

# ANNUAL MONITORING OF ENDORSED YOUTH WORK PROGRAMMES DELIVERED IN WALES

## Post Graduate Diploma Programmes

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April 2017

Academic Year  
2015-2016

## Contents

Summary of the Key Points within this Report	2
Background of the Institutions	2
Fieldwork Placements	4
Student Enrolment	5
Completion for All Students	11
Achievements on the Programme	12
Examiner Reports and Reviews	12
External Examiners' reports	13
Programme Reviews	15

This report covers the period for the academic year 2015-2016 within the four Higher Education Institutions detailed below. All Information was collated between January 2017 and March 2017.

## Summary of the Key Points within this Report

1. Overall numbers are down on the previous monitoring period from 23 students to 19.
2. Three Institutions recruited this year enrolling only seven students. Set student enrolment targets were not achieved.
3. For the second year, all of the students recruited to programmes were part-time students.
4. For the first time, the majority of new recruits are 30 years or over.
5. 86% of the new recruits were female.
6. Two students opted to complete assignments in Welsh. There were no students from minority ethnic groups and no students recorded with a disability amongst the new recruits.
7. All students gained access to a programme through standard entry qualifications.
8. Just under half of all students completed and gained a qualification which is similar proportion to 2014-15.

## Background of the Institutions being monitored within Post Graduate Diploma Programmes

All post graduate programmes being monitored have been endorsed through ETS Wales.

University	Cardiff Metropolitan	Glyndwr	Trinity Saint David	University of South Wales
Title of Programme	Post Graduate Diploma in Youth and Community Work	Post Graduate Diploma in Youth and Community Studies	Post Graduate Diploma in Youth and Community Work	Post Graduate Diploma in Youth and Community Work
Endorsement Period	2011-2016	2013-2018	2014-2019	2012-2017

The following statement was provided by the Kate Haywood, Course Leader, at the University of South Wales “The Post Graduate Diploma in Youth and Community Work did not recruit (within the monitoring period and) in the current academic year (2016/17) but recruitment for next year is looking promising. We intend to revalidate and re-endorse this year and hope that the changes we seek to make will further support recruitment.”

University of South Wales have therefore not been incorporated within any further analysis within the report.

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

	<b>Cardiff Metropolitan</b>	<b>Glyndwr</b>	<b>Trinity St. David</b>
<b>Programme Director</b>	<b>Rick Newnham</b>	<b>Hayley Douglas</b>	<b>Dr Nichola Welton</b>
<b>External Examiner - Fieldwork</b>	<b>Paul Adams</b> University of East London	<b>Martin Purcell</b> Huddersfield University	<b>Lorraine Gray</b>
<b>External Examiner - Academic</b>	<b>Paul Adams</b> University of East London	<b>Martin Purcell</b> Huddersfield University	<b>Lorraine Gray</b>

These remain the same as the previous monitoring year.

The following chart provides an overview of the staffing within each Institution based on the total number of students enrolled. All students enrolled this year were on a par-time route.

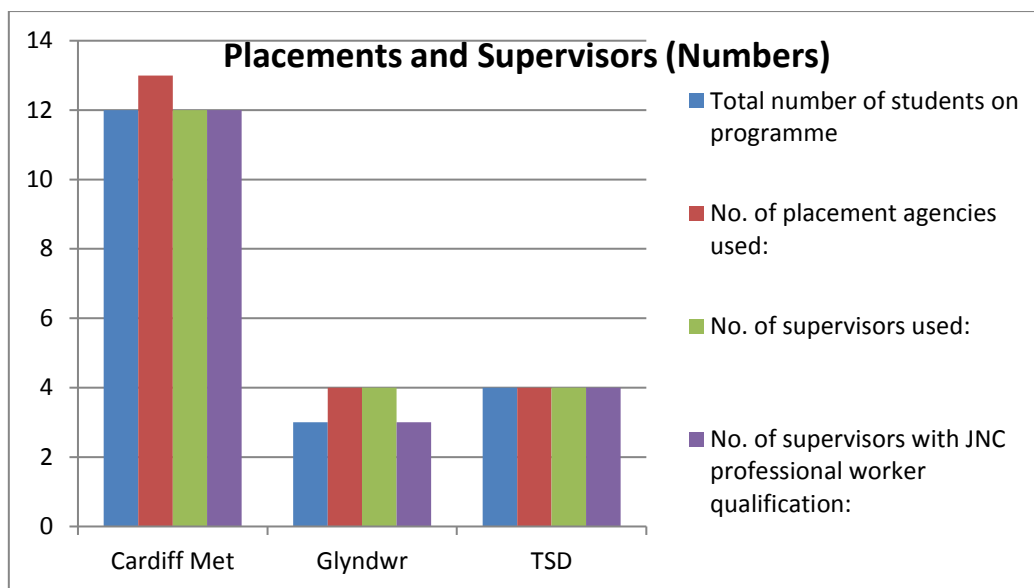
	<b>Cardiff Met BA</b>	<b>Glyndwr BA</b>	<b>TSD BA</b>
<b>Total students on programme</b>	12 (10)	3 (4)	4 (7)
<b>Core Staff Qualified</b>	0 (1)	0 (3)	4 (1)
<b>Core Staff Not JNC Qualified</b>	0 (0)	1 (2)	0 (0)
<b>Main Support Staff Qualified</b>	0 (0)	0 (0)	0 (0)
<b>Main Support Staff Not JNC Qualified</b>	0 (0)	1 (1)	0 (0)
<b>Occasional Staff Qualified</b>	6 (6)	0 (0)	2 (0)
<b>Occasional Staff Not JNC Qualified</b>	1 (1)	0 (0)	0 (0)
<b>Visiting Staff</b>	0	0	0

The numbers in brackets ( ) relate to the 2014-15 academic year.

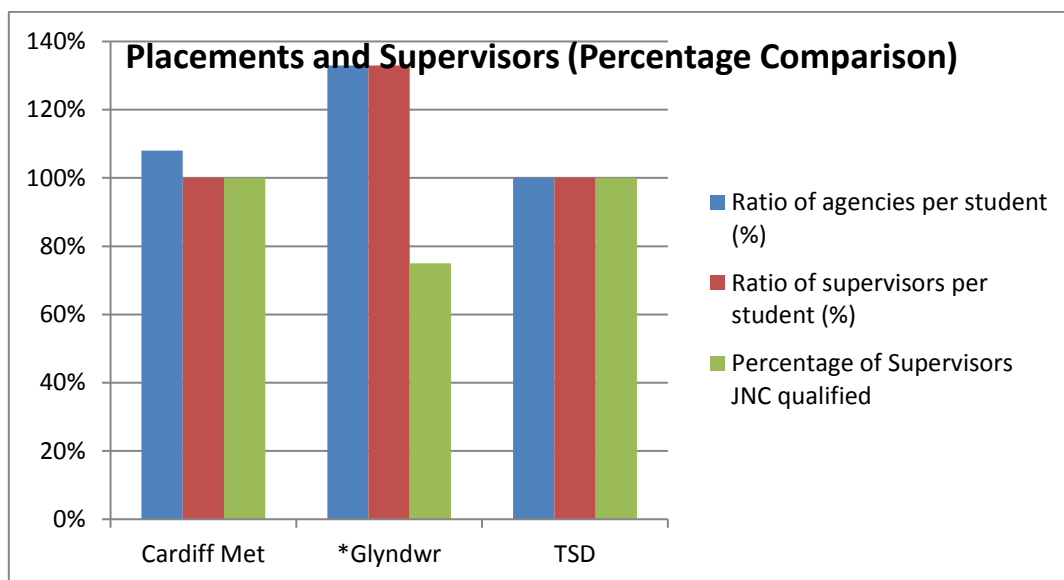
The final question in this section related to absences of key staff on the programme and arrangements made to cover the work: There were no indications of absences of 4 weeks or more during the academic year, with one institution stating that they are well placed to cover this eventuality if it were to arise.

## Fieldwork Placements

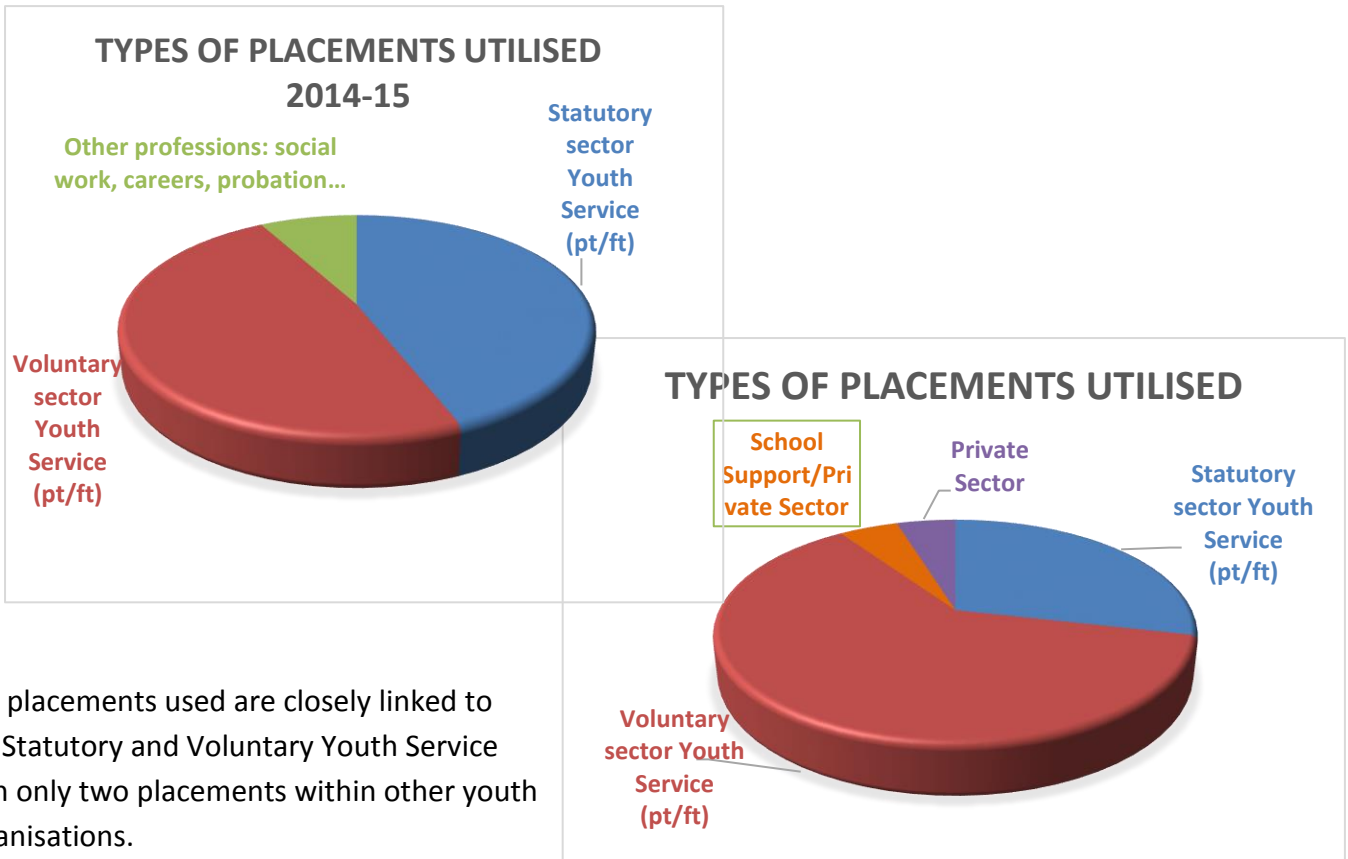
The breakdown for students and placements is as follows:



The table below provides a clearer picture using a percentage base in order to compare the institutions.

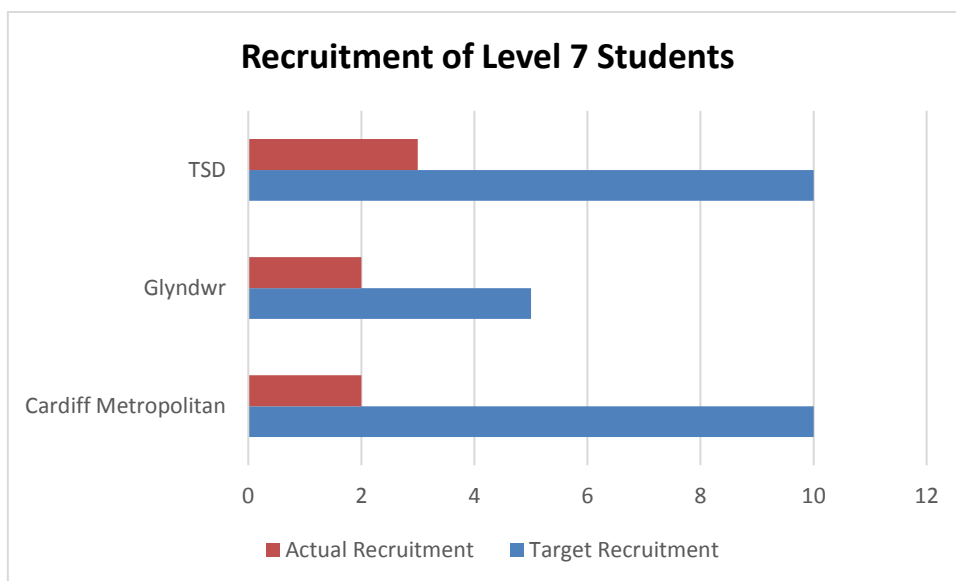


The Institutions have ensured that there are sufficient placements for each student and that there is adequate qualified support.

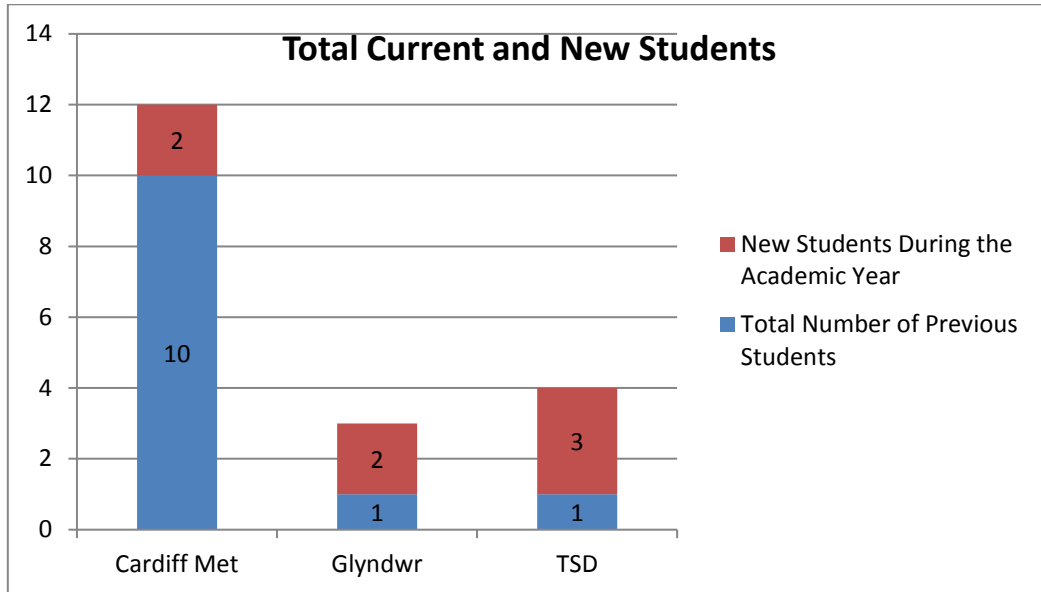


### Student Enrolment

All Institutions had a target recruitment for the year but in all cases did not achieve the number of students for the programme.



The following chart shows the overall number of students against those recruited within the current academic year.



There has been a decline within the Post Graduate Diploma since 2011-12. The total number of students across all programmes has fallen from 23 in 2014-15 to 19 students this year; a fall of 17%. The comparison table below has been expanded further to provide a trend in the current recruitment.

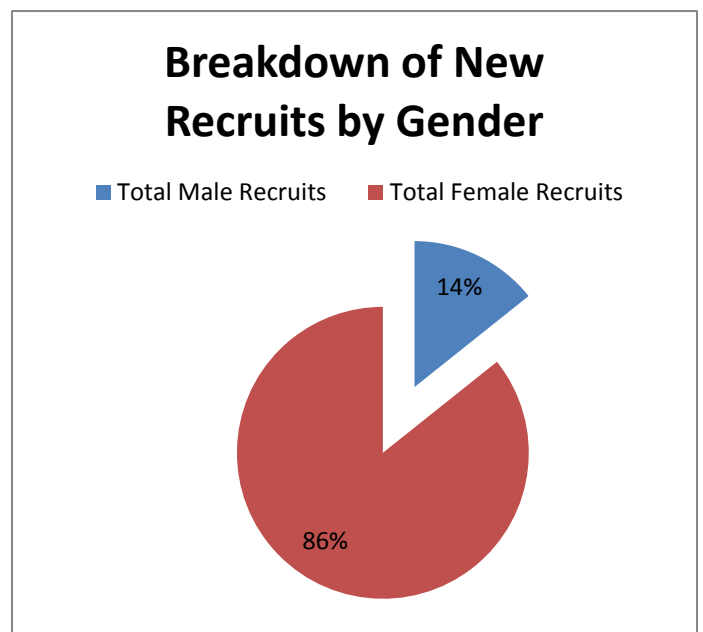
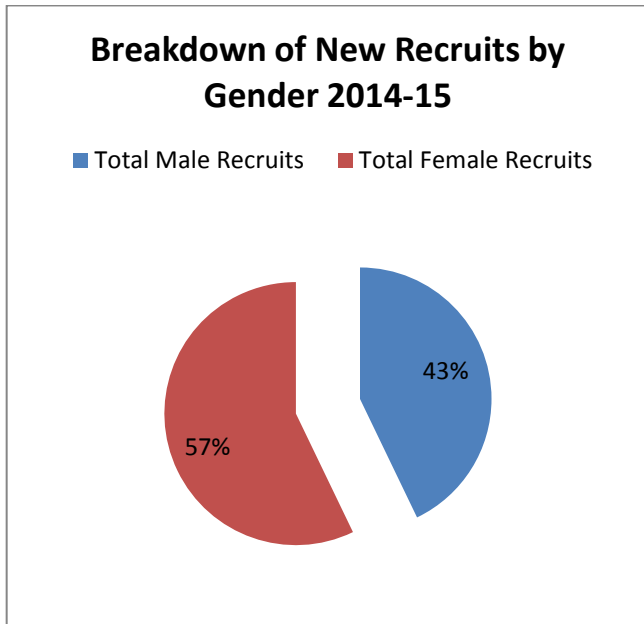
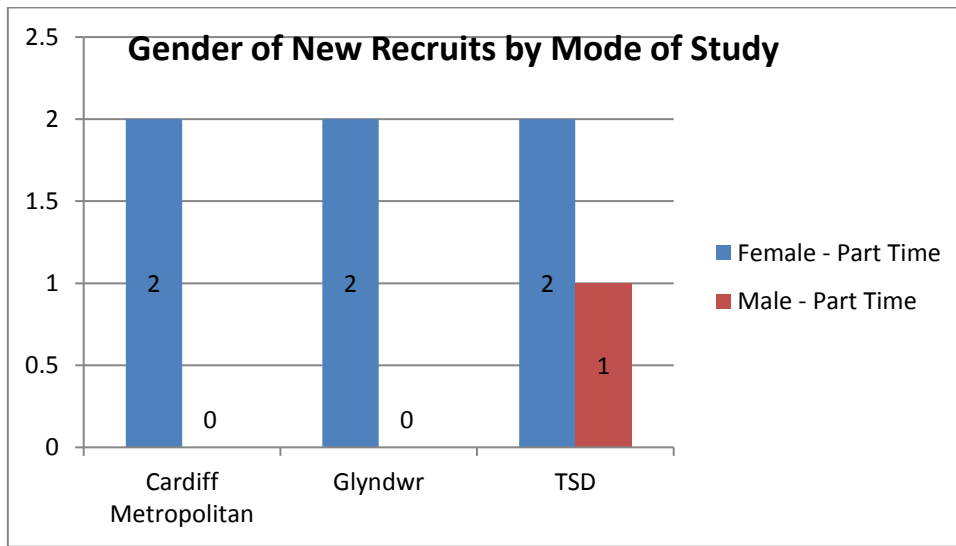
	2011-12*	2012-13	2014-15	2015-16*	Percentage Increase or Decrease on Previous Year
<b>Total Students on All Programmes</b>	50	30	23	19	17%
<b>Total New Recruits</b>	15	13	14	7	50%
<b>Percentage of New Recruits</b>	30%	43%	61%	37%	

\*Only three Institutions delivering programmes in these years

The total number of students across all programmes continue to fall and, from the last monitoring period, has declined by 50%. With an average of 6 students per programme there may be questions to be addressed regarding the quality of teaching and learning made available. As the programme reports show however, there doesn't appear to be a problem currently.

All students on the programme were registered on the part-time route.

The following chart shows the gender breakdown of the new students on the programmes.

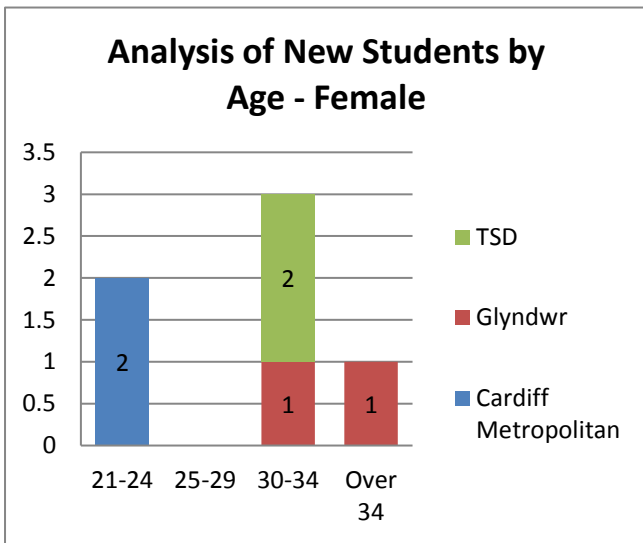


Following the trend within the BA Honours programme on shifts in gender profile, the charts show that there has been a significant change in the gender profile of the new recruits from the 2011-12 monitoring period. In addition, there has been a significant changes in the mode of study of the new recruits.

	Recruits by Gender		Recruits by Mode of Study	
	Female	Male	Full-Time	Part-Time
<b>Academic Year 2011-12</b>	68%	32%	14%	86%
<b>Academic Year 2012-13</b>	54%	46%	62%	38%
<b>Academic Year 2014-15</b>	57%	43%	0%	100%
<b>Academic Year 2015-16</b>	86%	14%	0%	100%



The following charts provide an age profile of students in relation to gender.

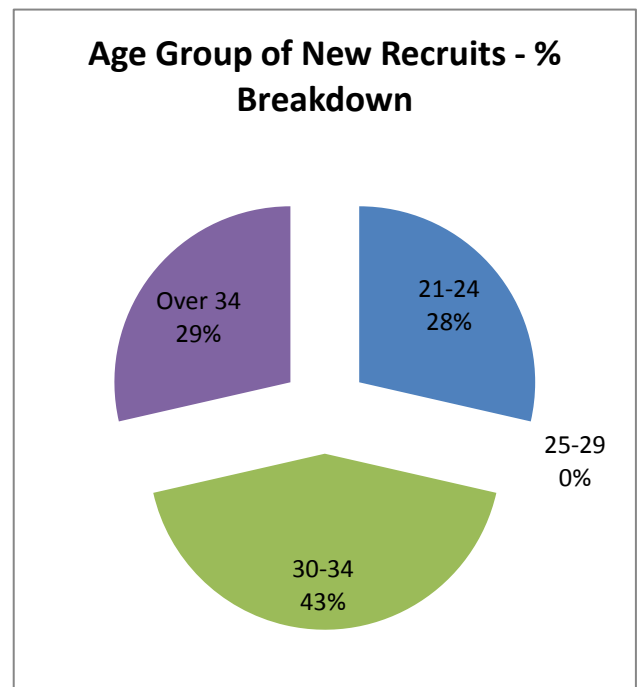
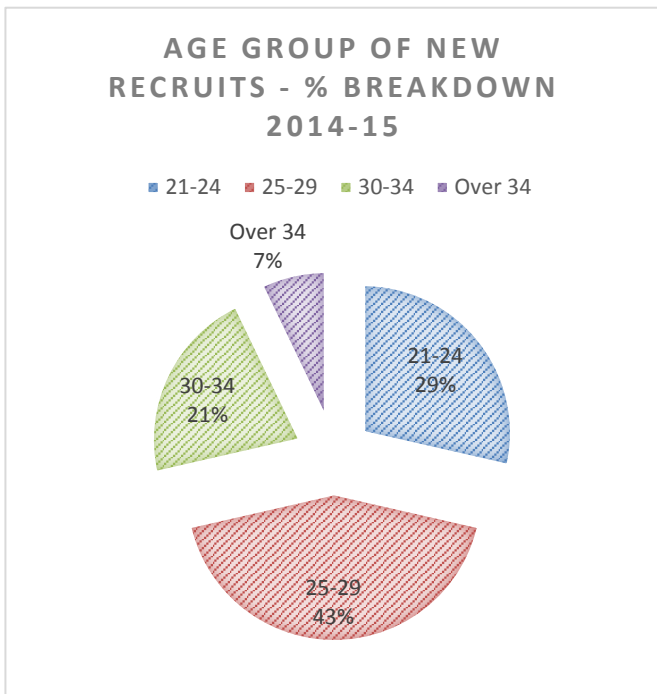
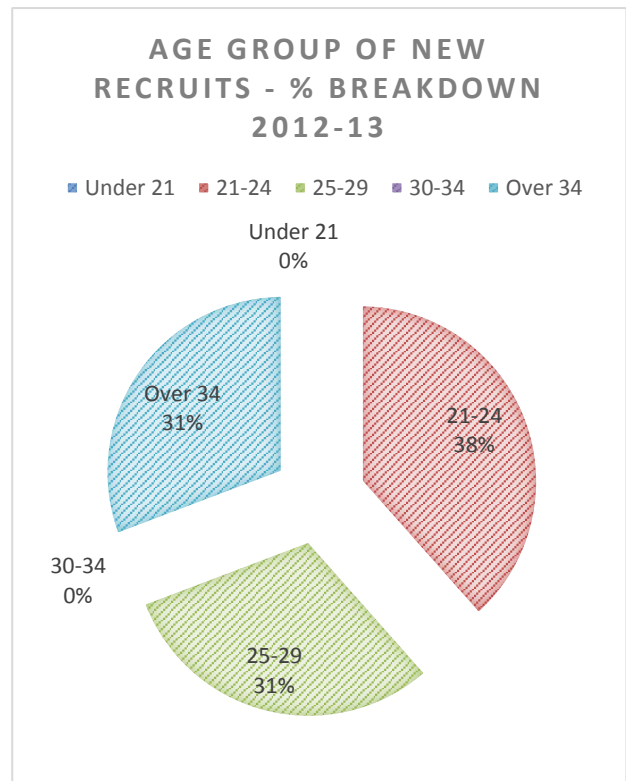
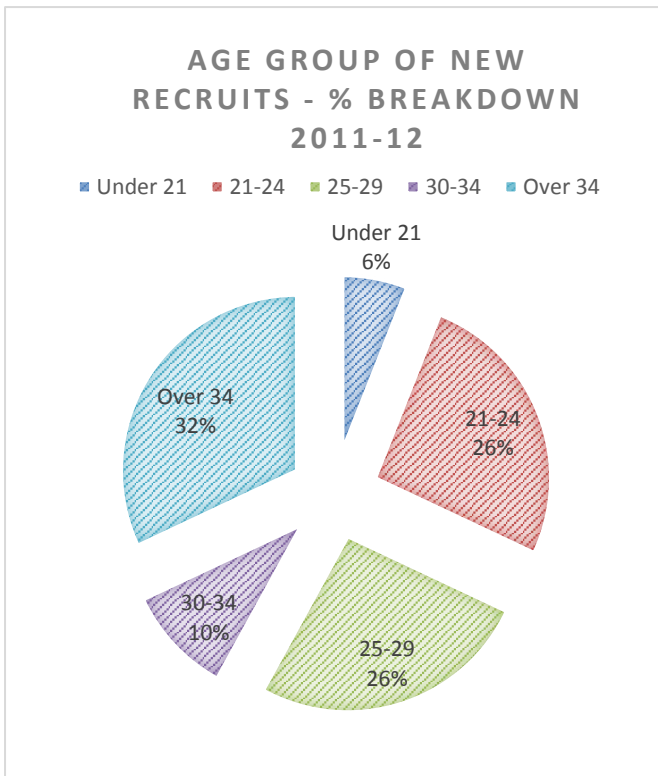


There is only one male student who falls within the over 34 year old category. The changes which have taken place during the last few years are clarified within the following table.

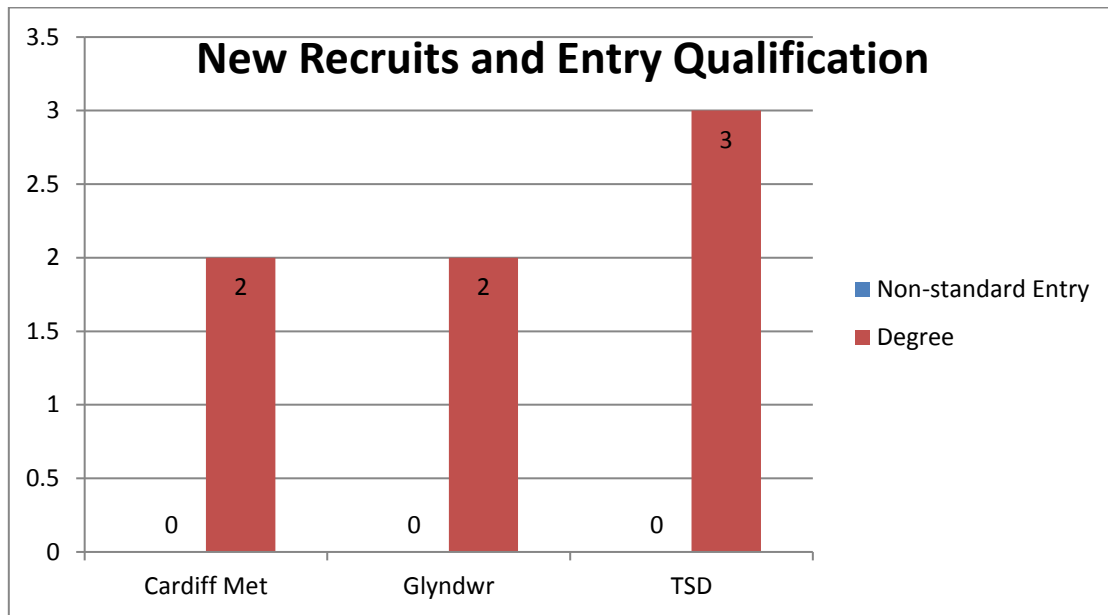
Students who are...	Under 25 Years	25-29 Years	30 Years or Over
Academic Year 2011-12	16	13	21
Academic Year 2012-13	5	4	4
Academic Year 2014-15	3	6	4
Academic Year 2015-16	2	0	5

Although there has not been a large increase of students of over 30 years of age entering the programmes, this group represents the greatest proportion of new recruits.

The comparison from previous monitoring year and the split between age groups can be seen more clearly within the following charts:



The following chart shows the qualifications on entry for students on each programme.



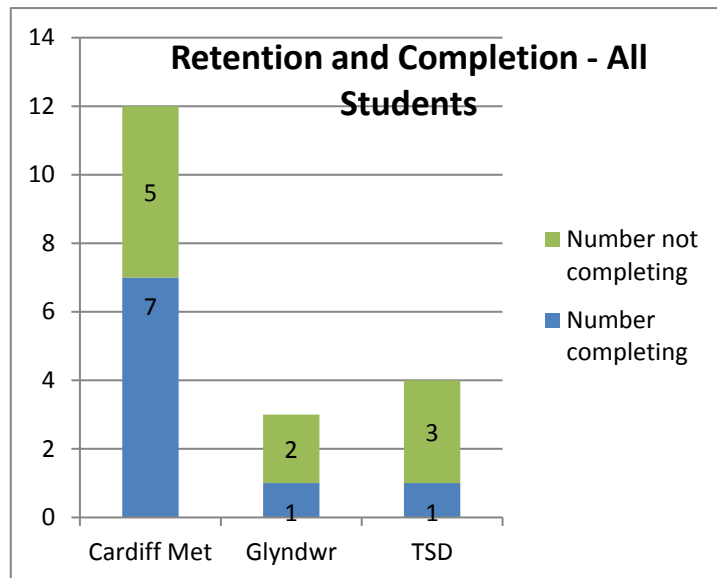
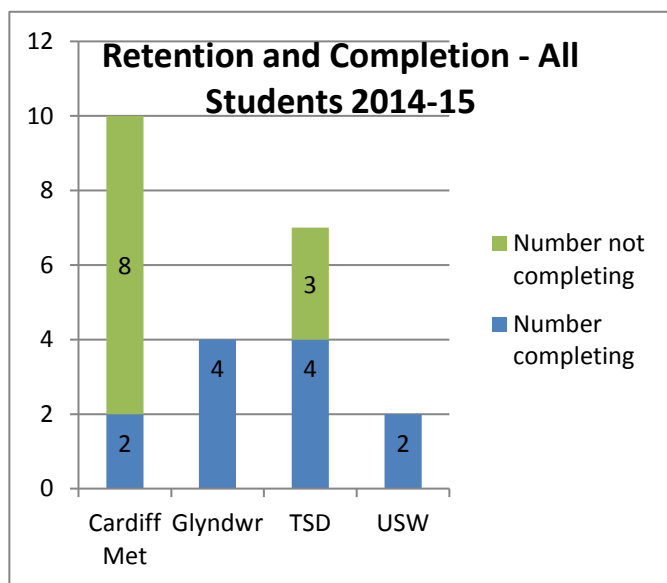
All students entering the programmes now do so with a standard entry qualification. Non-standard entry qualifications have previously been low with only 7% of last year's intake gaining entry through that route.

### Further Analysis of New Recruits

The Institutions indicated that no new recruits were recorded as having any form of disability. Trinity Saint David have indicated that two students have made presentations and produced assignments using the Welsh language. On ethnicity of new recruits, all Institutions indicated that students were from a white British background.

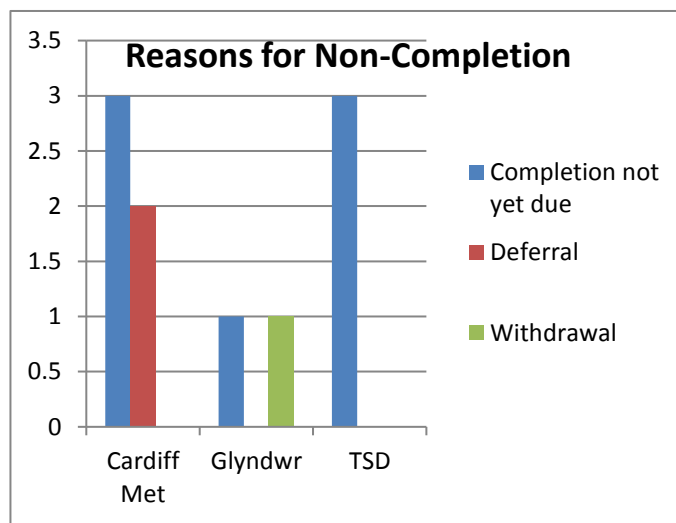
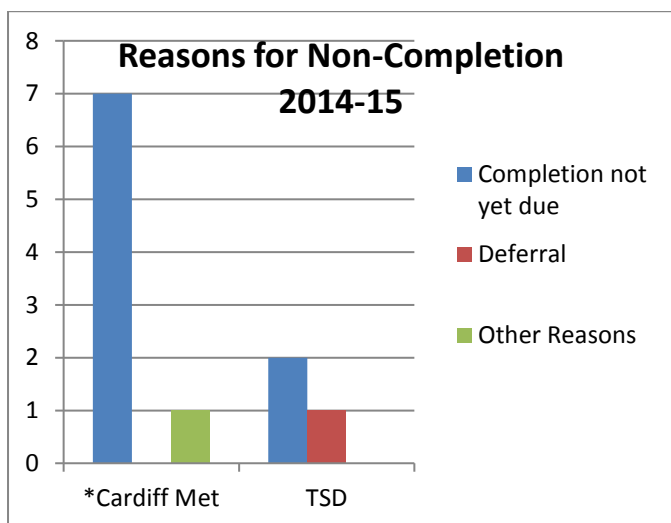
## Completion for All Students

The breakdown of students completing the post graduate diploma is shown in the following charts.



Just under half of all students have completed the programme and completed with a JNC recognised qualification.

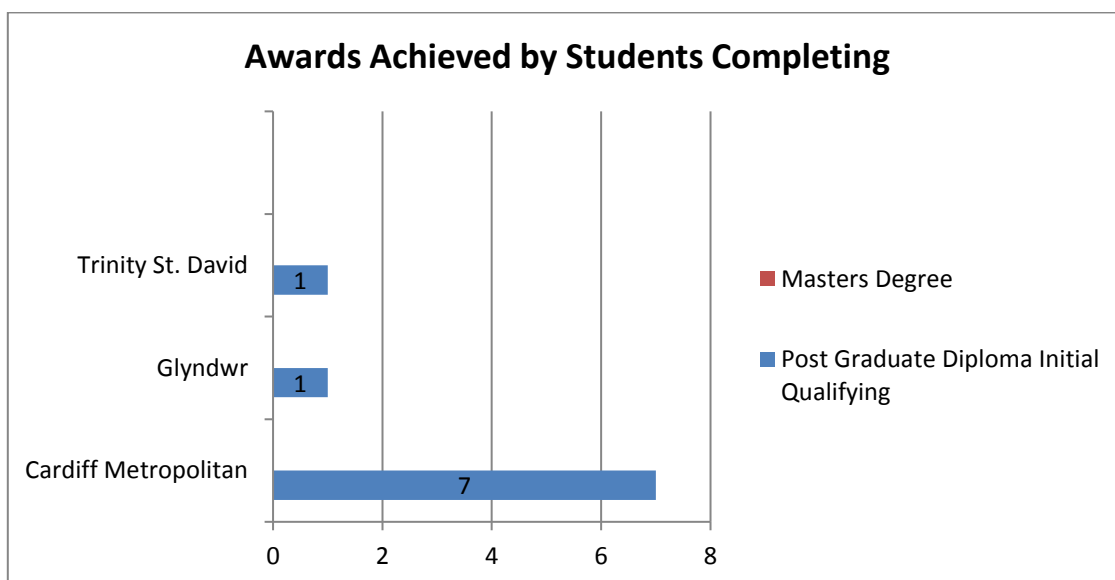
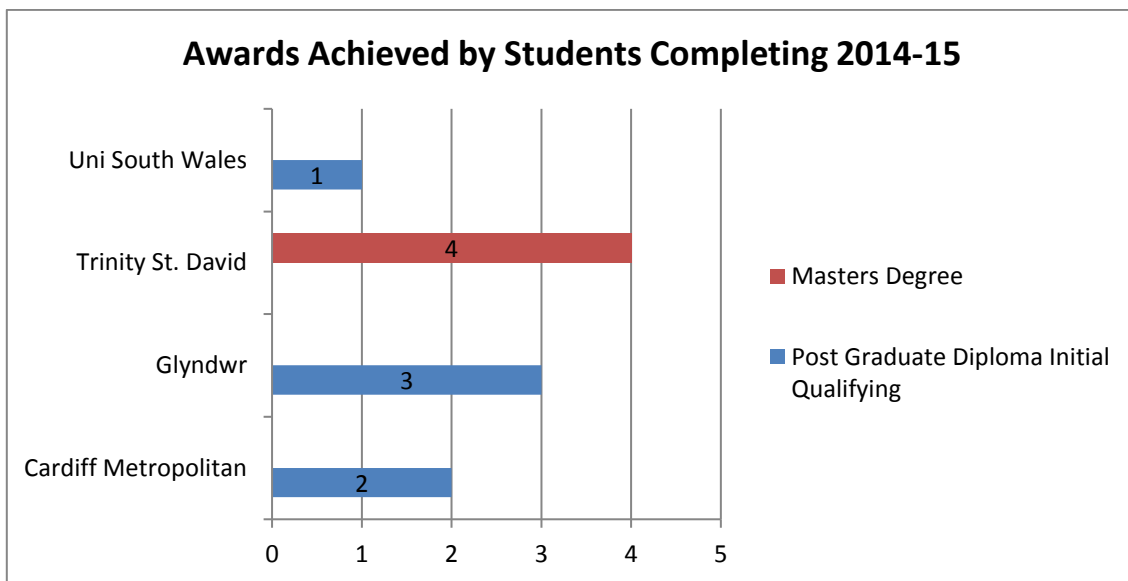
The reasons for non-completion are as follows:



All categories remain broadly similar to the previous year with only one student leaving one of the programmes.

Institutions were also asked to provide an indication as to whether certain factors played a part within students withdrawing from or deferring within their programme. This chart did not show any meaningful outcomes so was not produced.

## Achievements on the Programme



There were a similar numbers of students to last year successfully completing the programme.

## Examiners Reports and Reviews

Institutions were asked to provide up to 5 key points from their Examiners' reports as well as providing the reports in full. This is shown within the chart on the next page.

In all cases more information is available to the ETS Wales Committee through the full reports which have been provided.

## External Examiners' Reports

	<b>Cardiff Met</b>	<b>Glyndwr</b>	<b>Trinity St. David</b>
<b>Reports Available</b>	Yes	Yes	Yes
<b>Positive Areas</b>	<ol style="list-style-type: none"> <li>1. Student support</li> <li>2. Innovative assessment</li> <li>3. The overall quality of the work was of a good standard</li> </ol>	<ol style="list-style-type: none"> <li>1. standards on the programme are concurrent with other programmes at this level</li> <li>2. the standard for JNC recognised qualification and professional preparation for working with young people has been achieved</li> <li>3. feedback to students was of a high standard</li> <li>4. team dedicated to enhancing the learning experiences of students</li> <li>5. consistency of assessment practice has improved</li> </ol>	<ol style="list-style-type: none"> <li>1. The standards of the work seen are appropriate to the award, in relation to previous years and the professional body standards. As this is a small cohort I examined all the students' work which demonstrated the range of student abilities and associated grades.</li> <li>2. Areas of good practice are the links between theory and practice, with a strong emphasis on the students lived experience.</li> <li>3. They have been responsive to discussion and formal advice. Points I have raised have been acted on and embraced by the team and the university.</li> <li>4. The curriculum developments have also been positive and responsive to the sector, students and the occupational standards.</li> </ol>

	<b>Cardiff Met</b>	<b>Glyndwr</b>	<b>Trinity St. David</b>
<b>Areas for Development</b>	<ol style="list-style-type: none"> <li>1. More use of contemporary journals by students</li> <li>2. Feedback from viva should reflect professional requirements more clearly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to build upon recruitment to the programme in a challenging jobs market</li> </ol>	<ol style="list-style-type: none"> <li>1. The board was conducted in accordance with the procedures, my only comment is that this is a very large group with several large programmes to go through resulting in a lot of time that is spent waiting for the programme that I was examining. I would suggest that the group is sub divided to make good use of time.</li> </ol>

## Program Reviews

The following information was provided by the Institutions and is shown with limited editing.

	<b>Cardiff Met</b>	<b>Glyndwr</b>	<b>Trinity St. David</b>
<b>Reviews Completed</b>	Yes	Yes	Yes
<b>Positive Areas</b>	<ol style="list-style-type: none"> <li>1. Good practice in relation to student assessment and feedback</li> <li>2. Good practice in relation to student support mechanisms</li> <li>3. Evidence of partnership in engagement with external stakeholders and students in provision of placements</li> </ol>		<ol style="list-style-type: none"> <li>1. The standards of the work seen are appropriate to the award, in relation to previous years and the professional body standards. As this is a small cohort I examined all the students' work which demonstrated the range of student abilities and associated grades.</li> <li>2. Areas of good practice are the links between theory and practice, with a strong emphasis on the students lived experience.</li> <li>3. They have been responsive to discussion and formal advice. Points I have raised have been acted on and embraced by the team and the university.</li> <li>4. The curriculum developments have also been positive and responsive to the sector, students and the occupational standards.</li> </ol>
<b>Areas for Development</b>	Students are visited on placement by the Fieldwork coordinator on a minimum of two occasions (ETS review)		The board was conducted in accordance with the procedures, my only comment is that this is a very large group with several large programmes to go through resulting in a lot of time that is spent waiting for the programme that I was examining. I would suggest that the group is sub divided to make good use of time.



	<b>Cardiff Met</b>	<b>Glyndwr</b>	<b>Trinity St David</b>
<b>Overall Progress</b>	No information provided	The programme is working well with the education department. The previous issues with the shared modules have been ironed out with an improved relationship and understanding between the 2 programmes. Recruitment to the programme still remains low and the team are working on improving recruitment figures.	No information provided
<b>Other Relevant Information</b>	No information provided	The programme team underwent a staffing restructure during this academic year. However, the YCW modules are still taught by the remaining members of the programme team, as is support with placements	No information provided