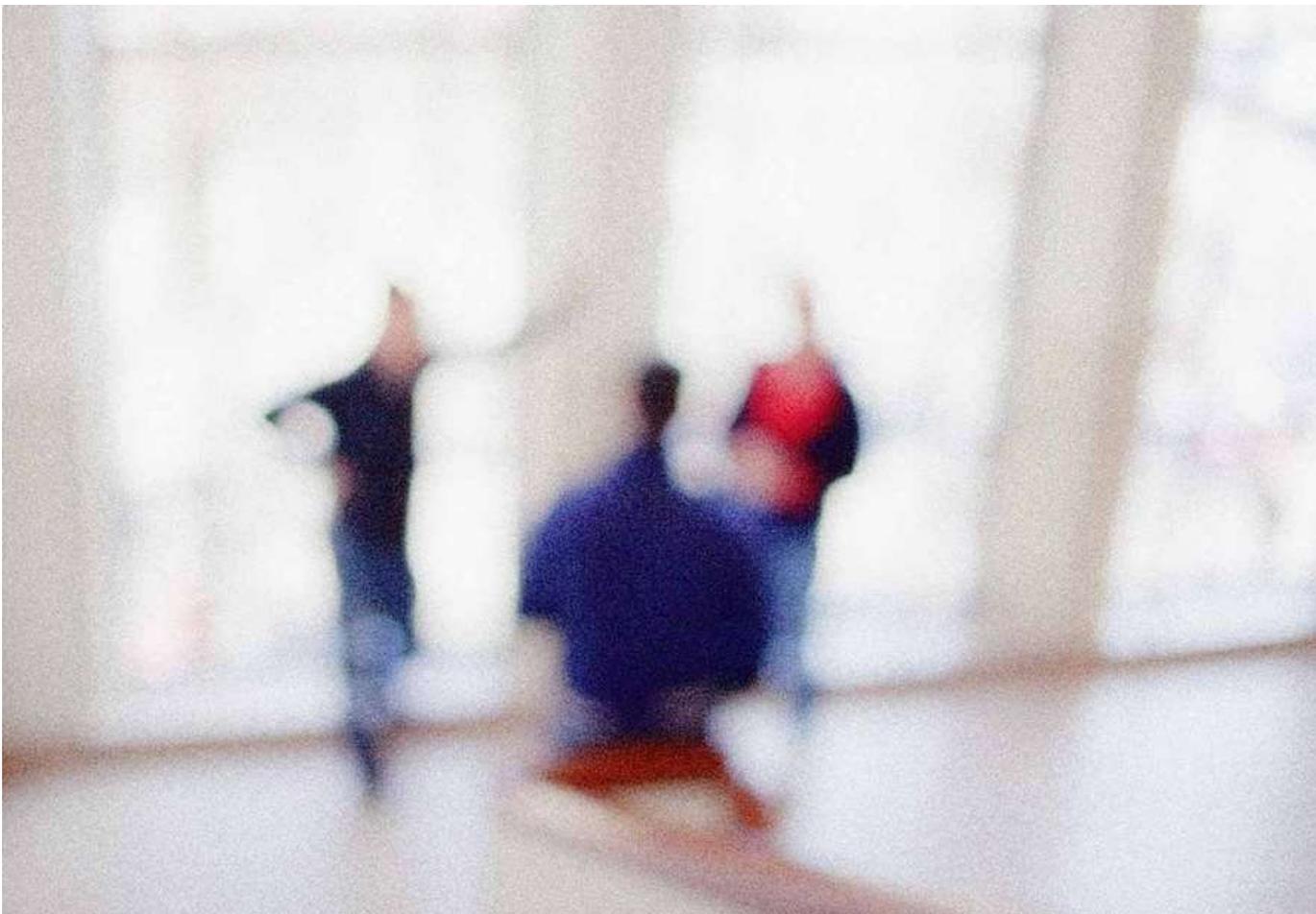


YMCA GEORGE WILLIAMS COLLEGE
Diploma in youth
work practice

YMCA

Handbook 2016-18



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Find our support pages on www.ymoodle.org

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Introduction

Welcome

Diploma Studies provide a chance to explore values, skills and knowledge and to develop as informal and community educators. This programme leads to a:

Level 3 Diploma in youth work practice in England, Wales and Northern Ireland.

This handbook

This Handbook does several things - hence its size.

First it introduces the Programme - how it works, the subjects covered, and the things you, as students, need to do.

Second, we give details of the reports, assessments and assignments that you have to write. We also tell you about the visits that you need to make.

Third we look at how you can make the most of the Programme. Here we look at using supervision, line-management and assessment.

The Handbook is useful and it is advised that you read it from cover to cover. It is also there for reference throughout the time you are with us on the Programme. It is a bit technical in places. We have to make sure that procedures and assessment processes are clearly stated. It is also big - this is so that you only have to go to one place to get the information you need through the Programme.

The boring but oh so important bits.

Please note the following 'boring bits' to ensure a smooth start to the programme.

Starting out

There is quite a bit of organizing to do – and we will be going over this in the first unit of the programme.

Just as a starter:

If you don't have a diary or diary app get one – you will need it!

Contact your supervisor (more about this later) to set up your first meeting.

Make a time with your line-manager to checkout your work plans and to set up meetings

Put in your diary and diary app the dates when assignments and other course work is due to be submitted.

Ask the Programme manager to register you on **ymoodle**. Within a couple of days you will be registered on our on-line learning site (www.ymoodle.org) and can access materials and other resources there.

Having problems?

Talk to us straight-away - it may be possible to make alternative arrangements.

1. Aims and contents of the Programme

Purpose

The aim of the programme is to enable you to explore your values, skills and knowledge and to develop as informal educators and youth workers.

Helping. We use the term **'helping' to describe the** process of being and working with someone around some issue or question; and giving direct, practical assistance.

Informal education. We also think that **'informal education' is a good way of describing the** way in which people working in communities help others to learn. It is a way of fostering learning that works through conversation and dialogue, and the exploration and widening of experience.

Youth work. Youth work is, at heart, about relationship and association – connecting and being with others – and the good that can flow from this. It entails:

Focussing on young people, their needs, experiences and contribution.

Building relationships that allow people to grow and flourish.

Encouraging all to join together in friendship to organize and take part in groups and activities.

Creating moments for reflection, learning and for thinking about change.

Working on the basis of choice. Young people can accept or reject the invitation to take part.

The Programme aims to enable you to:

- Explore your values, beliefs and feelings
- Work within the core values of informal education and community learning and development
- Know and understand the communities within which you work;
- Engage with, and develop and maintain working relationships with individuals and groups;
- Assist with the learning processes of others;
- Facilitate and promote individual and collective action to foster change
- Organize and manage resources;
- Research, plan, organize and evaluate practice;

- Work collaboratively and develop and support collaborative working

Professional validation and credits

The programme is approved by ABC Awards as leading to a Diploma in Youth Work. It is also part of a programme approved by the Standards Council for Community Learning and Development for Scotland.

The Diploma in youth work practice is worth 37 credits.

You can gain an all UK qualification with an additional unit (in total worth 54 credits). This award, in community learning and development, is validated by Scottish Standards. Beyond that you can complete a further 6 credit unit which will give you a UK wide Access to Higher Education Diploma (recognised by QAA).

Professional ethics

Students are expected to work in accordance with the appropriate professional codes of practice and organisational policies when dealing with people. In particular, students must attend to the moral and ethical basis of their work. You can download the Community Learning and Development (Scotland) Code of Ethics and the standards applying to youth work and social pedagogy from your course page on ymoodle.

Programme length

Normally the programme takes 6-12 months. The maximum period normally allowed for completion is 24 months.

Some people take the programme by what is called *open learning* – this means that they negotiate their start and finish dates (and when their course work is due in) with the college. However, most people will have a start date from the College and dates when work is due.

Ways of studying

Many of you taking the programme will be meeting with other students in local groups. Some will be taught by distance learning and will do a lot of studying on your own.

The programme works through you reflecting on your experiences and work – and then connecting this to what is going on in the programme.

You can access specially prepared study materials. You have support from a local supervisor – and you can contact other students through the discussion forums on our site – www.ymoodle.org.

Studying and working

You study at the same time as you are working – and reflecting on your experiences and work is central to what you are about to be doing. To take part in the programme you have to register your working situation with the College – saying what you will be doing and where.

Considering policy

As workers or volunteers you have to operate within the policies of your agency. Organizations will often approach things differently e.g. around how you organize trips or deal with complaints – and we ask you to look closely at what you are required to do within your agency. We also ask you to think about the broader picture – what is good practice – and the particular national policies that impact on what you do.

Changing agencies

If you change agencies, it is possible to carry on with the programme. Similarly, if you are doing the Programme as part of a scheme, and you complete this - but have not finished the Programme, it is also possible to carry on in the agency via a further period of work and study, or to change to another agency (with their agreement).

Please talk to the Course Administrator or your Course Marker/Assessor if this is likely to be an issue for you.

Overview of Programme

The Diploma in youth work practice comprises of one introductory unit and four full study units. Alongside this you have to do another unit which involves a certain amount of face-to-face work and having to explore it.

The units are as follows:

Introducing studying [3 credits]

Introductory unit: Reviewing the experiences people bring to the programme; exploring returning to studying; examining some of the key themes in the programme; and looking at how the programme works. This unit lasts 30 hours.

Unit 1: Reflecting on our experiences [6 credits]

Study topics: Exploring the process of looking back at our experiences; attending to our feelings; deepening understanding. Introducing recording and journaling, using your supervision. Taking stock of where we are now. Writing for others.

Unit 2: Exploring helping, youth work and community learning and development [6 credits]

Study topics: Thinking about helping; helping conversations; helping relationships; youth work and helping; community; community development and participation; public issues and private troubles. Reflecting on ourselves as helpers.

Unit 3: Facilitating informal education and community learning [6 credits]

Study topics: Being an educator; trusting in conversation; fostering democracy and association; exploring reflection and learning; living with values. Reflecting on ourselves as educators. Evaluation

Unit 4: Developing programmes and activities [6 credits]

Study topics: Process, product and evaluation; thinking about needs; designing programmes; facilitating; managing groups; assessment and progression; evaluation.

Concurrent reflection on professional practice [10 credits] (RPP)

Usually people come on the programme already working or volunteering in a youth work/informal education/social pedagogy/community setting. Within the programme you reflect on what you are doing, undertake activities and complete assessments.

How these relate to the ABC Diploma in youth work practice

Our units are mapped against the following ABC units:

Mandatory Group A	OCF Unit Number	Level	Credit Value	
Theory of Youth Work	T/506/9206	2	4	
Safeguarding in a youth work setting	J/506/9226	2	3	
Young People's Development	M/506/9219	2	2	
Engaging and Communicating with Young People	F/506/9239	2	2	
Group Work within a Youth Work Setting	A/506/9501	3	3	
Working with Challenging Behaviour in Youth Work Settings	A/506/9420	3	2	
Reflective Practice in a Youth Work Setting	A/506/9238	3	2	
Work-based Practice in Youth Work	K/506/9218	3	6	
Optional Group B				

Interviewing Skills for Work with Young People	D/506/9216	3	3	
Support Young People to Develop, Implement and Review a Plan of Action	T/506/9223	3	2	
Young People's Participation in Youth Work	J/506/9176	3	3	
Work Effectively with Vulnerable Young People	F/506/9175	3	3	
Support Young People's Transition to Independence	Y/506/9196	3	2	

The total credit value of these units is 37.

2. How the Programme works

Modes

The Programme takes three forms:

Open study. This entails working through special study materials with managers or a tutor in parallel with practice. It may also involve residential or study groups. Start and finish times are negotiated with managers and these are then agreed by the College.

Distance learning. This mode involves working through the study materials in parallel with practice, plus meeting with other students in a local or regional study groups facilitated by a tutor. There are set start and finish times.

'Course-based'. This mode entails joining in regular face-to-face group sessions, alongside using learning materials and supervision. It follows the pattern commonly associated with college-based programmes. It has set start and finish times.

Changing modes during the programme is possible under exceptional circumstances. This may only be arranged with and by the college.

Learning methods

While there are different modes of study, all three use similar learning methods. It is the mix of methods that makes each distinctive.

Management sessions

All students have a manager whom they will meet regularly. This means they work with you to:

Identify training and development needs and how these may be met.

Reflect on your experiences as workers.

Assess your development. The manager completes assessment forms and contributes to the assessment of your learning and abilities.

Supervision

Each student has a supervisor. It is the task of the supervisor to work with you so that you can reflect upon your experiences, develop new understandings, and apply these understandings to new situations.

The focus of supervision is your learning in relation to your practice as informal educators and animators of community learning and development.

Supervisors also write assessments of your learning.

The responsibility for arranging and attending supervision sessions rests with you, the student. You are required to travel to your supervisor.

Sometimes your line manager will also be your supervisor.

Study materials

Throughout the Programme, you can access study materials. These are specially written study units. Each unit will have a number of **sections** dealing with different subjects. There may also be some extra readings and case studies. The shape of a unit goes something like this:

Contents - the main part of the unit begins with a list of contents. This is followed by

Pieces. These focus on different topics. Within them you may find:

Readings. Here people will be asked to look at book or article, and may be asked to consider certain points.

Reflection points. These provide opportunities for you to think about what has been said.

Feedback. We are always updating materials to meet people's needs. To do this we need feedback. There are various opportunities for this - but one formal way is linked to the study materials - the feedback sheet.

The *Feedback Page* on ymoodle gives you the chance to let the staff know about the quality of the activities and materials they have used during the study period. Feedback contributes towards the improvement of the Programme.

Recording and reflection

As a student, you reflect on your work and experiences during the Programme. One of the most important ways of doing this is to keep a journal and written records of working sessions. We put a strong emphasis on the use of such recordings. You will need to make personal use of recordings as well as using them with your supervisor in order to explore your work. Since the recordings provide some of the evidence of work done, appropriate extracts from them will also be expected in assignments you write.

Written work

You will be required to do written work.

Material that is graded and/or recorded on the Academic Record includes the following:

Assignments

Activities

An Index of evidence

Assignments. You will be required to submit a certain number of assignments for each module. These may be:

Reports : You write an account of some activity undertaken, an analysis of the outcomes, and any results or proposals that arise from it. This is the main form of assignment in the Programme.

Essays: These are discussions of a subject.

Professional forms of writing: You may be asked to present material in a number of ways relevant to the task of the informal and community educator.

Activities. Here you have to undertake a small piece of work then write a short report. You can either send your report in at the end of the unit – or submit via our e-learning system at www.ymoodle.org.

Index of evidence. During the programme you have to complete an index of evidence. This basically is a map of how you meet the requirements for level 3 qualification in youth work practice.

Study groups and circles

Some of you undertaking the Programme will meet with your manager and supervisor - but may not work directly with other students for much of the time. You may be in a position to join study circles or groups - but this is not a Programme requirement for Open Learning. Some of you on the distance learning and 'course' modes will take part in study groups. These sessions may be used for:

Direct input on the area being studied;

Reporting on and discussing various Programme tasks such as the assignments and activities;

Thinking about the ideas and practices discussed in the study materials;
and

Exchanging and examining experiences; considering possible solutions to practice and learning problems, and alternative ways of working.

A variety of learning methods will be used.

Study visits

In order to expand your thinking and get some contrasting pictures of the youth work, you will undertake 2 study visits within the duration of the programme and submit a short report based upon your findings.

Internet support

The programme has its own on-line learning environment on ymoodle. It has discussion areas, additional activities; guides to new and further reading; internet links to other helpful sites; and messaging.

Special programmes

Special distance learning groups may be set up by agencies. This will only happen by arrangement with the college. Any interested parties should seek the advice of college staff.

3. Programme requirements

Programme requirements refer to those things that you have to do and complete. From time to time the FE Programmes' Committee may set additional requirements for individuals where there has been some problem or disruption in their studies.

Programme requirements for Diploma in youth work practice consist of:

1. *Written work* - essays, reports, special activities and other special forms of writing. For the Diploma in youth work practice there are six written assignments. There are also a number of required activities.
2. *An Index of evidence*. You are required to produce and submit an index of evidence.
3. *Attendance at management sessions*, 8 sessions of one hour (evenly spread over the course).
4. *Attendance at supervision sessions*, 8 sessions of one hour (evenly spread over the course).
5. *180 hours of face-to-face practice*. You need to be working with young people (aged 11-25) from a variety of cultures. This practice must be professionally supervised.
6. *Study visits*. You are required to make 2 study visits by the end of the programme and write them up.
7. *Submission of work by due dates*. A due date is the last date by which the work must be received by the College via *ymoodle*. If you foresee that your circumstances prevent you from submitting a piece of work by the assigned 'due date', you should contact the Programme Manager ahead of time to apply for an extension. Work received after the due date without prior notification, will be considered late and receive a mark of no more than 'pass'.
8. *Submission of end of unit forms* You and your manager also have to complete a form at the end of each unit.
9. *Assessments from your supervisor/manager* have to be completed for the final assessment.

It is essential that all Programme Requirements are met. Failure to meet any Programme Requirement will be taken into account by the Board, and may result in a decision to defer or not assess a student.

Submission of work

You submit your work via our virtual learning system.

Attendance

Where attendance is required it is taken to mean attendance for the full duration of the session or event.

Students who are absent from a Study Day or residential (where this is part of the programme) must provide the tutor with a brief written comment explaining their non-attendance. This will be passed on to the College for the Record and taken into consideration at Assessment time.

Assessment dates

Meetings of the Award Board take place several times a year. At the Board examiners assess students' progress during the programme and make recommendations. More information about this process is contained within the assessment regulations.

Changing agencies

Where you have completed your placement - but have not finished the programme - it is possible to complete by special arrangement.

Please talk to one of the Diploma Studies tutors if this is likely to be an issue for you.

4. Assignment tasks

Introduction

In this section we set out the assignment tasks that students have to complete during the Programme.

The marks from assignment 1 do not count in the final assessment. It is a diagnostic assignment designed to give you the opportunity to have a practice run at the beginning of the course.

Assignments are usually completed alongside a study unit. One assignment is linked to an on-going piece of face to face youth work.

The dates when assignments are due are set out in a calendar for those on the distance learning and 'course' Programmes. On the open learning mode due dates are agreed between the student and the Course Administrator.

Each assignment is clearly stated. Information and handy hints are included to help you understand what is expected of you. In addition, there is also support material available on ymoodle.org. The assignments are pitched at a level appropriate to each stage of the Programme. The assignment briefings get less detailed as you progress through the programme. It is expected that you will be more independent at later stages of the programme.

Assignments should be submitted via the course page at ymoodle.org.

Assignments are marked and graded before they are returned to students. Students should receive their feedback via ymoodle.org no later than four *working* weeks of the due date. The programme calendar sets out term dates.

Assignment i (for the introductory unit)

You and your agency

The task

Write a profile of the organization where you are based – and reflect on the work you do

Within this task you should provide a brief account of your organisation, what services it offers and how these are offered. In addition, you should make reference to your agency's policies (e.g. Health & Safety including risk assessment, Child Protection, Confidentiality etc.) and provide an example of how one of these policies applies to your face to face work.

Examine the work that you do within the agency and say what title (e.g. educator, youth worker, support worker, helper, carer, community worker) best describes what you do and why.

Due Date

The assignment should be submitted via ymoodle by the date in the programme calendar or your agreed date.

Length

1000 words (aim for plus or minus 10% - in other words it must be between 900 and 1100 words).

You must include a word count

Marking Criteria

As set out in this Handbook.

This assignment is a diagnostic one. It helps you, and us, see where you might need to develop. The grade you are given does not count to your unit grade.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, tutors, supervisors, managers and other students will be able to assist.

Referencing

Check out the piece on referencing at the end of this section.

Remember: make sure that you include the assignment cover sheet (downloadable from ymoodle.org) at the start of your assignment and submit the combined assignment and cover sheet via ymoodle.org. Please write using one and half space or double space text and wide margins.

Handy hints

Read the Introductory Unit and think about aims etc.

Consult your job description and discuss it with your line manager when looking at the purposes of the agency.

Think about your values as an informal educator and animator of community learning and development (why you do it!) and how they link to the task and purpose of the agency.

When researching be sure to make references to the aims & objectives and policies & procedures that you work to.

Remember to *analyse* your practice as opposed to just describing the work that you do!

Explore the examples that you intend to use for your assignment within your supervision sessions (i.e. reflect upon your practice).

Assignment 1 (for unit 1: Reflecting on our experiences)

Reflecting on your work

If you haven't started keeping a journal about your work, or writing recordings about on significant incidents and conversations, then you need to start. You have to use one for this task!

Task

Choose a recent encounter with a young person that interests you (and one about which you have notes or records).

Reflect on that encounter.

Write an assignment that explores:

What is involved in reflecting on an encounter.

How you think the other person saw you, and how you saw them.

What you did in the encounter (the good things and the bad).

What you have learnt from reflecting on the encounter and how you might work differently in the future.

Include a recording of the encounter as an appendix to the assignment. ***N.B. this should be excluded from the assignment word count.***

Due date

The assignment should be submitted via ymoodle by the date in the programme calendar or your agreed date. [If you don't have access to ymoodle you can post it – but let us know.]

Word length

1500 words (plus or minus 10%). You must include a word count on your assignment cover sheet (downloadable from ymoodle.org).

Marking criteria

Application of knowledge. Application of skills. Use of information. Communication and presentation. Autonomy/independence. Quality. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Remember: make sure that you include the assignment cover sheet (downloadable from ymoodle.org) at the start of your assignment. Submit the combined assignment and cover sheet via ymoodle.org. Please write using one and half space or double space text and wide margins.

Handy hints

Key ideas

When writing an assignment like this it is important to think about the key ideas you need to discuss.

Here, for starters, you will need to work out what is meant by 'encounter' and by 'reflection'. To do the second thing you can start by reading Huw Blacker's piece on reflecting on practice in the unit. To research 'encounter' begin by doing an internet search. Then refine your search by putting in encounter + informal education.

One way of helping you to think about the way in which the other person sees you, and you see them is via the idea of 'roles'. To research role follow the same as above. Do an internet search on 'role' then 'role + informal education'.

Recording

Check out the section on *recording as reflection* in the unit to help you think about recording.

Use headings

When writing your assignment, try to break the report up into sections with different headings. This will make your assignment easier to read, as well as helping you to decide what to put and where.

For this assignment you could just use the four elements of the task and add an introduction and conclusion.

Assignment 2 (for unit 2: Exploring helping)

Exploring helping

The task

Think about yourself as a helper and youth worker

Write an assignment that discusses:

What 'helping' means in practice. You should include some examples from your own work to illustrate and deepen the points you are making.

The values underpinning helping and youth work

You as a helper and youth worker

Due date

The assignment should be submitted by the date in the programme calendar or your agreed date.

Word length

1500 words (plus or minus 10%). You must include a word count on your assignment cover sheet.

Marking criteria

Application of knowledge. Application of skills. Use of information. Communication and presentation. Autonomy/independence. Quality. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course marker/assessor, supervisors, managers and other students will be able to assist.

Remember: make sure that you include the assignment cover sheet (downloadable from ymoodle.org). Submit the assignment and cover sheet via ymoodle.org. Please include double space text and wide margins.

Handy hints

Helping

To think about what helping means in practice probably the best starting point is the first three pieces on helping in the Unit. You can then consider this in relation to your own experiences and work.

Values

As a way of thinking about the values involved in helping you could go back over Huw Blacker's piece on values, interests and reflection in last Unit (on reflection).

You as a helper and youth worker

We talked about role in the last assignment

Assignment 3 (for unit 3): Facilitating informal education and community learning

On conversation

The task

Conversation is central to the work of the informal educator and youth worker.

Write about a one to one conversation that you have had in your role as a worker with an **individual** child or young person in your project.

You should:

1) Describe the nature of the conversation.

Here it is important to say something about:

What made this a conversation.

How this conversation came about.

What was said and done.

What impact the non-verbal aspect played.

The setting where it took place etc.

2) Analyse the conversation. Having already *described* what has gone on, you should then move on to *explore* your experiences and feelings.

Here it is important to say something about:

Why you think things happened as they did.

What part your ideas and feelings played and how you felt your values and attitudes influenced the conversation.

What you think the other person may have been experiencing at the time and what impact their values had upon the outcome of the conversation (relationship etc.).

3) Draw some conclusions and make recommendations.

Here you should make some judgements about whether you were acting as a worker and if learning took place.

What went well and what didn't go so well and consider what you would do differently next time.

Finally, explore where you might need to develop to improve your work in relation to working with individuals (one to one conversations etc.).

Recording the conversation

With the assignment you must provide a brief written summary of the conversation. This should follow along the lines of a recording (script style) and be put at the back of your assignment. ***N.B. this should be excluded from the assignment word count.***

Due date

The assignment should be submitted via ymoodle by the date in the programme calendar or your agreed date

Word length

1500 words (plus or minus 10%). You must include a word count on your assignment cover sheet.

Marking criteria

Application of knowledge. Application of skills. Use of information. Communication and presentation. Autonomy/independence. Quality. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Remember: make sure that you include the assignment cover sheet (downloadable from ymoodle.org) at the start of your assignment and submit the combined assignment and cover sheet via ymoodle.org Please write using one and half space or double space text and wide margins.

Handy hints

Read around the subject

Read around the subject and include quotations and ideas from what you have learnt. You will find Chapter 2 of the set text and www.infed.org especially useful. Check out other books, journals, newspapers and so on to expand your thinking.

You also need to think about yourself as a youth worker – thus reading the section in the unit on this may help.

Give examples of what you are talking about

Readers are interested in what you have been doing. For example, if you are focusing on a conversation you had with a participant, make references to your Appendix to include what you and the other person said (e.g. See lines 6 & 7 of conversation recording). This will allow the reader to connect with the point that you are making.

Talk about your thoughts and feelings

It is good to include how your thoughts and feelings may have affected what you said and did. For example, I saw X was sitting by herself, looking sad. I felt worried about her, so I went up and asked if she was OK.

What was the other person thinking and feeling?

You should also say something about what you think the other person was feeling and thinking. It is good to include how you think their thoughts and feelings may have affected what they said and did. Make sure you have evidence for what you say. For example, you could say that someone may have been feeling angry and upset when they lost a game of snooker. Your evidence would be that they were shouting, had a furious look on their face and were making threatening gestures.

Reflect upon what went on.

For example, you may think it was a good move to ask X if she was OK. Think about why you did it that way and what you could have done differently.

Remember you are a worker

You should say something about what you think the other person learned from their encounter with you. It is good to include what you learned from working with them. Be honest –workers learn from their mistakes. Talk about where you might need to develop. Explore some of your thoughts within your supervision sessions and include these examples within your assessments.

Use your supervisor

Explore the example of conversation that you intend to use for your assignment, within your supervision sessions (i.e. reflect upon your practice).

Researching

Don't forget to reflect on some relevant theory within this assignment, alongside your main analysis. Check out the piece on referencing at the end of this section. Remember to check if you have referenced the theory you include properly.

Assignment 4 (for unit 4: Teaching and group work)

Working with groups

The task

Explore a piece of work you have done with a group of young people where they have had the opportunity to plan and develop an activity or event.

The focus should be on a situation where you have worked with participants, as an educator/worker in order to facilitate their involvement, in a new learning experience.

Your assignment should include:

A description of the work undertaken

A discussion of what went on

An examination of what part people played in the process and how they coped with the tasks and responsibilities.

How your intervention helped or hindered the group's learning

An exploration of the issues that this work raises for informal educators and helpers.

Due date

The assignment should be submitted by the date in the programme calendar or your agreed date.

Word length

1500 words (plus or minus 10%). You must include a word count on your assignment cover sheet.

Marking criteria

Application of knowledge. Application of skills. Use of information. Communication and presentation. Autonomy/independence. Quality. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Remember: make sure that you include the assignment cover sheet (downloadable from ymoodle.org) at the start of your assignment and submit the combined assignment and cover sheet via ymoodle.org. Please write using one and half space or double space text and wide margins.

Handy hints

Reading

Read chapter 3 of Informal Education (the set text) and the unit on facilitating informal education, and Unit 4 Developing communities and groups. Use these to explore the question.

Remember to check out other sources of ideas and theories (check out www.infed.org).

Explore your practice

You need to explore your face-to-face practice, making links to appropriate study materials

Writing and researching

Follow the various conventions associated with assignment writing – and check your referencing.

Use your supervisor

Explore the example that you intend to use for your assignment within your supervision sessions (i.e. reflect upon your practice).

Assignment p (for Unit p: Reflection on professional practice)

The task

Arrange 2 study visits to other contrasting settings for work with children and young people.

Please note that one visit should be to a provision for children and young people with special educational needs or disabilities.

Write an outline of what you want to do – and your feelings about visiting other projects or organizations.

Reporting on your study visits.

When completed you should write a report highlighting your experiences of each visit (see template).

Within the report you will need to explore notions of good and bad practice and justify your judgements based upon some of the learning areas taken from the course.

Due date

The assignment should be submitted online via [ymoodle.org](https://moodle.org) by the date in the programme calendar or your agreed date.

Word length

1000 words (plus or minus 10%).

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Bibliographical references

Writing a bibliographical reference

When you write an essay or paper, you will include quotations and arguments from other authors' works, either from books or journals. You must always acknowledge your use of other writers' ideas or words. There are two main reasons to list all your sources accurately. Firstly, if you do not, you risk being accused of plagiarism. Secondly, your reader and you may well wish to follow up your references either now or in the future. You will save everyone time and effort in the future by giving an exact reference, clearly stating the page number and edition of the particular book used.

There are, at least, two different ways of noting these references to other authors' works. At this College, we require all students to use the following method.

Whenever you use a direct quotation you should include it in the text in one of two ways:

- A short quotation should be put in quotation marks.
- A longer quotation should be in a separate indented paragraph with no quotation marks

You must then give brief details of your source in your text immediately following the quotation. You must provide the author's last name followed by a comma, the date of the book's publication followed by a colon and the page in the book or journal article. These should be included in brackets at the end of the quotation e.g. (Brown 1987:37).

If an argument is referred to rather than quoted, you may or may not include the page reference as appropriate e.g (Brown 1987 55 62), (Green 1998).

At the end of the essay, you should include a bibliography. This is a full list of details of any books and/or journal articles to which you have referred when writing your essay.

The bibliography should be written out like this:

- surname of author followed by a comma, then
- initials of author followed by a full stop, then
- year of publication in brackets with the edition used if applicable, then
- title of publication – this should be in italics, then
- place of publication followed by a colon, then
- publisher ending with a full stop.

For example: Brown, J. (1999 2nd edition) *How to write references*, London: Peacock Books.

The bibliography should be arranged in alphabetical order of the authors' last names. If you quote two books by the same author, list them in date order of publication, with the earlier one first.

Examples of bibliographic references

Book. This is the simplest reference to list.

Singh, O.K. (1995) *Introduction to youth work*, London: Methuen.

Paper from a symposium, or a chapter from a book with various authors.

In this case, you need to make clear both the author and title of the particular chapter you used as well as the editor or author and title of the whole book. In this way, you will be able to find the correct book and page again in any library. Give the title of the article or chapter in ordinary print in single inverted commas and then the title of the journal or collection in italics.

Khan, M.M. (1998) 'Adult education', in Green T. R. *Adult learning*, Cambridge: Cambridge University Press.

Journal. For journal articles, again include details of the author and title of the article.

Kelly S. N. (1987). 'Work and play' in *Leisure Review*, Vol.24, No.3, pp 3-6, London: [MC Press].

Study pack item. Include the author's name if it is given, if not 'YMCA George Williams College' becomes the author.

Rogers, A. (1998). 'Reporting to others' in *ICE101 Unit 5: Undertaking small research projects*, London: YMCA George Williams College.

YMCA George Williams College (1998). 'Cognitive development' in *ICE102 Unit 1: Human development 1*, London: YMCA George Williams College.

Government Reports. If the chairperson named they should be included at the beginning. If not, then list department or the Committee producing the government report. Barring this, use the government as the author. For example:

Macpherson, W. (1999) *The Stephen Lawrence Enquiry*, London: The Stationery Office Limited.

Department for Education and Employment (1998) *The Learning Age, a renaissance for a new Britain* London: The Stationery Office Limited.

Quoting. If you wish to repeat a quotation cited in a book you have read, you are recommended to try and chase up the original publication yourself in a library and then reference that as usual.

If you cannot do so, then you must acknowledge the actual writer of the words quoted as well as the source where you found them. So, you should include details of the

original author as well as the actual publication you used at the end of the quotation within your text e.g.

(Schmidt, J. cited in Nowitsky, C. 1997:32)

You should then include the book that you actually used in the bibliography:

Nowitsky, C. (1997) *An introduction to organic gardening*, London: Green Books.

Internet references. If you want to quote from an article which has been published both in a print journal and on the Internet, give details of both sources and put the date that the internet page was accessed:

Ehrenrich, B (1999) 'The real truth about the female body', in *Time Magazine* Vol 153 No. 9 New York. Available <http://cgi.pathfinder.com/time/magazine/articles/> [Accessed June 22, 2009]

If the piece is not available in print, you will obviously not be able to give the place and name of the publisher:

Beck, S. (1997) *The good, the bad and the ugly: or, why it's a good idea to evaluate web sources* <http://lib.nmsu.edu/staff/susabeck/evalcrit.html>. [Accessed July 15, 2009].

5. Activities

Each unit involves a number of different activities – mostly that you do for yourself. However, there will always be at least one that you have to send to the College or complete on-line *and* use with your supervisor. They usually take the form of writing a journal entry or a recording about some situation or piece of work that you are involved in.

Below we set out the activities that you have to complete for the College.

Activity i (for unit i: Introducing studying)

Looking back

The task

Look back at the work you have done in the last week, and your experience of starting the Programme.

Choose something that has pleased *or* worried you.

Describe the experience in around 200 words. Then reflect on the experience and say what you have learnt, and what you need to think about some more (150 words).

Due date

The activity should be given or sent to your supervisor *and* submitted online via [ymoodle.org](https://moodle.org) by the date in the programme calendar or your agreed date.

Word length

300-400 words (plus or minus 10%).

Grading criteria

Understanding of the subject. Application of knowledge. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Activity 1 (for Unit 1: Reflecting on our experiences)

Interview a young person

The task

For this task you need to interview a young person.

The focus of this interview should be around their thoughts concerning the sort of job or career they might want.

To do this you need to:

Prepare. This involves thinking about the questions you want to ask –and how you might phrase them. It also involves

Thinking about what the young person may be feeling about being interviewed (and how you might create an environment in which they can talk about their experiences, concerns and hopes).

What sort of preparation the young person might need to undertake before the interview and what information they might need.

Conduct the interview. Remember to:

Say something at the start about the focus of the interview – and why you are doing it.

Ask plenty of open questions (questions that involve something more than 'yes' or 'no').

Listen and respond appropriately

Try to cover the areas you thought might be important when you prepared for the interview unless something comes up that feels more important or significant.

Think and ask about next steps to be taken.

Make a record of the interview (in line with the policy of your agency etc.)

Follow up. Talk to the young person later about what they have been thinking or doing. Do any tasks that you promised you would.

For this activity you need to write around 300-400 words on how you prepared for interview, how you conducted the interview and any follow-up that was involved.

Note: This activity is directly linked to *Interviewing skills for work with young people* – a unit within the ABC Diploma in youth work practice.

Due date

The activity should be submitted to the College via ymoodle.org by the date in the programme calendar or your agreed date.

Word length

300-400 words

Grading criteria

Understanding of the subject. Application of knowledge.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, tutors, supervisors, managers and other students will be able to assist.

Activity 2 (for unit 2: Exploring helping, youth work and community learning)

The task

Reflect on your local community (where you work). Write a journal entry exploring

The meaning of the word 'community'

Your feelings about the community.

What you think are the main areas of need in your neighbourhood and how your organization could help to meet those needs.

Due date

The activity should be given or sent to your supervisor *and* online via [ymoodle.org](https://moodle.org) by the date in the programme calendar or your agreed date.

Word length

500 words (plus or minus 10%).

Grading criteria

Understanding of the subject Application of knowledge. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Activity p1 (for Unit p: Reflection on professional practice).

The task

Find out, and then briefly report on, the relevant legislation and regulations that relate to working with children, young people and vulnerable people in your own agency.

Report on the nature, extent and limits of your own role in safeguarding people.

Explain the roles and responsibilities of others in your organisation in relation to safeguarding vulnerable people.

Due date

The activity should be submitted to the College via ymoodle.org by the date in the programme calendar or your agreed date.

Word length

500 words (plus or minus 10%).

Grading criteria

Understanding of the subject Application of knowledge.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, tutors, supervisors, managers and other students will be able to assist.

Activity 3 (for unit 3: Facilitating informal education and community learning)

Inequality

The task

Write some notes that:

Identify an issue of discrimination or inequality in your neighbourhood or community.

Briefly outline what needs to be done to combat that discrimination or inequality?

Suggest some steps that your agency could take to help with that.

Due date

The activity should be given or sent to your supervisor *and* submitted online via ymoodle.org by the date in the programme calendar or your agreed date.

Word length

500 words (plus or minus 10%).

Grading criteria

Understanding of the subject; Application of knowledge; Use of information. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Activity 4 (for unit 4: Developing programmes and activities)

Participation and change

The task

Reflect on the way you work.

Write some notes that discuss whether you work in a way that encourages participation and democratic ways of working.

Are the relationships you build fostering participation and choice?

In what ways could you be working further so that people can act to change things in their local communities?

Due date

The activity should be given or sent to your supervisor *and* submitted online via moodle.org by the date in the programme calendar or your agreed date.

Word length

500 words (plus or minus 10%).

Grading criteria

Understanding of the subject Application of knowledge. Use of information. These are explained in the Student handbook.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, supervisors, managers and other students will be able to assist.

Activity p2 (for Unit p: Reflection on professional practice)

Task

Risky behaviour: write a short report on:

- a. Responding appropriately to vulnerable people at risk.
- b. Assisting people with safeguarding their own welfare.
- c. Sharing information about young people while respecting their rights to privacy and confidentiality.

To answer these questions you need to consider whether you can do the following:

A. **Responding.** Can you:

Explain how to respond respectfully and confidentially to vulnerable people at risk and adjust own communication between situations to different needs, contexts and ages?

Use organisational systems for identifying, recording and reporting possible risks, including possible abuse?

Explain the importance of taking prompt action and following safeguarding procedures?

B. **Assisting.** Can you:

Enable people to identify hazards associated with their lifestyle and environment and their associated risks?

Enable people to identify sources of support and actions they can take to address risks identified?

Assist people to develop practices which safeguard their own welfare consistent with their age, interests and abilities?

Help people to establish clear and concise ground rules for maintaining their physical and emotional safety?

C. **Sharing.** Can you:

Explain the importance of keeping individual records, how to access and use this information in line with national and local policy and guidelines on record-keeping?

Explain the ethics of consent and confidentiality and explain the tensions between an individual's rights and the organisation's responsibility to individuals?

Explain how to deal with issues of confidentiality and who has the right of access to information and images that have been recorded?

Explain the tensions that may exist between individual's rights regarding consent and confidentiality and the organisation's responsibility to individuals.

Explain the law and good practice guidelines on consent and how these apply when a young person is at risk of harm to self or others.

Due date

The activity should be submitted to the College via ymoodle.org by the date in the programme calendar or your agreed date.

Word length

500 words (plus or minus 10%).

Grading criteria

Understanding of the subject Application of knowledge.

Assistance

If you want to talk about how to approach writing the report, course markers/assessors, tutors, supervisors, managers and other students will be able to assist.

6. Practice assessments

Introduction

To pass the Programme, and qualify as a youth worker at this level, you have to demonstrate that you can work at the right standard. You can see the abilities we are looking for in Appendix 2.

At the end of each unit you and your manager have to sign off some of your abilities in the end of unit form. Your manager/supervisor also contribute to the process towards the end of the programme when you have to produce an index of evidence. This maps your abilities against the requirements for qualification. The due date can be found either in:

- the Programme Calendar (for distance learning and ‘course’ students); or in
- Part six (‘Programme dates’) of the registration form (for open learning students).

Writing assessments

Guidance on how to complete the index is given later in this Handbook. Managers and supervisors have a Handbook of their own that covers what they need to do. .

The process

The first step is gather evidence about your practice as you go through the programme. This is something to talk about with your manager/supervisor.

The second step involves you filling in the index – and then giving it to your supervisor/manager towards the end of the programme (you will have the date when this due)

At the same time you should remind your manager/supervisor that they also needs to write an assessment.

The third step entails you collecting the assessments and checking the index - and then uploading them together onto ymoodle.

7. Exploring practice with your supervisor

Introduction

Each student undertakes supervision. Supervisors and students meet together for an hour at regular intervals through the Programme (8 times in all).

Supervision focuses on the way you think and act as professional workers and educators.

Supervisors work with you so that you can attend to feelings, reflect on experiences, and develop new understandings. Supervision is about helping us to think. As Chandu Christian and Jane Kitto (1987) have put it: “Through thinking better we are likely to deal more effectively with the confusion and anxiety that plays such a part in the work.”

Approaching supervision

Participating in supervision for the first time can be a strange experience. Often we are not used to having an hour just to ourselves. Sessions can also be threatening - we are being asked to reveal something of ourselves.

How you feel about supervision may well depend on whether you have been involved in supervision before. If you have then you may have some idea of what to expect. But no two supervisors or students are the same - and situations are different.

While similar processes can occur in both managerial and 'non-managerial' supervision, there are different priorities in each. In managerial supervision the first responsibility is to the organization. Their task is to enable you to work to meet the aims of the organization in the most effective way.

In non-managerial or developmental supervision the task is to work with you so that your actions are good - that is to say that they foster human well-being.

These two tasks can overlap. Youth work and community education agencies should be concerned with well-being as well as the health of the organisation.

What is a supervision session?

From what has been said above supervision sessions are meetings which have the specific purpose of enabling you to think about your work, in order to further your learning and future practice.

As you talk about the experiences that you are involved in, supervisors will encourage you to:-

Reflect upon your experiences;

Become more objective about them;

Analyse them;

Plan your work - decide what to do next and how to do it;

Evaluate and assess what you have done.

The focus of supervision, therefore, is **you and your work**. Mary Turner puts it well:

I find it helpful to think of the supervisor as 'super vision': 'super' in this sense suggests that the supervisor can have a larger and freer view of the work the worker describes to them simply because they are not directly embroiled in it. The worker is involved in the work, both intellectually and emotionally, and this makes it more difficult for him or her to think objectively about it. By listening carefully, questioning and exploring the worker's perceptions of the pattern, and the worker's own role within it, than would otherwise be likely. (Turner 1995: 125)

What a supervision session is not

Having now considered what a supervision session is, let us now turn to what it is not.

Firstly, it is not a chat with a friend. This is not the place for 'getting to know' a supervisor by finding out about her/his background, work, interests, family, opinions, etc. The focus is you and your work, not the supervisor.

Secondly, it is not a question and answer session where students pick their supervisor's brains. Supervision encourages you to think for yourself rather than to receive 'answers'.

Thirdly, it is not a formal teaching session, in the way that we may be used to thinking of it. You will not be told what to learn. The session will be based on the material which you bring and your thoughts and questions about it.

Fourth, a supervision session is not just about problems and crises, although it may be at times. If we regard supervision as only for problems, then what happens when things are going well?

What kind of things can I take to sessions?

The focus of supervision is your learning in relation to your practice as workers. This gives you quite a lot of material and experiences to choose from!

For example, you may decide to take along a written account or recording of a piece of work you did in your agency and about which you have some questions or concerns. You may want to explore your response to becoming a student. You may want to think

further about some of the ideas you are being exposed to in training, or to consider how these relate to your work.

Preparing for sessions

To be useful, sessions with supervisors need some thought and preparation. Three areas are of special importance.

First, you need to be thinking about your work. Here keeping a journal or notes/records of events and experiences is a special help. It is then easy to look back at them and to identify things that could do with some thought and work.

Second, you need to keep up with your reading and the learning materials. This helps to deepen understanding of the key ideas that underpin the work.

Third, you need to be thinking about the reports and other paperwork you have to complete. Exploring these within sessions with a supervisor can be very helpful.

All this says something about time management. Your work will need careful planning - and an eye needs to be kept on what is to be done when. This is likely to be an area that will feature in many supervisory relationships.

When and where

The supervisor may work in your agency - or may be outside the agency. The responsibility for arranging and attending sessions with the supervisor rests with the student. You usually travel to your supervisor for sessions.

8. Working with your manager

Introduction

The Line Manger is an integral part of the assessment process. In this section we look at the job of the manager, and the sorts of things that need to be attended to for the Programme.

For many of you undertaking the Programme, your manager may also help and guide you with your studies.

The manager's job

Essentially, Managers do seven main things within the Programme. They should work closely with you to:

- Induct you into the Programme and the agency if necessary

- Decide and plan work programmes

- Identify training and development needs and how these may be met

- Implement work and training programmes

- Reflect on experiences and to review the work done

- Assess development and feed this into the Programme assessment process

- Provide support through regular one to one meetings backed up with appropriate evidence (submitted with each assignment)

From this it can be seen that managers are central to learning.

Meetings with the manager

The manager should meet the volunteer or worker on a regular basis. Evidence from these meetings is needed for the end of unit form (this will allow us to award credits for each stage of course). It is helpful if notes are kept and agreed of the contents of the meeting so that both managers and volunteer or workers know where they stand.

Dave Coates has produced a helpful outline of what the agenda for such a line management session might look like (see below).

In addition to helping volunteers and workers to plan their work, the manager will write two assessments (reports) based upon the student's face to face practice.

An agenda for a line-management session

1. THE VOLUNTEER'S OR WORKER'S AGENDA
2. ADMINISTRATIVE MATTERS (from contracts to holidays and timesheets)
3. FINANCIAL MATTERS (from petty-cash to long term pending plans and budget updates)
4. INFORMATION (communicating internal and external matters related to the work/worker or volunteer)
5. REVIEW OF MONTHS WORK
 - face-to-face work
 - case work
 - young people's development
 - update of other work

Review ratio of time spent on youth work, administration, development.

6. PLANNING NEXT MONTHS WORK - setting priorities (related to quarterly development plans)
7. TRAINING AND DEVELOPMENT NEEDS - (update on scheme and other courses etc.)
8. (every quarter) Quarterly review of objectives; evaluate them; plan for next quarter; set realistic, achievable, measurable objectives.

Preparing for sessions

Preparation for sessions is likely to take much the same form as supervision. The additional element is that you will need to also be clear about:

- how you have spent your time since the last meeting;
- the progress on the various tasks that you agreed to do;
- any new issues and pieces of work that are needed;
- your progress in training - and issues arising for their work and the agency;
- the tasks you want to achieve over the next period - and what the costs in terms of time and resources may be.

9. Using tutors and college staff

There is a range of ways that you make use of other people involved in the Programme. Details of the main people to contact are in the inside front cover of this Handbook.

Here we have picked out some of the more common reasons why people contact tutors and college staff.

Exploring assignment tasks. Sometimes, even after thinking about an assignment task and talking it over, some part of a question is not clear. Many of the questions we are asked are around this area. If you are having a problem with an assignment task - and you have tried looking at it from different angles - then don't leave it too long before contacting either your supervisor or your course marker/assessor via the 'messages' section on ymoodle.org.

Following up on assignment comments. Course markers/assessors try to make the comments as helpful as possible. Sometimes it is important to talk through a point raised - or to follow a suggestion, perhaps when working on the next assignment. Course markers/assessors often invite questions and contact on their feedback on assignment tasks - the offer is genuine, take it up!

Handling emergencies. Things may come up which disrupt studying and work. In these situations it is important to talk with a Course marker/assessor. If there are things that need doing in relation to Programme dates and/or extensions, please contact the Course Manager at the college.

Getting clarification on assessment and other Programme activities. Completing the Index of Evidence and some of the other activities involved in the Programme can be a bit strange the first (and even the second) time around. If you are experiencing a problem in this area then talking with your supervisor or manager may well help - but it may be that you still need clarification. Here you should contact your course marker/assessor, via the 'messages' section on ymoodle.org.

Problems with study materials. If you can't access study materials talk to the programme manager. If some element doesn't seem to make sense - then the best person to talk to is probably your course marker/assessor, who may then direct you to the Programme Manager at the college if necessary.

Issues around work programmes and the agency. Here the first point of call is your manager. If work problems e.g. around the type of work you are doing or who you are working with, affect how you undertake the Programme then it is also important to

explore the matter with your supervisor. Your course marker/assessor, or the course administrator, may also be in a position to help.

Issues around supervision. If you have questions about the way supervision is going, what is expected of you and so on then the first, and obvious, person to talk with is your supervisor. If questions remain - or there are some issues about the way supervision is being conducted then contact the Programme Manager.

Getting advice about possible career options. You may have questions about what to do next, what specialisms to develop, possible training options and so on. The central Diploma Studies tutors may well be able to help you with these as they have an overview of the way things are changing in the field and in further and higher education.

When thinking about contacting a tutor or other support people it is important to reflect on what you think the issues and questions are before getting in touch with them.

10. Understanding assessment

Introduction

Assessment is continuous process throughout the Programme. This means that all the assignments (bar the first) count to the final average grade, and that all face-to-face work is considered.

The assessment process has two purposes. To enable you to:

- identify your values and abilities as workers; and
- demonstrate that you have achieved the standard required for the award you seek.

This section looks at some of the nooks and crannies of the assessment process and tries to answer the main questions that students ask. You will need to look at the assessment regulations (Appendix 1) for details of the process.

This section is rather technical - and may take some re-reading.

Diploma in youth work practice assessment

To be awarded a Diploma you have to complete your programme of study. The Award Board checks whether you have:

- met the appropriate criteria concerning professional practice.
- passed each of the Programme units
- met Programme requirements.

You will also get a grade (and credits) for each unit you pass as you go along.

The grades will be 'pass', 'merit' and 'distinction'.

There is no overall mark or grade for the course – if you pass you get a Diploma and a listing of the units you took and the grades awarded.

The assessment scheme is as follows:

Diploma in youth work practice	Five grades: One introductory unit (diagnostic - 3 credits); four standard units (6 credits each); one reflection on professional practice unit (10 credits). Each
--------------------------------	--

	unit has an activity and marked assignment or assessment.
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When the Award Board meets it looks at your work and the various things written about you. It then decides whether:

You may be recommended for a Diploma, or

You may only be considered for the award when certain conditions are met.

An external assessor then looks at your papers and then agrees or qualifies the recommendations of the Board

Methods of assessment

Assessed work takes two main forms:

- Written assignments and activities
- Professional assessments and reports e.g. your manager's assessments, supervisors assessment and index of evidence.

In addition, you can be examined face-to-face by an assessor (a 'viva voce examination').

Assignments

The vast majority of assignments are written in the normal way – you are given a date when they have to be uploaded onto ymoodle – and you then manage writing them.

Submission of assignments

All assignments must be uploaded onto ymoodle by the due dates and within the word limit range. Assignments under or over this will be returned unmarked. **You must submit a word count on your front cover sheet for all assignments.**

You submit your assignments electronically via ymoodle.org. If you can't access ymoodle for some reason contact us.

For open learning students, a schedule of due dates is agreed with individuals (normally at the point of registration by the manager).

When setting these dates it is worth bearing in mind that while the assignment dates are negotiable the Award Boards are not. To pass at that Award Board all assignments, indexes and supervisors/ managers reports need to be submitted. There are a few Boards a year, one at the end of January, one in the middle of July and another around the middle of October. Work needs to be submitted at least a couple of weeks

previously to ensure it can be marked in time. To check precise dates please contact the Programme Manager at the college.

Other students will normally receive a calendar of dates.

It is the responsibility of students to inform the Programmes Manager in writing and in advance of its meeting of any exceptional circumstances which may have led to unrepresentative performance or late submission.

Material may not be faxed.

Extensions

Requests for extensions are strongly discouraged as once a student falls behind on their submission dates it can be very difficult to make up the time lost in time for the exam board. However, a student can request an extension in the event of circumstances such as:

Significant illness affecting the student

Sudden and unavoidable additional personal responsibilities and commitments such as those associated with the serious illness or death of a close friend or relative

Breakdown of workplace operation that significantly impedes the student's ability to complete and assignment or project task

Other factors that the Programme Manager and tutors may judge as falling within the definition of exceptional circumstances

Requests for extensions must be made in writing and prior to the due date. Extension requests should be made to the Programme Manager at the College.

Marking assignments

Assignments are marked on the following scale: Not graded, Pass, Merit, Distinction.

We will also generally give a percentage mark in the comments. This is the way assignments are marked in much of higher education. In this scheme 40 per cent is a pass, anything 60 per cent or over shows a good grasp of the subject (this gains a merit grade), and work over 70 per cent is of a high quality (distinction).

Marks of 80 per cent and over are not often awarded. Such marks are normally reserved for where there is evidence of original work that contributes to knowledge in the field, or where the work is exceptional for the level.

Marking criteria for assignments

When marking course markers/assessors use a common set of criteria. At this level material must demonstrate your:

Application of knowledge. To what extent have you used facts, ideas and theories that relate to the assignment task?

Application of skills. How well have you answered the question? To what extent does your assignment demonstrate skilful practice as an educator or helper or animator of community learning and development?

Use of information. How well were you able to get and work with new information? What research skills did you show?

Communication and presentation. How well did you structure and present your work in ways that allowed others to understand it?

Autonomy/independence. To what extent does the assignment show you have the ability to take responsibility for carrying out your work?

Quality. Here the tutor to make a holistic judgement about your work, reflecting the quality of it overall.

Moderation

All assignments are sampled and moderated.

Late work

Late submitted work, without prior extension or adequate evidence of exceptional circumstances, is marked to a maximum of 40 per cent.

If you don't submit work it will usually be marked as zero per cent.

The final date for the submission of assignments is normally three weeks before the final assessments are due in the college.

Ungraded work

Ungraded work should be resubmitted.

You may resubmit ungraded work twice. All resubmitted work has to be received by at least three weeks before the final submissions date published by the college (usually three weeks prior to submission of final assessments).

The maximum grade attainable on any resubmitted work is 'pass', except where there are exceptional circumstances and the Programmes Committee makes special provision.

All resubmitted work has to be received by the course marker/assessor at least three weeks before assessments are due in the college.

Professional assessments

Submission

All professional assessments must be submitted via ymoodle, or to the College, by the due dates.

Assessments are collected together by the student and uploaded onto ymoodle.org or in exceptional circumstances, sent direct to the Programme Manager at the College.

It is your responsibility to keep a copy of your assessments and statements of work as the originals are kept by the College.

Managers and supervisors must let you have a final copy of their report or assessment at least three working days before the due date. It is then your responsibility as a student to forward these documents to the College along with your index and to see that these documents are actually received by the College.

Where work can't be uploaded on to the ymoodle site, the College requires sight of original documents. Faxed material will not normally be considered.

Late submitted professional assessments may lead to the Board deferring its decision. Non-submission may lead to failure.

Preparing professional assessments

Assessments are critical reviews of your development and competence.

All assessments and reports must be signed and dated by the writer. In addition, you must sign and date your **agreement** with the contents of the assessment or report. This must also be dated.

Disagreements

Where you do not agree with specific points in an assessment, you may write a statement of disagreement on a separate sheet. This must be appended to the relevant assessment or report, which must contain with your signature a note stating that such a document is appended. A copy of the statement must be given to the writer of the assessment or report.

Any statements of disagreement must be lodged with the College by the due date or within three working days of the receipt of the assessment or report if acquired after the due date.

Judgements concerning professional practice

In coming to a decision, the Board considers:

The level at which students are working. These are given by the level descriptor in the Assessment Criteria; and

The range of abilities demonstrated by students and revealed in their assessments. The Board uses the Assessment Criteria to make these judgements.

The extent to which Programme Requirements have been met.

Procedures with regard to failure and deferral

All students who do not reach the level required will be offered an interview with a tutor.

In the case of deferral, you will be required to furnish further evidence, and may have to undertake a further placement or practice in a specified setting. The length and nature of this will be specified in writing. You will be given an opportunity to request a change of venue.

Students undertaking additional periods of assessed practice will be supervised and assessed by a supervisor; and a line manager. They will also write an assessment of their own learning and development.

These assessments will then provide evidence with regard to whether the student can be judged to have passed their professional practice.

Unit reports

When you have completed a Unit you have to send a completion report - plus anything else that has been asked for – to the College.

The completion report is a short document which is filled in by you and your line manager. It sets out some key areas of learning linked to the unit and asks whether you have been able to show your ability in these areas. It also keeps track of your practice hours and management sessions.

Grading

Each unit is graded. In awarding an overall grade of 'pass', 'merit' or distinction the College looks at a number of different documents including assignments, unit reports, activities you have submitted and assessments. These are not weighted but rather a judgement is made on your overall performance. You will be informed of the grade – but any grade given by a course marker/assessor is provisional. It has to be agreed by the examiners and moderators.

The grading criteria are:

1. Understanding of the subject
2. Application of knowledge.
3. Application of skills.

4. Use of information.
5. Communication and presentation.
6. Autonomy/independence.
7. Quality.

Concerns about students' performance

Causes for concern

It is a responsibility of managers, supervisors, course markers/assessors, and tutors to register concern about students' performance with the FE Programmes' Committee. Concern is taken to mean, for example:

- failure to meet Programme Requirements;
- inability to use the Programme for learning;
- serious failures of professional judgement on the part of the student; or
- significant weakness in particular areas of professional practice.

These comments should be registered promptly so that students and the FE Programmes' Committee are able to take early action. Tutors, managers and supervisors must normally inform students if such action is taken.

Warnings

If you are thought to be in danger of failing a Programme; or if your practice or performance gives cause for concern, you will normally be informed of this in writing by the Programme Manager on behalf of the FE Programmes' Committee.

However, the nature of the assessment procedure is such that you are the only person who can be guaranteed to be in possession of all the evidence until the Award Board meets. This means that the FE Programmes' Committee may not be in a position to issue a warning.

If you are judged by the FE Programmes' Committee to exhibit causes for concern you will be offered an interview with a tutor. Notes will be kept of that conversation and placed on the Academic Record (with a copies going to you).

Problems with professional practice

Where it your professional practice that is giving cause for concern, there are two initial questions. Is the cause for concern to do with:

- the range of abilities being demonstrated; or

- the level of those abilities?

If it is to do with level, a further question may be relevant:

- have you acted in an unprofessional manner?

In cases of concern around professional practice your supervisor/line-manager and course marker/assessor will be contacted and information requested concerning your progress. A College tutor will then talk with you about the matter. The FE Programmes' Committee may require additional evidence and so appoint an external assessor.

Where there is evidence of unprofessional conduct section 6.4 of the Assessment Regulations apply.

Additional support and requirements

The FE Programmes' Committee will satisfy itself that any additional and necessary arrangements for student support and counselling are in place at the earliest opportunity.

The FE Programmes' Committee (in consultation with an external assessor) may also specify additional Programme requirements in respect of assessment where there is a cause for concern. You may be required to undertake an additional assessment, placement or practice in a specified setting or with a specified client group. Details of this will be specified in writing. You will be given an opportunity to request a change of venue or setting.

11. Understanding how the Programme is managed

The **FE Programmes' Committee**

Responsibility for day-to-day operational matters lies with the FE Programmes' Committee (which in this case is the Further Education Committee). It is chaired by the Head of Further Education. In particular this committee monitors individual students' performance.

Students communicate with the Committee concerning any aspect of their own performance on the Programme do so via the Programme Manager.

In addition, the Committee reviews the performance of partner agencies and their associated staff.

Contact details of key staff are given in the front inside cover.

Managers and supervisors

Each student has a line manager/supervisor.

Line managers are appointed by the agency in which the student works. They have to meet College requirements for the assessment process.

Many supervisors are also appointed by the agency and similarly have to meet College requirements. However, some supervisors are appointed directly by the College.

Issues around management and supervision should be first discussed with the manager or supervisor. If there are unresolved difficulties or questions concerning the process, then you should contact one of the Programme Manager.

12. Completing the index of evidence

The index sets out where the evidence that you have the ability to do a particular thing can be found.

All parts of sections of the index must be completed.

Blank copies of the index can be downloaded from your course page on ymoodle. When you download the index you will see that some items have a coloured box in the left hand column. These are the ones you complete for the 37 credits involved in the Diploma in youth work practice. Do not bother with the other, plain white, boxes. They are for those of you who continue with programme to gain 54 or 60 credits.

What to include

The evidence cited must either take the form of an independent example or something that has been detailed in:

- an assignment;
- tutor feedback;
- a manager's assessment;
- a supervisor's assessment; or in
- separate paperwork supplied as an additional portfolio.

How to evidence

For something already included in an assignment or assessment all you need do is to:

- give a **brief description** of the event or activity;
- state **which document** it can be found in; and
- indicate **which page or section** it can be found in.

Two examples here may help (these are from 'facilitating conversation and debate'):

Work with Tuesday Girls Group (manager's report, page 3)

Work with Mary and Justine (assignment 2, pages 3-4)

Where you are using an example that cannot be found in other assessments you need to do a bit more.

First you write a couple of lines describing the activity or event.

Second, you can also get either your supervisor or manager to initial their agreement. That is to say that they also have evidence of your ability in this area. On the final index you will find a special column for them to do this.

Appendix 1: Index of evidence (Diploma in youth work practice)

This index needs to be added to as you progress through the Programme and completed towards the end.

Download a copy from your course page on ymoodle. It is available in Word and as a PDF.

You may notice that some outcomes are missing i.e. the numbering jumps. This is because they relate to the next stage of Diploma Studies.

The codes in the boxes in the first column link to the outcomes required for youth work qualification and community learning and development qualification.

Details of how to complete the form are in section 12 of this Handbook.

A: Exploring values, beliefs and feelings

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
1. Reflect on their experiences. (ABC: T/506/9206-6) ABC: A/506/9501-6) (ABC: A/506/9238-2, 3) (ABC: K/506/9218-4)			
2. Explore their values, feelings and beliefs in an open way. (ABC: T/506/9206-6) ABC: A/506/9501-6)			

<p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p>			
<p>3. Learn from other's views and experiences and challenge your own assumptions.</p> <p>(ABC: T/506/9206-6)</p> <p>ABC: A/506/9501-6)</p> <p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p> <p>(CLD): 6H; 7G</p>			
<p>4. Admit mistakes</p> <p>(ABC: T/506/9206-6)</p> <p>ABC: A/506/9501-6)</p> <p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p>			
<p>5. Keep appropriate records for personal and professional development.</p> <p>(ABC: T/506/9206-6)</p> <p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p>			
<p>6. Use supervision and other</p>			

<p>situations for learning.</p> <p>(ABC: T/506/9206-6)</p> <p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p>			
<p>7. Identify areas of ability and areas for development.</p> <p>(ABC: T/506/9206-6)</p> <p>(ABC: A/506/9238-2, 3)</p> <p>(ABC: K/506/9218-4)</p>			

B: Working within the core values of informal education, social pedagogy and community learning and development

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
<p>1. Respect the wisdom and dignity of others and their right to make their own decisions.</p> <p>(ABC): T/506/9206 – 2, 5)</p> <p>(CLD values): Self-determination</p>			
<p>2. Commit themselves to work for equal opportunity and justice for all.</p>			

<p>(ABC): T/506/9206 – 2, 5)</p> <p>(CLD values): Inclusion</p>			
<p>3. Encourage participation, and collaborative and democratic ways of working.</p> <p>(ABC: T/506/9206 – 2, 5)</p> <p>(ABC: J/506/9176-1)</p> <p>(CLD values): Empowerment, working collaboratively</p>			
<p>4. Appreciate and commit to learning as a lifelong process.</p> <p>(ABC: T/506/9206 – 2, 5)</p> <p>(CLD values): learning as a lifelong activity</p>			
<p>5. Handle beliefs and behaviour different from their own.</p> <p>(ABC: T/506/9206 – 2, 5)</p> <p>(ABC: A/506/9501 - 5)</p>			
<p>6. Respect confidentiality and the participants' right to choose.</p> <p>(ABC: T/506/9206 – 2, 5)</p>			
<p>7. Work in accordance with</p>			

<p>the appropriate professional codes of practice and organisational policies when dealing with people.</p> <p>(ABC: T/506/9206 – 2, 5)</p> <p>(CLD) Code of ethics</p>			
<p>8. Commit to working reflectively and to keeping informed of developments in their area of work</p> <p>(ABC: A/506/9238-1, 4)</p>			

C: Knowing and understanding people and communities

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
<p>1. Appreciate and assess some of the ways in which environmental, economic, political and social forces can impact on people's lives and local communities.</p> <p>(ABC: T/506/9206 - 3)</p> <p>(ABC): K/506/9185-1</p> <p>(CLD): 1A; 1C</p>			
<p>2. Identify different cultures and ways</p>			

<p>of life in the local community.</p> <p>(ABC: T/506/9206 - 3)</p> <p>(CLD): 1B</p>			
<p>5. Identify some key local networks and if there any barriers to participation in them.</p> <p>(CLD): 1F</p> <p>(ABC): K/506/9185-2</p>			
<p>6. Explore the different views people may have of their communities and any conflicts between these.</p> <p>(ABC: A/506/9501 - 5)</p> <p>(CLD): 1G</p>			
<p>7. Understand the importance and nature of group membership and facilitation.</p> <p>(ABC: A/506/9501 – 1, 2)</p>			

D: Engaging with, and developing relationships with others

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
<p>1. Make contact and engage with individuals, and groups of children,</p>			

<p>young people and adults.</p> <p>(ABC): F/506/9239-4</p> <p>(CLD): 2A</p>			
<p>2. Work out, negotiate and take on the right role in different situations.</p> <p>(ABC: F/506/9239 - 2)</p> <p>(CLD): 2B; 6F</p>			
<p>3. Join in with the informal activities and conversations of groups of children, young people and adults.</p> <p>(ABC): F/506/9239-4</p> <p>(CLD): 2C</p>			
<p>4. Observe, listen to, and think about, the views and needs of others.</p> <p>(ABC: F/506/9239 - 3, 4)</p>			
<p>5. Respond constructively to challenges and opportunities.</p> <p>(ABC: F/506/9239 - 3)</p> <p>(CLD): 2D, 6H</p>			
<p>6. Explore relationships (including professional relationships) and what might be</p>			

<p>going on within them.</p> <p>(ABC: F/506/9239 - 1)</p> <p>(CLD): 2E</p>			
<p>7. Handle conflict and challenging behaviour, acknowledge feelings and work with people to resolve it.</p> <p>(ABC: A/506/9501 - 5)</p> <p>(ABC: A/506/9420- 2,3)</p> <p>(CLD): 2F, 6H</p>			
<p>8. Build relationships with individuals and groups that foster growth, participation and choice.</p> <p>(ABC: A/506/9501 - 4)</p> <p>(ABC: F/506/9175-4)</p> <p>(ABC): K/506/9185- 2</p> <p>(CLD): 2G</p>			
<p>9. Take account of how people develop in the way they work with them.</p> <p>(ABC: M/506/9219- 2)</p>			
<p>11. Understand and work with people moving between dependence,</p>			

independence and interdependence. ABC): H/506/9234 (ABC): Y/506/9196			
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E: Assisting with the learning of others

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
1. Understand their role and purpose as educators, helpers and animators of individual change and community learning and development. (ABC: T/506/9206 – 1) (CLD): 3A			
2. Facilitate conversations and opportunities for learning that stimulate personal and community change. (ABC: F/506/9239 -6) (CLD): 3A, 3B			
4. Encourage people to explore and develop their understandings, skills and attitudes. (ABC: T/506/9223-1-3) (ABC: J/506/9209-3) (ABC): K/506/9185-2 (CLD): 3C			

<p>5. Work with individuals and groups in a holistic and learner-centred way.</p> <p>(ABC: T/506/9223-1-3)</p> <p>(CLD): 3D</p>			
<p>6. Use methods and techniques that are appropriate to the people and situation.</p> <p>(ABC: T/506/9206- 4)</p> <p>(ABC: T/506/9223-1-3)</p> <p>(CLD): 3F, 3H</p>			
<p>7. Evaluate learning with participants</p> <p>(ABC: A/506/9501-6)</p> <p>(ABC: T/506/9223-1-3)</p>			
<p>8. Support people to plan and progress their learning, make transitions and use other forms of support and guidance.</p> <p>(ABC: F/506/9239 -6)</p> <p>(ABC: T/506/9223-1-3)</p> <p>(ABC: F/506/9175-5)</p> <p>(ABC): K/506/9185-2</p> <p>(CLD): 3G</p>			
<p>9. Promote learning and development opportunities and tackle barriers to participation.</p>			

<p>(ABC: F/506/9239 - 5)</p> <p>(ABC: J/506/9176-3)</p> <p>(ABC): K/506/9185-2</p> <p>(CLD): 3C, 3H</p>			
<p>10. Understand the changes children, adolescents and adults go through and how that impacts on the work that can be done and the support they need</p> <p>(ABC: M/506/9219 - 1-3)</p> <p>(CLD):</p>			
<p>11. Prepare for, conduct, record and follow-up interviews and sessions with individual children, young people and adults.</p> <p>(ABC: D/506/9216-1-3)</p> <p>(ABC: F/506/9175-1)</p>			
<p>12. Understand the issues affecting people not able to access education, employment, training or excluded from such provision.</p> <p>(ABC): K/506/9185-1</p>			

F. Facilitating and promoting individual and collective action to foster change

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
<p>1. Understand decision making processes and the forces at work within them.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4A</p>			
<p>2. Work with individuals and groups so that they can act to develop projects and change things in their lives and communities.</p> <p>(ABC: A/506/9501 - 3)</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4B</p>			
<p>3. Work in ways that are participative, inclusive and involve the wider community.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(ABC: J/506/9176-1)</p> <p>(CLD): 4C</p>			

<p>4. Work within and across communities.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4D</p>			
<p>5. Participate in decision-making structures and processes.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4E</p>			
<p>6. Join with others to campaign for change.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4F</p>			
<p>7. Help people to identify, use and manage community assets.</p> <p>(ABC: K/506/9218-1,2)</p> <p>(CLD): 4G</p>			

G. Organizing and managing people and resources

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
<p>1. Work in teams and to help build a culture of mutuality and good working relationships within them.</p>			

(ABC: A/506/9174-4) (CLD): 5C			
7. Manage and monitor programmes and project activities (ABC: A/506/9501-6) CLD 5B			

H: Planning, organizing and evaluating practice

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
1. Gather and analyse material about possible areas of work; policy; and about work-in- progress. (ABC): A/506/9238-4 (CLD): 7F; 7H			
2. Set realistic priorities and manage in day-to-day work. (ABC): K/506/9218-1			
3. Understand and manage risk. (ABC): A/506/9420-1, 3, 4 (ABC): F/506/9175-5 (CLD): 5G			
4. Develop and plan programmes and project activities. (ABC: A/506/9501-3) (CLD): 5A			

<p>5. Run programme/project activities.</p> <p>(ABC: A/506/9501-3)</p> <p>(CLD): 5B</p>			
<p>6. Understand and use different ways of recording, monitoring, researching and evaluating progress.</p> <p>(ABC: A/506/9501-6)</p> <p>(ABC: A/506/9501-3)</p> <p>(ABC: K/506/9218-3,4)</p> <p>(ABC: J/506/9176-2,4)</p> <p>(CLD): 7A, 7B</p>			
<p>7. Use and promote participative and community-led forms of evaluation and research</p> <p>(ABC: K/506/9218-3,4)</p> <p>(ABC: J/506/9176-2,4)</p> <p>(CLD): 7D; 7E</p>			
<p>8. Use research and evaluation to develop their practice.</p> <p>(ABC: T/506/9206 - 3)</p> <p>(ABC: K/506/9218-3,4)</p> <p>(CLD): 7A; 7C</p>			
<p>9. Demonstrate skills in report writing and presentation.</p> <p>(ABC: K/506/9218-3,4)</p> <p>(ABC: D/506/9216-3)</p> <p>(CLD): 7I</p>			

I: Working collaboratively and developing collaborative working

Student must demonstrate the ability to	Box 'A' 'Description of evidence	Box 'B': Location	Box 'C' : Practice based example endorsed by manager/supervisor
2. Keep records and communicate information to co-workers as necessary. (ABC: D/506/9216-2,3) (CLD): 6A			

J: Safeguarding and risk

Student must demonstrate the ability to	Box 'A' : Description of evidence	Box 'B' : Location	Box 'C': Practice based example endorsed by manager/supervisor
1. Know and meet legal, organisational and professional requirements for safeguarding and protecting children and vulnerable people. (ABC: J/506/9226 - 1, 3) ABC: F/506/9175--2)			
2. Be able to appropriately respond to, and communicate with, people at risk (ABC: F/506/9175-3)			
3. Know what to do if there is an unsatisfactory response to concerns that they have raised (ABC): F/506/9175-2			
4. Carry a risk assessment for a project or piece of work or situation (ABC: J/506/9226 - 2) CLD 5G			
5. Understand the situations and contexts in which children, young people and adults may be vulnerable (including when using			

<p>contemporary technologies.</p> <p>(ABC: J/506/9226 - 4)</p> <p>(ABC: F/506/9175-1)</p>			
<p>6. Understand the nature of conflict and challenging behaviour and be able to use support and develop own practice.</p> <p>(ABC: A/506/9420-1, 4, 5)</p>			
<p>7. Be able to assess the issues and risks of harm affecting vulnerable people</p> <p>(ABC: F/506/9175-5)</p>			
<p>8. Be able to work with vulnerable children, young people and adults to assess personal risk and to protect themselves</p> <p>(ABC: F/506/9175-1)</p>			

Appendix 2: Assessment regulations

These regulations apply to the following programmes:

Diploma in youth work practice

Diploma Studies

Access to Higher Education Diploma (Informal education, and community learning and development)

1.0 Introduction

1.1 Assessment is undertaken by an Award Board. It is authorised to assess students in accordance with the Diploma Programme assessment regulations and to recommend conferment of an award upon a student who in the judgment of the Board has fulfilled the objectives of the programme of study and achieved the standard required for the award. The Board derives its authority through, and reports its recommendations to, the Board of Governors of the YMCA George Williams College and the relevant external qualifications body.

1.2 The meetings and decisions of the Award Boards are formal episodes in a continuous process of assessment by self and by others throughout each Programme. The aim of these formal episodes is to judge each student's competence to proceed to the next stage or year of the Programme or to be recommended for the award for which they are candidates.

1.3 The decision is arrived at upon the basis of evidence presented to the Award Board. Since it is a principle of Diploma Programmes that students develop the ability to assess their own learning and performance, each student is fully involved in the process in that all the evidence on which the Award Board makes its decisions is known to the student.

1.4 The assessment criteria within which the Award Board comes to its decisions, also the Regulations and Requirements applying to each Programme are published in the relevant Programme Handbook.

1.5 Where arrangements and conventions are not fully specified in these regulations, Canterbury Christ Church College conventions and regulations shall apply.

2.0 The functions of the Award Board

2.1 The Award Board meets at least once each Academic Year. Its function is to receive evidence and recommendations in order to satisfy itself as to the extent to which each student's overall Programme performance has reached a satisfactory standard; and to

decide whether the student should be recommended for the award for which they are a candidate.

2.2 The Award Board makes recommendations to Awarding Bodies and to External Assessors acting on their behalf.

2.3 The Award Board may empower the Chair and FE Programmes' Committee to make specific recommendations on its behalf between meetings.

3.0 Constitution of the Award Board

3.1 **Membership**

3.1.1 The following shall be members of the Award Board:

- A senior staff member of the YMCA George Williams College (Chair)
- A tutor involved in the Programme
- The Programme Manager

3.2 **Quorum**

3.2.1 A quorum for meetings of the Award Board shall comprise half the membership, including the Chair.

3.3 **Secretarial Arrangements**

3.3.1 The Secretary to the Award Board shall be a person approved by the College.

3.4 **Reporting**

3.4.1 Reports of the Award Board shall be received by the YMCA College Academic Board, and nominated officers of the Awarding Bodies

3.5 **Confidentiality of Proceedings**

3.5.1 Whereas the formal decisions of the Award Board shall be recorded and published as necessary, the detailed proceedings constitute privileged information. To this end, Minutes of Award Board meetings and communications regarding the assessment process shall be circulated under confidential cover. Persons privy, in any capacity, to the Award Board' deliberations shall not divulge their content save as specified for the discharge of formal decisions of the Award Board or the regulations of its activities.

4.0 External Assessors

4.1 Awarding Bodies may appoint their own external assessors in order to have an oversight of the work being undertaken for their qualifications. In addition, an external

Assessor is appointed by, and reports to, the Academic Board of the College to ensure that appropriate standards are met and the requirements of Awarding Bodies are met.

4.2 Each External Assessor has the right to attend relevant Award Board meetings and will be advised of meetings.

5.0 Decisions of the Board

5.1.1 The Board may recommend the award of a Level 3 Diploma in youth work practice (37 credits) following the satisfactory completion of the designated programme of study.

5.1.2 The Board may recommend an award of Level 3 Diplomas combining the Diploma in youth work practice with qualification in Community Learning and Development following the satisfactory completion of the designated programme of study. These Programmes of study comprises of 54 credits at Level 3 (level 6 in Scotland).

5.1.3 The Board may recommend an award of an Access to Higher Education Diploma (Informal Education, and Community Learning and Development) following the satisfactory completion of the designated programme of study. The Programme of study comprises of 60 credits at Level 3.

5.1.4 Normally, in making the above awards or recommendations, the Board will adhere to the following. That candidates demonstrate that they have:

1. met the appropriate criteria concerning their professional practice (see below). If the Board judges that they are capable of meeting these criteria but have not done so, they will defer final decisions until evidence is furnished.
2. attained at least a pass standard in their academic work (see 5.3: Judgements concerning academic work).
3. met Programme requirements.

Additionally, the Committee may refer to:

- a. The extent to which the marks indicate the development of the candidate's abilities.
- b. Material contained within the self- and other assessments.
- c. The report of any viva voce examination conducted by an external assessor.

5.2 Decisions prior to the end of the Programme

5.2.1 Under particular circumstances a special committee of the Academic Board can be convened. It may require students to leave the Programme prior to the end of a level. This may arise from:

Serious cause for concern with regard to professional practice.

Significant failure to meet Programme Requirements.

Substantial failure in academic work.

5.2.2 In coming to a decision account shall be taken of students' potential to achieve the required standard by at the end of the Programme.

5.3 Judgements concerning academic work

5.3.1 Grades will be recommended by the Board for each level 3 unit. No overall or final aggregate grade will be given.

5.3.2 The grades will be 'pass', 'merit' and distinction. A common set of grading descriptors will be used as a reference point for all grading decisions. Grades will be awarded on the basis of a 'best fit' evaluation of the standard of performance demonstrated in the evidence of achievement.

5.3.3 Where students have not demonstrated a pass standard or above in an assessed unit they may not be given credits for that unit and will not receive the overall award until or unless further evidence is received that to award a pass grade.

5.3.3 Assignments and projects will be marked on a scale of pass, merit and distinction. Material in assignments and projects will contribute evidence (alongside other specified means) as to whether the candidate can be awarded a grade with regard to a particular unit.

5.3.4 The assessment schemes are as follows:

Diploma in youth work practice	Five grades: One introductory unit (diagnostic - 3 credits); four standard units (6 credits each); reflection on professional practice units (10 credits). Each has a marked assignment or professional assessment process.
Diploma in informal education (youth work and community learning and development) Diploma in helping, mentoring and community learning (youth work and community learning and development) Diploma in community learning and development (youth work	Six grades: One introductory unit (diagnostic 3 credits); five standard units (6 credits each); reflection on professional practice (21 credits). Each has a marked assignment or professional assessment process.

<p>and community learning and development)</p> <p>Diploma in outdoor learning (youth work and community learning and development)</p> <p>Diploma in community sports development (youth work and community learning and development)</p> <p>Diploma in Christian work with young people (youth work and community learning and development)</p> <p>Diploma in social pedagogy and work with vulnerable young people (youth work and community learning and development)</p> <p>Diploma in social pedagogy in residential settings (youth work and community learning and development)</p> <p>Diploma in social pedagogy in specialist education settings (youth work and community learning and development)</p>	
<p>Access to Higher Education Diploma (Informal education, and community learning and development)</p>	<p>Seven grades: One introductory unit (diagnostic - 3 credits); five standard units (6 credits each); reflection on professional practice (21 credits); one independent project unit (6 credits). Each unit has a marked assignment or project or a professional assessment process.</p>

5.3.5 It is possible for students who have completed, or are studying, one strand of the programme to add in the required additional units (and any other additional practice elements) from another strand to achieve professional qualification in that arena.

5.3.6 A student's performance in a viva voce examination may also contribute to the judgment.

5.4 Judgements concerning professional practice

5.4.1 A diploma can only be awarded once candidates have demonstrated that they have met the appropriate published professional criteria.

5.4.2 The decisions available to the Board in relation to these professional criteria are as follows:

Pass: the candidate may be considered for the award for which she or he is a candidate.

Fail: the student may not be considered for the award.

Defer: the student may only be considered for the award when certain conditions are met.

5.4.3 There is no provision for 'merit' and 'distinction' with regard to professional practice.

5.4.4 In making judgements concerning professional practice the Award Board will consider the evidence as a whole (see 5.7). The weight given to any one document will depend on the evidence contained in it. The Award Board will note the student's performance in relation to Programme Requirements and make their judgment within Assessment Criteria.

5.4.5 The Award Board must be satisfied that the proper procedures have been followed with regard to the assessment of professional practice .

5.5 Compensation for failure in assessment

5.5.1 There is no provision to allow a student's overall performance to compensate for partial failure in one element of the Programme.

5.6 Submission of assessed work

5.6.1 All assessed work must be submitted by the due dates.

5.6.2 Failure to submit academic work will be entered in the Academic Record.

5.6.3 Late submitted academic work, without prior extension or adequate evidence of exceptional circumstances, will be marked to a maximum of 'pass'.

5.6.4 Students may resubmit ungraded work. It will be marked to a maximum of 'pass'. Any one piece of work can only be resubmitted on one occasion. In exceptional circumstances the Award Board may make special provision.

5.6.5 Where the Board is satisfied that exceptional circumstances have arisen it may, at its discretion, defer the decision for a defined period so that the required material may be submitted or resubmitted.

5.7 Materials on which Board decisions are based

5.7.1 The Award Board bases its decision on the following documents:

The Academic Record

The student's index of evidence

The supervisor's assessment

The line-manager's assessment

Any additional assessments or reports required by the Award Board or Programmes Committee.

5.7.2 In addition, External Assessors may report on any viva voce examinations they have conducted.

5.7.3 The Board will always require sight of students' work.

5.7.4 The Award Board, in coming to its decision, will only consider recommendations based on documents which are already in the possession of the student and such verbal reports that External Examiners may give in respect of viva voce examinations.

5.8 The Academic Record

5.8.1 Information concerning the student's performance in meeting Programme Requirements and Assessment Criteria is placed on the Academic Record. This will include a grade profile (setting out recommended grades for each unit), marks and comments on written work, and any comments or correspondence that may occur from time to time concerned with the assessment process. Any letters written on behalf of the Programmes Committee to students are placed on the Academic Record.

5.8.2 A record of attendance at sessions, supervision and other Programme events is included in the Record.

5.8.3 Other documents held alongside the Academic Record can include indexes of evidence, line-managers' assessments, supervisors' assessments and any other assessments that may be submitted to, or made on behalf of, the FE Programmes' Committee.

5.9 Publication of results

5.9.1 All students will also be notified by post of decisions of the Award Board with regard to their work at a time previously made known to them.

6. Warnings, causes for concern and unprofessional conduct

6.1 A student who, prior to the end of level assessment period, is thought to be in danger of not passing a Programme or part of a Programme; or whose practice or performance gives cause for concern will be informed of this in writing by the FE Programmes' Committee.

6.2 The FE Programmes' Committee may specify additional Programme requirements in respect of assessment where there is a cause for concern.

6.3 Where the cause for concern is in relation to professional practice, the Award Board or FE Programmes' Committee may appoint an independent assessor. The task of the assessor shall be to investigate the matter. The assessor's terms of reference will be directly related to specified Programme requirements and/or assessment criteria. The assessor shall visit the student at her/his place of practice and write a report. This report will become part of the materials upon which Board decisions are based.

6.4 If a cause for concern is in relation to unprofessional conduct, the following applies:

6.4.1 All potential cases of unprofessional conduct coming to the notice of tutors and the Programme Manager shall be reported to, and discussed by the FE Programmes' Committee.

6.4.2 In cases where unprofessional conduct is of a minor nature, students will be cautioned in writing by the FE Programmes' Committee and a note entered on the Academic Record.

6.4.3 In the case of a more serious breach of conduct or repetition of minor acts of unprofessional conduct, an external examiner shall be consulted, and the student sent a written warning by the Programme Manager.

6.4.4 In cases where the unprofessional conduct is of a very serious nature, or where it persists following the written warning by the Programme Manager, the Principal may suspend students from some or all of the activities of the Programme pending consideration by a special committee of the Academic Board. That committee may require students to leave the Programme.

6.4.5 Students being considered by the special committee will be afforded an opportunity to appear in person, accompanied, if so desired, by a 'friend' - who must be a member of the College.

7. Special consideration

7.1 In unusual and exceptional personal circumstances, a learner may be awarded a Certificate or Diploma for achievement which is less than that specified in the successful completion requirements for the programme

7.2 Mitigating circumstances may include serious illness of the learner or a close family member; a close family bereavement; any other unforeseen circumstance beyond the learner's control which prevented them from successfully completing the programme in accordance with the expectations of the FE Programmes' Committee. Consideration should always be given as to whether it is possible and appropriate to grant an extension to enable completion to take place.

7.3 To be considered for the award of a Certificate or Diploma with mitigating circumstances, it must be demonstrated that the candidate is at the appropriate level; and has completed the overwhelming majority of the assessment requirements and have achieved at least 75% of the credits at level 3 required for successful completion.

7.4 The Special Considerations claimed must:

- Not give the candidates concerned an unfair advantage over other candidates.
- Not mislead users about the level and extent of attainment
- Not compromise the integrity or credibility of the qualification, for the candidate concerned, or other candidates.
- Be clearly tracked for audit, with supporting documentation where appropriate.

7.5 It is the responsibility of candidates to inform the Award Board in advance of its meeting of any exceptional circumstances which may have led to unrepresentative performance in any part of the Programme.

7.6 If it is established to the satisfaction of the Award Board that a student's absence, failure to submit work or poor performance in all or part of an assessment was due in significant part to illness, or other cause found valid on production of acceptable evidence, the Board may make use of the powers specified above.

8. Cheating, plagiarism and duplication

8.1 If a student is found to have cheated or to have engaged in plagiarism, or to have made inappropriate use of previously submitted material (duplication), the Board has the authority to deem the student not to have passed part or all of the assessments and the authority to determine whether or not the student shall be permitted to be reassessed.

8.2 Cheating, plagiarism and duplication shall constitute a breach of regulations to be investigated in accordance with the procedures laid down in these regulations.

8.3 Cheating shall be defined as any use of unfair means in an attempt to enhance performance.

8.4 Plagiarism shall be defined as the submission for assessment of work written by or copied from another person, or of ideas directly taken from another source without acknowledgement. It may additionally be defined as cheating.

8.5 Duplication shall be defined as the substantial use of previously submitted material in circumstances which require new or fresh work.

9. Procedure to be followed in the event of a suspected breach of regulations

9.1 If a marker or examiner suspects that a student has breached the regulations for the presentation of work for assessment, her or his should inform the Programme Manager in writing within 48 hours of detection. The Manager shall appoint a tutor to determine whether a prima facie case exists of a breach of regulations. This tutor shall not be a member of the Programmes committee of the Programme in question.

9.2 If it is judged that further evidence or comment is required, the Programme Manager may require the student concerned to submit further work or material. The tutor appointed may conduct an interview with the student(s) concerned.

9.3 In the event of a prima facie breach being not found, the Programme Manager will take no further action.

9.4 If it is judged that a breach has taken place the student will be informed in writing and the Programme Manager shall inform the Principal and appropriate action will be taken.

10 Appeals Regulations

10.1 Students who dispute a final decision of the FE Programmes' Committee may appeal only on the following grounds:

- that the assessment procedures implemented failed to accord with the foregoing assessment regulations in such a way as to disadvantage the student materially.
- that the student's performance was adversely affected by illness or other factors which he or she was unable, or for valid reasons unwilling, to divulge before the Award Board reached its decision.

10.2 The procedures and regulations are the same as apply to the BA Hons Programme. Copies of the Regulations can be obtained from the Programme Manager.

Appendix 3: Glossary

All professional areas have their own terms and abbreviations. The Programme also has its own language. Here we have listed some of the more common terms and abbreviations. (Lets us know if there are any you want added!)

ABC: ABC Awards (the route we use to gain level 3 qualifications for youth support work)

Animation: A French and Italian tradition of practice concerned with encouraging and acting with people to participate in the expressive arts, socio-cultural activities (especially in local communities); and leisure time pursuits.

APEL: Accreditation of Prior Experiential Learning. The award of credit for the submission of evidence of professional development was not part of an accredited course.

APL: Accreditation of Prior Learning. The award of credit for the submission of evidence of the successful completion of an accredited course.

Assessment: The process of making judgements about the extent to which a learner's work meet the standards required for a qualification or unit, or part of a unit.

Assessment Criteria: The standards of practice that must be met with regard to professional practice (not to be confused with **marking criteria**).

Award: That which is granted for the successful completion courses leading to a specified number of credits.

Community learning and development: Learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants (Scottish Executive 2004)

Credit points: Credits quantify the learning achieved. They are allocated on the basis that learning is related to the amount of time that an 'average' learner might expect to take to complete an area of work. One credit point represents the learning achieved through a notional 10 hours of learning time.

ESB: Endorsement and Quality Standards Board for Community Development – <http://www.esbendorsement.org/>. The role of the ESB is to ensure the standards in training and learning for community development work and workers through the professional recognition of learning in England.

Grade: An indicator of learner's performance for each unit of the programme and for assignments. Grades can be 'fail', 'pass', 'merit' and 'distinction'

Helping: The process of being and working with someone around some issue or question; giving direct, practical assistance.

Informal education: A process of fostering learning that works through conversation and dialogue, and the exploration and enlargement of experience. Its purpose is to cultivate communities, associations and relationships that make for human flourishing.

Item or piece: A specially written ‘chapter’ of around 3,000 words on a topic. Items or pieces correspond to areas covered within **units**. They may include various self-study activities and pointers to further reading. Around 5 items are brought together with an introduction to form a **Unit**.

JNC: Joint Negotiating Committee for Youth and Community Workers.

LASER: Laser Learning Awards (formally known as the South East Region Open College Network) - <http://www.ocnser.org.uk/>.

Learning outcome: A statement setting out what someone is expected to know, understand or do as a result of engaging in a process of learning.

Level: The level of professional and academic work is rated on a four point scale in higher education. Level 0 is taken here as equivalent to ONC Level 3 and SCQF Level 6 (SVQ3). Level 4 in higher education is equivalent to that of a first year full-time degree participant (CertHE level); level 5 corresponds to the second year (FD level); and level 3 of a third year degree participant (BA, BA Hons).

Marking Criteria: The standards that must be met for the award of marks for assignments and studies at each level.

Mentoring: A developmental relationship designed to support and guide an individual.

Programme: A sequence of **units** leading to a particular **award**.

QAA: Quality Assurance Agency for Higher Education.

Rank Foundation: The Foundation is a large-scale UK funder and animator of local youth work initiatives.

Required reading: Texts that learners must consult if they are to make effective use of a programme.

SCQF: Scottish Credit and Qualifications Framework.

Scottish Standards Council: Standards Council for Community Learning and Development for Scotland.

Self-assessment: 1. A process undertaken by learners involving documenting and making judgements concerning abilities, capacities and areas for development. 2. A

document produced by learners that makes statements, and marshals evidence, in relation to the **assessment criteria** for professional qualification.

Social pedagogy: a range of work straddling social work and education. Often more holistic and group-oriented than dominant forms of social work and schooling, social pedagogy (sozial pädagogik) has its roots in German progressive education - and is sometimes translated as 'community education' or 'education for sociality'. As such it is closely related to notions of informal and social education, and community learning and development.

Study group: A group to explore learning and professional practice.

Supervision: A process undertaken by individual learners with their line manager/personal supervisor. It is concerned with exploring experience and practice, generating new understandings, making assessments and developing further work.

Supervisor: An experienced professional who works with an individual participant to deepen his/her abilities as an educator and animateur.

SVQ: Scottish Vocational Qualifications

Unit: A thematic subdivision of the programme and the smallest part of the qualification that is capable of certification in its own right. Learning materials are organized to these themes.

VRQ: Vocationally Related Qualification.

Appendix 4: The Diploma in youth work practice

A Diploma in youth work practice is made up a number of different competencies – and these can differ from one Diploma to another.

In the table below you will see the competencies that we cover by the end of unit 4.

The transcript issued by ABC Awards will specify the following areas:

Mandatory Group A	QCF Unit Number	Level	Credit Value
Theory of Youth Work	T/506/9206	2	4
Safeguarding in a youth work setting	J/506/9226	2	3
Young People's Development	M/506/9219	2	2
Engaging and Communicating with Young People	F/506/9239	2	2
Group Work within a Youth Work Setting	A/506/9501	3	3
Working with Challenging Behaviour in Youth Work Settings	A/506/9420	3	2
Reflective Practice in a Youth Work Setting	A/506/9238	3	2
Work-based Practice in Youth Work	K/506/9218	3	6
Optional Group B – The following units are covered by the required elements of the programme			
Interviewing Skills for Work with Young People	D/506/9216	3	3
Support Young People to Develop, Implement and Review a Plan of Action	T/506/9223	3	2
Young People's Participation in Youth Work	J/506/9176	3	3
Work Effectively with Vulnerable Young People	F/506/9175	3	3
Support Young People's Transition to Independence	Y/506/9196	3	2