

ANNUAL MONITORING OF ENDORSED YOUTH WORK PROGRAMMES DELIVERED IN WALES

Post Graduate Diploma Programmes

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February 2016

Academic Year
2014-2015

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This report covers the period for the academic year 2014-2015 within the four Higher Education Institutions detailed below. All Information was collated between December 2015 and January 2016.

Summary of the Key Points within this Report

1. *Overall numbers are down on the previous monitoring period from 30 students to 23.*
2. *Three of the four Institutions recruited this year but only one fewer recruit than previously.*
3. *All of the students recruited to programmes were part-time students.*
4. *There are fewer students across all age ranges as to be expected but the drop in the over 30 age groups continues to be evident.*
5. *Only one student gained access to a programme through non-standard entry. This is the same as previous monitoring year but compared with 13 in 2011-12.*
6. *Just over half of all students completed and gained a qualification compared with one third in 2011-12.*
7. *None of the completing students have indicated that they will carrying on studies to the Masters*

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

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

	Cardiff Metropolitan	Glyndwr	Trinity St. David	Uni. South Wales
Programme Director	Rick Newnham	Hayley Douglas	Dr Nichola Welton	Kate Haywood
External Examiner - Fieldwork	Paul Adams University of East London	Martin Purcell Huddersfield University	Lorraine Gray	Dr Richard Davies Aberystwyth
External Examiner - Academic	Paul Adams University of East London	Martin Purcell Huddersfield University	Lorraine Gray	Dr Richard Davies Aberystwyth

Due to the small number of students undertaking study at post graduate level, ETS Wales has agreed that the roles of Fieldwork and Academic external examiner can be undertaken by the same person.

The following chart provides an overview of the staffing within each Institution based on the total number of students enrolled, part-time and full-time. (A full breakdown of mode of study for all students can be found later within the report)

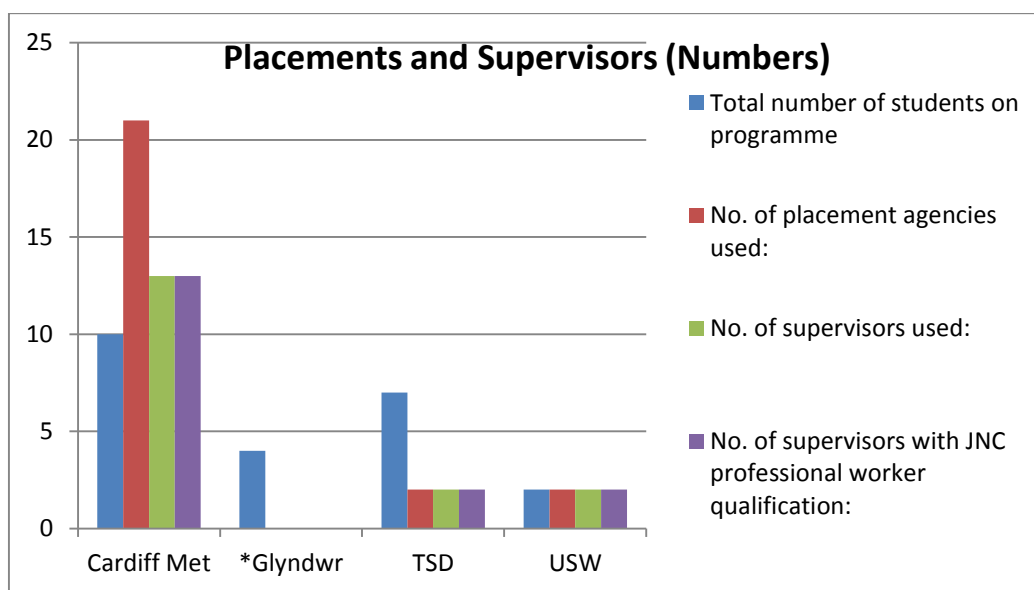
	Cardiff Met BA	Glyndwr BA	TSD BA	Uni. South Wales
Total students on programme	10 (13)	4 (3)	7 (6)	2 (8)
Core Staff Qualified	1 (2)	3 (3)	1 (3)	1 (3)
Core Staff Not JNC Qualified	0 (0)	2 (0)	0 (1)	1 (2)
Main Support Staff Qualified	0 (1)	0 (0)	0 (0)	0 (0)
Main Support Staff Not JNC Qualified	0 (0)	1 (0)	0 (0)	0 (0)
Occasional Staff Qualified	6 (2)	0 (2)	0 (0)	1 (1)
Occasional Staff Not JNC Qualified	1 (0)	0 (0)	0 (0)	0 (1)
Visiting Staff	None cited	None cited	None cited	None cited

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.

Fieldwork Placements

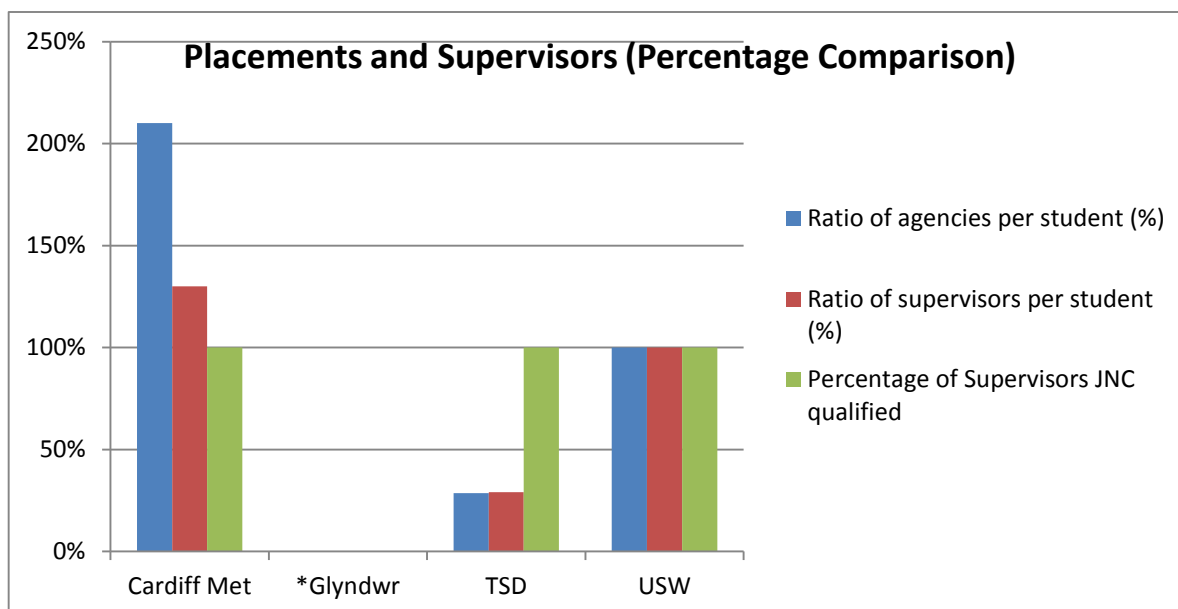
The breakdown for students and placements is as follows:



*Glyndwr used no placement agencies during this academic year

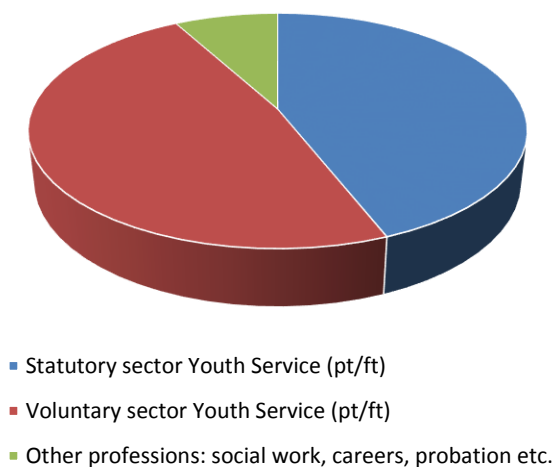
Cardiff Met had previously clarified that they had used more placement agencies than the number of students enrolled due to changes in job roles of individual students. Clarification is needed on this position.

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



The Institutions have ensured that all supervisors are qualified, however the comparison of the ratio of agencies per student may not give the clearest picture. As the report will show later, all but one student are within a part-time route and so placement elements may fall within different academic years.

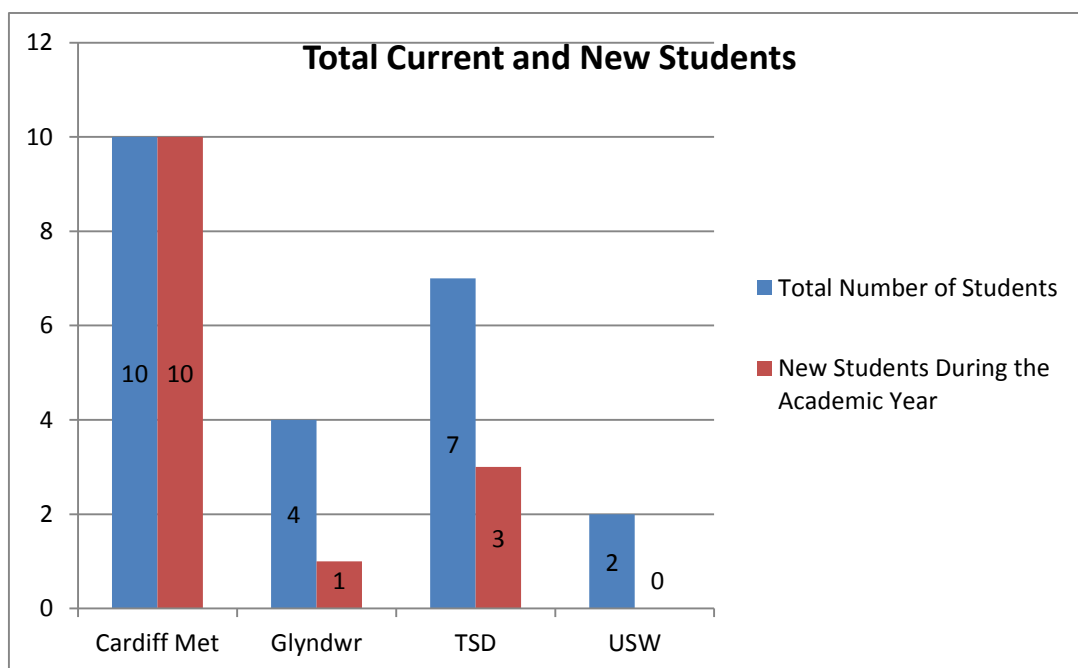
Types of Placements Utilised



The placements used are closely linked to the Youth Service with only a small number of placements elsewhere.

Student Enrolment

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

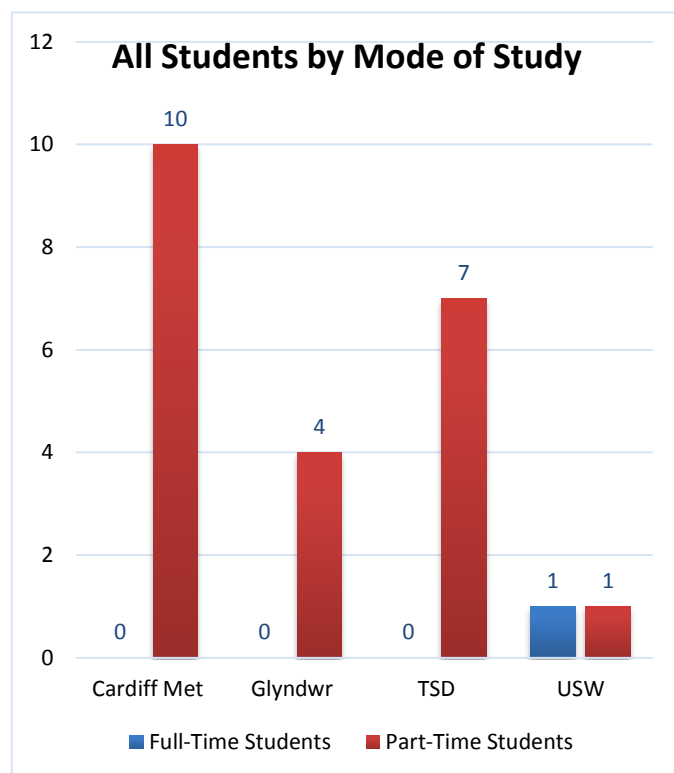
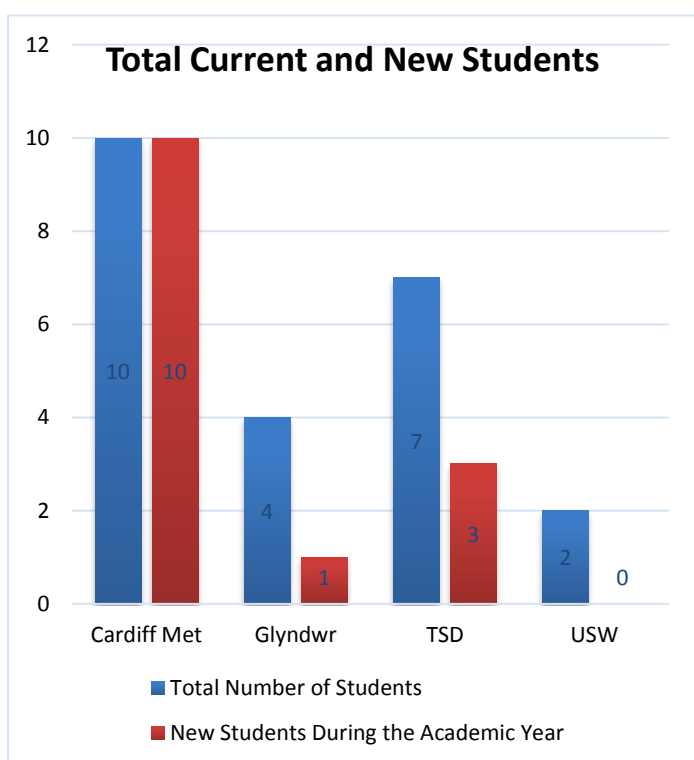


There are far fewer students across all programmes in comparison to previous monitoring year which also saw a fall from 2011-12. In total there are 23 students across all programmes with 14 new students being recruited. The comparison table below gives a better indication of the position regarding recruitment and retention.

	2011-12*	2012-13	2014-15	Percentage Increase or Decrease on Previous Year
Total Students on All Programmes	50	30	23	23%
Total New Recruits	15	13	14	8%
New Recruits as a proportion of Institutions	5:1	3.25:1	3.5:1	8%
Percentage of New Recruits	30%	43%	61%	

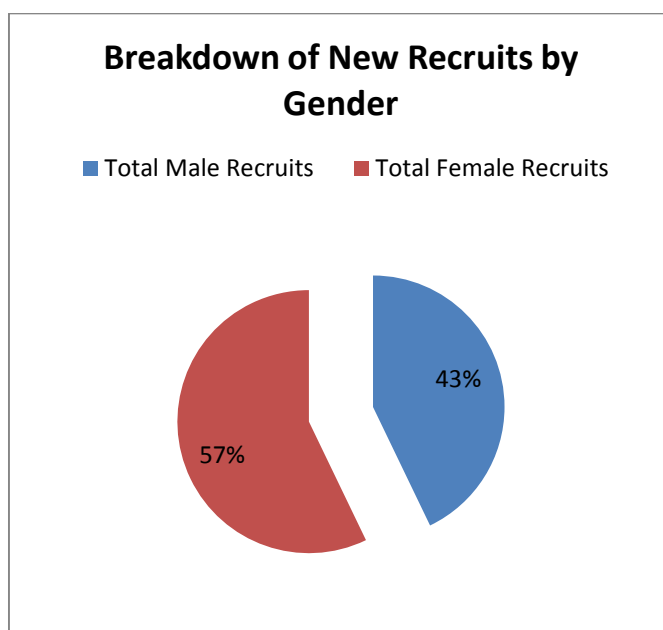
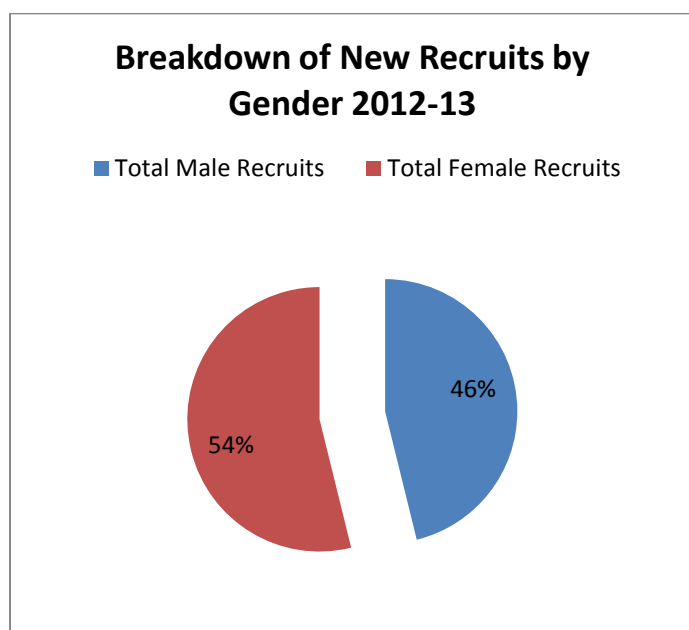
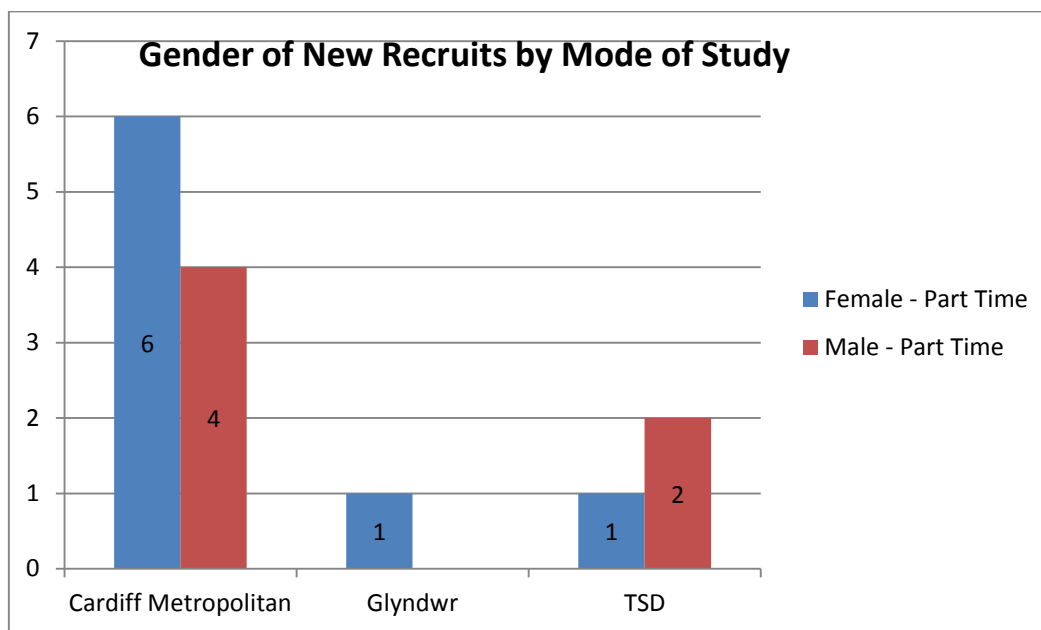
*Only three Institutions delivering programmes

The total number of students across all programmes continue to fall even though, on the positive side, the number of new recruits show an increase. At an average of between 5 to 6 students per programme there may be issues linked to the viability of programmes or there may be an impact on how these programmes are delivered which should be investigated further.



The above charts show that there was only one full-time student enrolled and as there was no recruitment at University of South Wales, further tables on new recruits will not show this Institution within the analysis.

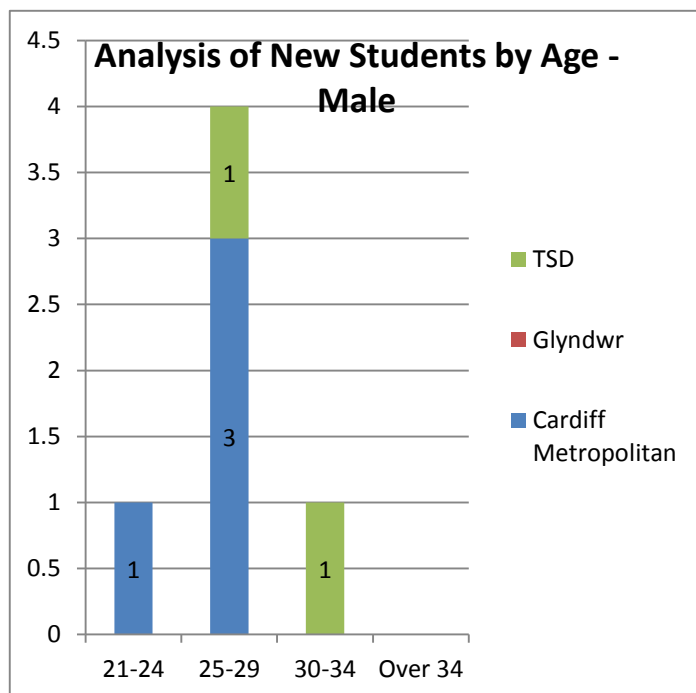
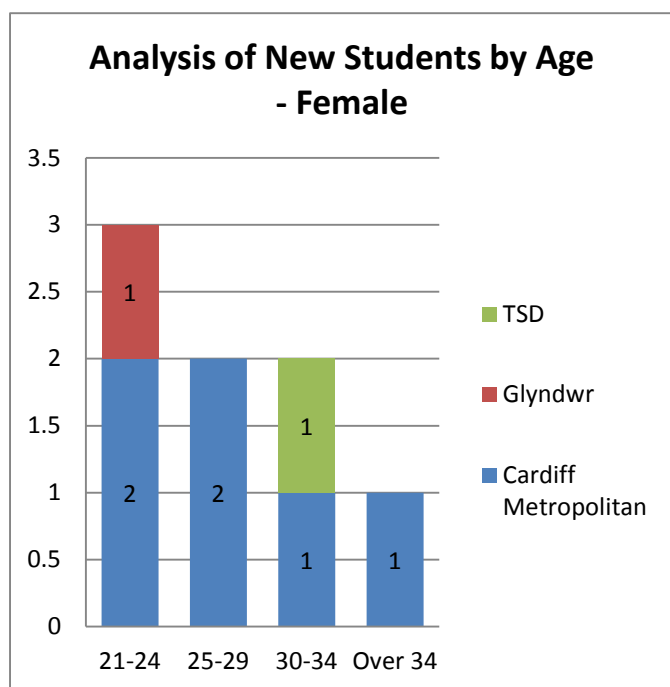
The following chart shows the gender breakdown of the new students on the programmes.



There hasn't been a significant change in the gender profile of the new recruits from the previous monitoring period. However, there has been a significant change in the mode of study of the new recruits.

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

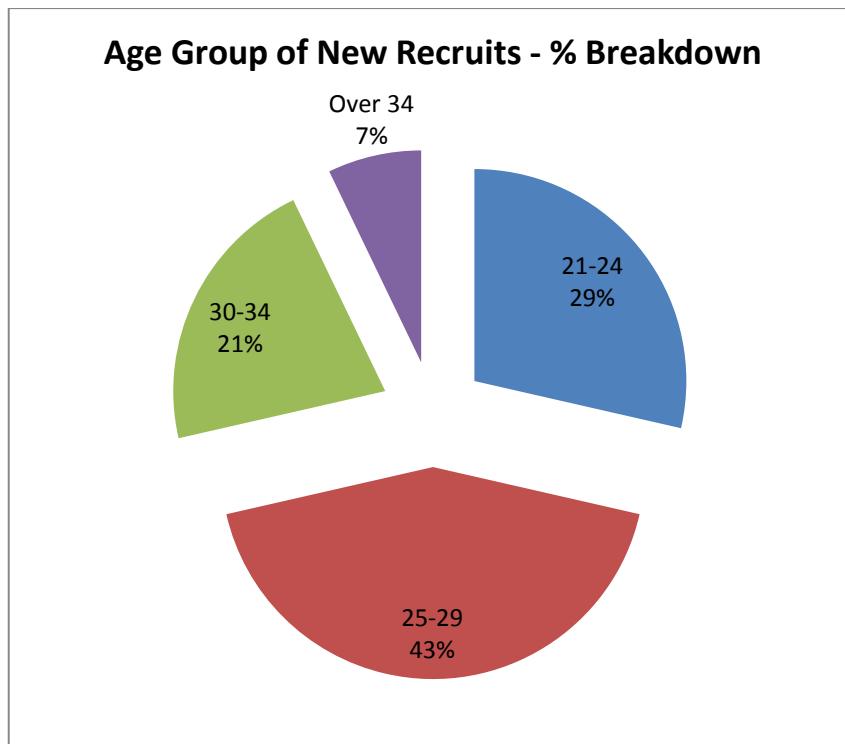
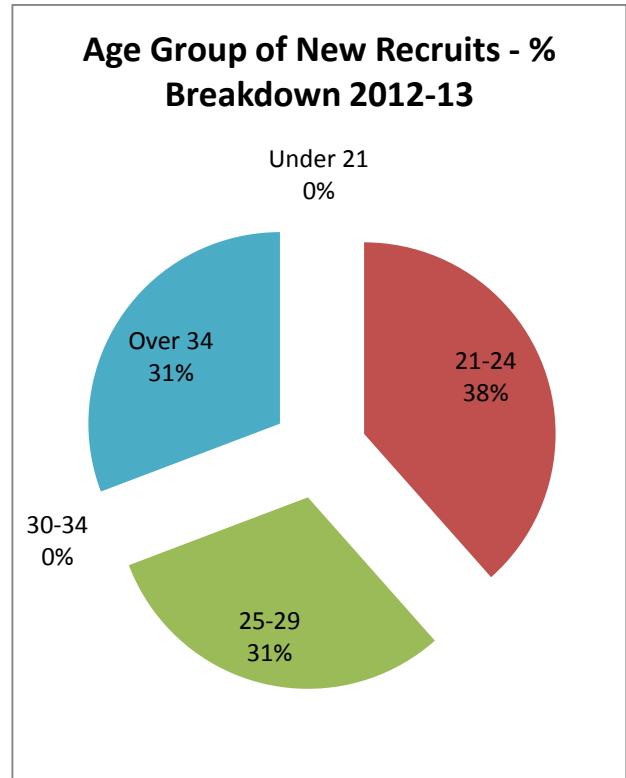
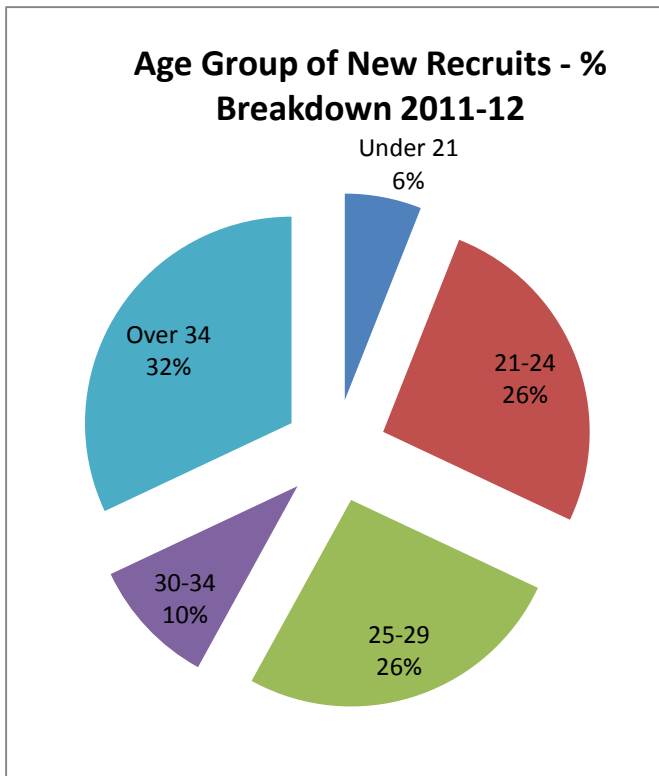
The following charts provide an age profile of students in relation to gender.



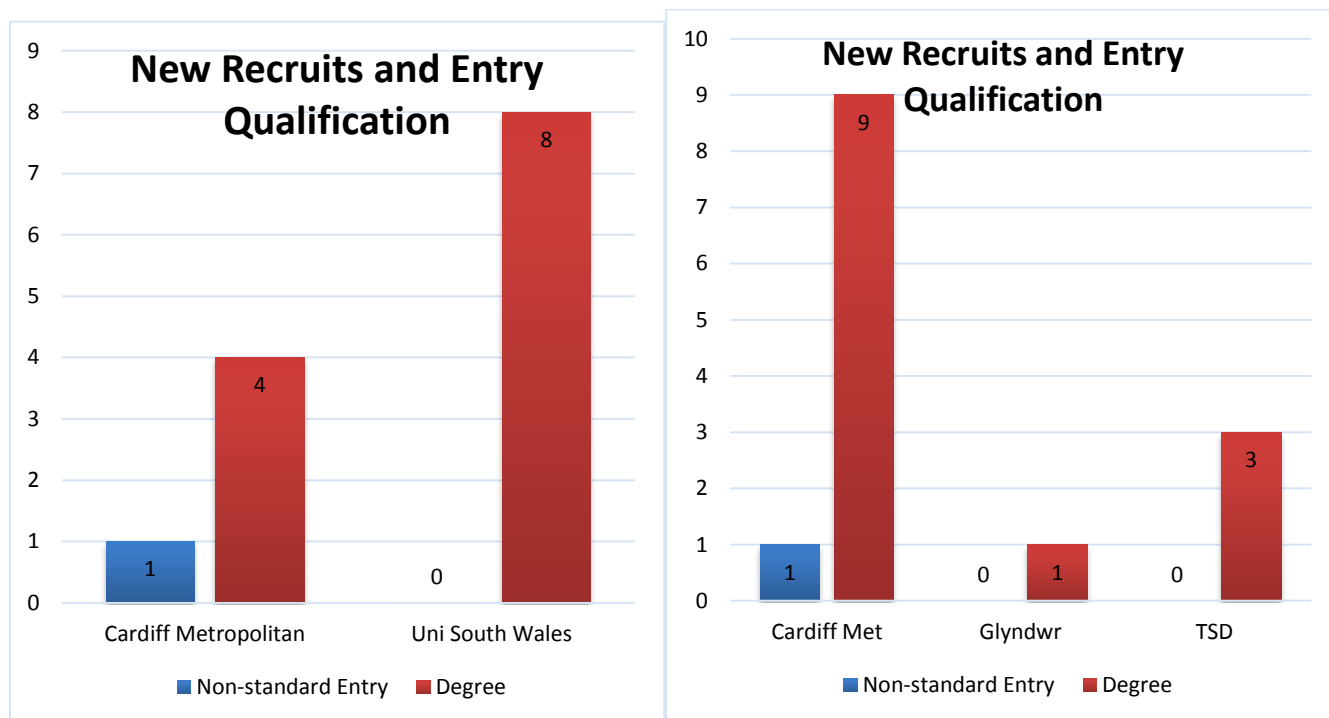
Students who are...	Under 25 Years	25-29 Years	30 Years or Over
Academic Year 2011-12	16	13	21
Academic Year 2012-13	5	4	4
Academic Year 2014-15	3	6	4

As with the previous monitoring period, there is a smaller proportion of students who are over 30 years of age entering the programmes.

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.

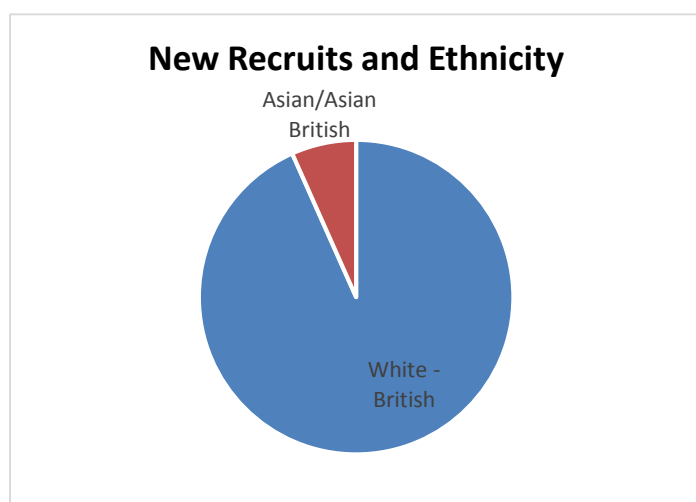


Although the comparison mirrors that of the previous monitoring year, since 2011-12 there are now fewer students gaining access to the post graduate programmes through a non-standard entry qualification. That specific year showed 13 students access the programme through a non-standard entry: 26% of all recruits compared with only 7% of this year's intake.

Further Analysis of New Recruits

None of the new recruits have been recorded as having any form of disability and both Glyndwr and Trinity Saint David have indicated that one student has produced assignments using the Welsh language.

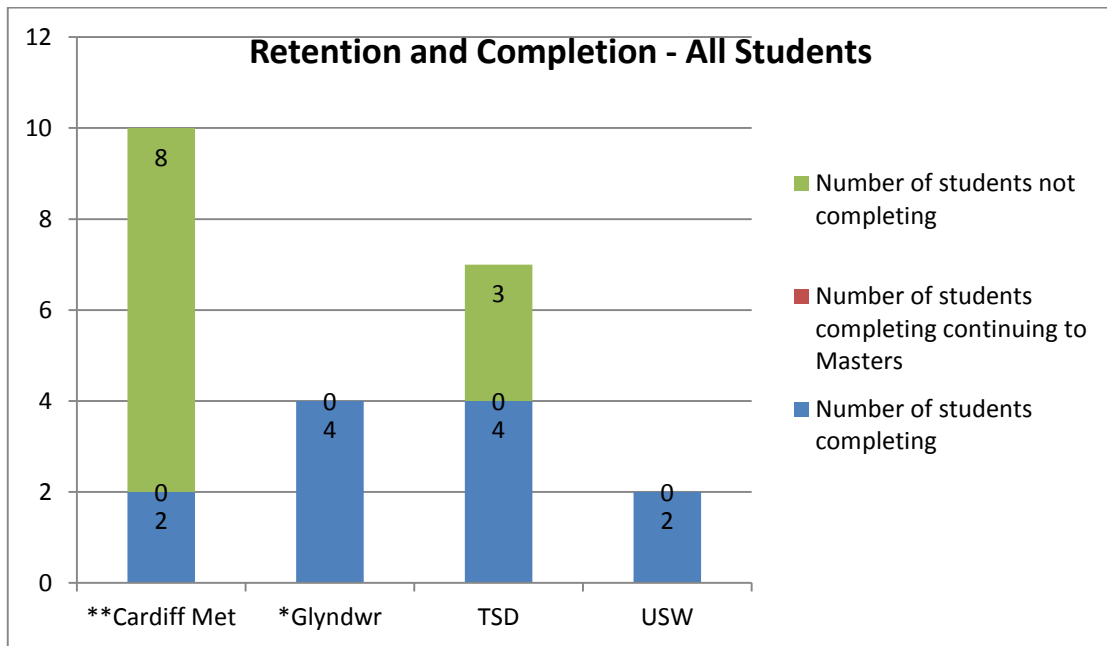
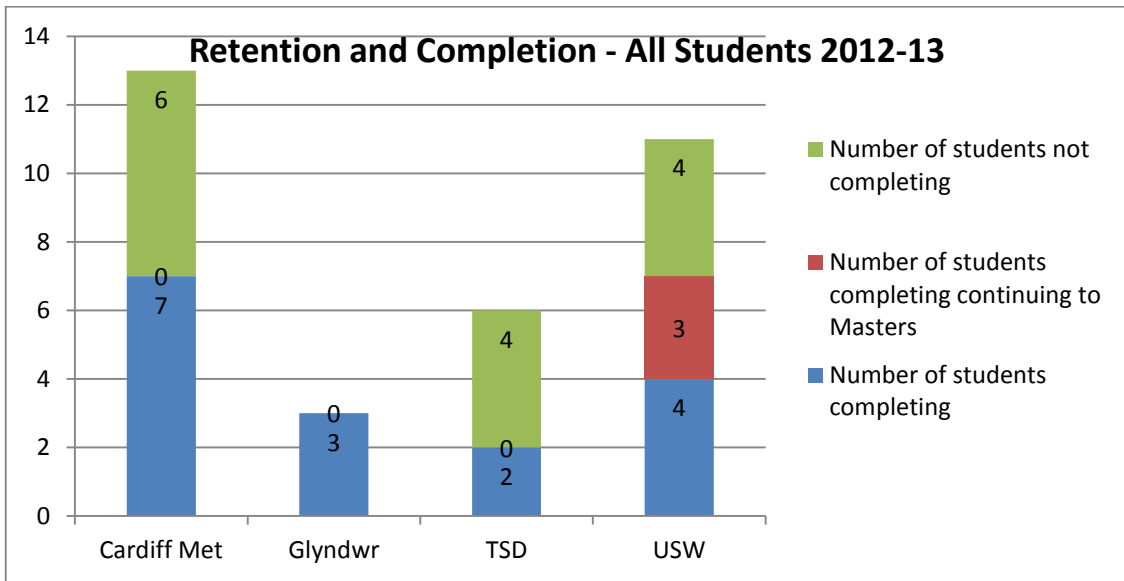
The ethnicity of new recruits is categorised as follows:



Although only one student from a non-white background, this is an increase on the previous monitoring period.

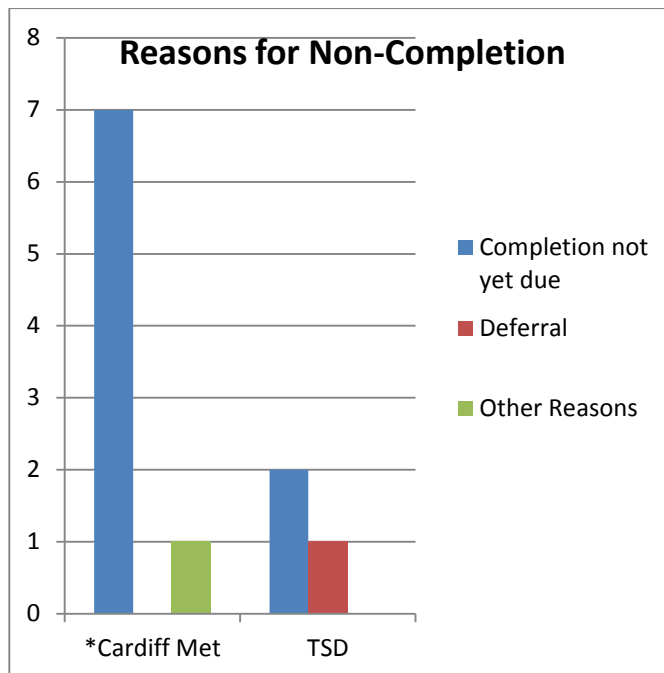
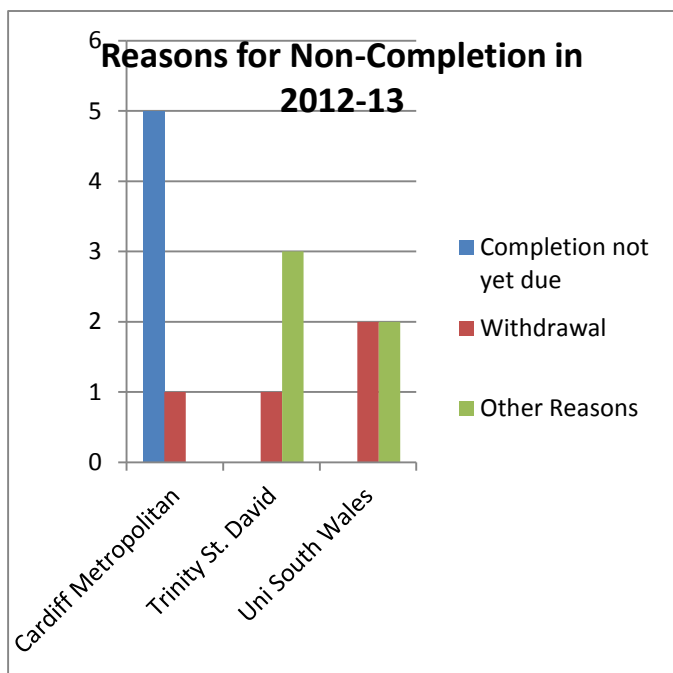
Completion for All Students

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



The figures show that just over half of all students completed the Level 7 studies and there were no indications of students continuing their studies towards the Masters. This is a similar picture to 2012-13 although it should be remembered that this is based on a much higher proportion of part-time students.

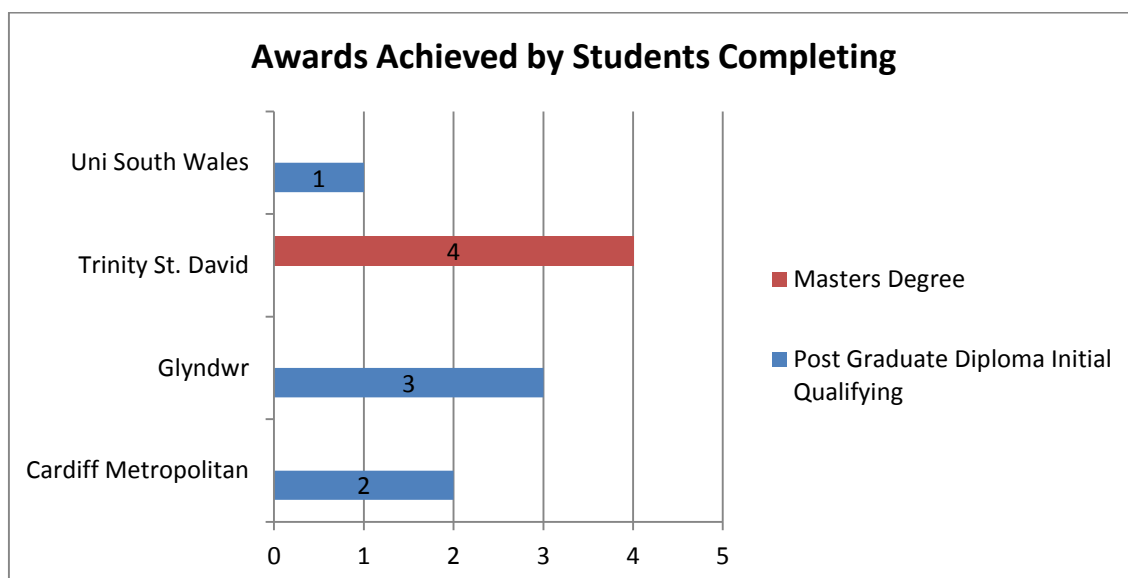
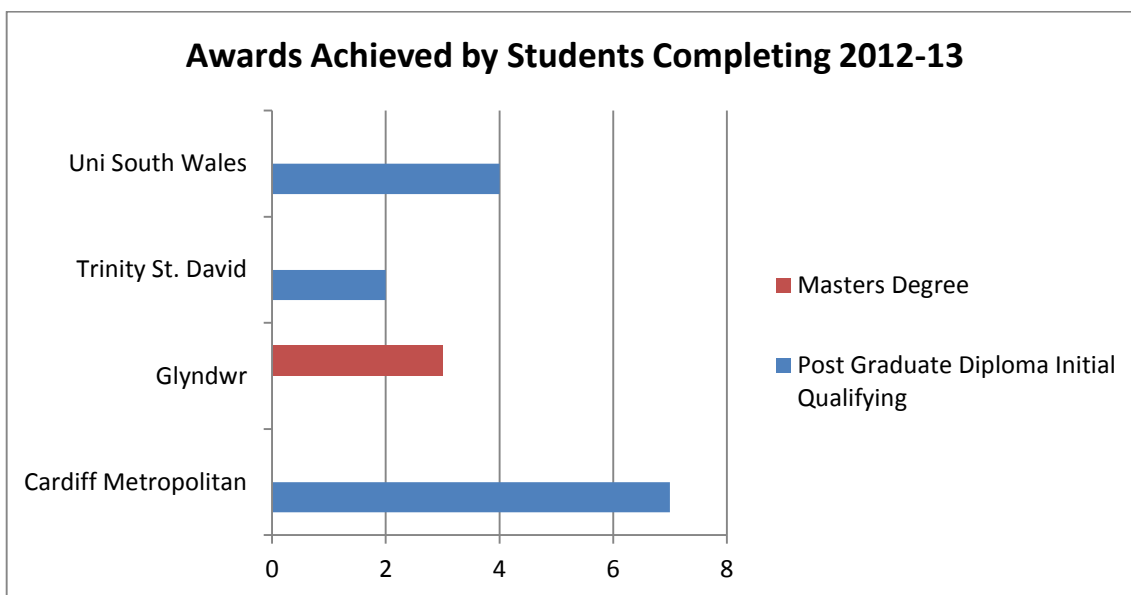
The reasons for non-completion are as follows:



As all University of South Wales students completed they were not incorporated within this chart. The figure for Cardiff Met was amended from other data supplied and needs to be confirmed. Overall the chart shows no withdrawals this year not taking into account the 'Other Reasons', although that student appears that he/she will not be continuing the course of study.

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. As there wasn't any students falling into this category, the table could not be produced this year.

Achievements on the Programme



Sixteen students achieved awards in 2012-13 with 10 awards distributed across the institutions.

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

	Cardiff Met	Glyndwr	Trinity St. David	Univ. South Wales
Reports Available	Yes	Yes	Yes	
Positive Areas	<ol style="list-style-type: none"> 1. The overall quality of the work was of a good standard 2. Modes of assessment are innovative and designed to enable deep learning, with strong links to reflective professional practice. 3. There is evidence that the staff team offer formative feedback via group and individual tutorial sessions which is to be commended. 	<ol style="list-style-type: none"> 1. Student Feedback is of a high standard 2. Quality of the programme is in line with other institutions 3. Practice based element of all modules (not just Y&C) is a good for developing students transferable skills and employability in the Sector 	<ol style="list-style-type: none"> 1. The standards of the work seen are appropriate to the award, in relation to previous years and the professional body standards. The sample demonstrated the range of student abilities and associated grades. 	<ol style="list-style-type: none"> 1. The average of the students' work has been better than the average in comparison to other programmes. 2. First and second markers' comments is evident. There are clear indications of sufficient moderation and agreement on final marks. 3. Marking was fair and consistent. Feedback was clear and formative.

	Cardiff Met	Glyndwr	Trinity St. David	Univ. South Wales
Areas for Development	<ol style="list-style-type: none"> 1. The module handbooks and other assessment guidance should clearly indicate which assessment tasks are designed to meet which learning outcomes 2. In the written feedback to students on their marked assessed work more could be offered in terms of "feed-forward" on strategies to apply/things to consider for future written work with explicit links to required learning outcomes e.g. a feedback sheet which outlines the learning outcomes. 3. Additional written comments/annotations could be made on the final scripts to indicate where there are aspects of good work and areas for development/errors/omissions. 	None cited	Areas of good practice are the links between theory and practice, with a strong emphasis on the students lived experience. This can lead to over personalisation of the hypothesis and findings therefore students could be mindful of using the first person as a descriptor	There were no areas for development identified by the external examiner.

Program Reviews

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

	Cardiff Met	Glyndwr	Trinity St. David	Uni. South Wales
Reviews Completed	No	Yes	Yes	Yes
Positive Areas		<ol style="list-style-type: none"> 1. Saturday delivery on a part time basis means that students can still work in the field whilst studying and link the theory to practice 2. Youth and community modules content is relevant and interesting 	<ol style="list-style-type: none"> 1. Validation of non-qualifying route through distance learning successful (to start 2016/17). 2. Validation the Programme through the Medium of Welsh / Bilingually successful (to start 2016/17) 3. Visit to Humak University of Social Sciences Finland explored opportunities to work together. 	<ol style="list-style-type: none"> 1. The programme has refined and redefined the Managing and leading inter-disciplinary teams module seeking to remove duplication between this and Building effective partnerships. 2. Electronic submission and feedback for assignment submissions implemented.
Areas for Development		<ol style="list-style-type: none"> 1. Ensure Y&C students feel more supported within the wider programme - online discussion forums set up and opportunities for tutorials with Y&C staff to embed and contextualise learning 2. Ensure clearer communication of the process for submitting assignments in the medium of welsh - outlined in the welcome pack, programme handbook and by module leaders. 	<ol style="list-style-type: none"> 1. Improved Marketing of programme (especially FDL / Welsh Medium routes) 2. To explore and apply for European Funding and other sources of funding for Students fees for postgraduate studies. 3. Seek further Erasmus+ funding for joint MA provision with Humak University of Social Sciences Finland 	<ol style="list-style-type: none"> 1. Improve recruitment rates for 2015/16 2. We need to gain clarification on the rationale for excluding the PG Dip Youth and community students from eligibility to apply for the USW Scholarship scheme. 3. Manage the move to the USW City campus successfully.

	Cardiff Met	Glyndwr	Trinity St David	Uni. South Wales
Overall Progress	No information provided	As this is a new programme as a route within the MA Education programme it is still in a process of development; especially in terms of marketing and recruitment, which we hope to improve over the next academic year. Work has been undertaken to ensure that youth and community students' feel that content is relevant and contextualised on the shared modules so that it is relevant to their practice and personal development. It is pleasing that our first cohort have all successfully graduated the PgDip Youth and Community Work (with JNC). There is now a designated route leader for the YCW route and this has resulted in more positive working relationship with the Education department which has brought about improvements to the programme in terms of standards of teaching and assessment, as well as student experience.	The programme meets students' needs and offers flexible provision	No information provided
Other Relevant Information	No information provided	No information provided	No information provided	No information provided