohort;
- Student workload is monitored by staff and commented on by student representatives at Programme Committee meetings;
- Continuous Personal Development (CPD) planning is integrated into the programme;
- A Student Centre provides a one-stop shop for information, advice and guidance;
- College support services cover housing, counselling, financial advice, careers and disability; the Unity Faith room and resources;
- College Library, Media Centre and IT services, including resource lending and advice;

- Student Liaison Officers located in the Student Base (student support, drop-in and activities);
- The study skills support team;
- The Students' Union advice services;
- Diverse social and cultural environment;
- Value added opportunities to develop skills for employment;
- English language support for international students;
- Specialist teaching facilities/resources;
- Support for placement learning, including mentors.

Students interact with the curriculum through involvement in student-led seminars, presentations and discussions. The development of independent learning and leadership skills, including self-evaluation, and conscious awareness of effective learning techniques is promoted through interactive teaching and support approaches such as personal tutorials, e-mail, Moodle-based activities and the requirement to pursue independent research.

Whilst students are expected to take responsibility for their own learning, IT and study skills support is available to them. Students who declare additional learning needs will be able to access personalised support.

Individual students can discuss workload issues through the personal tutorial system. All students engage in a process of CPD which requires that students take responsibility for documenting their own achievements and continuing learning needs, enabling structured discussion about academic progress. As far as practicable, assessment schedules are designed to spread workload throughout the academic year.

Students are supported on work placement by named visiting tutors and a designated workplace supervisor who are in regular contact throughout.

The College's Disability Services and Learning Support teams oversee the learning support needs of students with disabilities/learning difficulties in College, irrespective of their programme of study. They provide support and guidance for students while developing close links with programme tutors. This is to ensure that the support put in place is appropriate to a student's individual needs and the requirements of the programme.

The College Counselling Service is run in partnership with Bradford University. It is free to all Bradford College students and is friendly and supportive.

Methods for evaluating and enhancing the quality of learning opportunities

- 1) Student surveys including the National Student Survey (NSS).
- 2) Student module evaluations.
- 3) Tutor module evaluations.
- 4) Annual programme monitoring and evaluation reports - including analysis of key performance indicators e.g. admissions, retention, achievement, degree classifications, employment destinations, etc.
- 5) Peer review of learning, teaching and assessment.
- 6) Student staff liaison through Programme Committee meetings.
- 7) External Examiners reports.
- 8) Advisory Partnership development meetings, Employer Forums and Placement Supervisor feedback.
- 9) Module and programme exam boards.
- 10) The NYA Annual Monitoring process.
- 11) Professional Body (PSRB) report and visits.
- 12) Training Agencies Group (TAG) membership.

Other sources of information

- College Student, Programme and Module Handbooks
- College website - <https://www.bradfordcollege.ac.uk>
- VLE - Moodle - <https://moodle.bradfordcollege.ac.uk>
- Student Portal - <https://www.bradfordcollege.ac.uk/student-portal>
- Registry Learner Portal - <https://learnerportal.bradfordcollege.ac.uk>
- Students Union - <https://www.bradfordcollege.ac.uk/student-services/students-union>
- External Examiner Report - See college website (link to be arranged)
- Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services>
- College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice>

Document control

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Approved by:	
Date approved:	
Effective from:	
Document History:	

Learning Outcomes Map (*D – Developed; T – Taught; A – Assessed*)

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	T1	T2	T3	No. of LOs assessed by module
Level 4																
Human Development and Learning	TBC	C	D	T	A		D	T	A	A		T	A	D	D	4
Foundations of Youth and Community Work	TBC	C	A	T	A	A	T	D	A	A	D	T	A	D	D	6
Personal, Academic & Practitioner Development	TBC	C	A	A		T	A	D	T		T	A	T	A	A	6
The Politics of Social Policy	TBC	C	D	A	A		T		A			T	A	D	D	4
Facilitating Change	TBC	C	T	D	D	A		A	T	A	A	T	T	A	A	6
Professional Practice Placement 1	TBC	C	A	D	D	T	A	A	D	T	A	A	T	T	A	6
No. of modules assessing LO at Level 4			3	2	3	2	2	2	3	2	3	2	3	2	2	
Level 5																
Practitioner Research	TBC	C	A	D	A	D	T	T	A	T	A	D	A	D	D	5
Questions of Identity	TBC	C	D	A	A	D	A	D	A	A	D	D	T	T	A	6
Interprofessional Working	TBC	C	A	A	T	A	T	A	T	A	T	T	T	A	T	6
Taking Action in Communities	TBC	C	T	T	A	T	A	A	D	A	T	T	A	A	T	6
The Professional Role	TBC	C	A	T	T	A	A	T	T	D	A	A	T	A	A	6
Professional Practice Placement 2	TBC	C	A	D	T	A	T	A	T	A	A	A	T	T	A	7
No. of modules assessing LO at Level 5			4	2	3	3	3	3	2	4	3	2	2	3	2	
Level 6																
Managing and Leading	TBC	C	A	D	T	A	T	D	A	D	A	A	A	T	T	6
Issues in Contemporary Society	TBC	C	A	T	A	D	A	A	T	A	D	T	T	A	T	6
Globalisation, Diversity and Difference	TBC	C	D	A	A	D	A	T	T	A	D	D	T	A	A	6
Dissertation	TBC	C	A	A	A	D	T	D	A	D	A	D	A	T	D	6
Professional Practice Placement 3	TBC	C	A	D	D	A	T	A	T	A	A	A	T	T	A	7
No. of modules assessing LO at Level 6			4	2	3	2	2	2	2	3	3	2	2	2	2	

- K. Knowledge and understanding**
- P. Practical, professional and subject specific skills**
- C. Cognitive, Intellectual and thinking skills**
- T. Transferable, key or personal skills**

Module Listing and Assessments Map

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/ Option/ Elective	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Human Development and Learning	TBC		4	20	Standard	C		Assignment (2500 words)	70%	--	Reflective report (1500 words)	30%	Y
Foundations of Youth and Community Work	TBC		4	20	Standard	C		Annotated Timeline	30%	--	Assignment (3000 words)	70%	Y
Personal, Academic and Practitioner Development	TBC	✓	4	20	Standard	C		Portfolio assessment	50%	--	Viva + action plan	50%	Y
The Politics of Social Policy	TBC		4	20	Standard	C		Assignment (4000 words)	100%	Y	--	--	--
Facilitating Change	TBC		4	20	Standard	C		Presentatio n of Action Plan	30%	--	Evaluation (2500 words)	70%	Y
Professional Practice Placement 1	TBC		4	20	Placement	C		Learning Contract	20%	--	Self-Assessment Report (2000 words)	80%	--
<i>Assessment 3 (PSRB requirement)</i>											Placement	Pass/ Fail	Y

Module title	Module Code	New? ✓	Level	Credits	Type	Core/ Option/ m	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Practitioner Research	TBC		5	20	Standard	C		Ethics ONLY (1000 words)	N/A	--	Research Report (4500 words)	100%	Y
Questions of Identity	TBC		5	20	Standard	C		Assignment (4000 words)	100%	Y	--	--	--
Interprofessional Working	TBC		5	20	Standard	C		Assignment (3000 words)	70%	--	Role Play	30%	Y
Taking Action in Communities	TBC		5	20	Standard	C		Assignment (2500 words)	50%	--	Seminar + Evaluation	50%	Y
The Professional Role	TBC	✓	5	20	Standard	C		Seminar + supporting resources	70%	--	Reflective Evaluation (1000 words)	30%	Y
Professional Practice Placement 2	TBC		5	20	Placement	C	✓	Assignment (2000 words)	40%	--	Self-Assessment Report (2500)	60%	--
<i>Assessment 3 (PSRB requirement)</i>											Placement	Pass/ Fail	Y

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/ Option/ Elective	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Managing and Leading	TBC	✓	6	20	Standard	C		Assignment (4000 words)	70%	--	Timed Task	30%	Y
Issues in Contemporary Society	TBC		6	20	Standard	C		Assignment (3000 words)	50%	--	Practice Resource	50%	Y
Globalisation, Diversity and Difference	TBC		6	20	Standard	C		Presentatio n	30%	--	Assignment (3000 words)	70%	Y
Dissertation	TBC		6	40	Independe nt Study	C	✓	Ethics ONLY (1000 words)	N/A	--	Dissertation (10,000)	100%	Y
Professional Practice Placement 3	TBC		6	20	Placement	C	✓	Presentatio n	50%	--	Self-Assessment Report (2500)	50%	--
<i>Assessment 3 (PSRB requirement)</i>											Placement	Pass/ Fail	Y