

**ANNUAL
MONITORING OF
ENDORSED YOUTH
WORK
PROGRAMMES
DELIVERED IN WALES**

**Academic
Year 2017-
2018**

**BA Honours
Programmes**

Report Compiled by Courtney Taylor

March 2019

v2

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This report covers the period for the academic year 2017-2018 within the five Higher Education Institutions detailed below. Information was collated within December 2018 and January 2019 with only very few minor clarifications required.

Comparisons have been made to previous monitoring periods throughout the report. Charts provided for comparison are clearly labelled with the monitoring year but where no year is shown, the chart will relate to the current monitoring year i.e. 2017-2018.

Summary of the Key Points within this Report

1. *Concerns have been expressed regarding how information is collated for the National Student Survey. Since data covers general aspects within the university as well as specific aspects on the programme, a different approach may need to be taken by some Wales Universities to embrace the data. Page 5*
2. *Although most supervisors used are JNC qualified, for the second year we continue to see a decline of JNC recognised supervisors. In 2016-17 the numbers being used fell by 47 overall and this year the numbers have fallen by a further 28. Page 6*
3. *However, all Institutions have a good proportion of JNC recognised supervisors based on student numbers with a good number of agencies per student. Page 7*
4. *The fall within the percentage of agencies used within the statutory and voluntary sector continues and it has reached its lowest level of 42% since this monitoring process commenced in 2011. Page 9*
5. *Numbers are down on the previous monitoring year, but the news is positive with the same number of students recorded at level 4 and one student more at level 5 than at the same period. Page 9*
6. *The number of part-time students continue to decline, and numbers will be negligible once the level 6 students complete. Page 10*
7. *Males make up a quarter of all new recruits, this is the lowest percentage to date. Page 14*
8. *The over 30-year-old age group categories showed the largest increase for new recruits. Page 17*
9. *There are a greater proportion of new recruits gaining access through a non-standard entry – up from 34% to 46%. Page 18*
10. *Only 3 students across all programmes are shown as falling within a minority ethnic group. Page 20*
11. *Overall, the number of students found within the withdrawal and deferral categories is much higher, going from 19 students to 36 students. This was an unusually low base in the previous year. Page 25*
12. *First and Second Class Honours achievements have increased from 90% to 95% for all students gaining a qualification. Page 28*

Please note that the names of the universities monitored have sometimes been shortened where they appear on some tables or charts and, very occasionally, within the report. The full names are:

Cardiff Met	-	Cardiff Metropolitan University
Glyndŵr	-	Glyndŵr University
OU	-	The Open University
TSD	-	University of Wales, Trinity Saint David
USW	-	University of South Wales

Background of the Institutions being monitored within BA Programmes

The HE Institutions monitored have been endorsed through ETS Wales and in the case of the Open University, this was a joint endorsement (validation) through committees from the UK and all Ireland.

	Cardiff Metropolitan	Glyndwr	Open University	Trinity Saint David	University of South Wales
Title of Programme	BA Honours Youth and Community Work	BA Honours Youth and Community Work	BA Honours Childhood and Youth Studies	BA Honours Youth and Community Work	BA Honours Youth and Community Work
Endorsement Period	2016-2021	2017-2022	2015-2020	2014-2019	2015-2020

For information the programme directors and external examiners are provided as follows:

	Cardiff Met	Glyndŵr	OU	TSD	USW
Programme Director	Gill Price	Hayley Douglas	Stephen Harrison	Angharad Lewis	Mick Conroy
External Examiner – Fieldwork	Anne Sweeting	Peter Twilley Staffordshire University	David Wright Director of David J Wright Consultants Ltd.	Hefin Lloyd Carmarthenshire Youth Service	Sue Payne Independent consultant/youth work trainer
External Examiner – Academic	Rajesh Patel	Sheila Curran Open University	Christine Smith Lecturer and Professional Practice coordinator, University of Hull.	Sue Payne Independent consultant/youth work trainer	Stephen Harrison Open University Youth Work Lecturer.

The following chart gives an insight into the staffing within each Institution based on the total number of students enrolled, part-time and full-time. It is important to note also that the terms ‘core staff’, ‘main support staff’ and ‘occasional staff’ are as defined within the ETS Wales guidance document and hold a defined meaning.

	Cardiff Met	Glyndŵr	OU	TSD	USW
Total students on programme	102 (119)	48 (49)	15 (18)	38 (35)	62 (83)
Core Staff Qualified	3 (4)	3 (2)	2 (2)	3 (3)	7 (5)
Core Staff Not JNC Qualified	0 (0)	1 (0)	2 (3)	0 (0)	0 (0)
Main Support Staff Qualified	1 (1)	0 (0)	0 (0)	0 (0)	0 (0)
Main Support Staff Not JNC Qualified	0 (0)	1 (1)	4 (5)	0 (0)	0 (0)
Occasional Staff Qualified	6 (4)	1 (2)	0 (0)	2 (2)	0 (0)
Occasional Staff Not JNC Qualified	2 (3)	0 (0)	0 (0)	0 (0)	0 (1)
Visiting Staff	None Given	Wrexham CBC, Flintshire CC, Denbighshire CC, Caia Park Partnership, National Trust, AVOW.	N/A	Guest lecturers are utilised from a number of youth work organisations – both from the maintained and voluntary youth work sectors.	European Youth Council; Ofsted; Education Workforce Council; Newport MIND; NCH; Newport YOT; ECORYS ICL Programme; Howest University Belgium.

Figures in brackets () denote 2016-17 numbers

There has been a fall in overall numbers from 304 to 265 students, although a slight increase is shown by Trinity St. David. The number of core staff has been on a decline, but this staffing group has increased this year.

As reported previously, the Open University is no longer recruiting within the programme and the final students are now being supported through to completion. Therefore, the university has not been included within some sections of the recruitment analysis section of the report.

UniStats Analysis

Students have provided their own feedback of the programmes as presented below and these can be found in more detail within Annex I and on the UniStats website. Please note that the figures for the Open University are not exclusively for Wales or even that programme. Some universities have already highlighted issues on how this information is collated as figures may come from other similar courses within the institution. Specifically, Glyndwr have indicated that the data has been generated through other programmes and ‘the team therefore feel that this is not a true representation of student satisfaction or quality of the programme.’ There are no results for Trinity Saint David shown on the site at this time.

UNISTATS Student Satisfaction Information

	Cardiff Metropolitan	Glyndwr	Open University	Trinity Saint David	University of South Wales
	Data from 15 (20) students.	Data from 15 (35) students.	Data from 260 (475) students.	Data from 10 students.	Data from 15 students.
Overall, I am satisfied with the quality of the course	71% (91%)	54% (74%)	85% (85%)	91% (80%)	100% (100%)
*The course is well organised and running smoothly	82% (86%)	54% (71%)	79% (72%)		94% (92%)
*I feel part of a community of staff and students	71% (91%)	54% (71%)	48% (49%)		76% (85%)
Staff are good at explaining things	100% (95%)	77% (86%)	74% (83%)		100% (100%)
Staff have made the subject interesting	88% (91%)	69% (80%)	71% (74%)		94% (100%)
Feedback on my work has been timely	71% (73%)	69% (63%)	81% (87%)		88% (85%)
I have had the right opportunities to provide feedback on my course	82% (86%)	69% (77%)	66% (72%)		94% (100%)
*I have been able to contact staff when I needed to	100% (91%)	62% (80%)	84% (85%)		94% (92%)
I have received sufficient advice and guidance in relation to my course	88% (91%)	62% (80%)	77% (77%)		100% (100%)
The library resources (e.g. books, online services and learning spaces) have supported my learning well	82% (73%)	77% (40%)	82% (84%)		71% (77%)
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	94% (77%)	69% (50%)	85% (85%)		88% (100%)

Figures as provided by Unistats December 2018. To identify how the research is conducted you should refer to the Unistats website. (The figure for the previous year can be found in brackets).

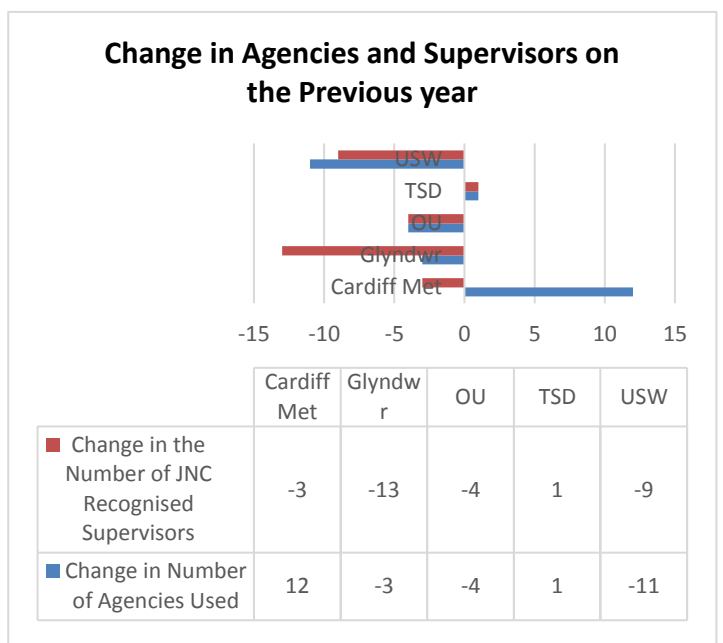
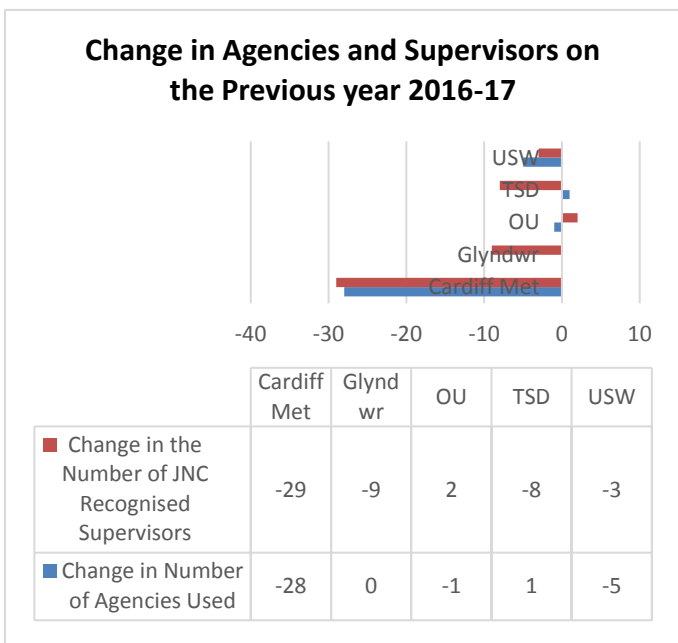
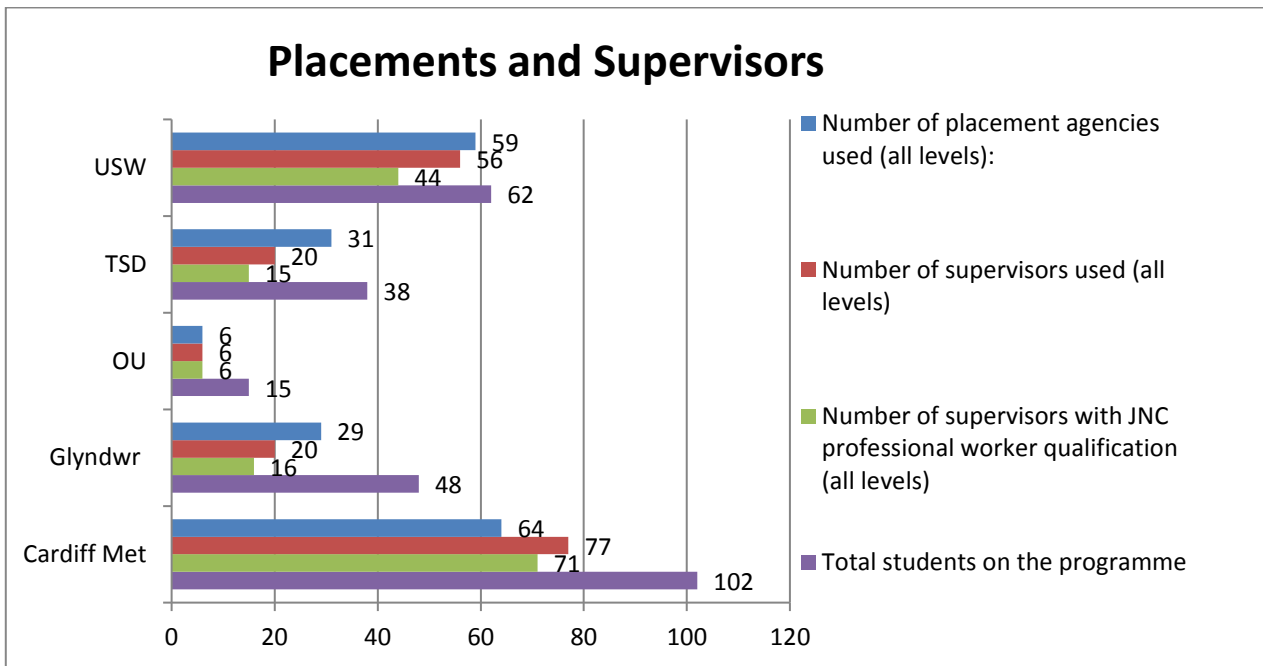
The comments raised by the universities on the appropriateness of the data does raise some issues. However, if a prospective student wishes to find information on competing programmes, this data will be a starting point. This means that the information provided will be used in making that decision, no matter how that data is collated. From an external perspective, there are two crucial points being missed by some Wales Institutions in managing this data.

The first is why more effort is not being made to ensure that students (particularly those who are content with the programme) complete the survey to provide a true representation of the delivery. The second point being overlooked is that many of the responses are not specific to the programme but are wider institutional issues. If IT resources and general support are perceived as lacking, there will be no reason why this will be any different for the specific course.

The excellent figures shown by the University of South Wales should be commended and there may be some lessons to be learned with the progress made over the last few years.

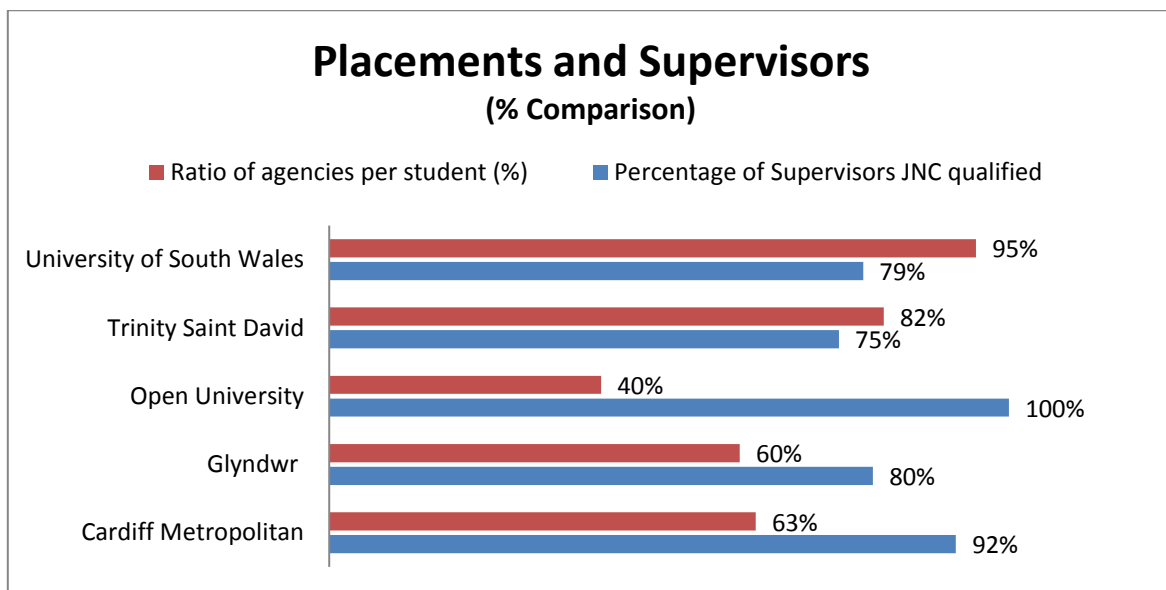
Fieldwork Placements

The breakdown for students and placements is provided below.

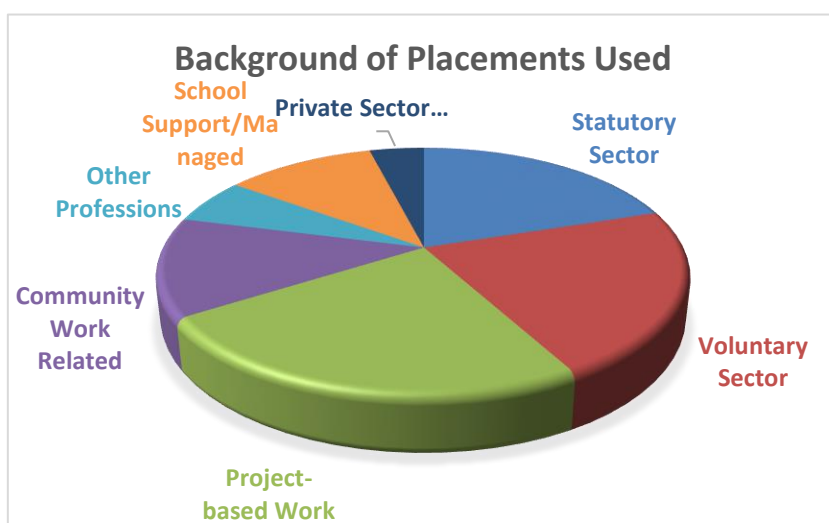


Although most supervisors used are JNC qualified, for the second year we continue to see a decline of JNC recognised supervisors. In 2016-17 the numbers being used fell by 47 overall and this year the numbers have fallen by a further 28 in total. It is not easy to match this to the number of students as there has been some anomalies with the numbers provided through the Open University, but on the main the number of students has not fallen in line with this decrease. There has also been a decline in placement opportunities available for the second year. The number of students in relation to the placement opportunities is explored later in the report. Both these scenarios may be to universities undertaking different working practices for placements and should not be viewed as narrowing opportunities and experiences of students, however, ETS may want to monitor this trend.

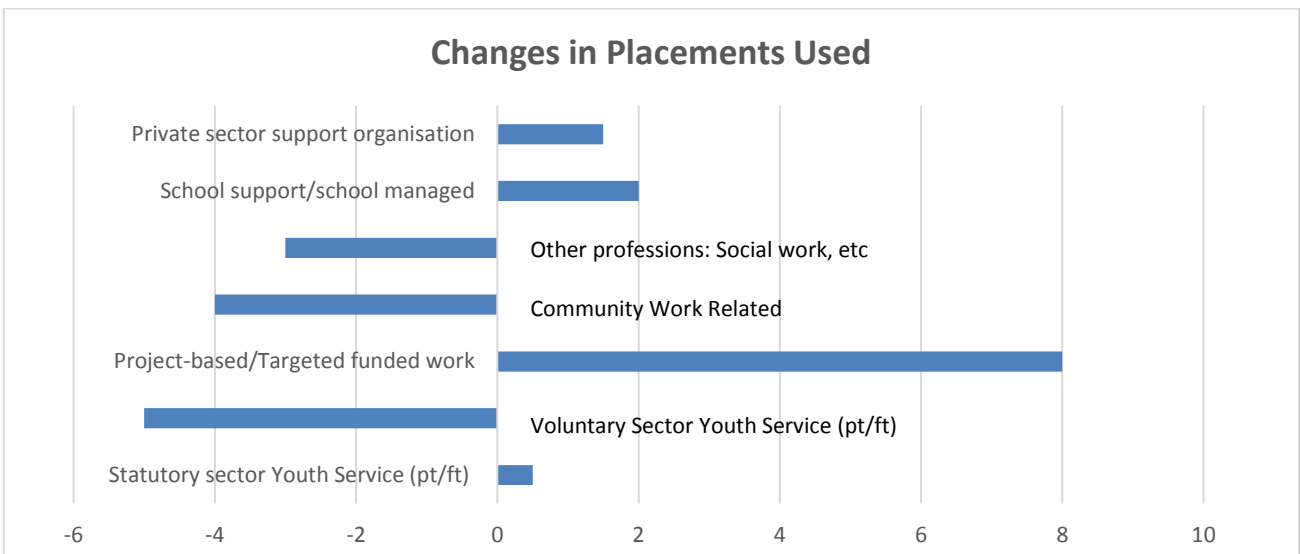
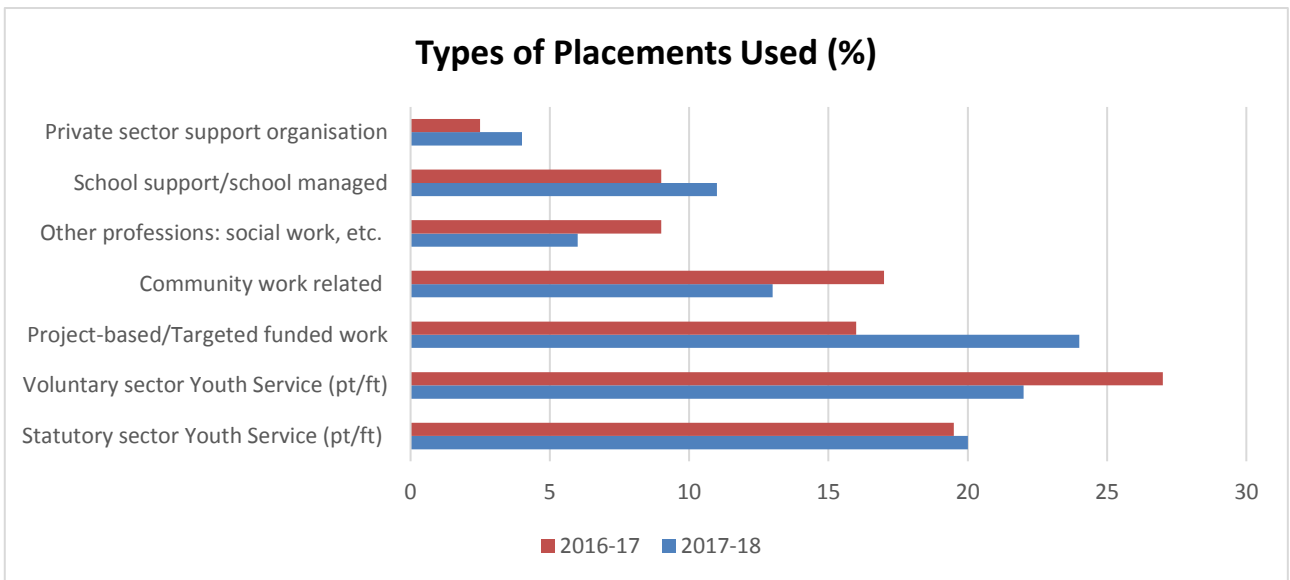
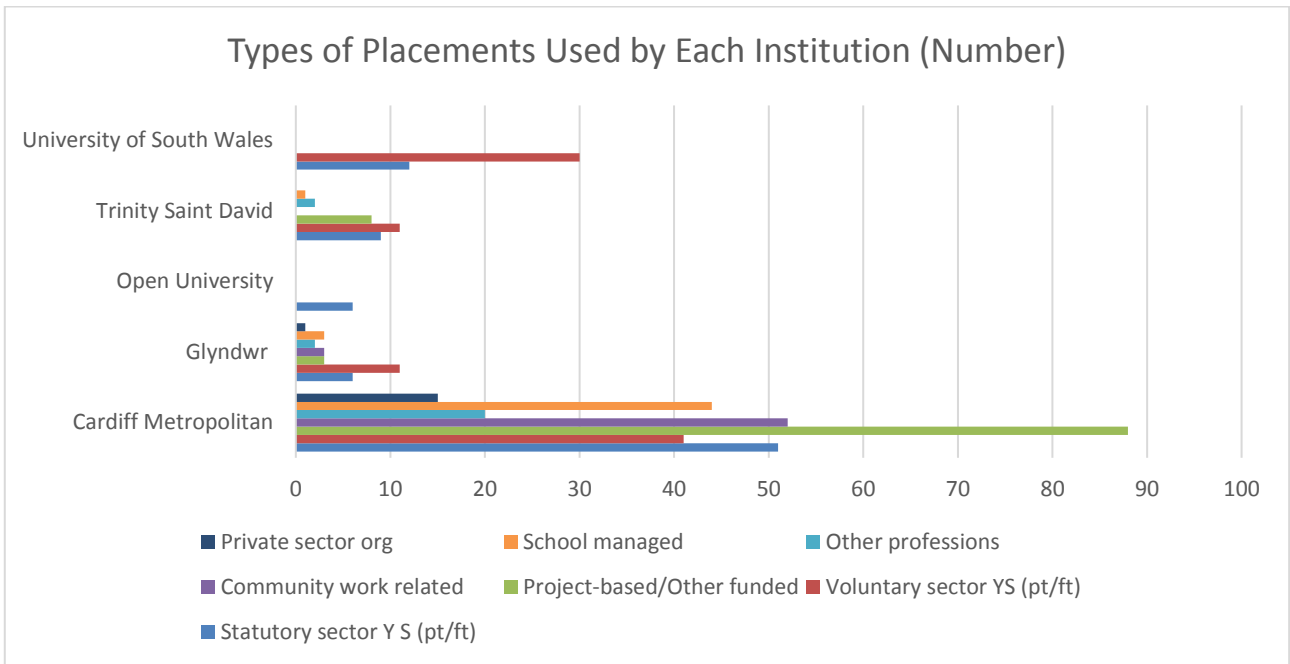
The proportion of those supervisors with JNC qualifications in relation to the number of students can be better understood within the following chart.



All Institutions have a good proportion of JNC recognised supervisors with a good number of agencies per student.



A wide range of placements continue to be used across a spectrum of work with young people. A list of these placements has been made available this year to the ETS. The chart opposite shows the proportion of each type of placement used during the monitoring year. The following charts provide an additional breakdown of this data and clearly document the changes which have taken place since the previous monitoring year.



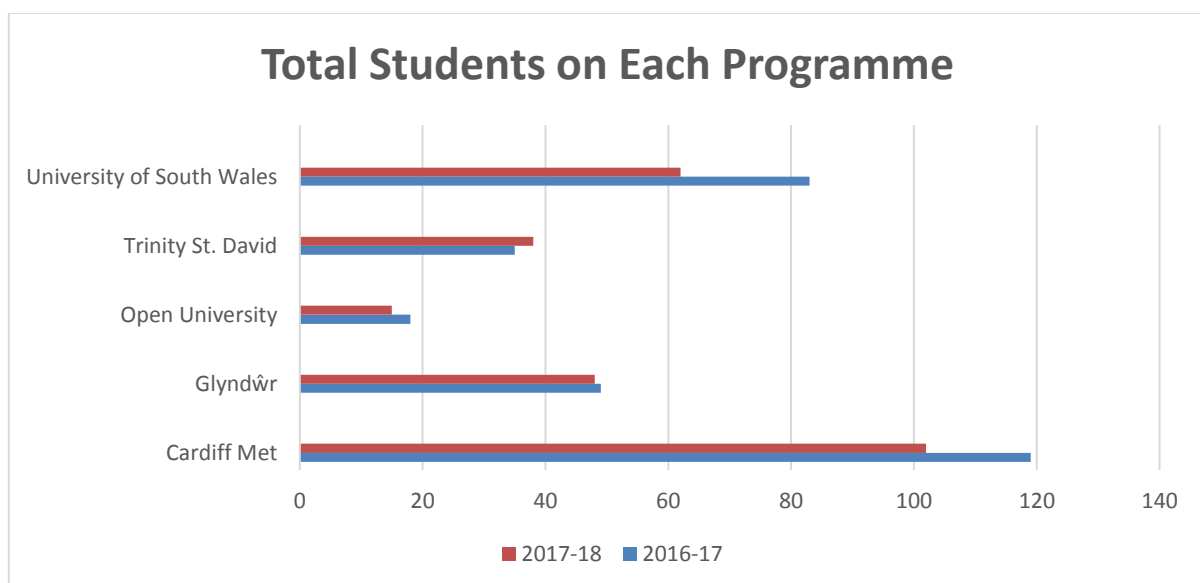
The fall within the percentage of agencies used within the statutory and voluntary sector continues and it has reached its lowest level of 42% since this monitoring process commenced in 2011.

There have been a few changes across enrolled numbers since the last monitoring period. The following chart provides a good visualisation of these changes with green displaying an increase in numbers and blue a decrease.

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Number of Agencies	52	64	32	29	10	6	30	31	70	59
Number of Supervisors	79	77	36	20	10	6	20	20	74	56
Number with JNC qualifications	74	71	29	16	10	6	14	15	53	44
Total Students	119	102	49	48	18	15	35	38	83	62

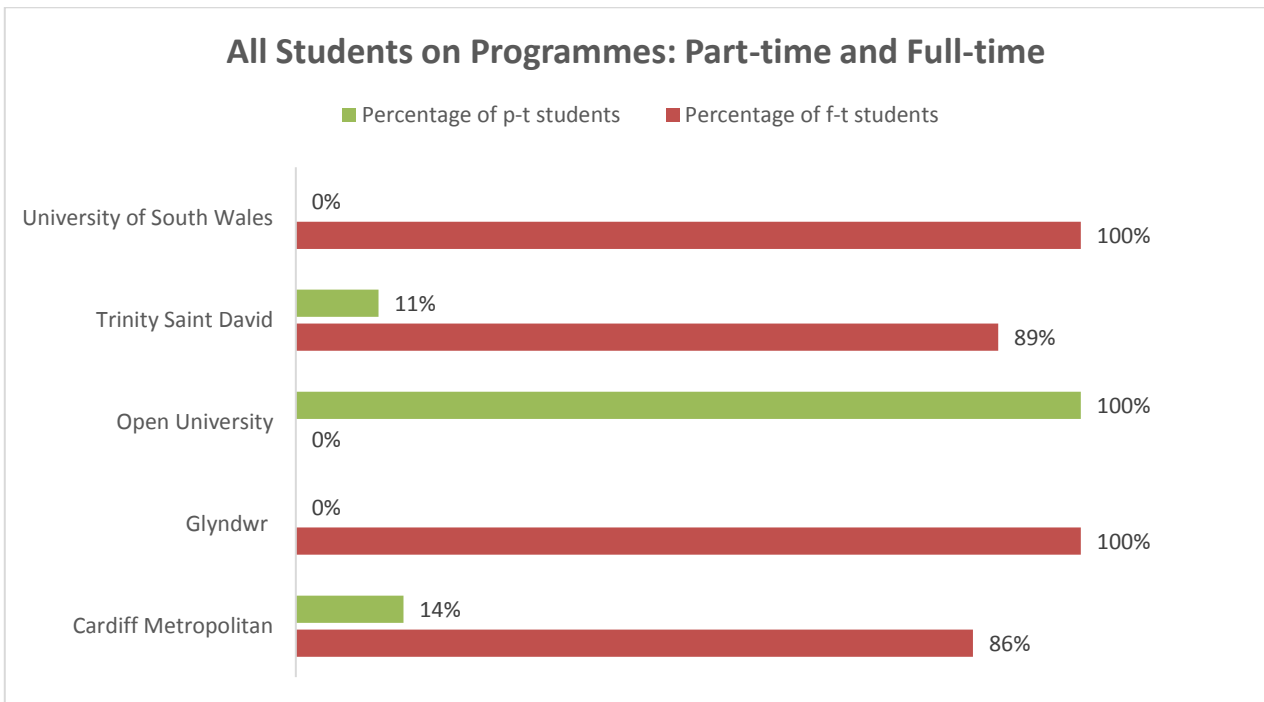
There has been a fall in the overall number of students of the programmes apart from Trinity St. David maintaining a small increase. Using the breakdown at each level, it is evident that there are changes taking place, but the news is positive with the same number of students at level 4 and one student more at level 5 than at the same period last year. Please note that the following chart is a combination of part-time and full-time students and, as a later analysis will show, numbers undertaking the programme part-time continues to remain very low.

	Cardiff Met		Glyndŵr		OU		TSD		USW		TOTALS	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Level 4	45	41	22	24	4	1	13	17	22	23	106	106
Level 5	29	31	10	14	10	6	10	10	23	22	82	83
Level 6	45	30	17	10	4	8	12	11	38	17	116	76
Total	119	102	49	48	18	15	35	38	83	62	304	265



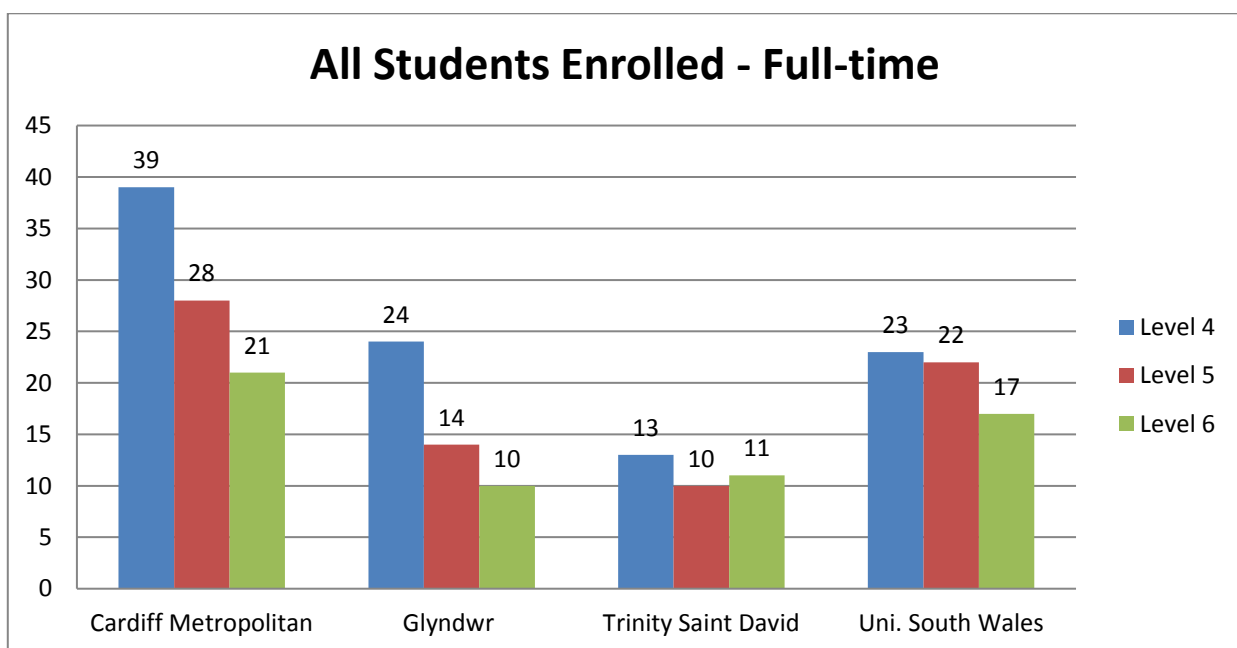
Student Enrolment

This chart shows the study mode of all students on the programmes delivered within Wales.



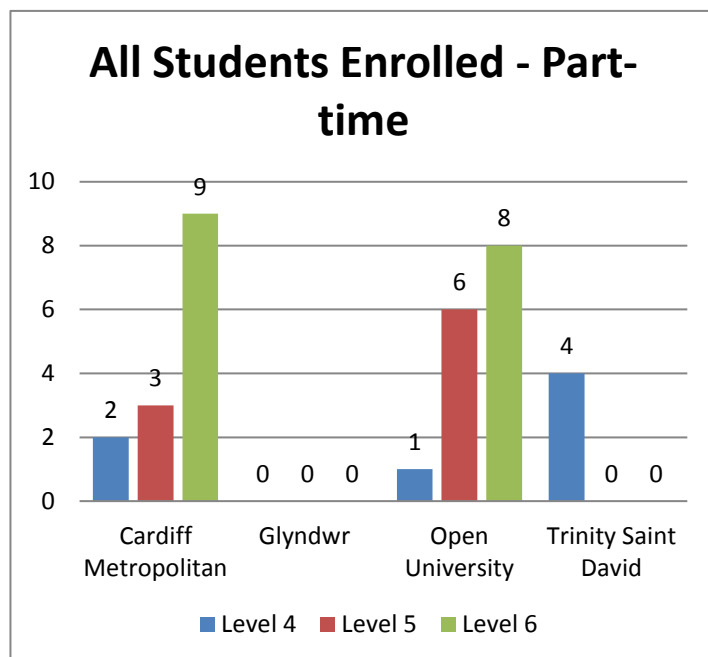
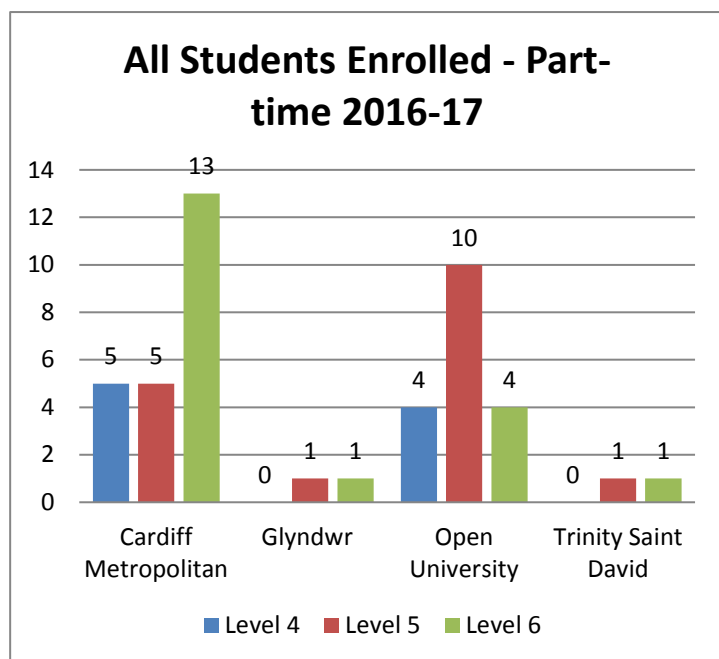
As the numbers within the Open University decline, there are now very few students undertaking any programme through a part-time mode. This is reflected in that only two of the four institutions are actively delivering a part-time programme this year. It is evident though that a tailored part-time route has not existed for a while, as – anecdotally – part-time students simply slot into the full-time delivery.

Looking firstly at the full-time students.



The profile of each institution looks healthy as there are generally more students within previous years. Allowing for withdrawals this will lead to stable numbers within the programme. Last year there was a spike in numbers at level 6 but this has now been balanced by good recruitment at level 4.

A similar profile would be expected for part-time students, but this is not as straightforward due to the smaller numbers involved and the extra time required to complete each level.



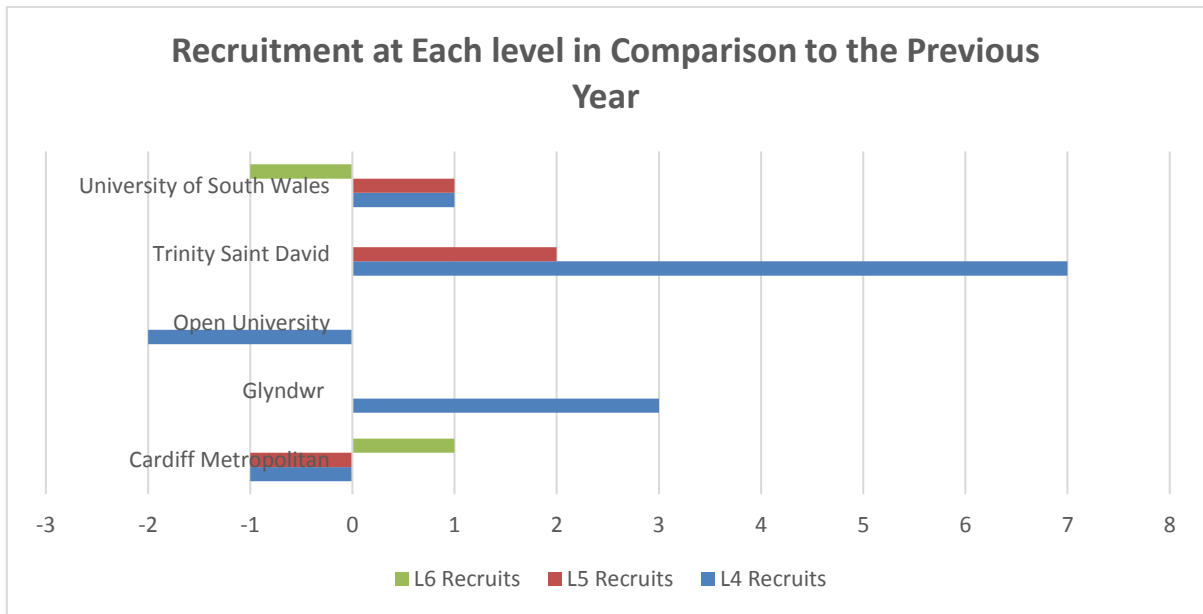
What is clear viewing the chart above, is that the fall in numbers of part-time students are likely to decline substantially after the current cohort at level 6 have completed studies.

Analysis of New Recruits across All Programmes

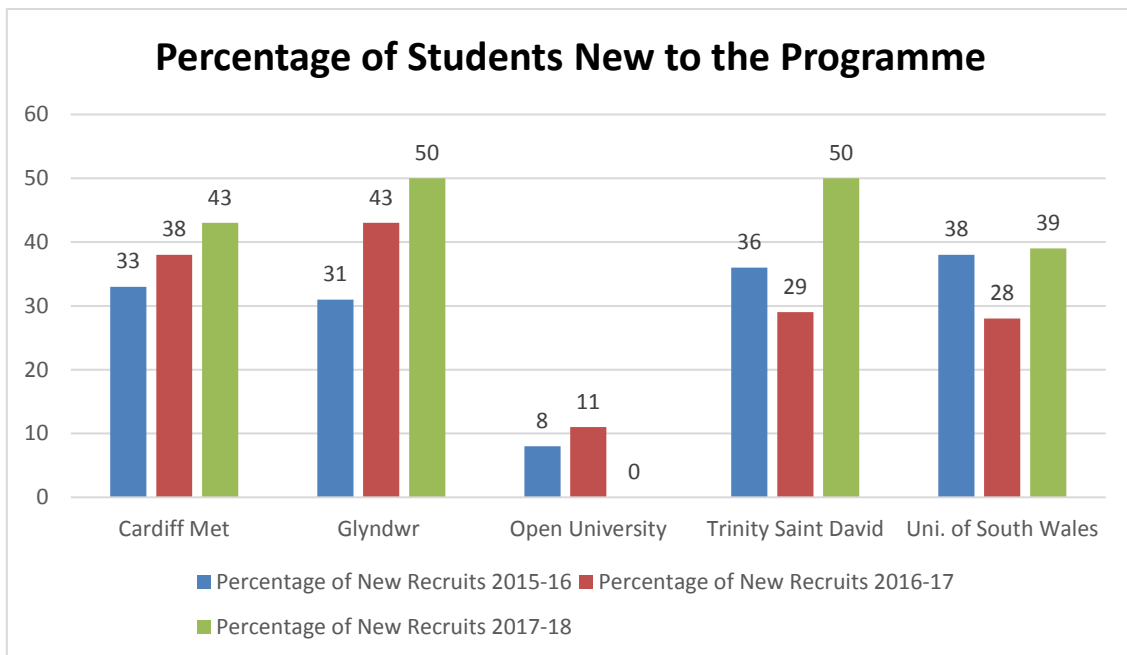
The following chart shows how recruitment has changed over the last three years.

	Cardiff Met			Glyndŵr			Open University			TSD			USW		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
New Recruits at Level 4	38	42	41	15	21	24	6	2	0	16	10	17	28	22	23
New Recruits at Level 5	2	3	2	0	0	0	0	0	0	1	0	2	2	0	1
New Recruits at Level 6	2	0	1	1	0	0	1	0	0	0	0	0	1	1	0
Total New Recruits	42	45	44	16	21	24	7	2	0	17	10	19	31	23	24

The change is best illustrated using the following chart showing an overall increase in recruitment. However, very few students are being recruited at level 5 and level 6 with only 6 students in total across the five universities.



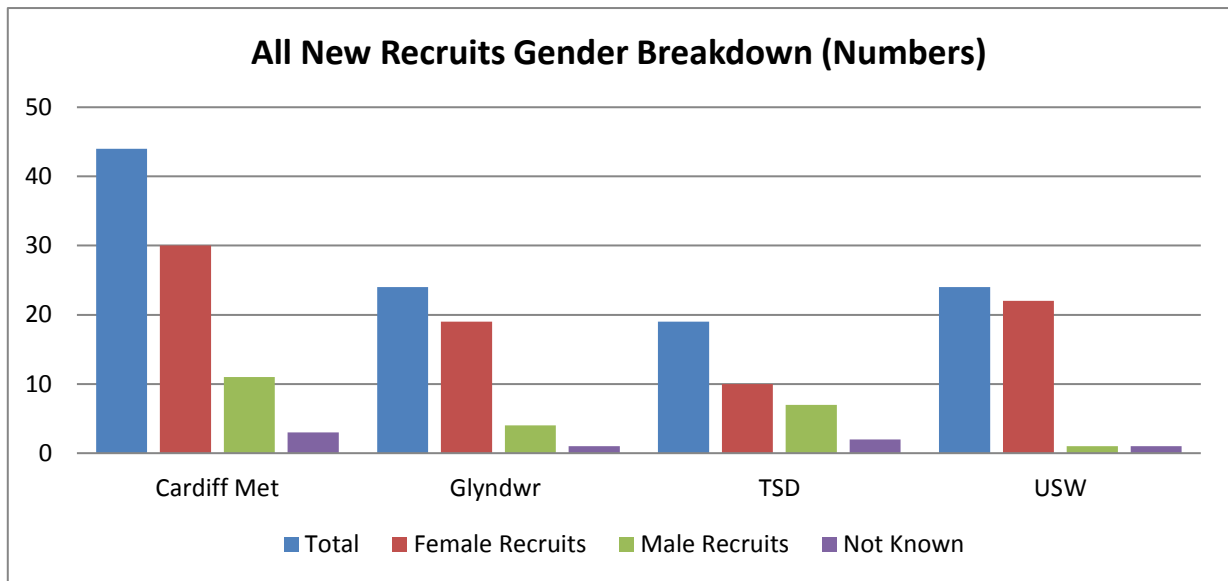
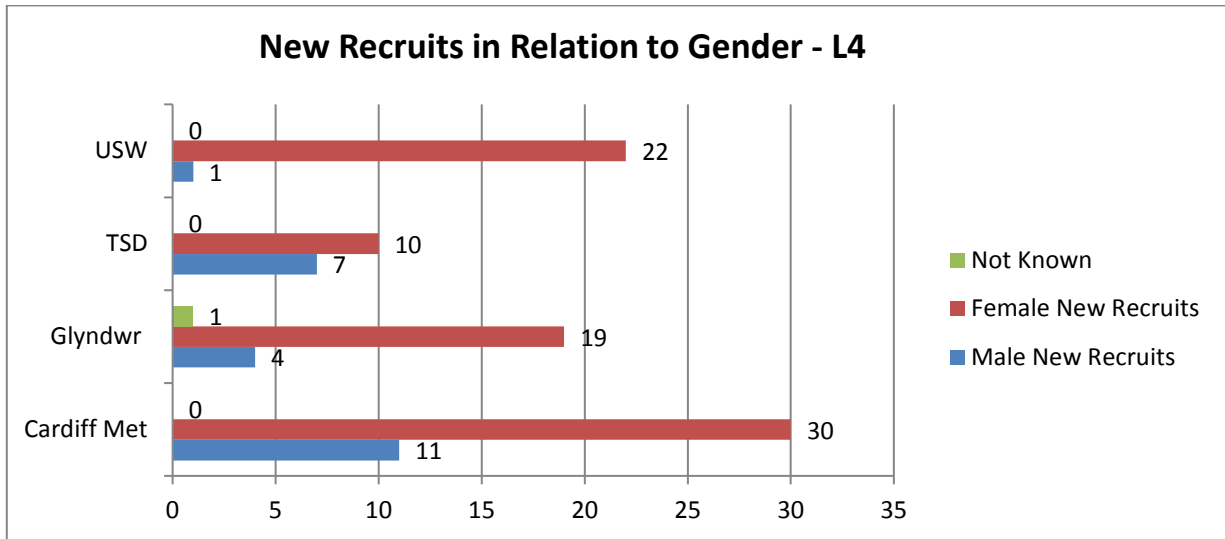
While there has been some increase in recruitment within Cardiff Met and Glyndwr at level 4, there has been a decline in numbers at all levels. Overall this shows a decline of 11% on student numbers recruited within the previous monitoring year which is significant but not as great as fall shown within the previous monitoring year of 18% fall.



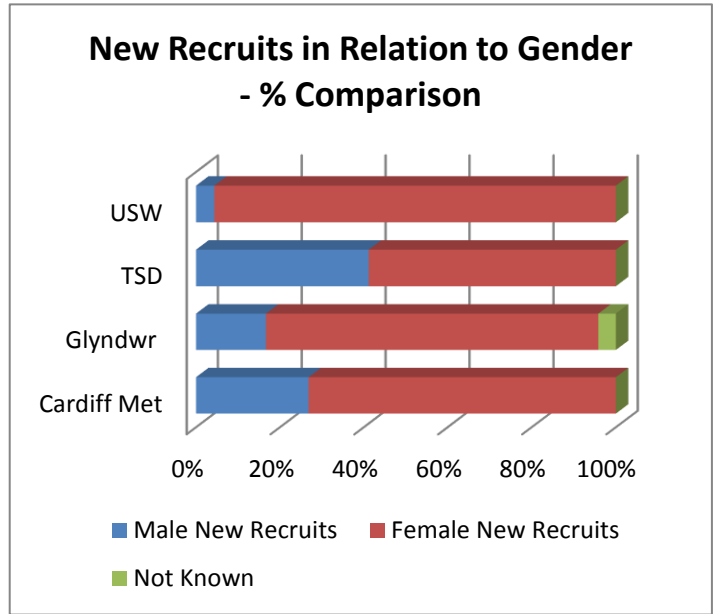
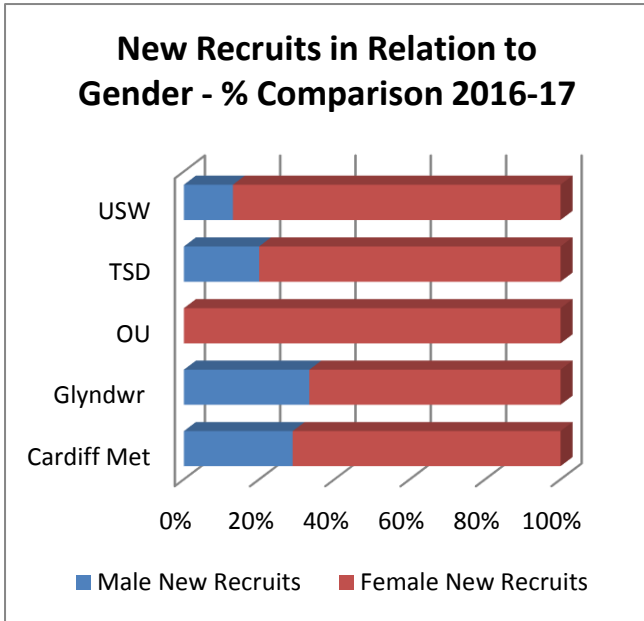
The above chart indicates a recruitment level of over 33% and of 50% in two cases. This would suggest for a three-year programme, that the Wales based courses are showing growth.

The new recruits can be further analysed under gender, age group and entry qualifications. In previous years, a full breakdown was recorded of all students recruited included level 5 and level 6. As the numbers were small at level 5 and 6, the analysis breakdown is based only on level 4 students.

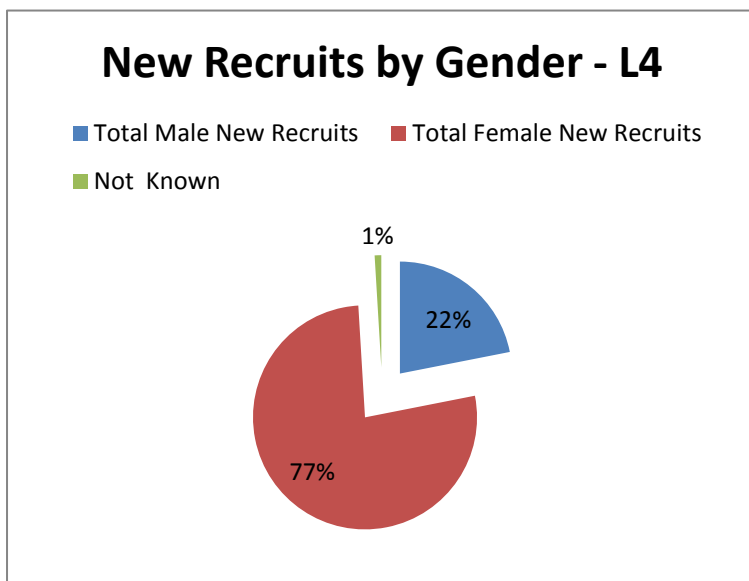
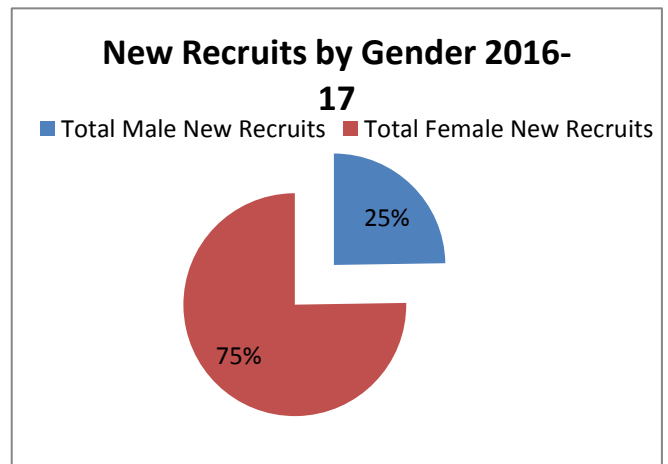
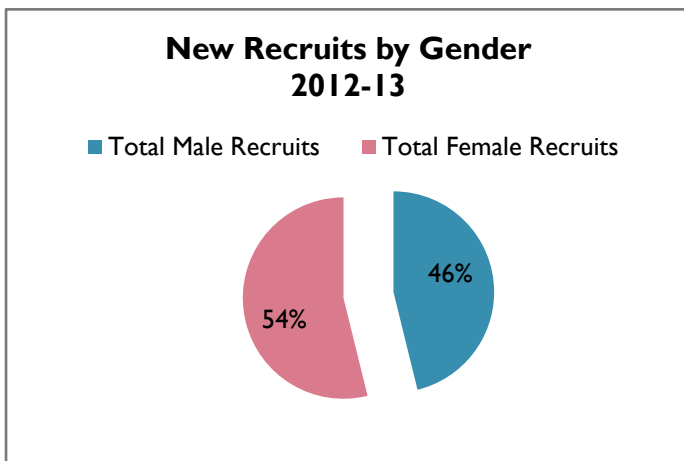
Gender Breakdown: This year we have incorporated a category of not known.



All programmes continue to show a higher number of female recruits as indicated within previous monitoring periods. This can be better shown through a percentage relationship.

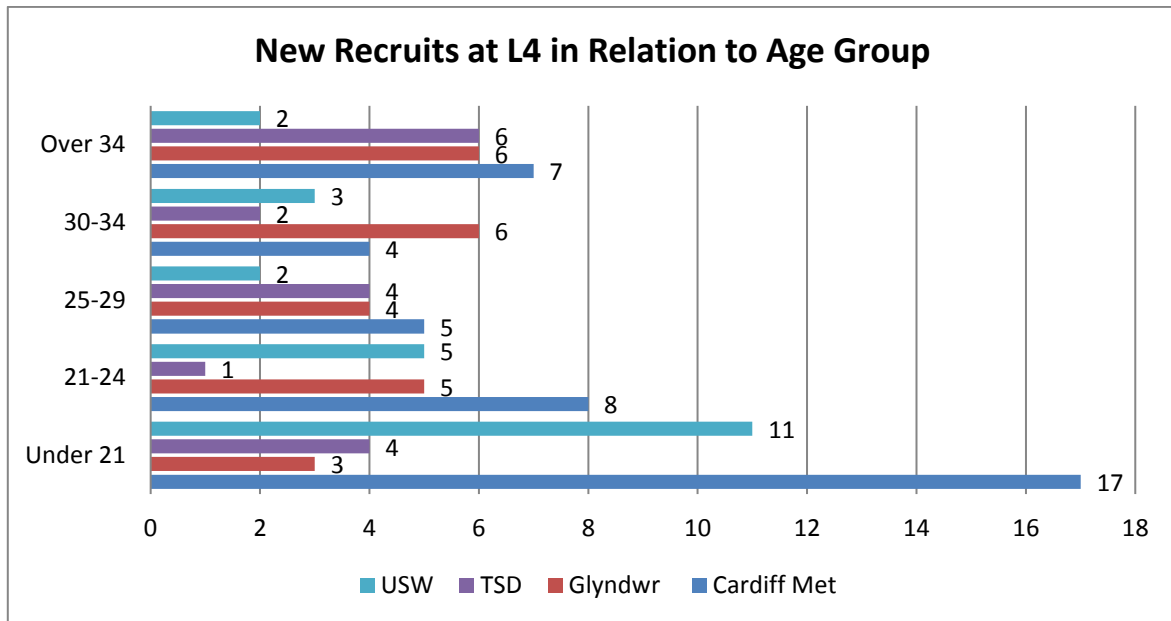


The change within the gender profile can be clearly seen within the following charts.



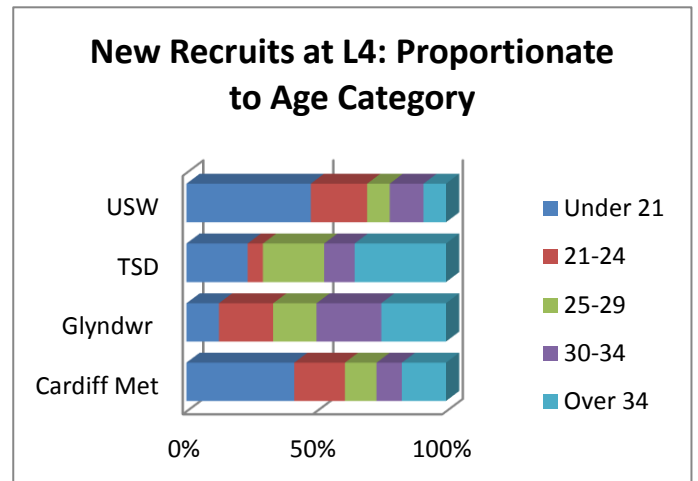
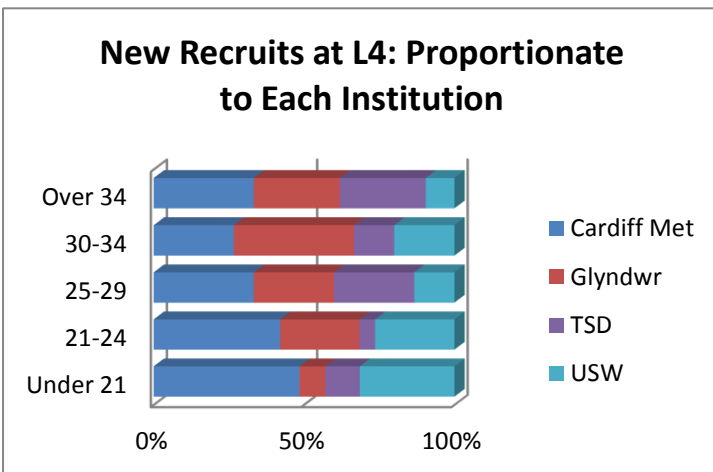
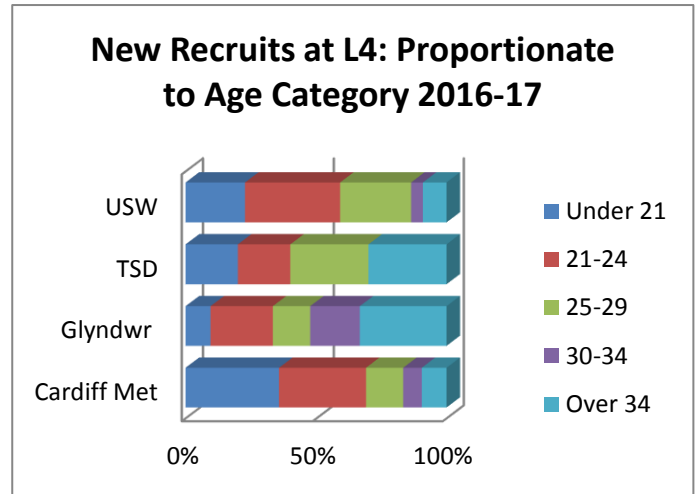
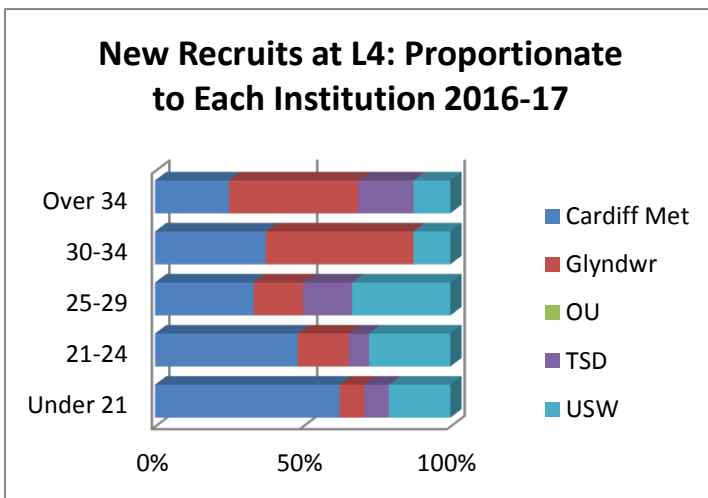
The chart for the current monitoring year continues to show recruitment of males being just under a quarter of the cohort. It does show a continuing decline of male recruits with the lowest percentage to date.

Age Breakdown: Looking at level 4 students only, the following information is available regarding the age profile of the students.

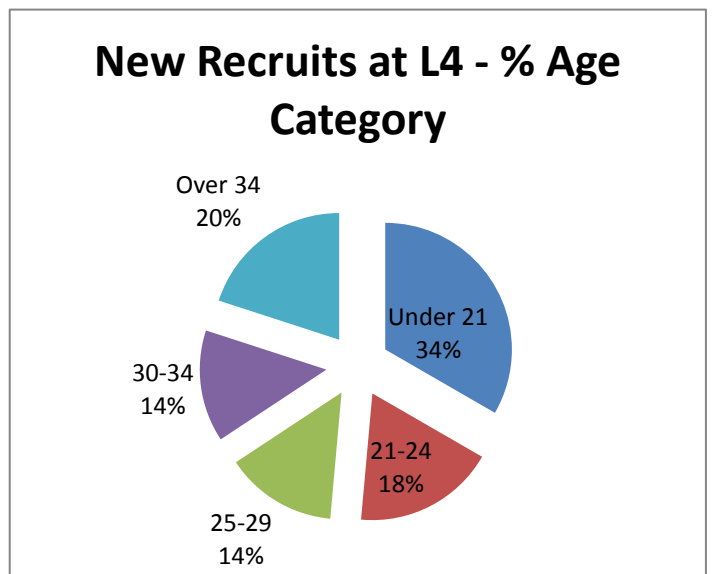
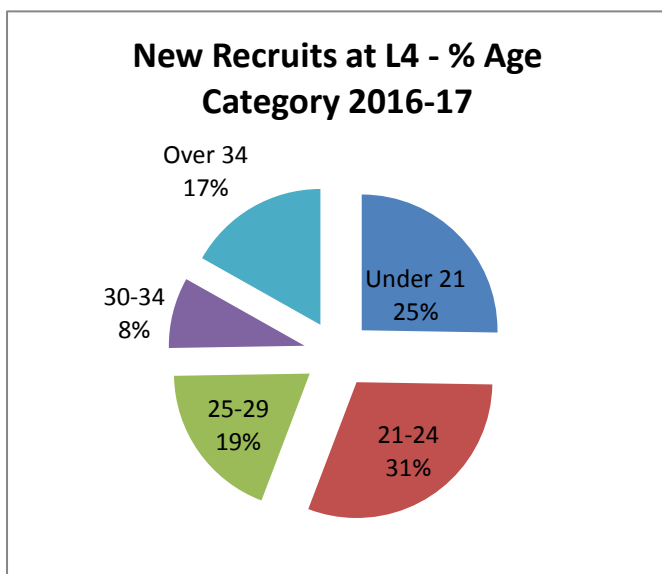


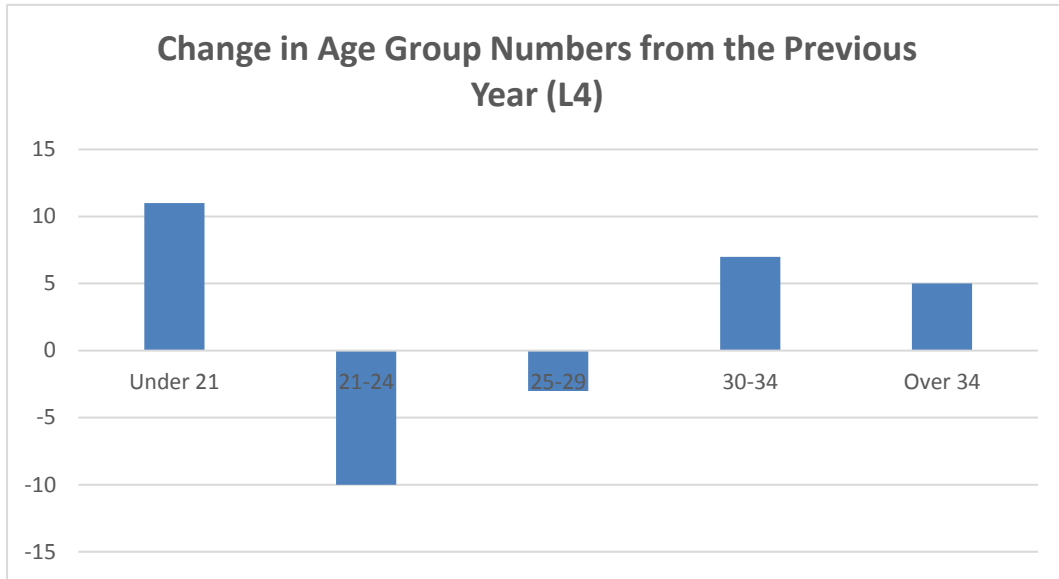
Cardiff Met and University of South Wales have a greater proportion of new recruits within the 24 years and under categories, whereas there is a higher proportion of the students within the over 25 year old categories to be found at Trinity St. David. Glyndwr is displaying a wider spread across each age group.

This can be better seen within the proportion comparison across each group.



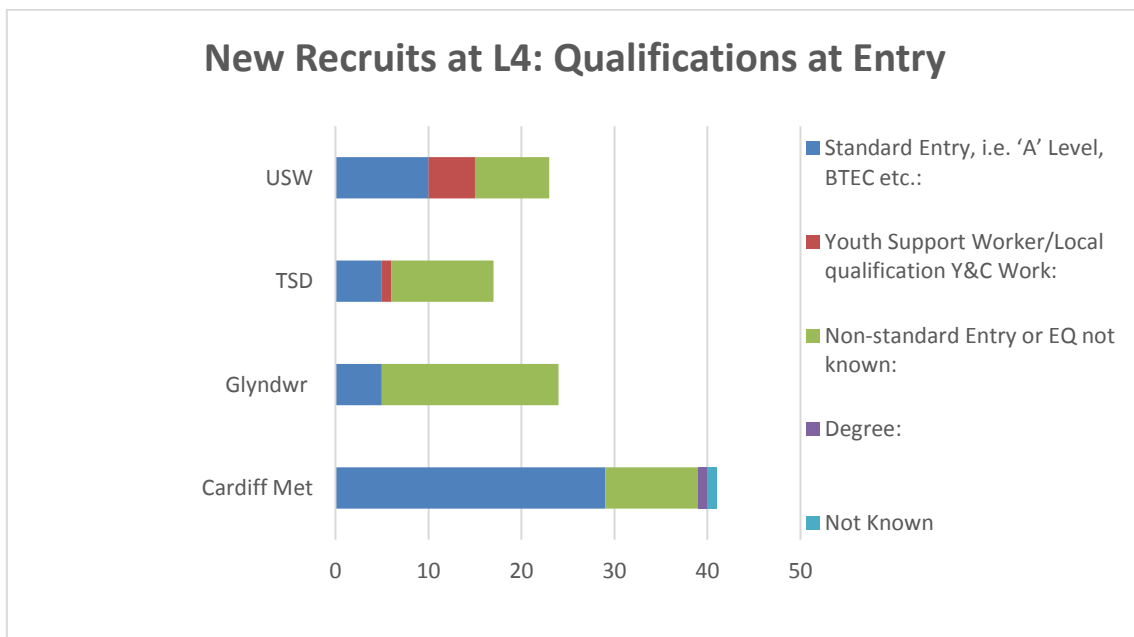
The following charts track the changes within the overall position since the previous monitoring period.



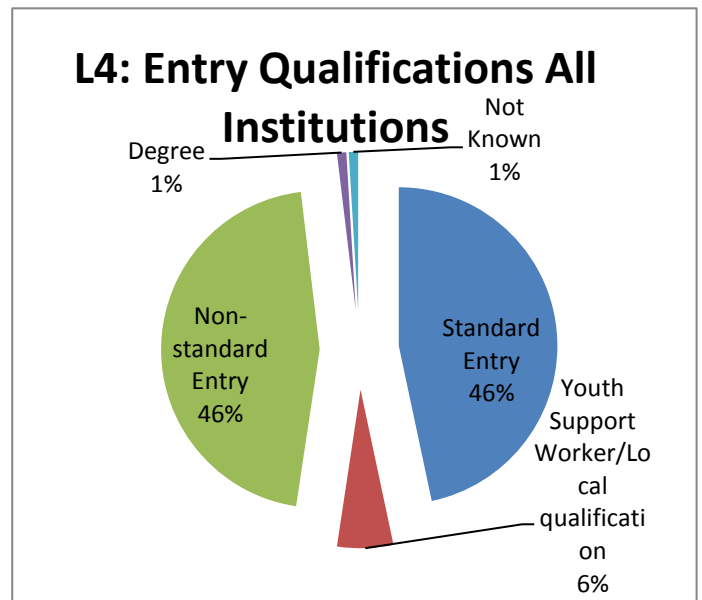
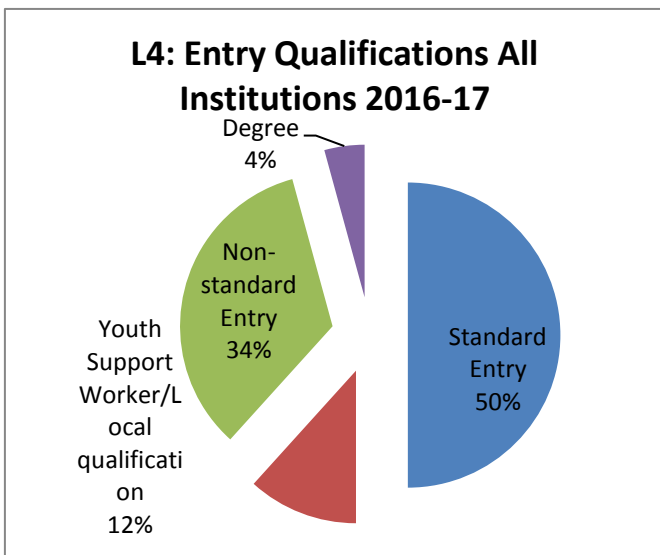
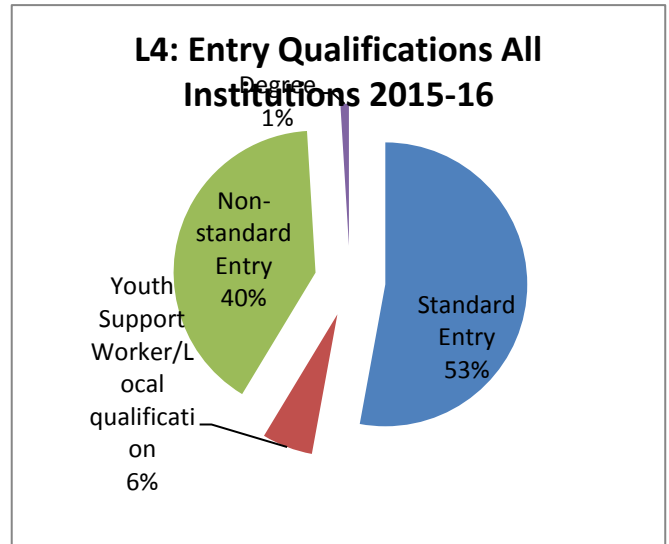
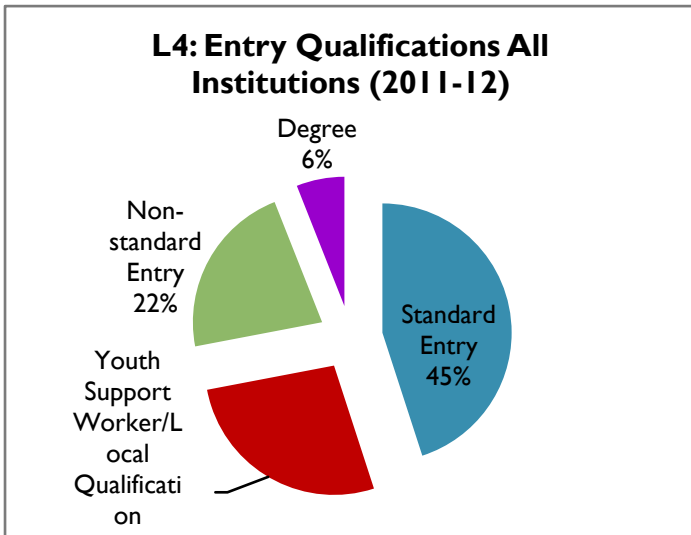


Although there has been an increase in the youngest age group, this is balanced by a similar drop in the numbers for the 21-24 age group. The largest increase though has been in the 30 and over age group since the previous year.

Qualifications Breakdown: The following charts review the qualifications on entry of students recruited to all programmes.



On initial viewing of this chart it appears that non-standard entry covers a sizeable proportion of the students being recruited. Comparing entry qualifications with previous years, it is possible to see how this has changed.

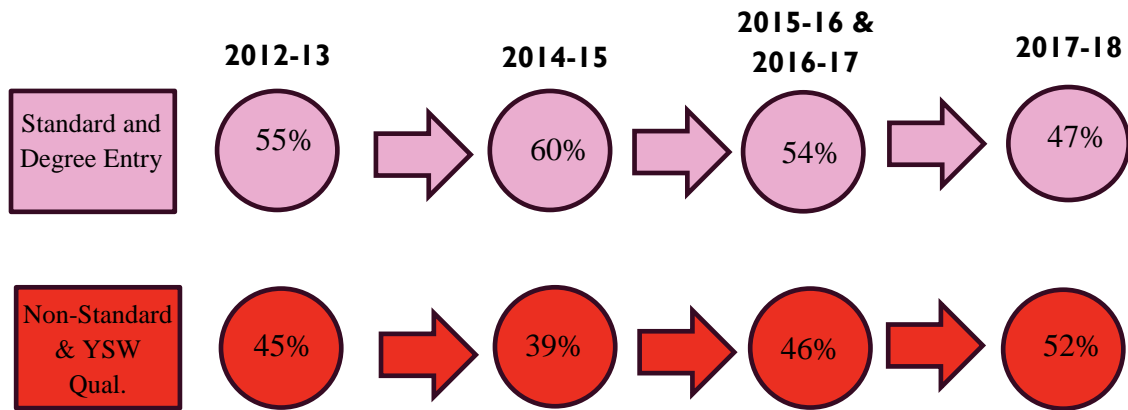


Within this monitoring year, the proportion of students gaining entry through a degree and meeting the standard entry requirements has fallen and there has been a large increase in the non-standard entries. Although there has been a decrease within the youth support worker entries, this has been addressed as new recruits may have the youth support worker qualification in addition but only the highest entry qualification is shown. The information on students entering with the youth support worker qualification was requested and is shown in the table below.

	Cardiff	Glyndwr	TSD	USW
Students with the Youth Support Qualification at entry	0	0	4	5

Trinity St. David have provided a greater number of students with the qualification at entry than shown within the original data and this has increased the new recruits with the qualification from 6 students to 9. It is not clear if the other institutions are not able to provide this additional level of analysis.

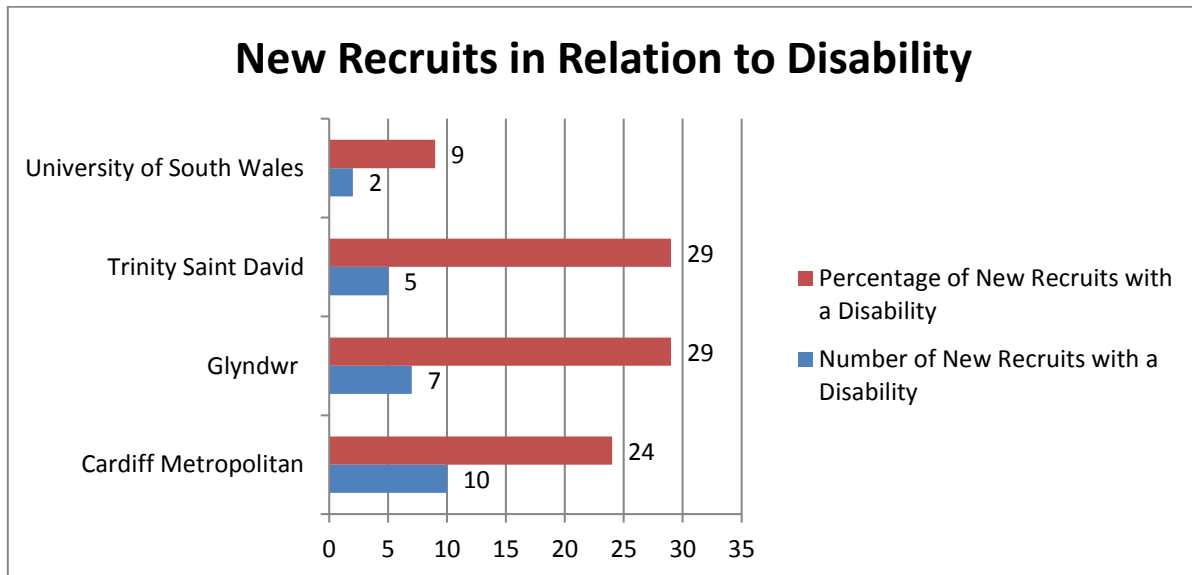
The change within Entry Qualifications since 2012-13 is provided within the following diagram:



Including the monitoring period 2011-12, this is the first time entry qualifications have shown a greater proportion of students having a non-standard and youth support worker qualification. It may be possible to speculate that this may be due to the higher proportion of students within older age categories gaining entry through experience within the profession.

Further Analysis of New Recruits to Programmes

The following information has been made available regarding new recruits reporting some form of disability at entry.



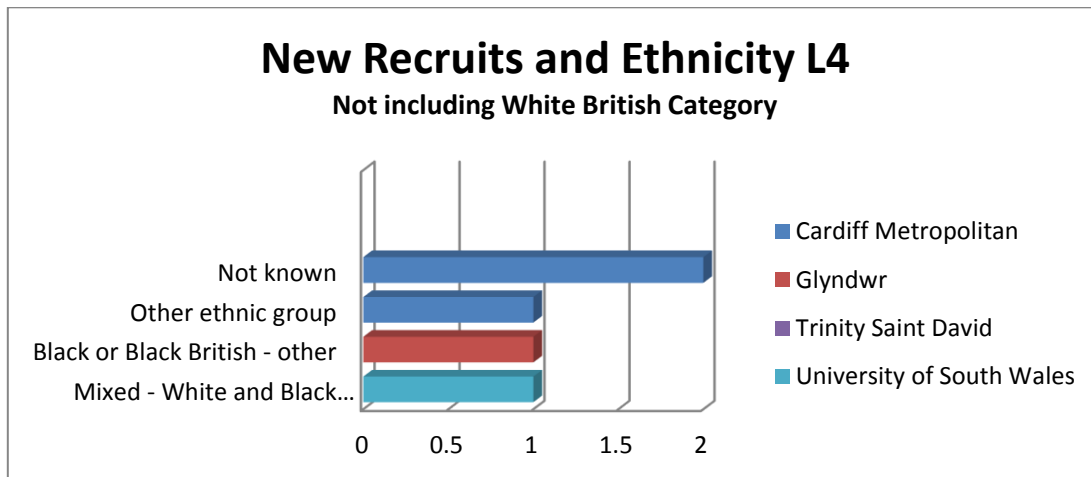
As in previous monitoring years, the numbers shown are very similar. However, the percentage has increased for Glyndwr and University of South Wales on last year, going down for Trinity St. David while remaining the same for Cardiff Metropolitan.

For ethnicity the charts indicate, as in previous years, that only a relatively small number of students are drawn from a minority ethnic group, but the picture is even less diverse.



If the 'unknown' students are included, recruits with a minority ethnic background make up less than 5% of the total recruits. This is down from 7% of recruits in the previous monitoring year and 10% in 2015-16.

The ethnic background of the students on the programme are shown have gone down in numbers from 5 students to 3.



During the 2015-16 monitoring period we saw eleven students from six different minority ethnic categories, whereas during this period there are only effectively 3 students from three defined categories.

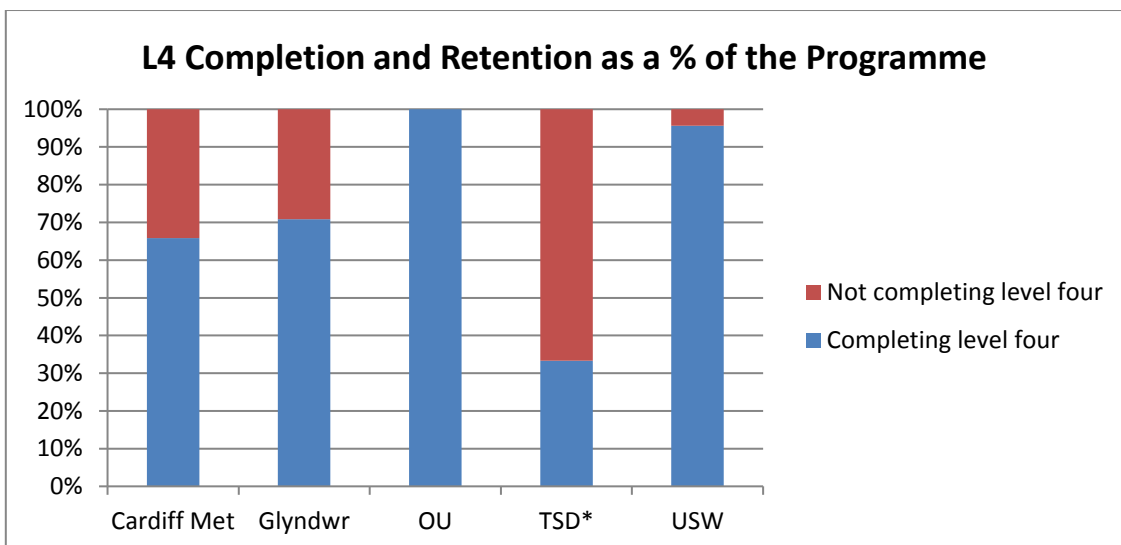
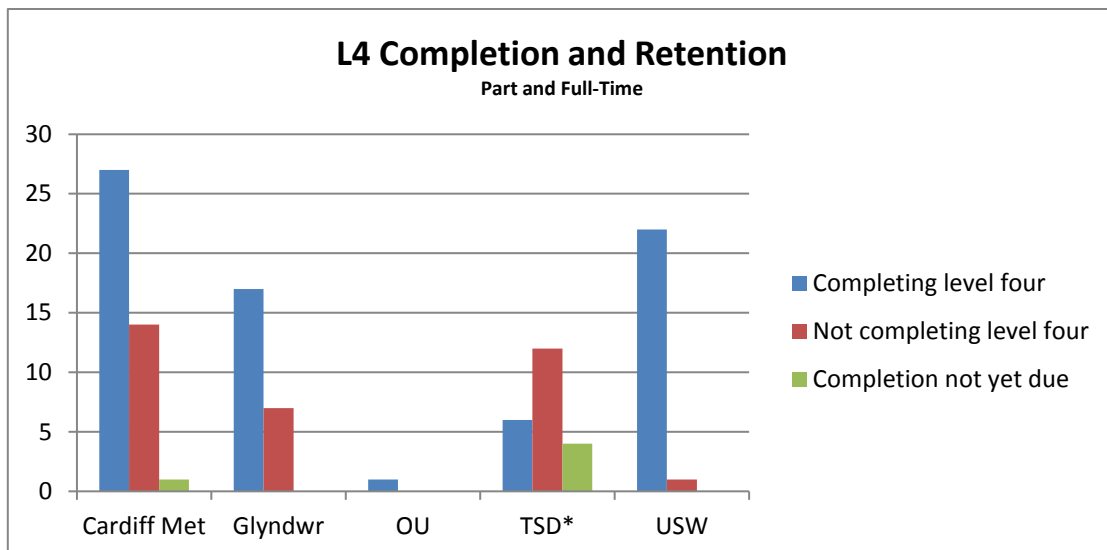
Welsh Language: There has been very little change in this area as shown in the following chart.

Numbers of students who were able to conduct the course using the Welsh language	Cardiff Met	Glyndŵr	OU	TSD	USW
General conversation e.g. group work	0	2	0	3	0
Making Presentations	0	0	0	0	0
Written assignments	0	0	0	0	0

In 2016-17 there were 4 students at Trinity Saint David and 4 at Glyndwr using the Welsh language in general conversation, so numbers have gone down for the monitoring year. However, as in previous monitoring periods, there are no students making presentations or producing assignments using Welsh.

Retention and Completion of Students

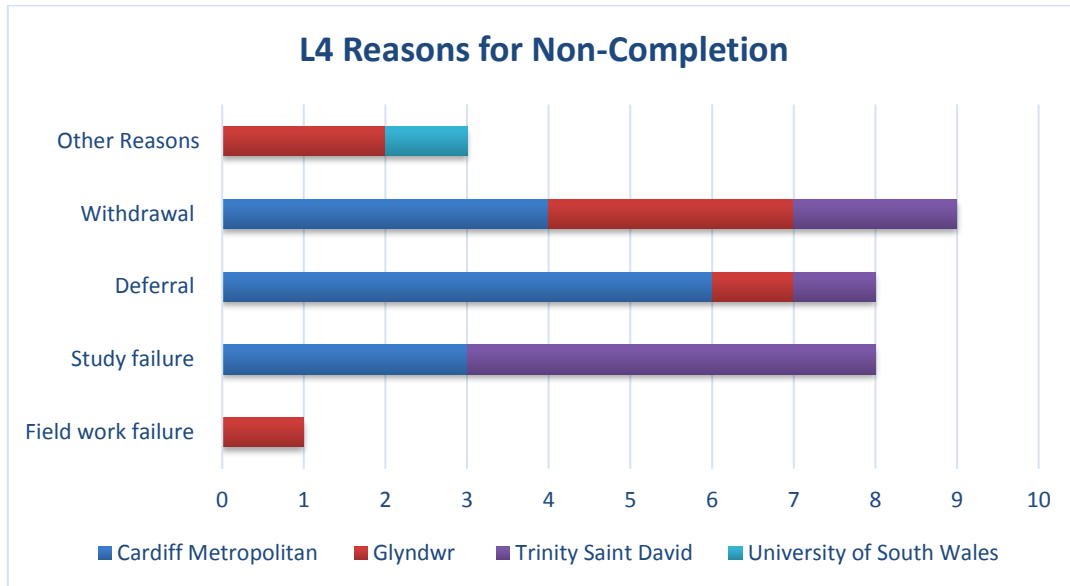
Level 4



*Correction needed as one full student added

In 2016-17, Cardiff Met, Glyndwr and Trinity St, David all showed in the region of 40% non-completion. There has been a slight improvement on completion rates for two of these universities, but it is still very high in the case of Trinity St. David even taking into consideration students where completion is not due.

The following chart provides only the reasons for non-completion across each university.



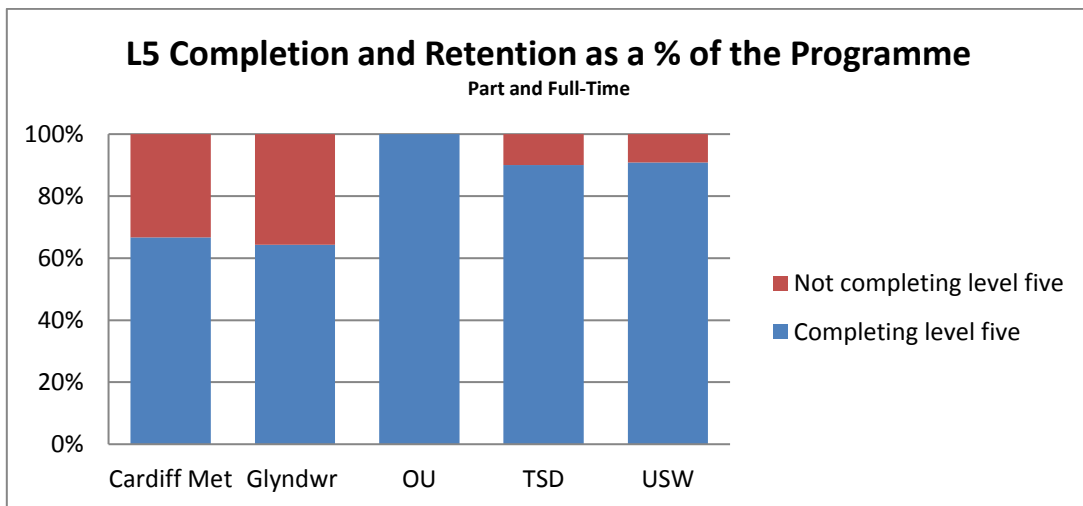
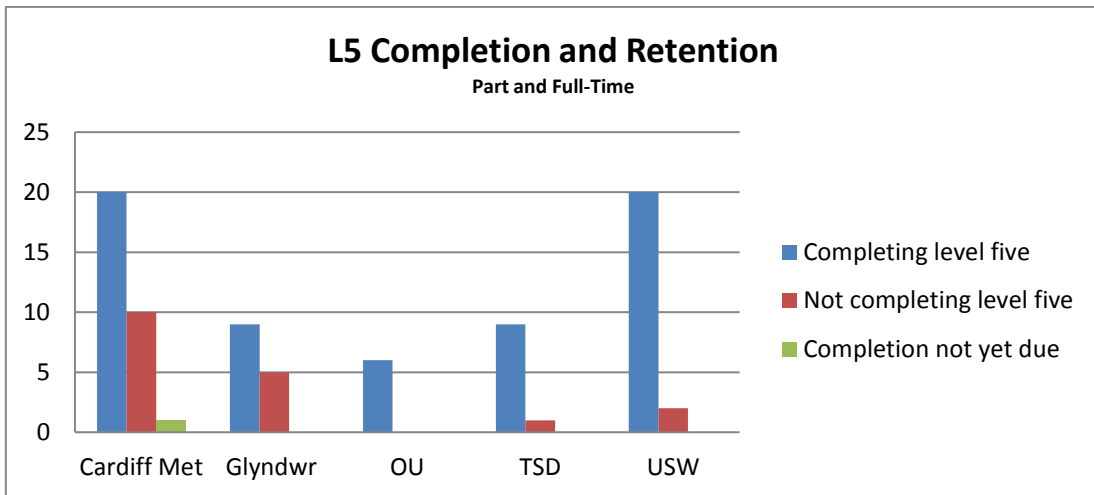
There are 4 fewer students falling into these categories than the previous monitoring and one student less within the study and fieldwork failure categories. However, there are 9 more students falling within the withdrawal and deferral categories and this breakdown is analysed later. There was only one ‘other reasons’ specified which was shown as a transfer to another course which could be included as a ‘withdrawal’.

It had been noted that completing students did not always progress, so the universities were asked to indicate the number of students not progressing to the next level if this was known.

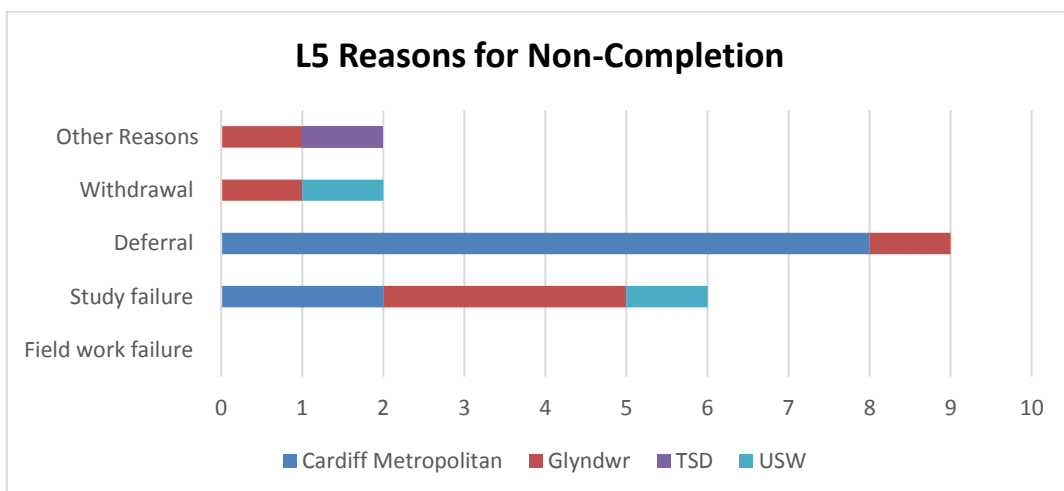
	Cardiff Met	Glyndwr	OU	TSD	USW
Number completing L4 and proceeding to L5	26	13	0	6	20
Number completing L4 but NOT proceeding to L5	0	4	0	0	2

The reason for not progressing of completing students was not requested.

Level 5



There are a large percentage of students shown as not completing the course within Cardiff Met and Glyndwr. Whereas as this was around the 10% mark non-completion in 2015-16, figures averaged about 30% within the previous monitoring year. There is a mixed picture this year showing some large percentages which are not explained by continuing part-time students.

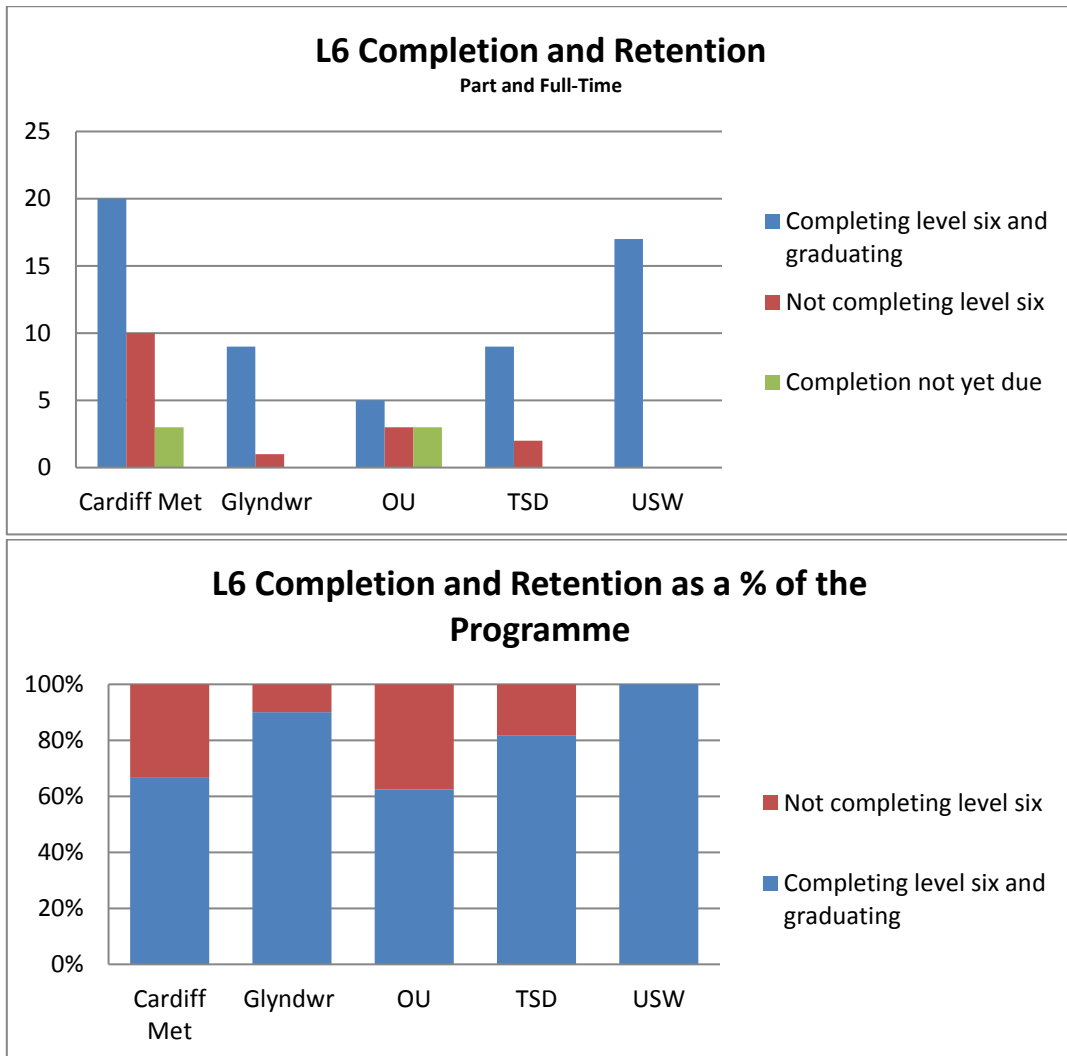


There has been a small overall increase within this category compared to the previous monitoring year. However, there has been a decrease in ‘other reasons’ shown with a big increase in students being deferred, raising from one to 9 students. The ‘other reasons’ shown related to a health issue and fitness to practice.

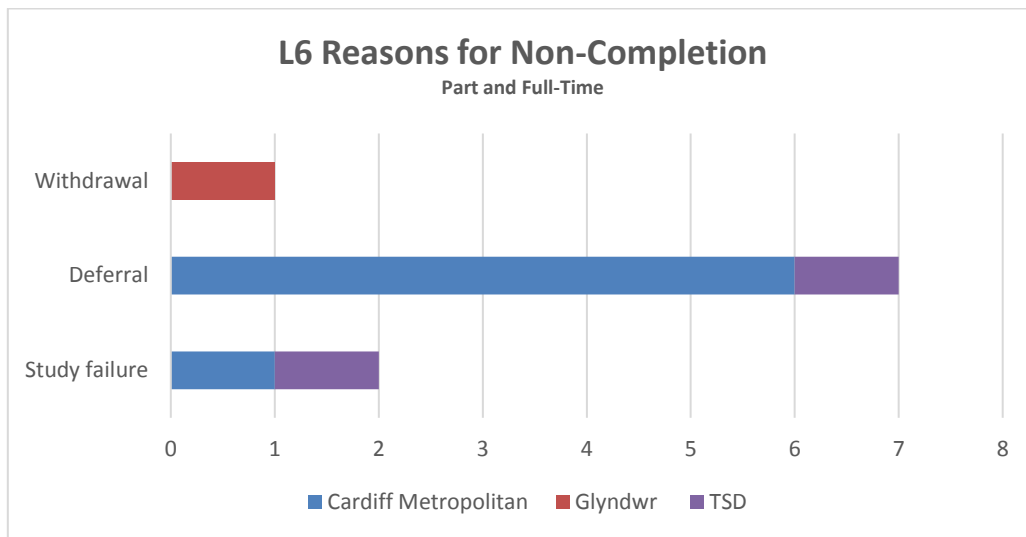
Progression to the next level is a little more stable.

	Cardiff Met	Glyndwr	OU	TSD	USW
Completing L5 and proceeding to L6	19	9	6	9	20
Completing L5 but NOT proceeding to L6	1	0	0	0	0

Level 6



There are now fewer students not completing at this level, with 23 students in the previous year and only 16 students this year and 6 of those not yet due for completion following a part-time route.



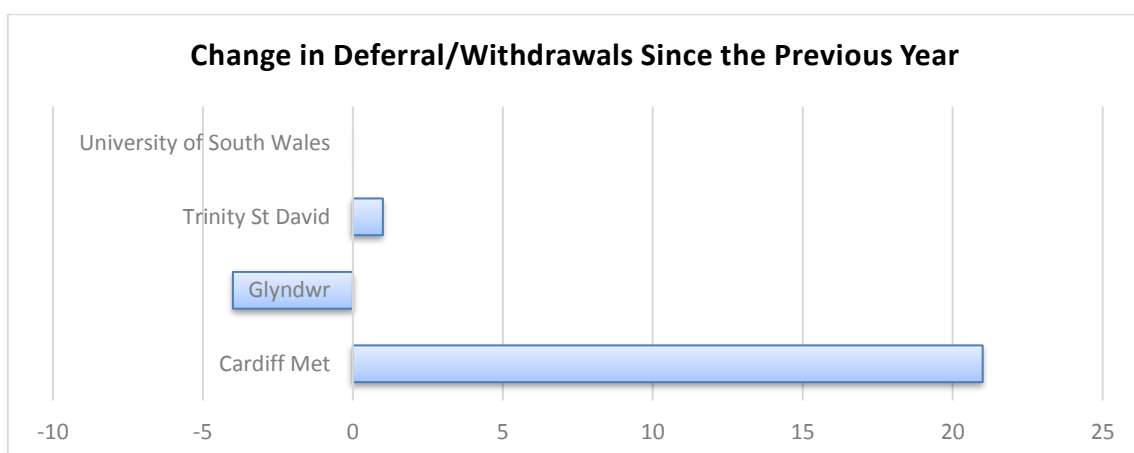
There is a fall within all categories on previous years based on reported data.

Withdrawal and Deferral of Students

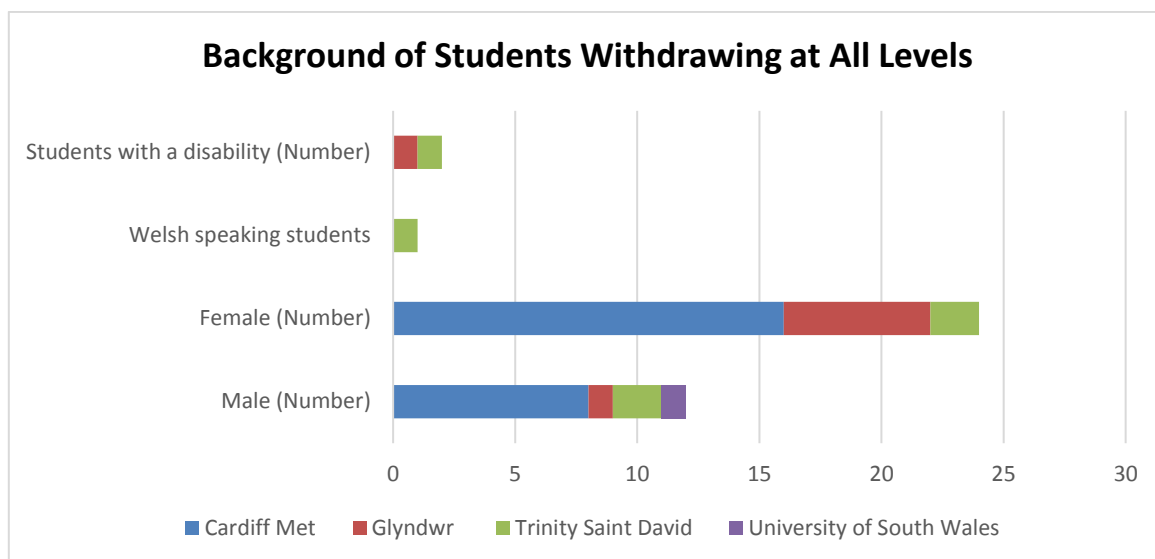
	2011-12	2012-13	2014-15	2015-16	2016-17	2017-18
Withdrawals	19	23	11	23	11	12
Deferrals	9	17	7	18	8	24
Total	27	40	18	41	19	36
Study Failure			14	13	20	17

2017-18 Breakdown by Level	Withdrawals	Deferrals	'Other' Specified Reasons
Level 4	9	8	3
Level 5	2	9	2
Level 6	1	7	0
Total	12	24	5

'Other' specified reasons were a large factor previously, but this has fallen from 29 students to only the 5 now shown. The reasons included academic ability, dyslexia, family issues, pregnancy, commitment level and pursue another course, some of which may raise further questions. Study failure remains high and questions may be raised on issues including entry procedures and study skills support.



Cardiff Met indicated a large fall in rates of deferral and withdrawal rates during the previous monitoring period but this has now reverted to previous levels.



Overall, the numbers shown within the withdrawal and deferral categories has gone up on previous levels. Female numbers have shown the greatest increase this year, but this is still a smaller proportion related to male students on the programmes.

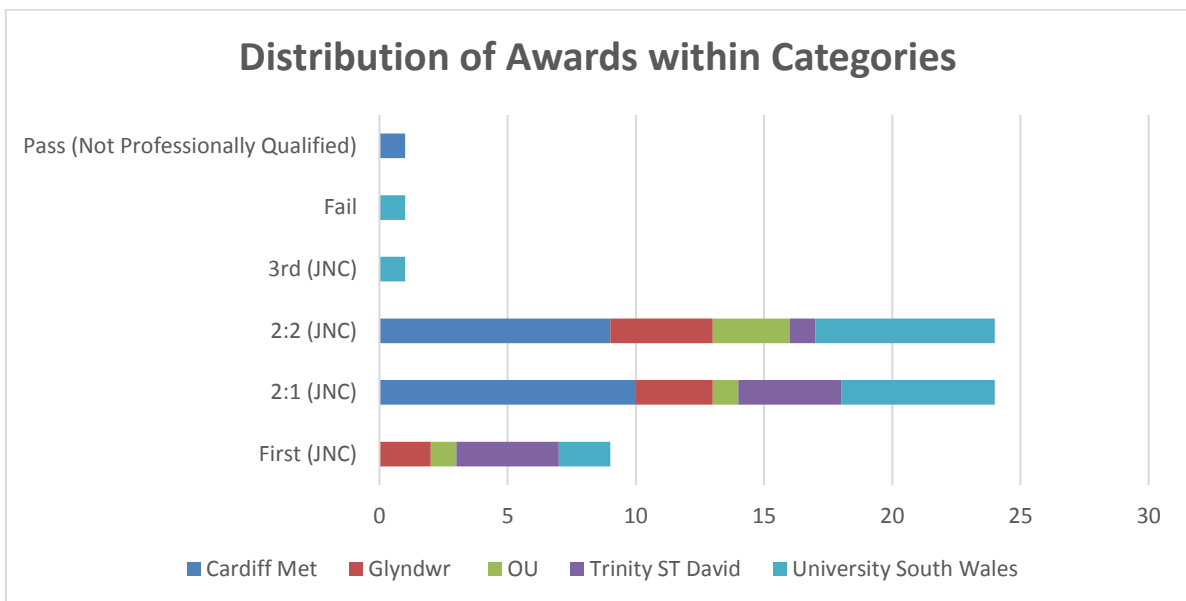
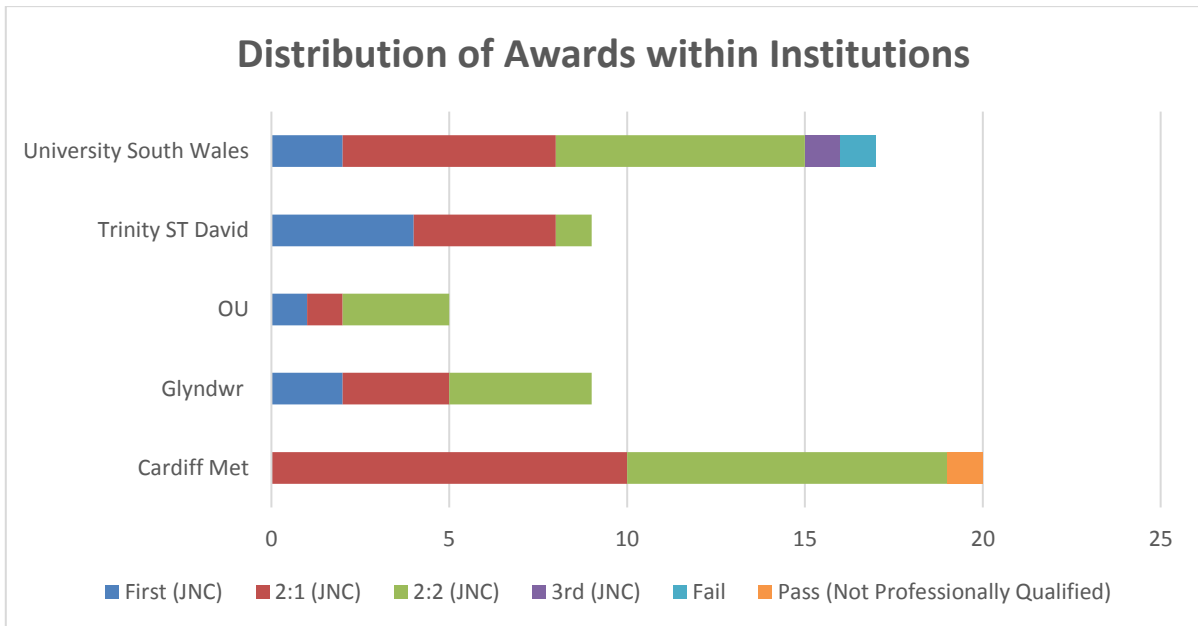
The following chart gives a broad indication for the reasons why students may have left the course during the academic year 2017-18 which is based on numbers as well as the personal perspective of the institution. Green shows a low category, amber a medium category, red a high category and the shaded area where it was indicated as not relevant.

	Cardiff Met	Glyndwr	OU	TSD	USW
Work/life balance	Grey	Amber	Grey	Grey	Red
Health issues	Red	Red	Grey	Red	Amber
Financial reasons	Green	Amber	Grey	Grey	Red
Employment changes	Grey	Green	Grey	Grey	Grey
Demands of a caring role	Green	Amber	Grey	Grey	Green

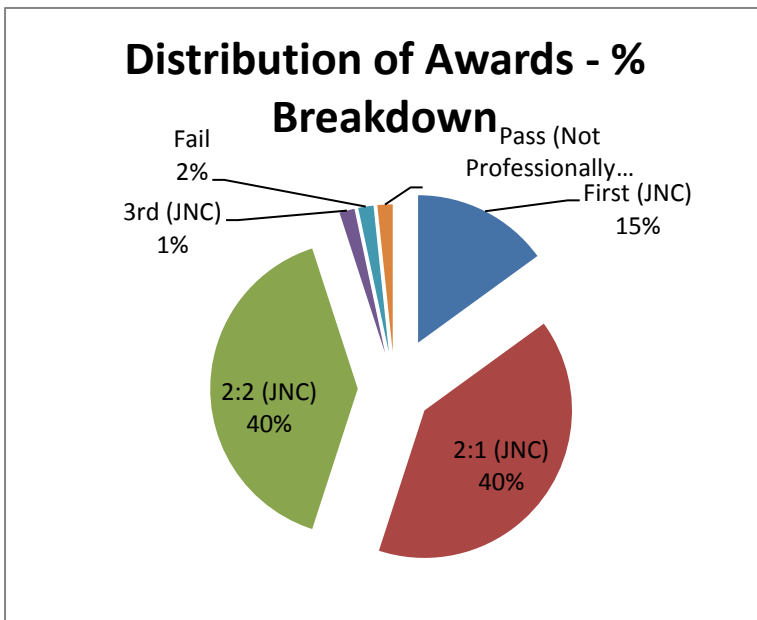
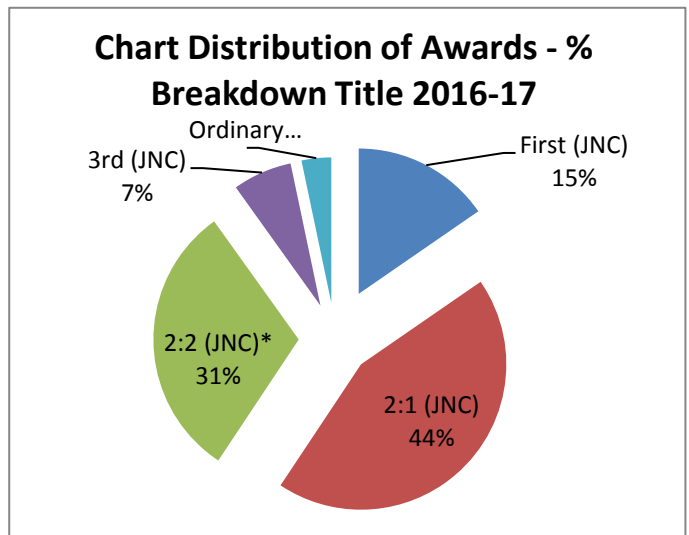
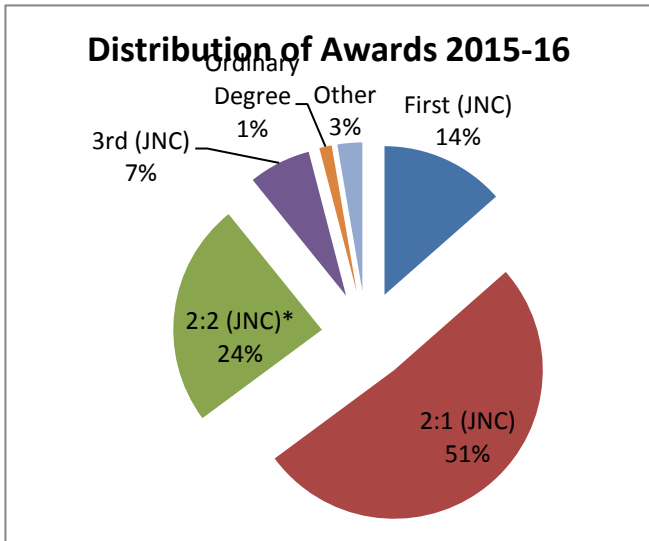
The specific reasons have already been mentioned but there are always multiple reasons why a student may withdraw at any particular time, although on this chart 'Health Issues' are regarded as an important factor.

Completion of the Full Programme

Awards provided at Level 6 were distributed as follows:



A comparison of the level of the awards across all cohorts gives a clear picture of the distribution and developments over the last few years.



The figures on achievement continue to show students achieving at the very highest levels. Although the percentage of First Class Honours remain the same overall, there has been a slight decrease in students achieving a 2:1 Honours degree. However, there are still 55% of all students gaining the two highest awards. Overall, First and Second Class Honours have gone up from 90% to 95% for all students gaining awards.

Examiners Reports and Reviews

Institutions provided key points from their Examiners' reports as well as providing the reports in full. The key points have been edited in a few cases, but the full reports are provided to the ETS.

External Examiners' Reports

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Reports Available	Yes	Yes	Yes	Yes	Yes
Positive Areas	<p>*Students value the programme and staff team.</p> <p>*Attention to detail in feedback to students.</p> <p>*Student feedback taken on board.</p> <p>*Support offered to students and staff / student relationships.</p> <p>*The programme offers an extensive range of teaching and assessment practices. The team's teaching practice remains extremely innovative.</p>	<p>* Academic standards are an appropriate level and team expect high standards of students.</p> <p>*High quality feedback and support for students regarding assessment.</p> <p>*Opportunity for high quality placements with good supervision.</p> <p>*Practice experience remains relevant and consistent with current professional practice.</p> <p>*Students that are graduating from this course are going into positions requiring the professional qualification.</p>	<p>*The materials continue to be both appropriate and relevant to the changing youth and community work landscape.</p> <p>*The quality and methods of tutoring continue to be organised and delivered to a very high standard.</p> <p>*The module materials, structures and content continue to be accessible to a diverse student group working across a range of settings, contexts and geographical locations.</p>	<p>*The course is comparable to similar institutions. Standards and width of teaching are higher than most courses I have previously been involved in.</p> <p>*There is a lot of content in this course, sometimes there are 3 component parts to assessments, but this is to be celebrated as I think it gives the students a thorough and excellent course.</p> <p>*Marking was rigorous and signposted students to ways where they could gain a higher mark.</p> <p>*The standards of placements were good, students had the opportunities to experience different placements that enabled them to gain further learning and new skills.</p>	<p>*The staff work hard to keep up to date with both developments in youth and community as well as developments in Social Policy.</p> <p>*The progression of the portfolios reflecting on the students understanding and application of theory from level 4 to level 6 is excellent.</p> <p>*The placements and handbooks are continually under review which I think is very positive. The handbooks are excellent and encourage the student to focus their comment.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Positive Areas Continued			<p>*Modules and associated assessments clearly engage students developmentally and require them to value practice.</p> <p>*The programme team are to be commended for the qualitative approach to both formative and summative feedback which undoubtedly contributes to enabling student achievement.</p>	<p>*The course is very well structured with modules building on previous learning. There is an excellent variety of assessment strategies from formal assignments to reflective accounts, critiques and practical activities which is good for the type of mature students this kind of course will attract.</p> <p>*The standard of work in many cases is high.</p>	<p>*The staff are very committed and supportive of the students. Where issues arise on placement the staff are aware of what is going on and quick to respond supporting the students. It appears that a reduction in student services has caused the course staff more work in supporting students this year.</p> <p>*Marking and second marking were good, giving students good feedback and identifying areas for development</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development	<p>*Shortage of FT staff in the teaching team</p> <p>*Resourcing: Low levels of full-time staffing on the course need to be addressed to avoid a detrimental impact on staff health & well-being and student experience. In addition, there is a need to meet professional endorsement staffing requirements.</p> <p>*Staff Development. The heavy workload of the team restricts FT staff being research active</p> <p>*Student worries about feeling 'swamped' as a small programme in a larger campus</p>	<p>*Encourage students' self-assessment and peer assessment as part of a formative assessment process</p>	<p>*I would recommend that the team consider a strategy to ensure that standards are raised with regard to academic referencing.</p> <p>*Feed forward points could be distilled into more explicit points for future action in some instances.</p> <p>*This year EE's were required to review a range of assessments in the morning before the board. Different arrangements could be put in place.</p>	<p>* In one or two modules I thought the marking was a little high, which I have shared with the course team</p> <p>*Variation in standard of portfolios</p> <p>*Sometimes there was disconnection between students' learning and understanding of policies related to their practice</p> <p>*Some students would gain higher marks if they checked their work before submission, silly mistakes in grammar and the use of the wrong words detract from the actual debate the student is trying to convey and is unprofessional.</p> <p>*In the supervision module I would like to see more reference to management objectives as part of supervision rather than what appears to be a concentration on clinical supervision.</p>	<p>*Suggested improvement needed in feedback to student with regards to inclusion of detail which informs the student how the marker got to the grade awarded and how the student arrived at that grade.</p> <p>*Reservations about placement supervisors' ability to assess and grade placement portfolios and suggests more USW involvement in practice grading.</p> <p>*Fieldwork EE would like to see an increase in reference to theory in the portfolios particular at levels 4 and 5.</p> <p>*Community Profiles could be improved. Some students wrote an excessive amount of text on areas that were not particularly important.</p> <p>*Looking through examples of Portfolios gives an impression of the students but EE wishes to meet with a number of students for next year's event.</p>

Programme Reviews

The following information was provided by the Institutions.

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Reviews Completed	NO	YES	NO	No	YES
Positive Areas		<p>*Completion of 3 pieces of research including review of national youth work strategy for Wales, NDCS project evaluation and a book chapter.</p> <p>*Hosted Tag PAYLCW national conference during youth work week - attended by over 50 youth work academics.</p> <p>*Gained funding to deliver young leaders project with Flintshire youth service</p>		<p>*Level 6 Employability Day - affording the students with a mock opportunity to make an application for a youth work post and be interviewed by a panel.</p> <p>*Continued partnership work with Dr M'z.</p> <p>*Additional accreditation opportunity via Adult Learning Wales.</p> <p>*Student engagement and support.</p> <p>*Delivery of the part-time programme at Monkton.</p>	<p>*Professional Development activity within the team has led to improvements in research-led teaching as well as keeping staff current and active with contemporary developments in the field.</p> <p>*Extracurricular Professional Development Activity for students. A number of 'value-added' elements were added to the L4 programme for 2017-18.</p> <p>*Policy & Practice in Youth Work - USW were proud to host one of the regional TAG conference events in 2018.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Positive Areas Continued					<p>*National Student Survey result - for the second year running the USW BA Youth & Community Work Course scored a 100% in category of 'Overall Student Satisfaction With Course' - This is testament to the professional commitment and pastoral focus that the staff bring to the course.</p> <p>*Enhanced community liaison for 2017-18 saw positive relationships built with Newport local authority youth service to run the Duke of Edinburgh Award in the Youth Work resource area on campus.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development		<p>* Improve retention and completion rates by at least 5% over the next academic year,</p> <p>*Continue to improve recruitment to the programme through validation of youth and community foundation year and other feeder routes.</p> <p>*Rebalancing of placement organisation with more administrative support.</p> <p>*Improve the capacity of the team through further recruitment of teaching staff.</p>		<p>*Ensure robustness of Fieldwork processes.</p> <p>*Increase completion rates of surveys and module questionnaires.</p> <p>*Prepare for the re-validation and re-endorsement of the programme.</p>	<p>*We need to increase number of quality youth work placements and particular those with JNC support.</p> <p>*Recruitment numbers have been on the slide for the past 5 years now and we need to develop activity to encourage prospective youth & community workers to join the degree programme.</p> <p>*Level 2 and Level 3 Youth Work qualifications need to be available at USW as a way to improve recruitment and progression by students.</p> <p>*Student Support services cutbacks at USW have left gaps in students accessing study skills support.</p> <p>*Where our academic and practice modules have adopted innovative and novel classroom-based assessment the Academic EE has requested that we develop a means of capturing the assignment events.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Overall Progress				<p>Student support continues to be a priority for the team – this high level of support once again echoed by the External Examiners in their reports. In the 2017-2018 academic year, the first cohort of students began their studies in the community of Monkton. During the academic year, further marketing and recruitment took place for the second cohort to begin in September 2018. The programme continues to work in partnership with Dr M'z, with a number of students on placement there, and Dr M'z hosts and delivers sessions as part of the programme's Experiential Learning Activities sessions. The programme team delivered an Employability Day for Level 6 students which saw the students make an application for a youth work post and saw them engaged in a mock interview in front of a panel of interviewers. Two students engaged in study abroad in British Columbia. The programme team continued their involvement in delivering UNCRC training across Wales to a variety of sectors (WG funded training). On the whole, the team is pleased with the UNISTATS data for the 17-18 academic year, and it provides us with clear areas for further focus and development in the 18-19 academic year.</p>	<p>2017-18 saw completion of the first 3 years at 'City Campus' and the first graduates from the new campus since transferring the programme from Caerleon. The course team have worked hard to increase subject identity at the new campus including development of a dedicated teaching space and Youth Work resource area. The course continues to thrive and survive at Newport despite the current climate of austerity and cutbacks in the youth work profession across the UK (Unison, 2016 report). Recruitment has steadily fallen over the past 5 years at a level of around 10% per year. The team however continue to adapt to the changes in the sector and work in a committed and professionally robust manner in what has been a difficult year for staff and students alike due to staff absences, a continuation of the decimation of student services and associated health and well-being services at USW. On a positive note, the appointment of a number of external tutors from local practices to cover absence gave students a rich content of topical and expert perspectives within the subjects taught.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Other Relevant Information	None provided	Please note that there was not sufficient data to generate UNISTATS information for our programme specifically due to low completion rate. Therefore, the UniStats presented are those that are drawn from the programmes which we are grouped with - therapeutic childcare and social work. as a team we do not feel these statistics represent the development or quality of the programme as indicated in student feedback and external examiner reports.	Student recruitment to the qualification is now closed. At a module level, E218 the level 2 practice module recruited at a much lower than predicated level. This has implications for projections about future recruitment and student progress. Following a review of assumptions underpinning the current teach-out strategy a proposal has been made to foreshorten the teach out period bringing the last presentation of E218 to October 2018 and E318 to October 2020. This will allow all students to complete their studies within normal study intensity (60 credits per year). It will also ensure the remaining cohorts have viable group sizes ensuring the highest levels of opportunity for student participation and interaction.	The programme is due to be re-validated and re-endorsed in the 18/19 academic year, however a request to postpone this for a year has been agreed by both the University and by ETS.	<p>One area of significant concern to report to ETS for 2017-18 involves difficulties in making sure that students get equitable professional placement experiences. The placement co-ordinator frequently reported difficulty in securing placement opportunities and in particular there is now a lack of capacity amongst over-stretched local authority youth services and voluntary organisations to provide adequate supervision and appropriate activities for students on placement.</p> <p>A second area of concern to flag to ETS is that the qualification at Level 6 does not seem to be upheld when jobs are available, with many local authority roles being advertised as requiring Level 3 qualifications as a minimum criterion for the role. This trend towards registering with EWC at level 3 seems to have become the 'standard' to gain employment rather than the full professional Level 6 JNC status. USW would like to see ETS putting more pressure on employers to maintain the JNC Professional Award as essential requirement for Youth Work roles</p>

					<p>advertised. Students at L4, L5 and L6 without the L3 award report frustration at not being able to apply for jobs until they receive the Level 6 award and are able to register with EWC. It is hoped that ETS will also lobby the new national youth work review group to place the Professional JNC Award at the heart of future recruitment strategies in order to stop the 'race to the bottom' qualification criteria currently evident amongst employers.</p>
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Annex I **UNISTATS Student Satisfaction Information**

Location	Cardiff Metropolitan University	Glyndwr University	The Open University	University of South Wales	University of Wales: Trinity Saint David
Course	BA (Hons) Youth and Community Work	BA (Hons) Youth and Community Work	BA (Hons) Childhood and Youth Studies	BA (Hons) Youth & Community Work	BA (Hons) Youth & Community Work
	Data from 15 (20) students.	Data from 15 (35) students.	Data from 260 (475) students.	Data from 15 students.	Data from 10 students.
Overall, I am satisfied with the quality of the course	71% (91%)	54% (74%)	85% (85%)	100% (100%)	91% (80%)
The teaching on my course					
Staff are good at explaining things	100% (95%)	77% (86%)	74% (83%)	100% (100%)	91% (90%)
Staff have made the subject interesting	88% (91%)	69% (80%)	71% (74%)	94% (100%)	82% (90%)
The course is intellectually stimulating	88% (91%)	62% (77%)	85% (87%)	94% (100%)	82%
My course has challenged me to achieve my best work	76% (86%)	85% (91%)	82% (82%)	94% (92%)	73%
Learning opportunities					
My course has provided me with opportunities to explore ideas or concepts in depth	88% (100%)	85% (91%)	87% (89%)	94% (92%)	91%
My course has provided me with opportunities to bring information and ideas together from different topics	94% (91%)	85% (86%)	84% (84%)	94% (100%)	91%

My course has provided me with opportunities to apply what I have learnt	88% (95%)	85% (89%)	78% (82%)	94% (92%)	82%
Assessment and feedback					
The criteria used in marking have been clear in advance	76% (82%)	69% (66%)	83% (83%)	88% (85%)	91%
Marking and assessment has been fair	71% (68%)	69% (71%)	78% (81%)	100% (100%)	82%
Feedback on my work has been timely	71% (73%)	69% (63%)	81% (87%)	88% (85%)	91% (40%)
I have received helpful comments on my work	88% (86%)	77% (69%)	85% (86%)	94% (100%)	91%
Academic support					
I have been able to contact staff when I needed to	100% (91%)	62% (80%)	84% (85%)	94% (92%)	73%
I have received sufficient advice and guidance in relation to my course	88% (91%)	62% (80%)	77% (77%)	100% (100%)	91% (80%)
Good advice was available when I needed to make study choices on my course	82% (91%)	62% (76%)	74% (72%)	88% (92%)	91%
Organisation and management					
The course is well organised and running smoothly	82% (86%)	54% (71%)	79% (72%)	94% (92%)	64%
The timetable works efficiently for me	88% (86%)	77% (83%)	77% (78%)	100% (100%)	91%

Any changes in the course or teaching have been communicated effectively	88% (95%)	62% (86%)	80% (75%)	100% (100%)	100%
Learning resources					
The IT resources and facilities provided have supported my learning well	88% (68%)	77% (62%)	83% (85%)	82% (77%)	91%
The library resources (e.g. books, online services and learning spaces) have supported my learning well	82% (73%)	77% (40%)	82% (84%)	71% (77%)	91% (50%)
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	94% (77%)	69% (50%)	85% (85%)	88% (100%)	82% (60%)
Learning community					
I feel part of a community of staff and students	71% (91%)	54% (71%)	48% (49%)	76% (85%)	73%
I have had the right opportunities to work with other students as part of my course	88% (82%)	75% (79%)	50% (51%)	94% (92%)	91%
Student voice					
I have had the right opportunities to provide feedback on my course	82% (86%)	69% (77%)	66% (72%)	94% (100%)	91% (40%)

Staff value students' views and opinions about the course	82% (95%)	69% (77%)	65% (67%)	100% (100%)	91%
It is clear how students' feedback on the course has been acted on	71% (86%)	69% (66%)	41% (40%)	94% (92%)	73%
The students' union (association or guild) effectively represents students' academic interests	38% (52%)	58% (41%)	46% (44%)	69% (77%)	20%

Figures as provided by Unistats December 2018. To identify how the research is conducted you should refer to the Unistats website. (The figure for the previous year can be found in brackets). Figures for TSD were not made available at this time so 2017 figures are shown.

ANNEX 2 – Dissertation Titles

Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
<p><i>(These are edited 2018-19 titles)</i></p> <ul style="list-style-type: none"> Gangs & county lines Extremism & young people /rise of right wing groups & hate crime/Islamophobia Social media & mental health How upbringing affects young people or not Impact of informal & formal learning on disadvantaged young people Care leavers & homelessness NEETs Young people being drug mules The impact of colonisation on indigenous communities Impact of detached & street-based youth work Young people & politics 	<ul style="list-style-type: none"> What are young people’s views of Mental Health Services in their local area? What influence does the National Citizen Service (NCS) have on Warrington Youth Club’s (WYC) graduates of the programme in later becoming staff members or volunteers for the organisation? The Manipulation of body images in digital and social media: Can Youth Work help to promote a healthy body image in year 9 girls The Voices of Caia Park – Place attachment within a deprived area Community perspectives on the introduction of a new prison 	<p>No Dissertations Undertaken</p>	<ul style="list-style-type: none"> An investigation into the effects that social media has on the holistic development of young people. An Exploration of the wellbeing impacts obtained by young people through accessing Outreach work provision. Can Youth Work through outdoor provisions positively impact young people’s psychological wellbeing? An investigation into how food affects young people’s wellbeing and whether youth work can use food to improve the wellbeing of young people. An investigation into whether support from youth workers in a small group setting of young mothers (25 years and under) impacts upon their anxiety and depression. Can Youth Work help change young people’s views and attitudes towards substance misuse through the use of informal education? 	<ul style="list-style-type: none"> Youth Homelessness in Wales; A 21st Century Perspective Holiday Hunger & The Effect on Young people in South East Cardiff Gypsy Traveller Young people in Education Does Grime Music Influence Behaviour of Young Cardiff Males aged 13- 15yrs? What Role Can Youth Work Play in Promoting Well-Being of Young people in Formal Education settings A Tale of Two Teenagers; Rural v Urban – A critical comparison of opportunities for young people in Newport and Monmouth A study into Young Offenders in Newport and their experiences of Education Exploration into the Effects of Cannabis on the Health & Well-Being of Young people from Cardiff & The Vale.

Cardiff Met (cont'd)	Glyndŵr (cont'd)	Open University	Trinity St. David (cont'd)	Univ. South Wales (cont'd)
<ul style="list-style-type: none"> • <i>The Church & mental health</i> • <i>Young people & crime</i> • <i>Youth music sub-cultures</i> • <i>Mental health</i> • <i>Young people influenced by celebrity</i> • <i>Impact of sport on mental health & well-being</i> • <i>Healthy/unhealthy weight in YP – dysmorphia, eating disorders</i> • <i>Children in care system – impact of ACES</i> • <i>Formal education enforcing sexism from young age</i> • <i>Crime & justice</i> • <i>Violence against women & children</i> • <i>Male stereotyping & the media</i> • <i>D of E - inclusion or not?</i> 	<ul style="list-style-type: none"> • <i>Universal Credit - a View from practice. Understanding how Universal Credit has affected young people in an area of high deprivation in Wrexham, according to professionals working in support services.</i> • <i>Could Young Homeless People be better Supported by a Dual Diagnosis? A project Workers perspective</i> • <i>What is the role of the Youth and Community Worker in delivering Sex and Relationship Education?</i> 		<ul style="list-style-type: none"> • <i>How Can Youth Work Support Young People Through the Transition Between Further and Higher Education?</i> • <i>Is it more beneficial for young people's mental health and well-being to be in non-formal education?</i> • <i>How Youth Workers can use drama as a tool to impact on young people's health and well-being.</i> • <i>Youth work in fandom: a comparison of opportunities for young people in the fan communities and youth work in Wales.</i> 	<ul style="list-style-type: none"> • <i>A Perspective on Portrayal of Young Black Males in the Media</i> • <i>An exploration into the impact of the HWB Youth Facility on the Young people of Blaenavon</i> • <i>Investigation into the Value of Alternative Education Projects at Two Newport Schools: Perspectives from Youth Workers, Teachers and Young people.</i> • <i>Is Shared Housing a Viable Option for Young people in Torfaen aged 16-24yrs.</i> • <i>Study into suitability of Sex Education in Newport Schools</i> • <i>How successful is Caerphilly Learning Pathway Centre based on Perspectives from Youth Workers, Young people and Teachers.</i> • <i>A study into factors influencing Homelessness amongst young people in Newport.</i> • <i>A study into effectiveness of LGBTQ+ services for young people in Caerphilly.</i>

Cardiff Met (cont'd)	Glyndŵr	Open University BA	Trinity St. David	Univ. South Wales (cont'd)
<ul style="list-style-type: none"> • <i>The ways youth and community practitioners work with young people in a variety of different settings with a particular focus on young people in care</i> • <i>Is effective youth work supervision being conducted in(name of authority) and how can current practices be improved?</i> • <i>Criminal justice & young people</i> • <i>Young people being influenced by social media and the internet in..... (name of Valleys town) – is this the norm?</i> • <i>Do young people see this as being liberalized or exploited?</i> • <i>Youth work in the UK & Kenya</i> 				<ul style="list-style-type: none"> • <i>Non-Submission. – Construction training and young people's employment</i>

