

## Nottingham Trent University Course Specification

### Basic Course Information

1.	Awarding Institution:	Nottingham Trent University.
2.	School/Campus:	School of Social Sciences / City Campus
3.	Final Award, Course Title and Modes of Study:	BA (Hons) Youth Studies, Full time
4.	Normal Duration:	3 years
5.	UCAS Code:	L53A

### 6. Overview and general educational aims of the course

The subject of youth is unique in that it is multi-disciplinary and draws on perspectives from a range of academic disciplines including, social psychology, sociology, criminology, social policy, and politics.

**BA (Hons) Youth Studies** will enable you to explore the theories and concepts of these disciplines and specifically apply them to the study of youth. You will develop a knowledge and understanding of the challenges young people face in society today, and will be able to evaluate the success of policy and practice in meeting the needs of young people. At the same time, through 'Practice' modules integrated in each year of the course, you will develop a knowledge and understanding of the key ethics and values underpinning work with young people and develop the relevant skills for careers working with young people in a range of organisations and services in fields including education, care, youth work, health, housing and justice. Through course learning you will be able to evidence that you have developed core knowledge and understanding relating to National Occupational Standards for specific units in relation to Learning Development and Support Services for working with children and young people (LDSS). On successful completion of the Course, you will have developed a 'portable' portfolio to demonstrate how you meet these standards and you will have had the opportunity to identify the relevance of this evidence in Year 3. This portfolio will contribute significantly to enhancing your employability.

You will be taught by an enthusiastic and committed team of staff mainly based in the Division of Social Work and Professional Practice and the Division of Sociology and you will benefit from a broad spectrum of contemporary thinking and debate on youth. Module Leaders have considerable expertise in their subject areas of youth, social policy, justice, health, career guidance and counselling. Many have been practitioners in these specialisms working with young people before teaching in higher education. In addition, employers and training providers from agencies and organisations providing services to youth also contribute to the course's learning and teaching to ensure that curriculum content remains relevant and informed by key developments and priorities in the youth sector, reflecting NTU graduate attributes and the wide range of graduate career destinations of the course.

You will have a range of opportunities to 'vocationally' contextualise your academic learning by exploring services to youth and by considering and critically evaluating various occupational roles. You will be well prepared to enter careers working with young people in a wide variety of contexts and for working in multi-agency teams. You will develop the confidence,

experience, and ability to succeed in making a difference to the lives of young people.

**BA (Hons) Youth Studies aims to:**

1. Enable you to explore the key themes relating to young people in contemporary society including social policy, social inclusion, justice, youth cultures, transition and career.
2. Develop your knowledge and understanding of a range of social sciences' perspectives to enable you to apply your learning to the policy and practice agendas relating to young people.
3. Facilitate your capabilities and confidence for careers working in professional practice with young people.
4. Provide opportunities for you to identify, develop, and articulate a range of transferable skills from your learning, including critical analysis and reflection, autonomy and independence and a commitment to lifelong learning and continuing professional development.
5. Foster your critical understanding of the experience and needs of young people in contemporary society and the role services play in meeting these needs including an understanding of ethically informed practice.
6. Foster your understanding and your development of the skills of career planning and employability, demonstrated through a work based practice project and the completion of a portable skills portfolio to meet the specific National Occupational Standards for working with young people, as stipulated by occupational sector standards.
7. Enable you to understand and appraise research findings, methodologies and evidence based practice in relation to key themes of the course.

**7. Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

**Knowledge and understanding**

By the end of the course you should be able to:

1. Synthesise key national and international themes relevant to youth, including social policy, social inclusion, youth justice, youth cultures, transition and career.
2. Synthesise a range of social science disciplines to analyse their theoretical and practice contributions for an understanding of Youth.
3. Critically appraise the core principles underpinning effective professional practice necessary for careers in a range of organisations providing services to young people.
4. Critically evaluate the range and provision of services to young people and synthesise insights and theoretical perspectives related to relevant 'practice' skills and professional roles working with young people.
5. Synthesise the values, principles, and legislative framework, which promote equality, diversity, and rights and responsibilities in the context of youth.
6. Critically evaluate the authenticity, currency, validity and reliability of evidence in relation to occupational standards common across a range of services to youth.
7. Critically analyse the value of social research and evidence based practice, describe its relevance and contribution to our understanding of youth, and apply a range of research skills

demonstrating an understanding of ethical considerations specifically in relation to research and professional practice with young people.

8. Critically appraise a knowledge and understanding of the theory and practice of 'career', including transition, and the key features of a strategic approach to career development.

### **Skills, qualities and attributes**

By the end of the course you should be able to:

1. Communicate effectively and professionally through a range of media and be capable of working constructively and purposefully in teams to produce constructive outcomes.
2. Critique relevant theories and disciplinary perspectives relating to youth and articulate how these can apply in practice.
3. Demonstrate and articulate a range of skills for professional practice as outlined in national occupational standards and job specifications for the youth related sector and develop capability for effective interagency working.
4. Plan, manage, and evaluate personal and self-directed learning in a range of academic and professional contexts.
5. Demonstrate competence in applying problem solving skills and investigative approaches to a variety of professional contexts.
6. Consistently apply principles which promote individual equality, diversity, rights and responsibilities to the theory and practice of youth.
7. Apply the skills of both reflection and personal professional development planning to enhance services and professional practice supporting young people.
8. Apply a knowledge and understanding of career theory and development to your own transitions, personal and career, as well as those of young people.

### **8. Teaching and learning methods**

The overarching principle informing the design of learning and teaching approaches and the choice of learning and teaching methods is that they will inspire your interest in youth whilst optimising your ability and commitment to fulfil the course learning outcomes. A range of learning activities are used to enable you to develop the core knowledge, skills and understanding required both to enhance your academic and theoretical understanding of youth and to foster the development of the required skills for future practice in work with young people. Methods include lectures, small group discussions, activity based workshops, case study and, presentational groups, online discussions, and audio/video input. Direct, guided and independent learning methods are actively promoted to establish your autonomy and independence and responsibility for learning and professional development, mirroring the requirements of working in practice with young people.

#### **Lectures and Workshops**

Lectures and Workshops are designed to introduce you to the key concepts and theories underpinning the discipline of youth; and to introduce fundamental concepts and perspectives in youth. Wherever appropriate and practical, methods will be used to encourage and facilitate your participation and interaction.

In Year 1, these lectures aim to provide an introduction to disciplines which support an understanding of **Youth Studies** and some of the

policies and protocols which govern professional interventions into the lives of young people.

### **Tutorials**

Tutorials are used to provide the opportunity to work in smaller groups to enhance your understanding of concepts and perspectives through group discussion, presentation, video etc. Where helpful to learning, teaching staff use tutorials to ensure that you are alert to the connectivity in module and course themes and issues. All tutorials have clearly expressed outcomes of learning linked to specific modules which support achievement of the course learning outcomes.

In Year 1, you will meet in smaller groups throughout the year with a specific named tutor as an integral part of this module and participate in key themed tutorials relevant to your learning. You will continue to meet in these tutorial groups and these will form an important part of your learning in Year 2 and 3

### **Group work**

Like tutorials group work provides additional opportunities to participate actively in discussion and an exchange of views. In addition, group work is used to enhance your skills particularly in the 'practice' modules of the course when working with young people - e.g. communication, team working skills, self-management and delegation; and therefore typically involve practical activities, exercises and role-play and the use of video and audio feedback mechanisms which staff have considerable expertise in through their postgraduate professional course portfolio.

### **Blended Learning**

Electronic learning and teaching methods are employed across the course –from Designing a 'wiki' to participation in an online discussion. Many modules incorporate Independent Learning tasks, often formative in nature, which have an e learning focus.

### **Skills for Practice**

To ensure that curriculum content is up-to-date and you have access to as wide a spectrum as possible of contemporary thinking and debate, speakers drawn from a range of service providers to youth regularly contribute to the course's learning and teaching. In addition, these providers as well as voluntary organisations for young people provide placement opportunities for students as part of Work based Practice. Issues relating to professional practice as a curriculum area form a core component of the course with 20 credits of learning in each year dedicated to fostering your skills for practice.

### **The Dissertation**

The Dissertation in Year 3 is a core module in the final year. This is a substantial piece of work which will enable you to engage in a subject related to youth which has really captured your interest! It will provide you with an opportunity to draw together substantive learning in youth with theories and academic perspectives on youth. You will be supported to plan and implement an extended piece of self-directed learning related to the subject of youth. The study will enable you to synthesize and apply your learning from other modules and develop a proposal for a professional resource, a research project, or undertake primary research. Students are allocated a supervisor who will offer one to one guidance and advice on all aspects of their project throughout its duration.

9.	<b>Assessment methods</b>
<p>The course team have developed an assessment strategy for your learning which is appropriate to the demands of the course as a whole and demonstrates coherence across your learning experience.</p> <p><b>Formative</b> or 'developmental' assessments are used to facilitate your development and practice of new skills relevant to working with young people and to enable you to gain meaningful feedback on how to improve your academic performance in your journey through higher education. You will be expected to complete <b>summative</b> assessments to determine your achievement in relation to specified standards, your eligibility for progression through the course levels and, in due course, your degree classification. In all of these assessments you will be supported by the course team.</p> <p><b>BA Youth Studies</b> incorporates assessments that relate to understanding concepts, which implies acquiring and demonstrating particular knowledge and information. These will typically take the form of written work, including reflective reports, worksheets, critical reviews, case studies, essays and tests. In addition you will experience practical assessments which relate to exercising specific skills in professional practice – these include task orientated group work, presentations (to test visual and oral skills), interviews, case studies, participant observations, IT tasks, simulation exercises, role play exercises and portfolio building.</p> <p>In Year one, your assessment tasks tend to be shorter and fairly directive. As you progress through the course, they become more challenging reflecting your developing skills, knowledge, and confidence as a learner.</p>	
10.	<b>Course structure and curriculum</b>
<p>The course is structured to ensure coherence within, and progression between, years and levels. The perspectives you gain and assimilate in Year 1, are focussed on particular issues and services in Year 2, and then contextualised in Year 3, preparing you for the independent learning and research skills required for your dissertation. Reflective practice, personal career development and employability skills are all fostered through core and 'option' (elective) modules.</p> <p>Throughout the course you will be encouraged to enhance and contextualise your learning by participating in either voluntary or work with young people. Through the core module in Year 2; Work Based Learning you will be required to engage in a work based project which will become a focal point for applying theory to practice in Year 2. All your modules will be core in Year 1, though you will be introduced to the key themes which will form the basis for your elective choice in Year 2 through the Youth and Social Policy module in Year1. You will choose <b>two</b> electives from 3 before commencing Year 2, and <b>two</b> from three before commencing Year 3. These electives will enable you to integrate theoretical and practice related learning and are all associated with contexts within which you might choose to work with youth upon graduation.</p> <p><b>In Year 1:</b>  <b>You will study six core modules, no electives: (All 20 credits)</b></p> <p><b>Modules:</b></p>	

- 1. Learning for Higher Education**
- 2. Skills for Practice 1**
- 3. Youth Rights, Responsibilities and Safeguarding**
- 4. Concepts of Youth**
- 5. Youth and Social Policy**
- 6. Social Psychological Perspectives on Youth**

**In Year 2:**

**You will study four core modules and two electives: (All 20 credits)**

**Four core modules:**

- 1. Social Inclusion**
- 2. Work Based Learning**
- 3. Skills for Practice 2**
- 4. Researching Youth Transitions**

**Three electives offered at 20 credits (students choose 2)**

- 1. Youth Justice**
- 2. Youth Leisure**
- 3. Youth Health and Wellbeing**

**In Year 3:**

**You will study two core 20 credit modules and one core 40 credit module (Youth Studies dissertation)**

**You will also choose two out of three electives (each 20 credits)**

**Core modules :**

- 1. Transition and Practice (20 credits)**
- 2. Youth Cultures and Lifestyles (20 credits)**
- 3. Youth Studies Dissertation (40 credits)**

**Electives in Year 3:**

- 1. Implementation of Youth Justice (Study of elective Youth Justice at Level 2 is a requirement for this module)**
- 2. Advice and Guidance Interventions**
- 3. Youth Work and Informal Education**

If you do not progress to final stage (Honours Degree) you may receive an Ordinary Degree (120 Credits at Levels 1 and 2 and 60 Credits at Level 3), a Diploma of Higher Education (120 Credits at Levels 1 and 2), or a Certificate of Higher Education (120 Credits at Level 1).

Internationalisation is a key theme in Youth Studies and underpins learning across the course. You will be encouraged to explore the wider cultural context of youth with an introduction to international comparative studies, for example an exploration of the impact of cultural differences upon the developing concept of youth, and the differing international responses to youth social policy and subsequent service provision for youth. On a practical level, in Year 2, through the core Work based Learning module, you can choose an international work based youth organisation upon which to focus for this aspect of your studies. The teaching team have an excellent relationship with the NTU Progression partnership Team, who regularly update students about international volunteering opportunities for working with young people.

11.	<b>Admission to the course</b>
<p data-bbox="352 259 655 293"><b>Entry requirements.</b></p> <p data-bbox="352 327 1342 394">For current information regarding all entry criteria for this course, please see the entry requirements on the course information web page.</p>	
12.	<b>Support for learning</b>
<p data-bbox="352 461 1382 1167"><b>BA Youth Studies</b> provides a thorough Induction when you join us at NTU where you will have an opportunity to meet staff who will teach you as well as current students on the course. Information on the facilities, support and resources available to you during your time at the University is also provided. You are allocated a <b>personal tutor</b> from the start of the course, who will offer individual and general guidance and support within a structured small group tutorial system. This provides an excellent opportunity to build relationships with your peer group. The ‘practice’ modules in each year of the course will provide the focal point through which you will engage in smaller tutor groups, and be able to identify and discuss issues relating to your own personal and professional development, including career. However, we do appreciate that you may need one to one support through your learning experience and for this you are supported by a Year Tutor and the Course Leader offering advice on both academic and personal issues. Feedback from our students indicates that this is greatly valued. The Year Tutor has responsibility for briefing you in the year group on course developments and also meets regularly with the student representatives from each year group who represent your views. The Course Team maintains close relations with the School Learner Support Adviser and colleagues in the University’s Central Support Services, Library Services and Careers Development Centre, ensuring a high degree of familiarity with the needs of <b>BA Youth Studies</b> students.</p> <p data-bbox="352 1200 1350 1391">The Course Team are sensitive to the particular needs of all students and those with particular learning needs are encouraged to meet on a regular basis with the Course Leader to review their learning experience. If you receive additional support from Student Support Services you are invited for a personal tutorial to discuss your particular needs with the Course Leader.</p>	
13.	<b>Graduate destinations/employability</b>
<p data-bbox="352 1464 1334 2040">A core aim of <b>BA Youth Studies</b> is to enable you to develop a structured approach to your own career development and in doing so you will develop an understanding of a methodology for your own career planning and transition which you will be able to apply both personally and professionally to future career roles. This process is facilitated by teaching staff with extensive expertise in career guidance and development. The Course team comprises of a number of staff who have had considerable experience in employability and career development as practitioners as well as educators, including the current School of Social Sciences Employability Coordinator. Specific learning outcomes for identifying, developing and evaluating your progress in Employability are embedded across the Course and are explicitly addressed in the ‘practice’ modules across all three years. For example, in Year 1, the employability curriculum will enable you to recognise how the knowledge, skills and understanding fostered through specific learning activities relate to your employability for example, independent learning and organisational skills and help you to relate your degree to different career options. In Year 2 the focus on employability will relate</p>	

to your engagement with, and reflection on practice in the workplace, through the building of a portable student 'portfolio' and your active engagement in a work based project as part of the Work Based Practice module. You will also be introduced to career development and transition theories and have an opportunity to explore their relationship to your own practice. In Year 3, the focus will be on applying the necessary skills for career decision making and transition to career or further study, through the **Transition and Practice** module. **BA Youth Studies** course learning outcomes have been informed by and directly relate to the National Occupational Standards for Working with young people and on successful completion of the Course, you will have developed a 'portable' portfolio to demonstrate how you meet the core National Occupational Standards relating to services to youth. This will significantly enhance your employability.

Employability events and activities add enormous value to your learning and personal development. These include employer presentation events, networking workshops, Acceler8 training and 'Succeed with Social Sciences' workshops. The course team regularly liaises with national and local youth organisations, many of whom have informed key employability developments on the course. Our graduates have excellent employment prospects and have entered a range careers working in practice with young people in youth work, care, health, education (informal and formal) housing, justice, probation and many other settings. After graduation, you could expect to be employed by a private, public or voluntary sector organisation working with young people as a trainee professional. Additionally, graduates have been successful in pursuing further study in a range of vocational areas at Masters and Doctoral level including career guidance, social work, nursing and mental health. Analysis of our own employment data suggest that many of our graduates are working with young people in multi-agency teams and are expected to understand and exercise skills which stretch cross professional boundaries. In response to this, we have increased the opportunity for you to gain insights into a range of professional areas at level 3 by increasing elective choice but reducing credits from 40 to 20 credits for each elective. The introduction of a new elective in Youth Work and Informal Education will reflect the new career landscape in this youth related sector and should you wish, will enable you to develop knowledge and skills specifically relevant for these roles.

14. **Course standards and quality**

We will continue to use the existing quality management systems to keep all aspects of the course under review and ensure that it complies with the University quality standard policy and procedure and with developing policies in the School of Social Sciences. Our External Examiner ensures that the course continues to successfully comply with a range of academic standards. The External Examiner's report is considered at the course's annual review and feedback from the report informs the course team's rolling action plan for the next academic year. The External Examiners Report is now accessible to all students on the course in their Learning Room. The Course Committee meets once a term to discuss a range of course issues and students from each year group are valued representatives at these meetings.

Students will continue to play a key part in evaluating the course, their studies and the quality of their learning experience. Some of our current



	<p>students are active members of the Student School Forum which is also attended by a member of staff from the Course Team.</p>
<p>15. <b>Assessment regulations</b></p>	<p>This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p>
	<p>This course is subject to the University's Common Assessment Regulations (located in its <a href="#">Academic Standards and Quality Handbook</a>). Any course-specific assessment features are described below:</p> <p>The course will follow the NTU Grading Scheme for Undergraduate Courses issued in 2012. This defines the NTU generic level and grading descriptors for undergraduate assessment. This shows the relation between degree classes, the seventeen grades of the NTU system, and the numerical equivalents and mark ranges applicable to assessment at element and module level. The classification for honours is based upon the level result for Level 3 (Year 3). Level 2 (Year 2) will continue to contribute 30% and Level three 70% towards the final aggregate mark.</p>
<p>16. <b>Additional Information</b></p>	<p>Collaborative partner(s):  Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:  Course recognised by:  Date this course specification approved:</p>
	<p>Any additional information:</p> <p><b>BA Youth Studies</b> course learning outcomes have been informed by and mapped against the National Occupational Standards for Working with young people.</p> <p><b>Quality Assurance Agency for Higher Education (QAA) Benchmark Statements</b></p> <p>There are no benchmark statements specifically addressing Youth Studies as a discipline. However mindful of the breadth of the curriculum content of the course, benchmark statements in the following subject areas have been considered to inform the key principles and values underpinning learning, curriculum content and learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Youth Work and Community Work (QAA Benchmark statement 2017)</li> <li>2. Early Childhood Studies (2007)</li> <li>3. Education Studies (2007)</li> <li>4. Communications, Media, Film and Cultural Studies (2008)</li> <li>5. Social Policy and Administration (2007)</li> <li>5. Hospitality, Leisure, Sport and Tourism (2008)</li> <li>6. Health Studies (2008)</li> </ol> <p>Whilst <b>BA Youth Studies</b> is not a Youth Work course, it is acknowledged that The Youth and Community Work benchmark statement has been particularly valuable in helping to shape the values and principles underpinning curriculum provision for youth.</p>

Date Implemented: April 2017