

# ANNUAL MONITORING OF ENDORSED YOUTH WORK PROGRAMMES DELIVERED IN WALES

## BA Honours Programmes

**Report Compiled by Courtney Taylor**

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**Academic  
Year 2014-  
2015**

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This report covers the period for the academic year 2014-2015 within the five Higher Education Institutions detailed below. Information was collated within December 2015 and January 2016 but clarifications are still required in some areas which have been highlighted. There are also a few minor gaps which are highlighted within the narrative. The Open University cannot provide some Wales specific breakdowns in a few sections due to the nature of the recording of students nationally.

Comparisons have been given with the 2012-2013 monitoring which is the previous monitoring period for the Institutions. 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. 2014-2015

## Summary of the Key Points within this Report

1. *Greater cognisance needs to be taken of the Unistats feedback and, primarily, how the information provided can be managed.*
2. *Clear evidence to show that there has been a decline in the number of students on the programmes overall. (57% drop in new recruits)*
3. *Since 2012-13, there has been a 57% decline within new recruits.*
4. *64% of the new recruits are female which is up from 54%.*
5. *More recruits are gaining access to programmes through traditional routes through standard entry or a degree. Since recruitment in 2011-12 this has increased from 51% to 60%.*
6. *81% of all supervisors have the JNC qualification. This ranges from 66% to 100% across the Institutions.*
7. *Less than 50% of placements are within the statutory or voluntary youth service.*
8. *Far fewer students are withdrawing, being deferred or failing the programmes.*
9. *The 'hidden dropout' of students needs to be recorded. This is where full-time students successfully complete one level but do not return to continue his/her studies at the next level.*
10. *First class honours awards have increased from 9% in 2012-13 to 12% of all awards. In the same time, first and second class honours have jointly increased from 74% to 91%.*

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.

	<b>Cardiff Met</b>	<b>Glyndŵr</b>	<b>OU</b>	<b>TSD</b>	<b>USW</b>
<b>Title of Programme</b>	<b>BA Honours Youth and Community Work</b>	<b>BA Honours Youth and Community Work</b>	<b>BA Honours Youth Work</b>	<b>BA Honours Youth and Community Work</b>	<b>BA Honours Youth and Community Work</b>
<b>Endorsement Period</b>	<b>2011-2016</b>	<b>2010-2016</b>	<b>2015-2020</b>	<b>2014-2019</b>	<b>2015-2020</b>

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

	<b>Cardiff Met</b>	<b>Glyndŵr</b>	<b>OU</b>	<b>TSD</b>	<b>USW</b>
<b>Programme Director</b>	<b>Gill Price</b>	<b>Ged Turner</b>	<b>Tyrrell Golding</b>	<b>Angharad Lewis</b>	<b>Mick Conroy</b>
<b>External Examiner - Fieldwork</b>	<b>Gill Millar,</b>	<b>Judith Skinner,</b> YMCA George Williams College	<b>Jonathan Roberts,</b> Teeside University,  <b>Mark Vernon,</b> Independent Youth Consultant  <b>Mikaela Allen,</b> St. Helen's College,  <b>Heidi Holland,</b> Pembrokeshire CC (E318)	<b>Simon Evans,</b> Cardiff Youth Service	<b>Martin Hardwidge,</b> Senior Lecturer, YMCA, George Williams College, London
<b>External Examiner - Academic</b>	<b>Colin Heslop,</b>	<b>Sangeeta Soni,</b> University College Birmingham	<b>Janet Batsleer,</b> Manchester Met  <b>Judith Skinner</b> YMCA  <b>John Ord,</b> Marjon	<b>Paula Connaughton</b> (English medium), University of Bolton;  <b>Selwyn Williams</b> (Welsh medium), Bangor University (retired)	<b>Barry Doughty</b> Independent Youth Work Consultant (resigned as from December 2015)

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.

	<b>Cardiff Met</b>	<b>Glyndŵr</b>	<b>OU</b>	<b>TSD</b>	<b>USW</b>
<b>Total students on programme</b>	<b>129</b> (136)	<b>77</b> (85)	<b>127</b> (115)	<b>50</b> (61)	<b>87</b> (91)
<b>Core Staff Qualified</b>	<b>4</b> (4)	<b>4</b> (4)	<b>5</b> (3)	<b>4*</b> (4)	<b>5</b> (4)
<b>Core Staff Not JNC Qualified</b>	1 (1)	0 (0)	1 (1)	0 (0)	0 (0)
<b>Main Support Staff Qualified</b>	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)
<b>Main Support Staff Not JNC Qualified</b>	0 (0)	0 (0)	3 (4)	0 (1)	0 (0)
<b>Occasional Staff Qualified</b>	4 (5)	2 (1)	21** (21)	2 (0)	1 (1)
<b>Occasional Staff Not JNC Qualified</b>	1 (0)	0 (0)	0** (15)	0 (0)	3 (8)
<b>Visiting Staff</b>	Stonewall	Wrexham County Borough Council,  Caia Park Partnership,  Cheshire West Youth Justice,  Community Arts		Guest lecturers are utilised from a number of youth work organisations - both from the maintained and voluntary youth work sectors.	A range of partner agencies. Including Barnardo's, YMCA, Newport Youth Service, Newport Social Services, a number of voluntary sector groups and European youth work colleagues and international partner orgs.

Figures in brackets () denote 2012-13 numbers

\*Staff member replaced under secondment. \*\*No clarity of breakdown but qualified staff used for core modules.

The number of the students have fallen since 2011-12 and a further fall was recorded in 2012-13. This, however, has not resulted in a further reduction of core staff noted within the previous report. As the report will show, this appears to have resulted within higher achievement, fewer withdrawals and less deferrals across all programmes.

## UniStats Analysis

Students have provided their own feedback of the programmes as presented below and these can be found in more detail on the UniStats website. Please note that the figures for the Open University are not exclusively for Wales. There are question marks on how this information is collated as figures may come from other similar courses at the institution. However, these results are viewed externally by prospective students, the public and other institutions so some work may be required in ensuring it correctly reflects the programme by encouraging all students to complete the survey.

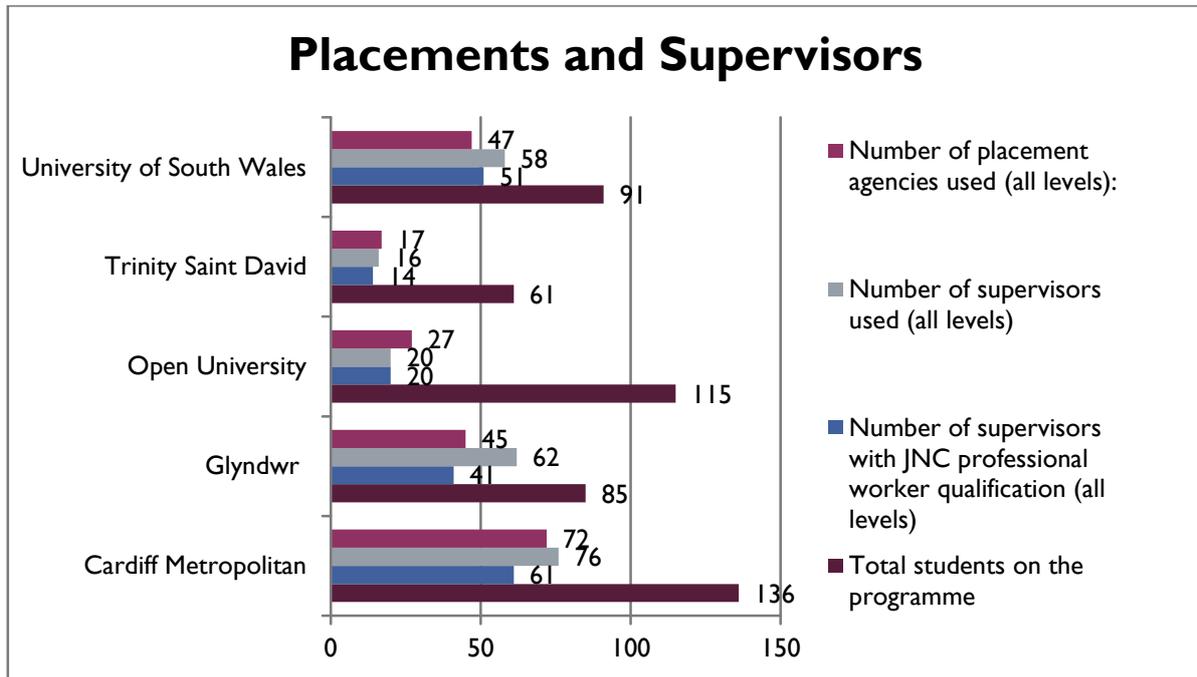
### UNISTATS Student Satisfaction Information 2015

	Cardiff Metropolitan	Glyndŵr	Open University	Trinity St. David	University of South Wales
	Data from 20 (40) students.	Data from 15 (30) students.	Data from 625 (445) students.	Data from 10 (60) students.	Data from 10 (70) students.
<b>Overall, I am satisfied with the quality of the course</b>	95% (84%)	60% (93%)	87% (91%)	80% (83%)	92% (76%)
<b>Staff are good at explaining things</b>	91% (97%)	67% (96%)	84% (88%)	90% (89%)	92% (84%)
<b>Staff have made the subject interesting</b>	86% (89%)	73% (86%)	80% (84%)	90% (85%)	92% (81%)
<b>Feedback on my work has been prompt</b>	77% (68%)	60% (71%)	84% (86%)	40% (78%)	75% (66%)
<b>Feedback on my work has helped me clarify things I did not understand</b>	82% (87%)	67% (82%)	79% (81%)	40% (73%)	67% (72%)
<b>I have received sufficient advice and support with my studies</b>	91% (89%)	67% (86%)	77% (80%)	80% (83%)	82% (76%)
<b>The library resources and services are good enough for my needs</b>	64% (82%)	87% (82%)	86% (90%)	50% (75%)	58% (89%)
<b>I have been able to access general IT resources when I needed to</b>	82% (89%)	93% (79%)	87% (87%)	60% (65%)	75% (91%)

The feedback appears to show that while students are confident with the staff delivering the programmes, there are questions raised with the feedback when work is submitted - in promptness of what is being provided and the quality of that feedback. Student views on access to library resources and, less so to IT resources, are disappointing with the exception of Glyndwr and the Open University. This might be expected for the OU who pride themselves on such developments, but Glyndwr should be congratulated on surpassing that score. This should be explored more to provide a better insight into what these expectations are and how they can be managed effectively. For example, is the programme being upfront on course text students should purchase rather than expecting these to be readily available to them.

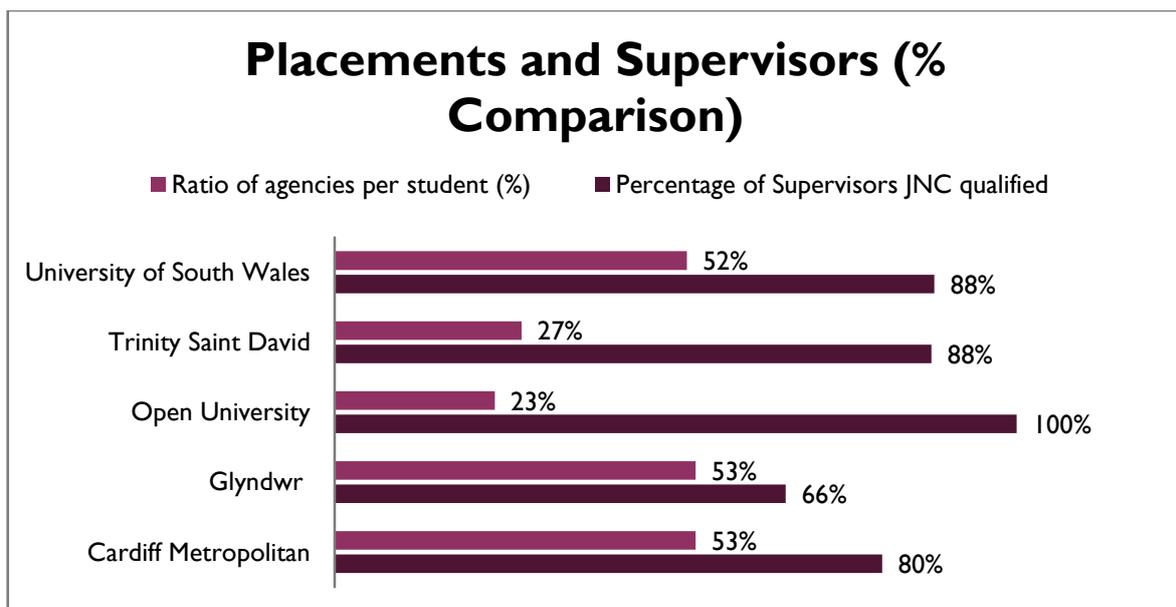
## Fieldwork Placements

The breakdown for students and placements is provided below.



Most supervisors used are qualified but still a high proportion within one Institution do not have the relevant JNC qualification. This may be linked to the widening use of placements outside what may be seen as the traditional youth service as shown later. Further debate is required as types of placements used are broadened within some programmes.

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

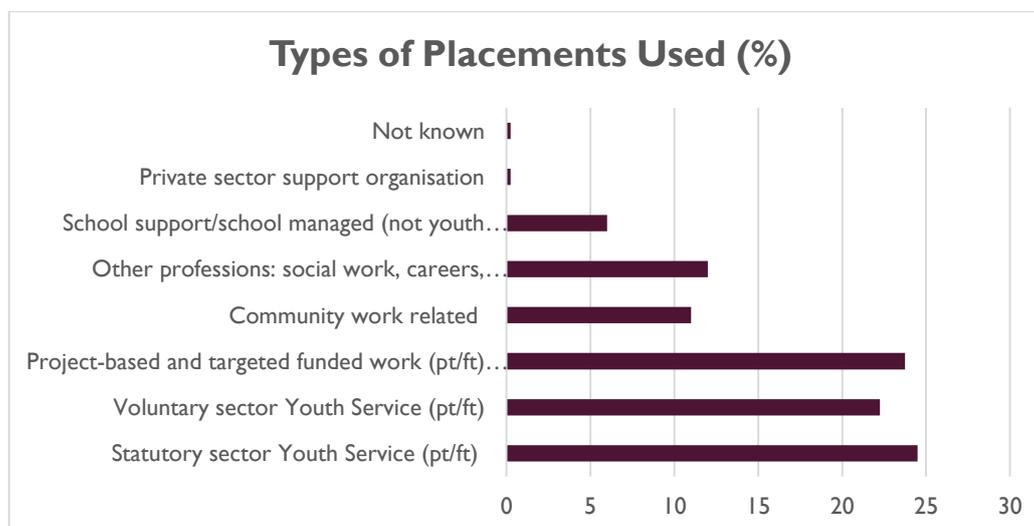


This works out to 81% of supervisors with the relevant JNC qualification across all institutions and a range from 66% to 100% within individual institutions.

There has been some changes since the last monitoring period.

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15
<b>Number of Agencies</b>	72	98	45	37	27	17	17	41	47	72
<b>Number of Supervisors</b>	76	110	62	57	20	13	16	28	58	67
<b>Number with JNC qualifications</b>	61	100	41	50	20	13	14	23	51	59
<b>Total Students</b>	136	129	85	77	115	127	61	50	91	87

The above chart shows the shift in position since the last monitoring period. The green indicates an increase in numbers while red a decrease which on the whole is positive. For example, with fewer students it might be expected that fewer agencies and supervisors are required. However, this is not been the case across most institutions.



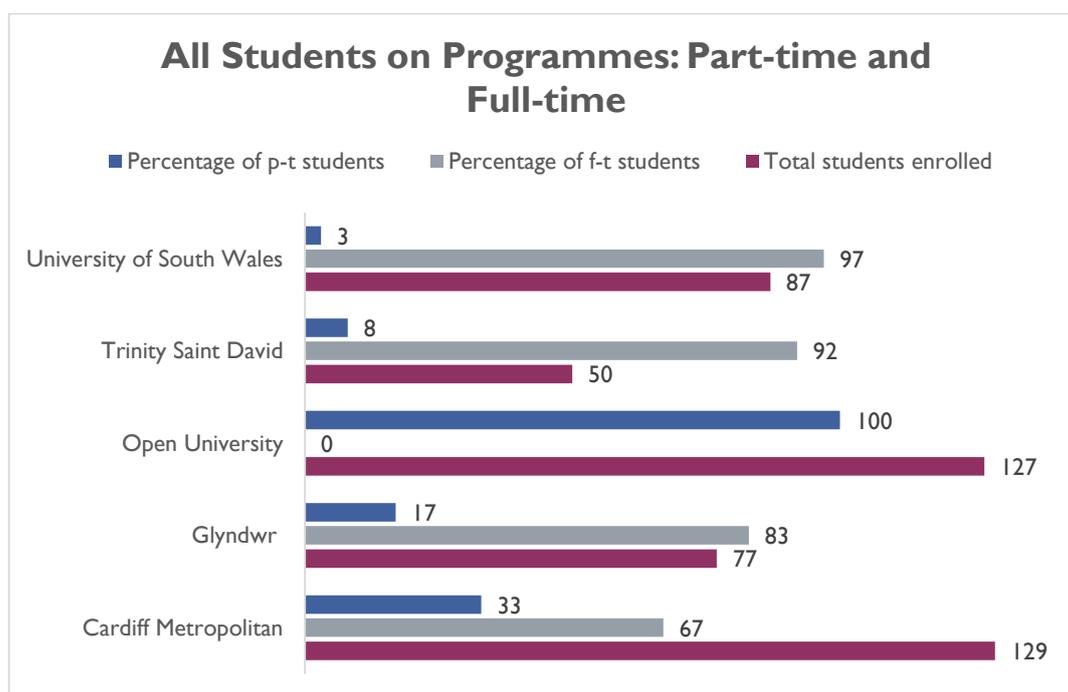
Less than 50% of the placements are now made up by the statutory and voluntary youth sector, whereas in years gone by that would be by far the majority. This change is more likely to be related to funding streams and the wider use of youth work professionals within alternative settings.

## Student Enrolment

This table shows the overall student numbers on the programmes delivered within Wales.

	Cardiff Met	Glyndŵr	OU	TSD	USW	Total excluding OU
Level 4	45	19		17	42	123
Level 5	48	23		14	20	105
Level 6	36	35		19	25	115
<b>Total 470</b>	<b>129</b>	<b>77</b>	<b>127</b>	<b>50</b>	<b>87</b>	

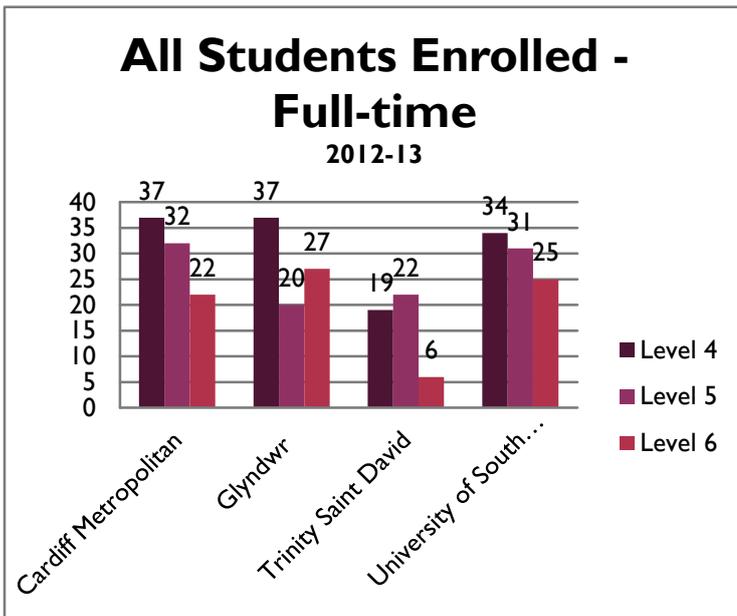
This chart shows the study mode of all students on the programmes delivered within Wales.



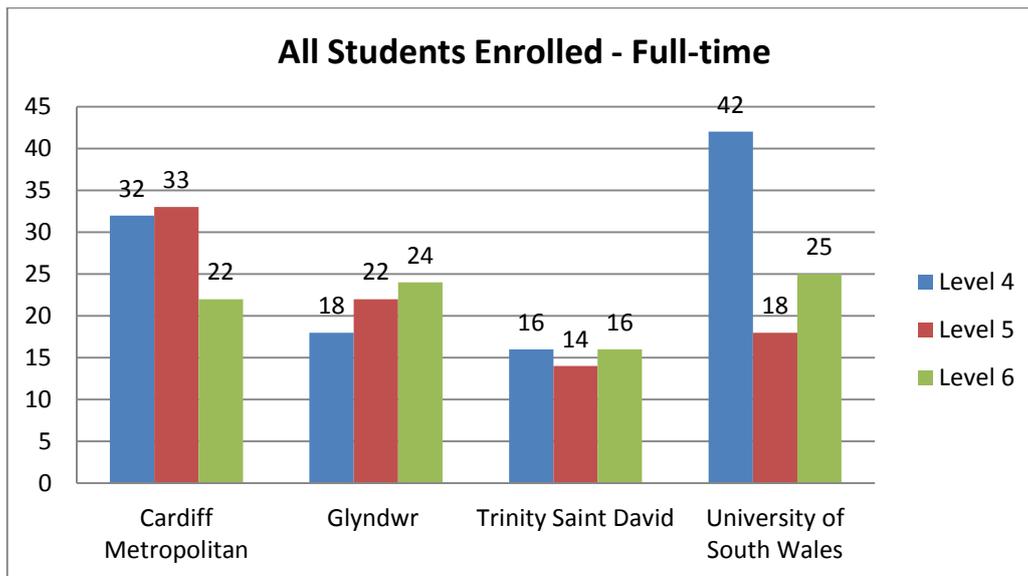
	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15
Percentage of part-time students	33	33	1	17	100	100	23	8	1	3
Percentage of full-time students	67	67	99	83	0	0	77	92	99	97

Green shows an increase in percentage while red shows a decrease. Grey shows no change in status

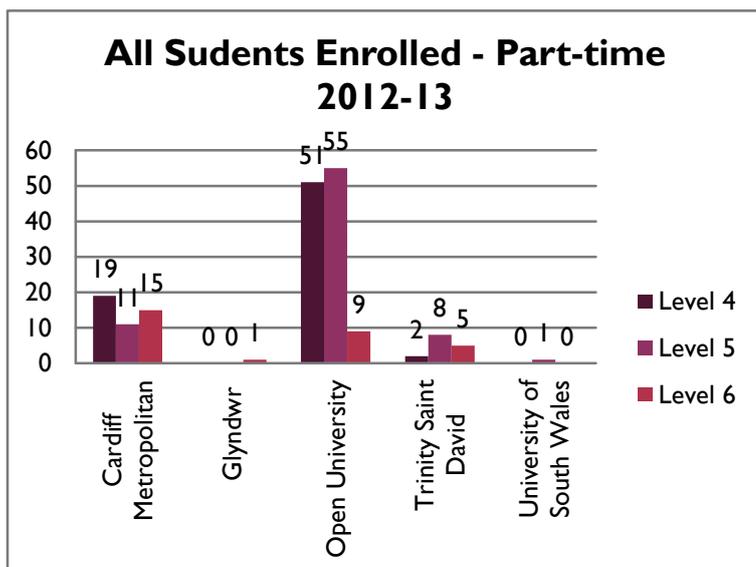
Although there is an indication of change across three institutions, this is best understood by looking at the actual number of students on the programmes.



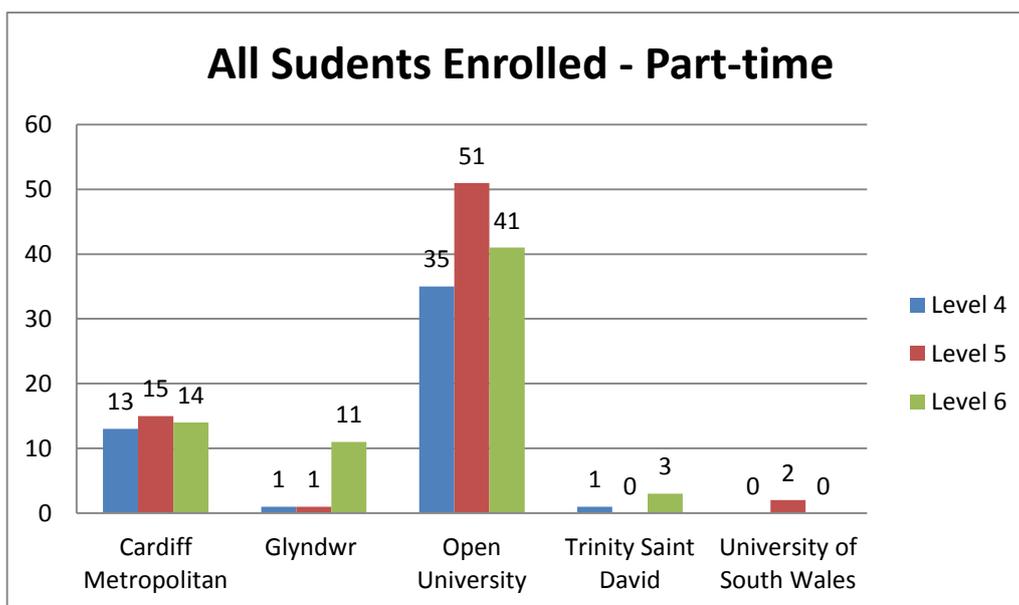
An ideal profile would be to have more students at level 4 than within the subsequent years. This allows for withdrawal, deferrals or failures and the retention of stable numbers across the whole programme. This is clearly evident across three of the four institutions on the first chart.



With the exception of USW, the profile has clearly changed and now indicates a further decline in full-time students across three programmes. An interesting point to note is a likely 'hidden dropout' of students when viewing programmes year on year. Taking Cardiff Met, for example, the level 4 students in 2012-13 are now the recorded level 6 students. The programme shows a drop for the 37 students initially recorded down now to 22 – a fall of 15 students or nearly 41%. There is previous evidence to show that this level of student withdrawal is unlikely to be picked up through the monitoring process as it currently stands, because students who successfully complete a level and don't return are not analysed.



A similar profile would be expected for part-time students but this is not as straightforward due to the smaller numbers involved.

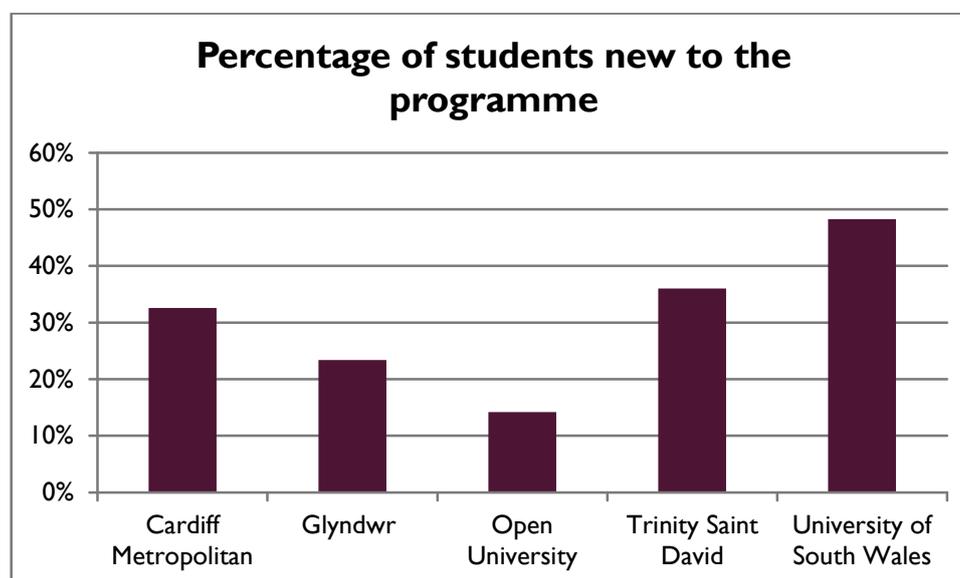


What is shown, however, is that there is a decline of part-time students on the programme which is particularly evident within the Open University programme. A comparison for the intake of 2012-13 at level 4 to that of 2014-15 at level 6 reveals a change of 10 students – or nearly a 20% drop. However, this comparison is not as straightforward as with full-time students because part-time students will be progressing much more slowly through the qualification with the majority of the identified students from 2012-13 more likely to be at level 5.

## Analysis of New Recruits across All Programmes

	Cardiff Met		Glyndŵ r		OU		TSD		USW	
	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15	2012-13	2014-15
<b>New Recruits at Level 4</b>	48	38	33	18	43	16	15	17	34	42
<b>New Recruits at Level 5</b>	6	2	0	0	46	0	3	0	0	0
<b>New Recruits at Level 6</b>	2	2	1	0	8	2	1	1	3	0
<b>Total New Recruits</b>	56	42	34	18	97	18	19	18	37	42

The recruitment levels show the decline in numbers of new students with the exception of USW. This equates to nearly a 57% decrease in the number of new recruits since the previous monitoring period.

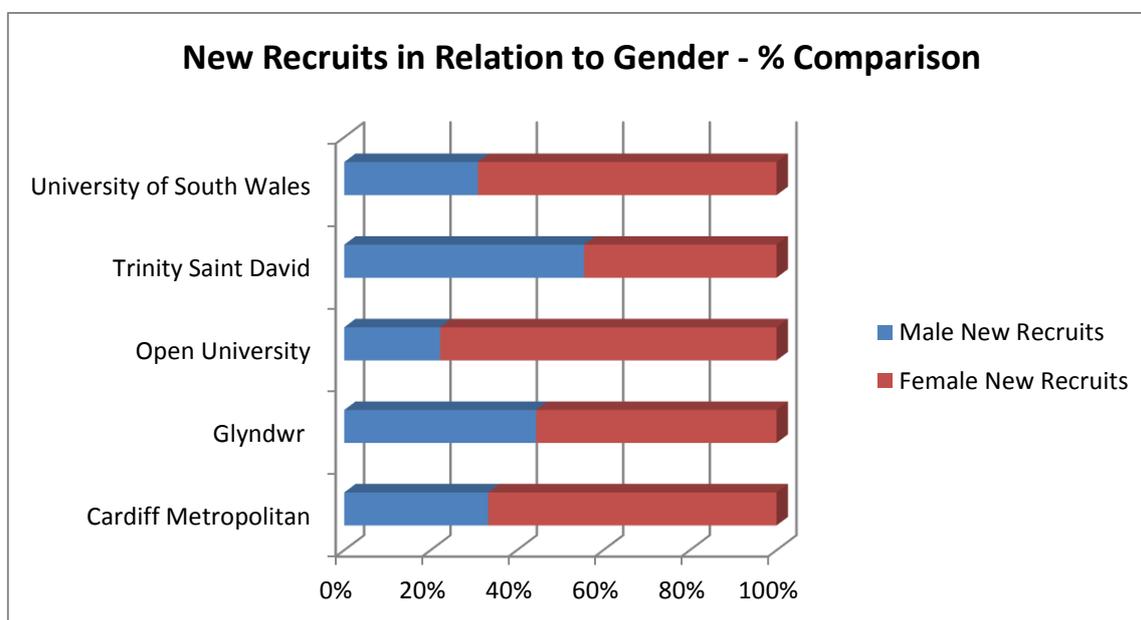


The above chart was produced by comparing continuing students with new recruits. It offers an indicator of whether courses are likely to grow or decline in the future as, statistically, a recruitment level of over 33% would suggest a stable or growing programme. This would obviously be dependent on the level of withdrawals or failures in subsequent years. Based on this: Two programmes are likely to decline further; two to remain stable or see a small growth; and one programme to grow substantially.

The recruits can be further analysed under gender, age group and entry qualifications. Turning firstly to the gender of the students within each programme:

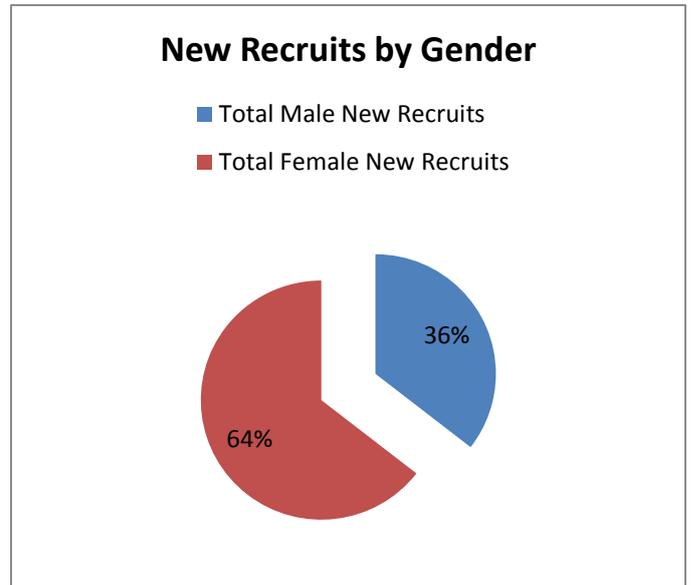


This can be better shown through a percentage relationship.

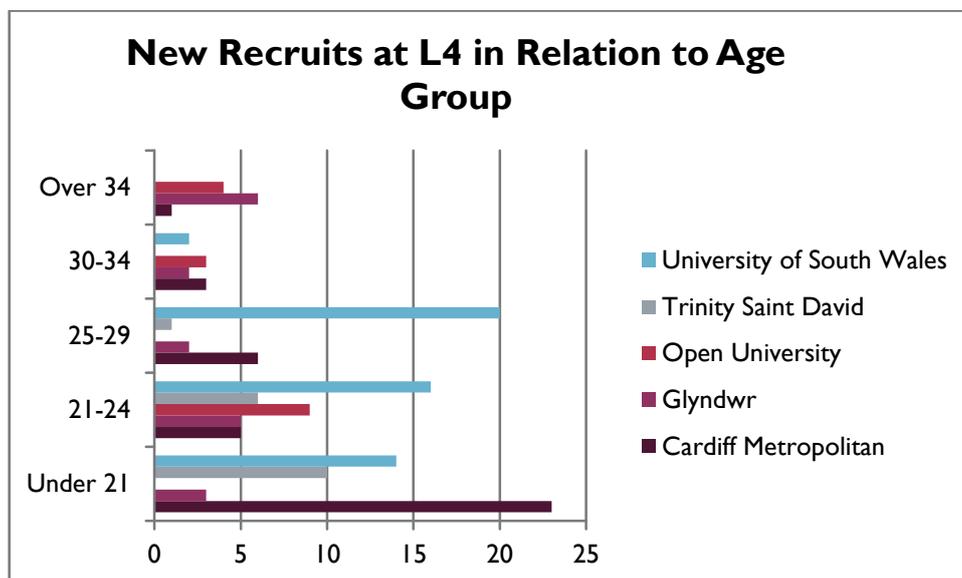


The numbers clearly show, with the exception of TSD, that there are more females than male recruits across each programme which has increased since the previous monitoring period. The profile for new recruits within the OU has changed dramatically going from 36% female recruitment to a 78% level, albeit on a much smaller recruitment base this year.

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

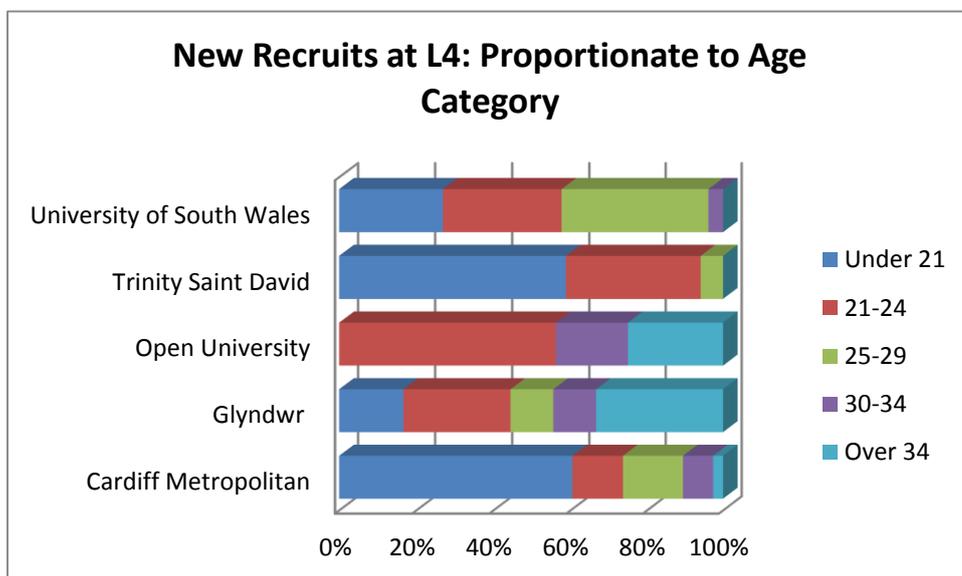
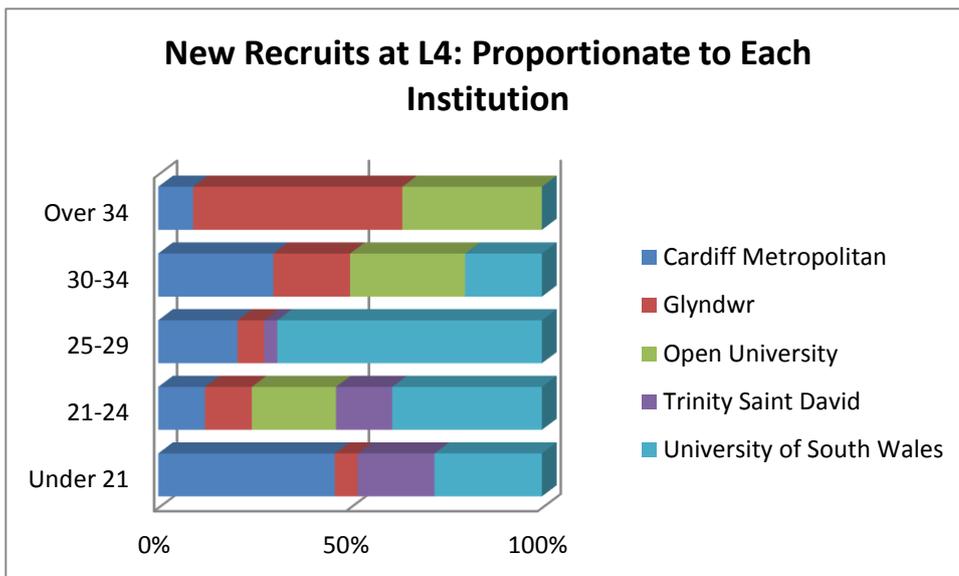


Looking at level 4 students only, the following information is available regarding the age profile of these students.



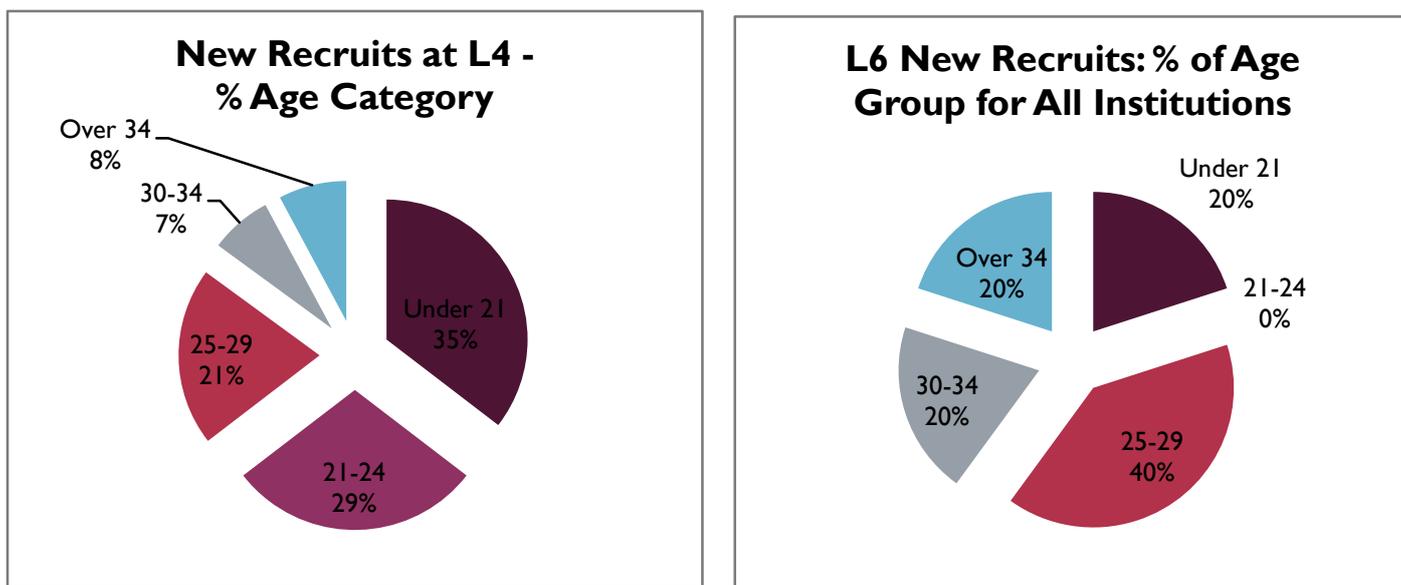
The age range profile for Cardiff Met students was slightly different to that shown above

The peak within the under 21 age group for Cardiff Met and that for the 25-29 age group for USW can clearly be seen. However, the proportionate comparison gives a better indication of what is taking place as can be seen within the following charts.



As before we can see clearly see how Cardiff Met and USW fit within the age profile, what is now more evident is the high proportion of the older students attending the Glyndwr programme. Institutions are continuing to recruit a high proportion of students who are under 25 years of age and far fewer within the 30 years and older categories. The profile for new recruits at USW, for example, is significantly under 30 years while nearly 60% of the recruits at TSD and Cardiff Met are under 21 years of age.

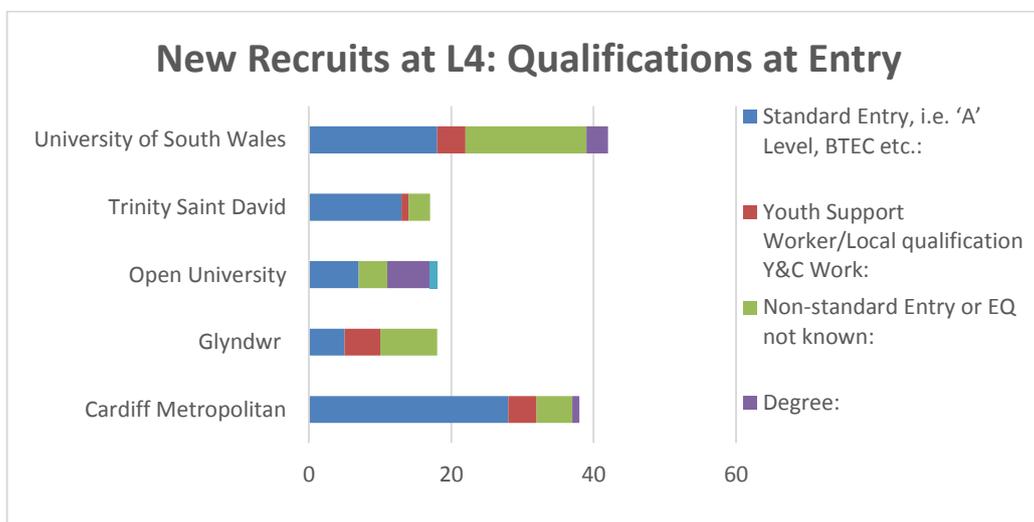
The overall position can be summarised within the following chart:



All L5 students were in the 30-34 age group.

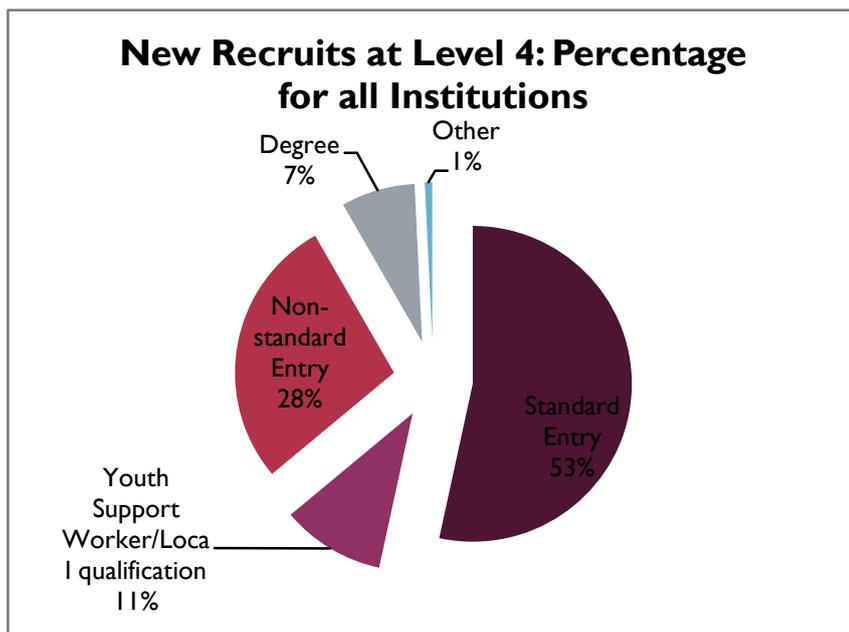
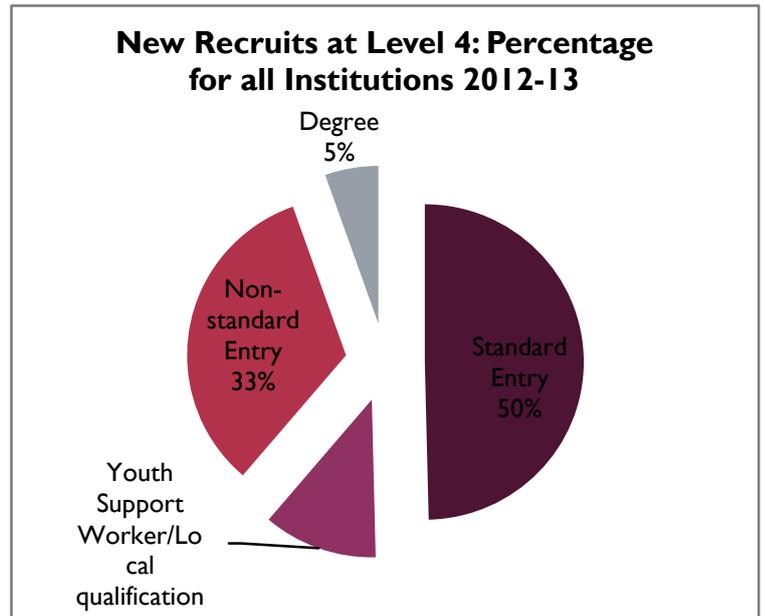
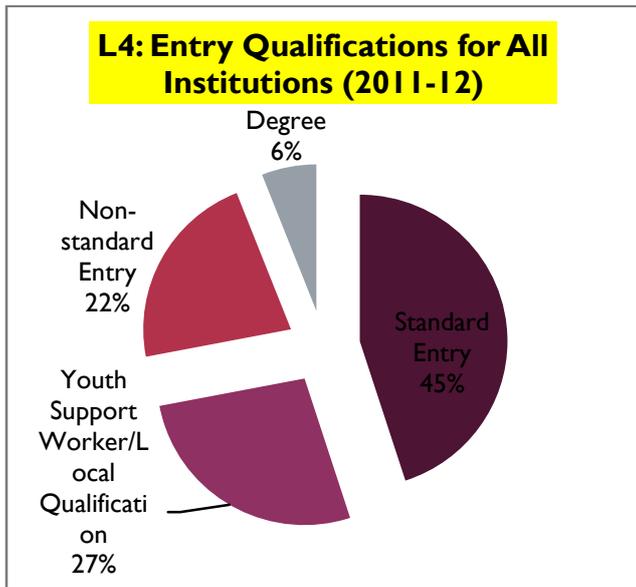
The higher proportion of the under 25 year old category continues at Level 5 and 6 but it should be remembered that the numbers within these categories are very small.

Turning now to the qualifications on entry of students recruited to the programmes:



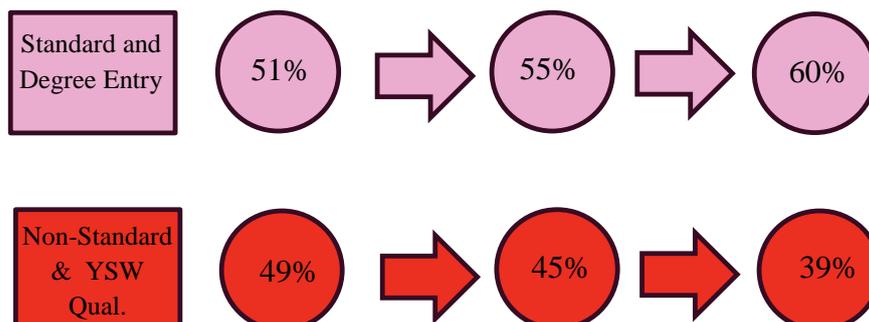
There are far fewer students gaining access to the programme through a youth support worker type qualification. The table below showing the entry qualifications for all institutions provide a better overall picture and how this position has changed over the last few years.

Comparing these charts to the previous year:



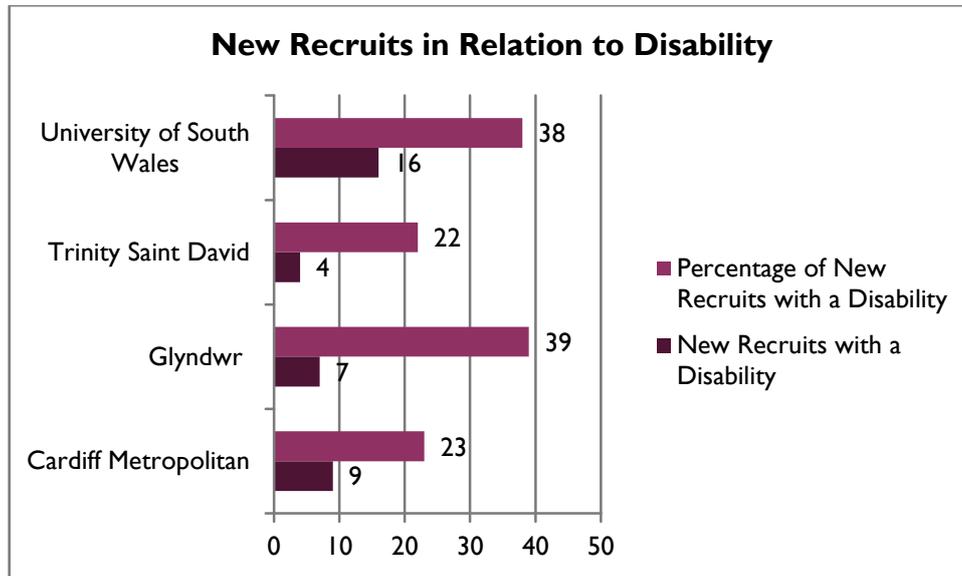
The shift away from what was always seen to be a vocational programme, where the majority of students gained access through a non-standard entry, is shifting dramatically with 60% of the entrants entering through academic qualifications.

The Shifting Face of Entry Qualifications since 2011-12:



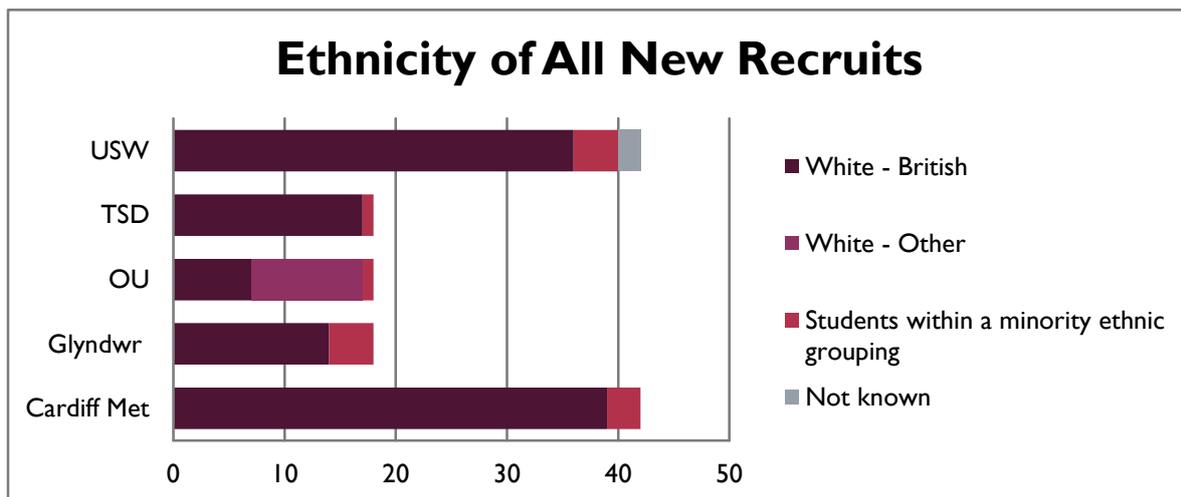
## Further Analysis of New Recruits to Programmes

Turning next to the level of disability of students recruited, the following information has been made available.

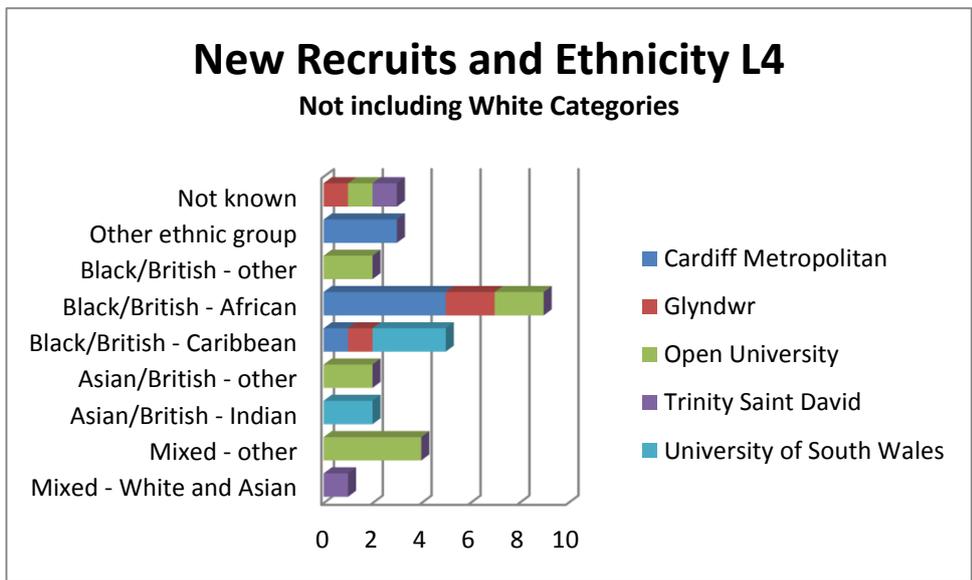


This relates to a sizeable proportion of new recruits from all programmes who were noted as having some form of disability. It would be beneficial to gain an insight into the range and nature of these disabilities if it doesn't identify individual students.

For ethnicity, the following charts provide a clearer position on access by minority ethnic groups to each of the programmes. The first chart showing that only a relatively small number of students are drawn from a minority ethnic group.



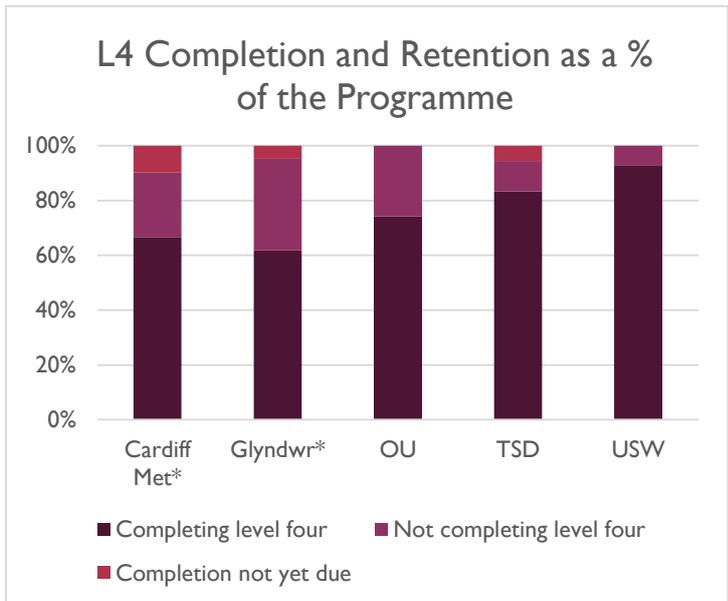
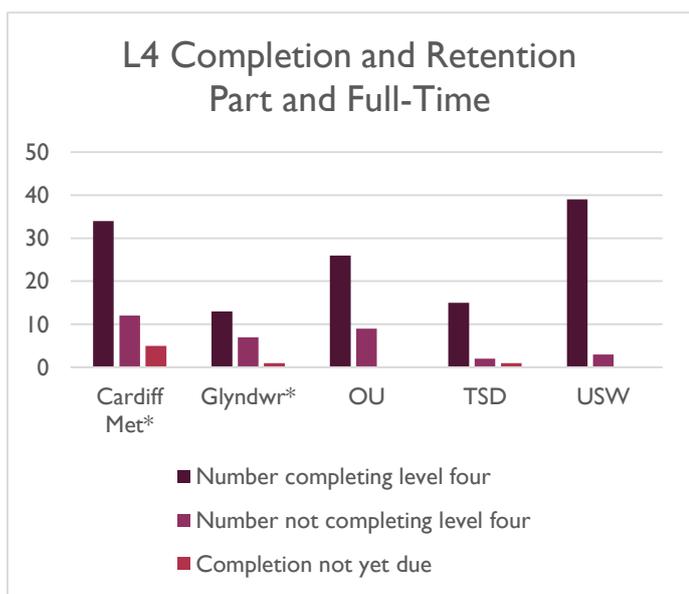
The second chart is an analysis of the ethnic background of the students on the programme. It is important to note that all ethnicity categories were made available for recording to the institutions but these were the only categories used.



There are obvious gaps within this recruitment particular within the wider ethnic groupings within the Cardiff/Newport area and the increasing number of Polish or eastern European communities which are now established across Wales.

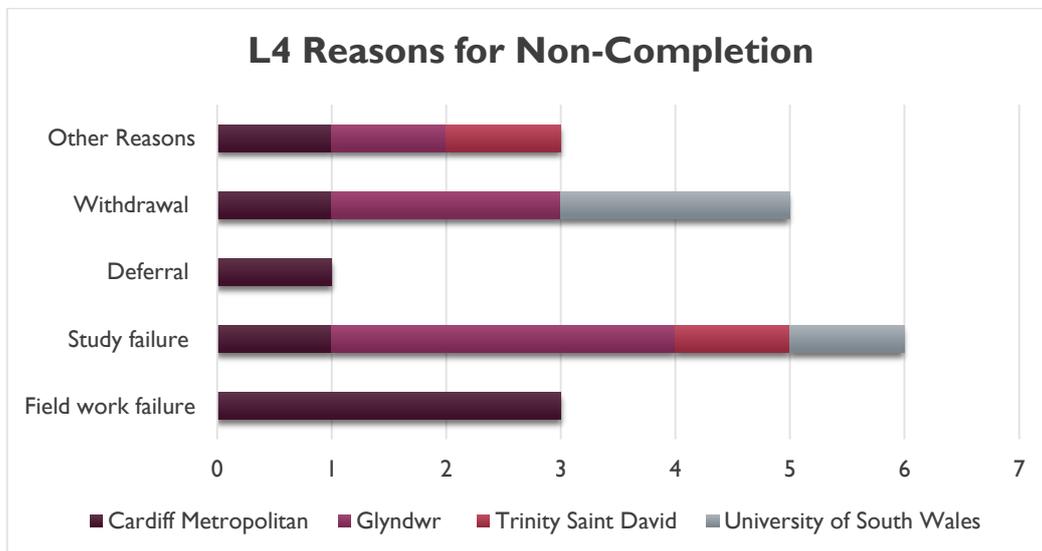
## Retention and Completion of Students

### Level 4



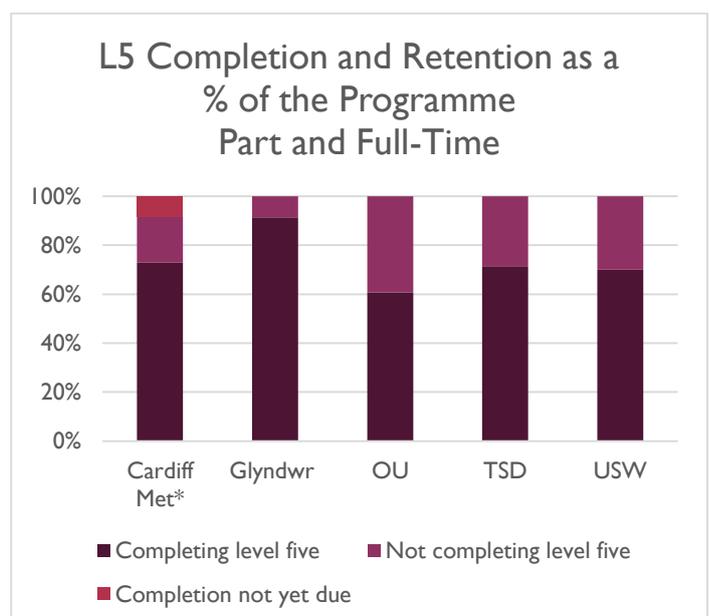
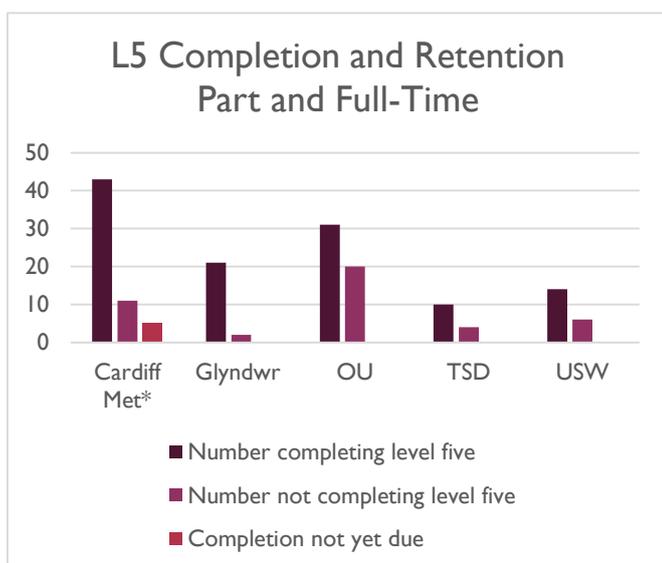
Both Cardiff Met and Glyndwr show a small error related to the total number of students shown here and the total number of students indicated at level 4.

If only the reasons for non-completion is considered, this gives the following picture.



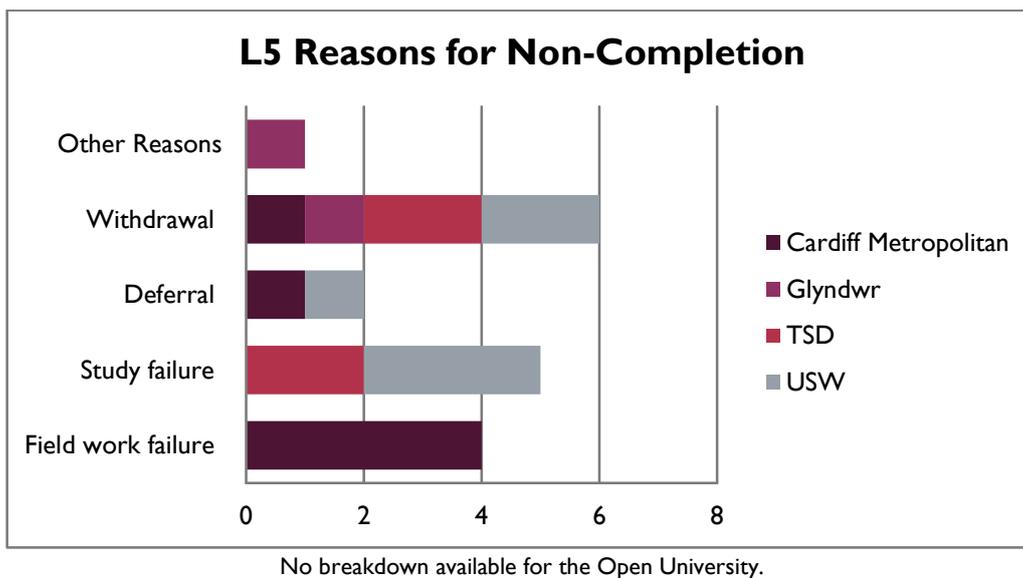
The Open University were unable to provide a breakdown for Wales so these figures were not included. The important factor here is that the numbers are very small across all institutions.

### Level 5

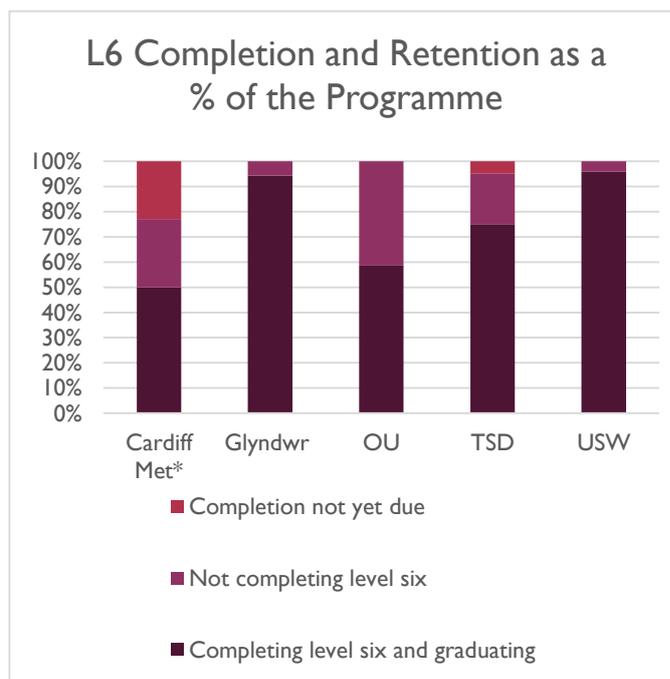
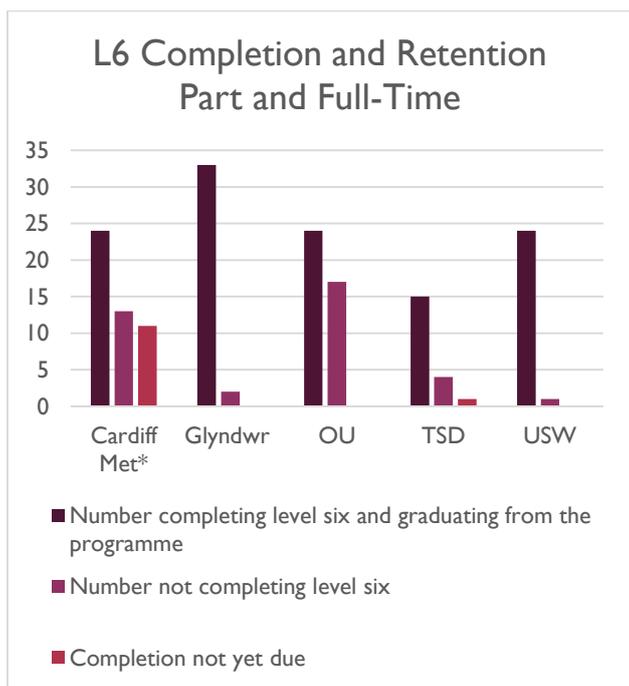


\*There was a small error in the numbers indicated

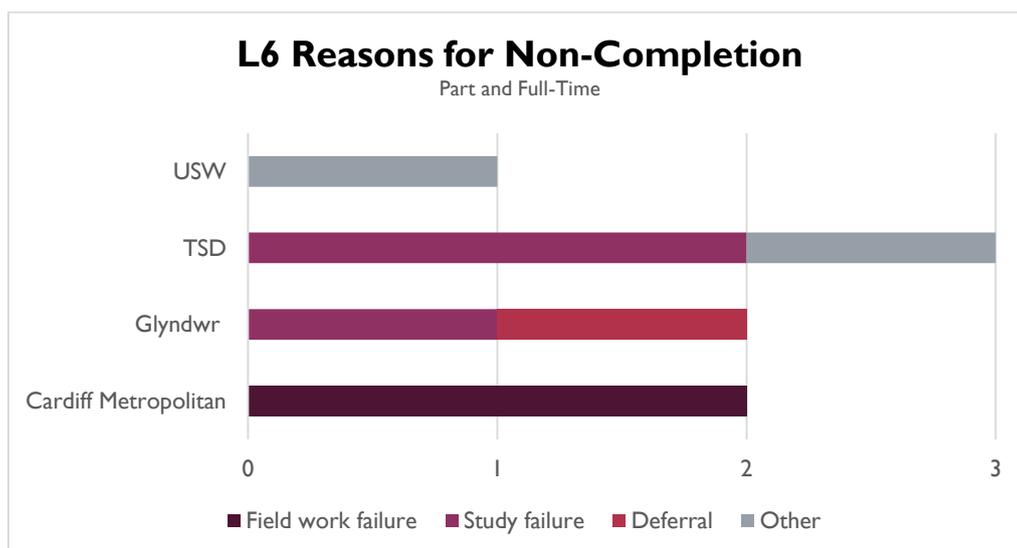
The charts show a similar picture, however with a large proportion not completing the Open University programme at this level. However, the nature of the OU programme may mean that completion is not yet due.



## Level 6



The figures from Cardiff Met showed a totalling error related to the total of students shown and the actual number of students at level 6.

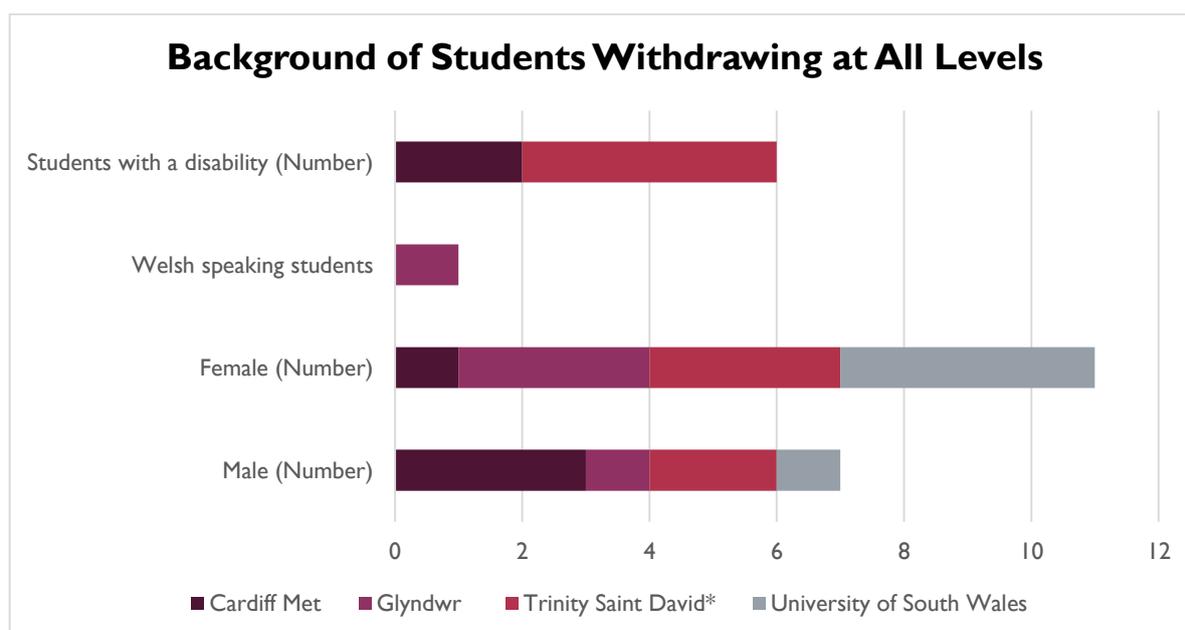


It is not possible to draw any meaningful conclusions from these figures as they involved very small numbers.

### Withdrawal and Deferral of Students

	2011-12	2012-13	2014-15
<b>Withdrawals</b>	19	23	11
<b>Deferrals</b>	9	17	7
<b>Total</b>	27	40	18

Overall the numbers have gone down significantly since the previous monitoring period but there are no obvious reasons why this should be the case. Anecdotally it has been suggested that the greater personal financial commitment made by students may play a factor as well as for greater expectations on the teaching staff and the resources available.



\*Figures for TSD should also include two students with 'other' reasons for leaving the programme who were not analysed here.

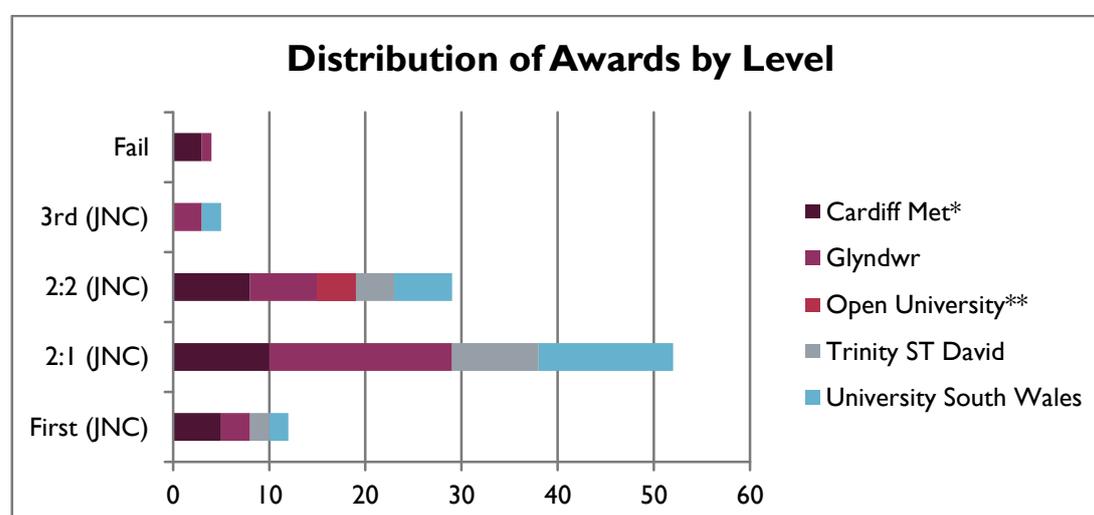
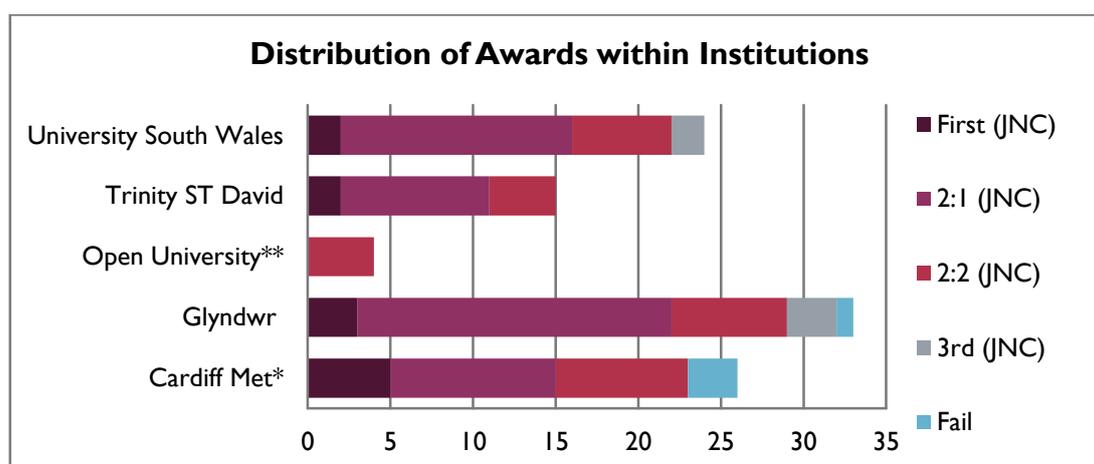
The chart below gives a broad indication for the reasons why students may have left the course during the academic year 2014-15. Although partially numerical, it is based mainly on a personal perspective.

	Cardiff Met	Glyndŵr	OU BA	TSD BA	USW BA
Work/life balance					
Health issues					
Financial reasons					
Employment changes					
Demands of a caring role					
Other					

On closer analysis, it may suggest that work/life balance, health issues and employment change play the largest factor on a student having to leave a programme. Where this may be the result of employment change, for example, it may be the case that the new employer does not provide the same support for the programme subsequently leading to financial pressures or a worsening work/life balance, so there is probably a strong inter-relationship between all the factors.

### Completion of the Full Programme

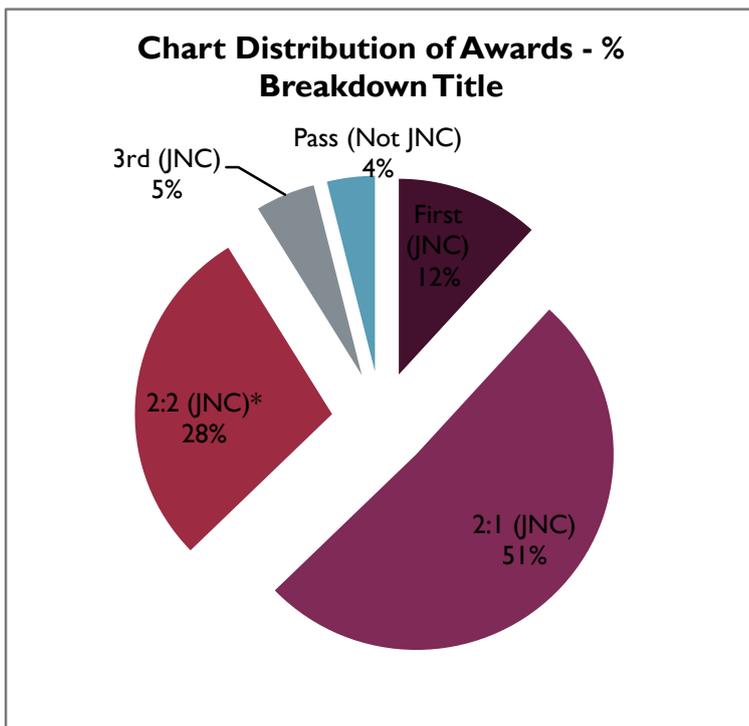
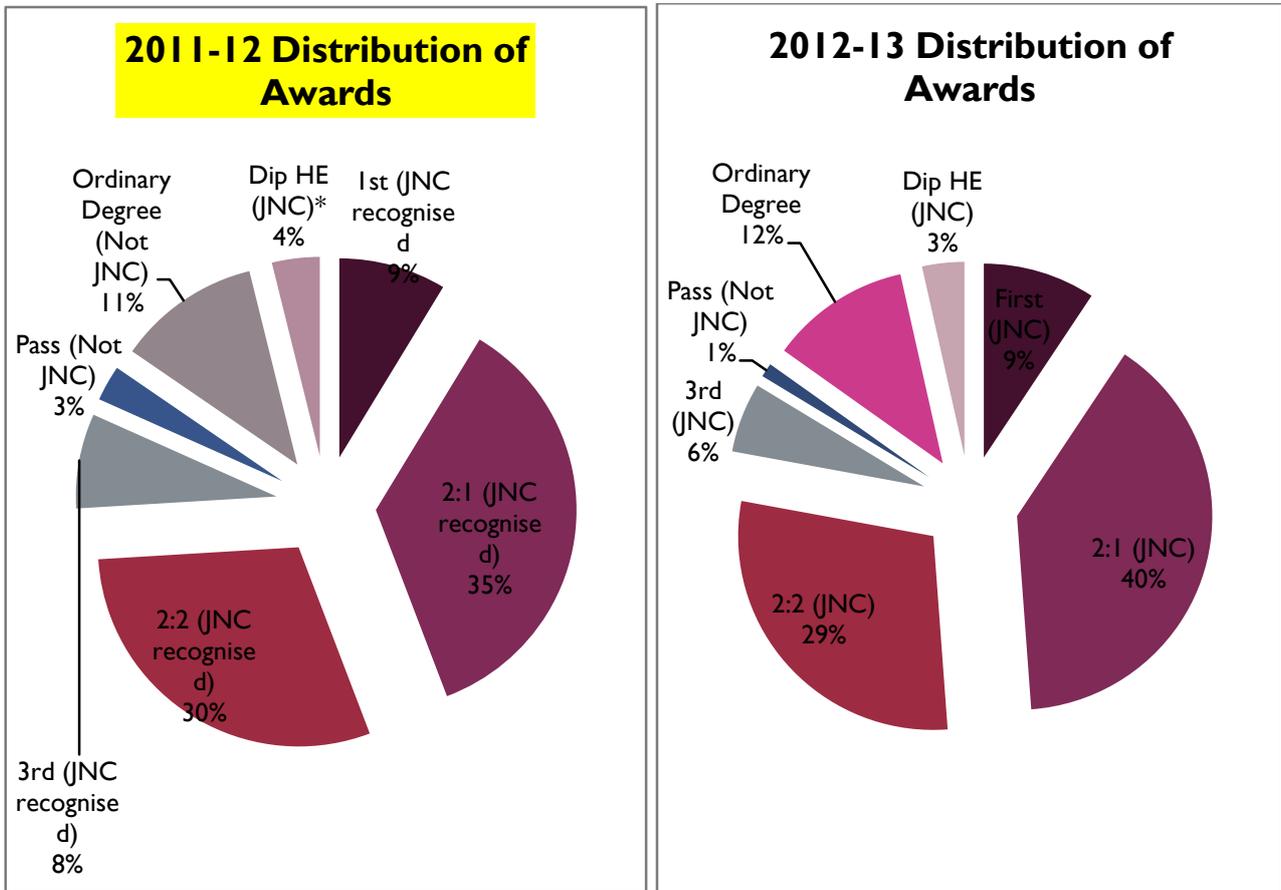
Awards provided at Level 6 were distributed as follows:



\*Cardiff Met are indicating too many students \*\*Open University were unable to provide an awards breakdown



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 are to be highly commended. In 2011-12 9% of all students achieved a first class honours degree which was maintained in 2012-13. However this has now increased to 12% for the monitoring year. Taking into account the number of upper second class honours we can see the biggest increase. In 2011-12 44% of students achieved these awards and this has now risen to 63%. If all the second class honours are taken into account then 91% of all students graduating achieved one of these awards. It would be interesting to compare this achievement with the best academic programme from each institution.

## **Examiners Reports and Reviews**

Institutions were asked to provide key points from their Examiners' reports as well as providing the reports in full. In most cases these key points were provided as requested and are presented within the tables below. Please note that some editing had to take place as some sections were overlong. However, the full text is provided to the ETS through the spreadsheet submitted and within the reports themselves.

**External Examiners' Reports**

	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Reports Available</b>	Yes	yes	YES - please see attached appendix 1	Yes	YES
<b>Positive Areas</b>	<p>1. The programme remains true to the relevant subject benchmarks and continues to meet the requirements for professional practice and academic rigour.</p> <p>2. A wide range of assessment methods are incorporated.</p> <p>3. Students very positive about the support and guidance they received from the staff.</p> <p>4. Practice is integrated into the programme and provides excellent opportunities to develop students' employability skills.</p> <p>5. The programme curriculum deepens in analysis and reflection as students' progress through the levels.</p>	<p>1. Excellent and constructive feedback to students</p> <p>2. High quality and informative documentation such as module and placement handbooks</p> <p>3. Staff commitment and concern for personal &amp; professional development of students</p> <p>4. Staff, modules and reading lists are up-to-date with current developments</p> <p>5. The programme is fit for purpose and in line with similar courses elsewhere</p>	Full report provided	<p>1. Some very good dissertations that demonstrated wider interest in working with young people.</p> <p>2. Staff commended for their commitment to ensuring that all students have a positive experience.</p> <p>3. Year on year the team demonstrate hard work and commitment to both the programme and student learning, which is evident in the understanding, skills and knowledge exhibited by students.</p> <p>4. It seems there is significant change in the standards achieved by students and once again exceeds its previous achievements.</p> <p>5. The school provide students with a plethora of exciting, challenging and professional learning opportunities.</p>	<p>1. Overall the student handbook is well laid out, comprehensive and clear to follow.</p> <p>2. The course takes Global Youth Work and Community Development work seriously</p> <p>3. Impressive level of professionalism of tutors and students. The staff team are committed, engaged and knowledgeable both in terms of their subject and their students.</p> <p>4. Impressed at a seminar/lecture attended where the lecturer was preparing students for next year's modules in a thought provoking and realistic fashion.</p> <p>5. Attention should be drawn to the effective moderation of fieldwork portfolios which is very thorough and well documented.</p>

	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Areas for Development</b>	Sometimes staff feedback is densely written and can be hard to read. The format of the standard front sheet leaves little room for detailed comment.	<ol style="list-style-type: none"> <li>1. Develop greater diversity of assessment tasks</li> <li>2. Greater standardisation of the presentation and layout of student work</li> <li>3. Make more use of the full range of the mark schemes</li> </ol>		<ol style="list-style-type: none"> <li>1. Students were generally missing out critical engagement in their discussions at level 6</li> <li>2. The new development of offering a bridge between college and placement in the form of experiential learning is an important way forward. The staff are asked to discuss whether this section should be an essential part of the students' course rather than an optional one.</li> <li>3. The teaching staff are also asked to discuss should the programme be expanded or should a parallel programme be added in order to offer students a pathway to follow on community work as such.</li> <li>4. With reference to SJYW6004, the business plan is a very good assessment, but I would like to see students engaging more with discussions on issues relating to organisational behaviour, organisational management, and ethical dilemmas in youth work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop better links to the excellent relationships you have developed at the University with European and Commonwealth countries.</li> <li>2. There seems to be an emphasis on the professional role of the counsellor on a one to one basis without the consideration of the reality the youth and community worker will find themselves in the social contexts which will affect their lives of the participants and not as 'clients'. (reference to Human Development &amp; Change teaching @ L5)</li> <li>3. Some students make very good use of additional evidence in their portfolios and cross-reference this effectively to areas of practice. Other students are less able to do this and whilst this would be a general feature of student cohorts studying in this field effective use of additional evidence is to be encouraged.</li> <li>4. Lack of a standardised layout regarding the written assignment brief. Module G106612 (Human Development) particularly highlighted this observation. If all assignments listed in the above group were in the same format this would help students and</li> </ol>

					<p>those marking assignments to understand from a standardised format.</p> <p>5. Previously I have suggested that the professional validation requires levels of attendance and completion of placement hours that the University needs to be satisfied have been met. At course level these systems are now in place. It would be useful at award boards to be able to tell from the information presented that students have met these conditions.</p>
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**Programme Reviews**

The following information was provided by the Institutions.

	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Reviews Completed</b>	Yes	Yes	YES - please see attached appendix 1	Yes	YES
<b>Positive Areas</b>	<ol style="list-style-type: none"> <li>1. Clear articulation with the University's goals and mission statement.</li> <li>2. Evidence of constructive alignment of the curriculum.</li> <li>3. Evidence of good practice in relation to student assessment and feedback.</li> <li>4. Evidence of good practice in relation to student support mechanisms.</li> <li>5. 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 new Placement Marketplace event at start of year</li> <li>2. The new Away Days at start of year</li> <li>3. The updated and revised personal tutor system</li> <li>4. Excellent and constructive feedback to students</li> <li>5. Staff commitment and concern for personal &amp; professional development of students</li> </ol>		<ol style="list-style-type: none"> <li>1. As a pilot, a level 4 module was taught in Carmarthen Youth Project (Dr M'z) each week, and in the afternoon Level 6 students joined the Level 4 students to engage in Experiential Learning Activities.</li> <li>2. The programme introduced weekly Experiential Learning Activities sessions for all students.</li> <li>3. Many of our students are successful each year in gaining employment as a result of their experience while on placement.</li> <li>4. The first year of the new programme has gone well, with some positive feedback from students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The relocation to Newport City Campus will bring opportunities for the course, most notably closer proximity with youth work organisations.</li> <li>2. The newly endorsed course is now re-designed to enable students to progressively acquire advanced skills in the use of internet communications and information technology for creative use in their work.</li> <li>3. Participation in a variety of Erasmus programmes has also informed curricular with the programme team delivering sessions across Europe and students have also benefitted from a range of guest lecturers.</li> <li>4. All four youth work lecturers are currently active in research projects and external projects related to work with young people.</li> <li>5. Excellent review within student comment taken from the NSS Feedback 2014.</li> </ol>

	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Areas for Development</b>	<p>1. The panel strongly recommends that the degree and pathway titles more fully reflect the professional endorsement.</p> <p>2. More clearly articulate how staff research underpins the taught programmes.</p> <p>3. More clearly articulate the environmental aspect of the sustainability agenda and to address the implications for the Future Generations Act 2015.</p> <p>4. To reduce the volume of module aims and learning outcomes.</p> <p>5. Consider offering further externally accredited, relevant qualifications e.g. restorative practice, first aid, etc.</p>	<p>1. Revise and update the placement visit schedule.</p> <p>2. Revise and update the standard assessment guidance and mark scheme</p> <p>3. Review assessment types for the new programme being developed for Sept 2016</p> <p>4. Further review and develop the PDP planning and support processes with students</p> <p>5. Further develop preparation and evaluation activities with L6 students in advance of the NSS</p>		<p>1. To pursue the establishment of a Youth Work Alumni group</p> <p>2. To continue working with local partners to enrich opportunities for learning off-site</p> <p>3. To develop links with Humak University of Applied Sciences in Finland offering student and staff mobility</p> <p>4. To continue developing opportunities through the medium of Welsh</p> <p>5. Supporting staff in membership of local project management committee</p>	<p>1. The Sports Pathway will not now be viable on Caerleon Campus due to relocation of the UG Sports programme to Treforest.</p> <p>2. Feedback has highlighted that aspects of the curriculum need to be reviewed, notably where modules require more explicit contextualisation on issues in youth work.</p> <p>3. Retention is an issue for the programme at levels 4 and 5 with relatively high dropout rates.</p> <p>4. It is disappointing for the team that the average NSS % score for 'Course Resources' seems to be on a downward path over the past 3 years. We believe that we provide many excellent learning resources and are working on a number of initiatives to address this issue.</p> <p>5. Levels of digital competence amongst teaching staff have been highlighted as an area for development especially with the shifting trend to more and more digital teaching tools. Action is planned to strengthen development in this area.</p>

	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Overall Progress</b>	Further discussions with ETS about value of JNC in course titles given current developments. Externally run courses are being undertaken by students e.g. C-Card training.	Points 1 & 2 are complete. Points 3-5 are ongoing.		<p>"Our experiential learning sessions proved successful during the 2014-2015 academic year. Level 4 and 6 students were brought together for these sessions, and the Level 5 students had these sessions independently. Students engaged in a variety of opportunities and experiences which were accredited where relevant. In an informal evaluation session with the first year students, a student commented:</p> <p>"I found this year to be instructive and interesting. Everyone is very friendly and open, and eager to share experiences. Experiential learning really stands out for me as it's very relevant, being trainee youth workers and learning through informal and non-formal methods". There have been many opportunities for each year group to share their experiences of the programme, and to discuss any concerns they may have. The student</p>	Since the merger with University of Glamorgan to form USW in 2013, the programme has undergone significant changes in subject location, line-management and administration. We remain optimistic about student recruitment and this has been relatively healthy over the past two years with full-time numbers at entry level averaging over 30 students per intake over the past 3 years. We do however face considerable challenges in the current political environment that is seeing numbers of provisions for young people reduced and in some local authorities many closures of projects and loss of staff within the youth work sector. A further challenge which threatens our stability has appeared following the announcement (Sept 2015) of the closure of the USW Caerleon Campus where the course has been delivered for the past 15 years. Delivery to the new Level 4 Youth &

				<p>representatives also act as an important link between their year group and the School, and attend Staff-student committee meetings and annual programme reviews.</p> <p>"</p>	<p>Community Work student intake has now been relocated to the Newport City Campus and it remains to be seen what impact this move will have on our progress moving forward. Current students at Level 5 and Level 6 will remain at Caerleon for continuation of their studies for the 2015-16 academic sessions and then all cohorts will be fully relocated to City campus from September 2016-17. However, we also view this potential threat as an opportunity. If we can secure the desired space, develop further the current partnerships with practice, secure excellent resources, and retain the dedication of the youth work teaching delivery team, then we can move into the next five years delivery with confidence. Confidence in delivering a healthy, robust and academically challenging vocational qualification which produces professional youth workers who will significantly contribute to improving the lives of young people that they work with.</p>
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	<b>Cardiff Met BA</b>	<b>Glyndŵr BA</b>	<b>Open University BA</b>	<b>Trinity St. David BA</b>	<b>Univ. South Wales BA</b>
<b>Other Relevant Information</b>	None provided	None provided	None provided	None provided	As of date of completion of the ETS return, the External Examiner for 2014-15 Barry Doughty has had to resign due to other commitments. Richard Davies of De Montfort University (who is also our MA/PG Dip External has been approached to take over for the 2015-16 period. A new external examiner (Susan Payne) will also join us for the 2015-16 and will replace Martin Hardwidge whose 4 year term is now complete.

## ANNEX – Dissertation Titles

Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
None provided following request	<p>Broad outline of study</p> <ul style="list-style-type: none"> <li>· School based youth work &amp; voluntary engagement</li> <li>· Youth work in formal education settings</li> <li>· Value of School Youth Work for Young People</li> <li>· Youth work and accreditation</li> <li>· Youth work and youth unemployment</li> <li>· Youth work and poverty</li> <li>· Training for detached youth work</li> <li>· Informal education with 'NEET' young people</li> <li>· Impact of youth information work</li> <li>· The impact of an alternative education programme</li> <li>· Participation within a youth centre</li> <li>· Young women and sports</li> <li>· Young people and energy drinks</li> <li>· Young people and the police</li> <li>· Young people and advocacy</li> </ul>	<p><i>“The BA (Hons) in Youth Work at the OU does not require students to complete a dissertation. Students are required to develop a research proposal, including a literature review, and to complete a pilot study, which is assessed in E318.”</i></p>	<ul style="list-style-type: none"> <li>• Would students at the Carmarthen campus of the University of Wales Trinity Saint David benefit from a campus based youth worker?</li> <li>• Mental health issues facing young people in Ceredigion and the role of youth work in addressing these issues.</li> <li>• Brands and Young People: Critical Analysis of an Action Research Project in Penderry.</li> <li>• The impacts of the pressures to have the perfect body on girls aged 11-25 and how youth workers can support them.</li> <li>• How is the local authority able to support young people in a cold climate (Wylie, 2010)?</li> <li>• How does peer pressure impact on challenging behaviour within young people between the ages of 11-18, within Monmouthshire?</li> <li>• How Youth Work has impact and meets the needs of young people in Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• Do young people value accredited based learning within a youth work environment?</li> <li>• How does the media’s portrayal of models and celebrities influence young females aged fourteen to sixteen in the south of Torfaen?</li> <li>• How can young people from the BME community be enabled to become part of the police force?</li> <li>• A case study of the Go girls and Brothers project exploring the need for such projects from the perspectives of young people.</li> <li>• An analysis of the influence of gang culture on South Asian young men in Maindee, Newport.</li> <li>• A study exploring the affects of music on young people’s wellbeing</li> <li>• From Ragged Schools to Targeted Provision – the Changing Face of Youth Work and the Impact on Young People’s Wellbeing.</li> </ul>

Cardiff Met BA	Glyndŵr BA (cont'd)	Open University BA	Trinity St. David BA (cont'd)	Univ. South Wales BA (cont'd)
	<ul style="list-style-type: none"> <li>· Young people and 'legal highs'</li> <li>· Projects and services for young parents</li> <li>· The Impact of Outdoor Learning</li> <li>· Experiences of Social Forestry</li> <li>· Barriers to accessing an employability project</li> <li>· Community engagement and young people with additional needs</li> <li>· Services for rough sleepers</li> <li>· Mental health and substance misuse</li> <li>· Supporting inclusion through play</li> <li>· Reporting of bullying and hate crimes</li> </ul>		<ul style="list-style-type: none"> <li>• How Cyber Bullying affects Young People.</li> <li>• How does the Duke of Edinburgh's Award benefit young people; a case study of my practice.</li> <li>• A critical exploration of the benefits of youth work.</li> <li>• An investigation into the impact the Youth Engagement and Progression Framework (WG, 2013) has had on Cardiff Youth Service.</li> <li>• How the Youth Service is beneficial to supporting young people to reach their potential and to live fulfilled lives.</li> <li>• Should International Youth Work be better recognised and included in Welsh Youth Work policy?</li> <li>• With the rise of obesity in young people rising constantly every year and it being an issue tackled in schools, is physical education playing a big part in the Youth Service?</li> <li>• How does the Youth Service help the young people in rural areas of Carmarthenshire tackle the issues of unemployment?</li> </ul>	<ul style="list-style-type: none"> <li>• How effective is resettlement support for young men aged 16 to 18 yrs leaving custody and residing in the ewport area?</li> <li>• An exploration into the links between young people's exclusion from mainstream education and offending.</li> <li>• A research study exploring young people in Newport views on immigration, refugees and asylum seekers, with focus on influence of the media.</li> </ul>

