PROGRAMME SPECIFICATION for BA (Hons) Youth Justice

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	N/a
4	Final award	BA (Hons)
5	Programme title	BA (Hons) Youth Justice
6	Pathways available	Single Honours
7	Mode and/or site of delivery.	Taught and Work-Based Learning Programme
8	Mode of attendance	Full-time, part-time
9	UCAS Code	74N9
10	Subject Benchmark statement and/or professional body statement	Guidance has been sought from: Subject Benchmark Statement: Youth and Community Work (QAA 2009) Subject benchmark statement: Criminology (QAA 2014) And also Youth Justice Learning and Skills Matrix (Skills for Justice 2012)
11	Date of Programme Specification preparation/revision	May 2014 August and October 2014 (Regulations)

12. Educational Aims of the Programme

Compassion for young people and a commitment to social and criminal justice are key concepts underpinning this innovative programme. In design the course aims to prepare students for a dynamic work environment; an environment in which systems of justice can leave young people in need of advocacy, support and guidance and/or management, correction and constraint. The experience of young people is considered from the age of criminal responsibility through to mid-twenties in acknowledgement of changing patterns of dependency and transition.

This course aims to offer a rich educational experience to support both academic and practitioner development. The course is delivered on campus and in the workplace. The applied nature is reflected in the following course educational aims and learning outcomes.

The course aims:

1. To develop competent practitioners and practice managers for entry into or progression within the children and young people's workforce; specifically working with young people on matters relating to social and criminal justice.

- To build on students existing experience and knowledge; providing opportunity to develop specific knowledge, skills, values and attitudes that enhance and enrich practice and demonstrate competence in National Occupational Standards for Youth Justice.
- To debate contemporary work with young people; providing opportunity to evaluate and critically reflect on operational practice within complex, multidimensional settings.
- 4. To critically engage students in contested moral, ethical, cultural, social, economic and political debates that frame contemporary social and criminal justice practice.
- 5. To enable students to evaluate their practitioner role in relation to achieving positive pro-social outcomes with young people.
- 6. To analyse processes of assessment, strategy formation, planned intervention, evaluation, research and policy development.
- 7. To enhance student ability to make sound judgements based on knowledge of factors that influence young people's behaviour and choices.
- 8. To critically engage students in discourse influencing the construction and representation of youth, justice, crime, criminality and victimisation.
- 9. To develop an analytical and critical approach to problem solving to promote evidence based and reflective practice.
- 10. To develop graduate and transferable skills promoting autonomous learning and an enjoyment and commitment to continuous professional development.

13. Intended Learning Outcomes and learning, teaching and assessment methods

This is a vocationally focused course with classroom, work based and self-directed learning requirements. It is designed to enhance and develop a range of key transferable skills together with specific knowledge, skills and attitudes. The learning outcomes for the course reflect the eclectic nature of social and criminal justice work with young people. These outcomes inform and govern the module and work based learning outcomes presented in course Module Guides and Work Based Learning Workbooks.

Knowledge and Understanding:

On successful completion of the course, students will be able to:

- 1. Understand the importance of equality within systems of justice
- 2. Appreciate the relationship between crime, perpetrator and victim
- 3. Identify, select and implement appropriate methods of assessment
- 4. Rationalise the implications of risk and determine safe working practices.
- 5. Understand the role advocacy plays when working within social and criminal justice contexts
- 6. Understand and communicate the benefits and challenges of restorative processes.
- 7. Fully appreciate the requirements of professional practice when working with young people.
- 8. Demonstrate knowledge of a wide range of initiatives that provide support and promote positive change for individuals, families and communities.

- 9. Demonstrate understanding of the contribution made by partners in achieving identified outcomes for young offenders, their victims and the wider community.
- 10. Know the statutory basis that enables enforcement of interventions and the conditions that determine when such actions are required.

Cognitive and Intellectual Skills:

On successful completion of the course, students will be able to:

- 1. Appraise young people's needs, rights, responsibilities and aspirations
- 2. Critically evaluate the dynamics between young people their families and the state
- 3. Analyse factors that influence the recording, use and sharing of information;
- Recognise situations in which discrimination and oppression operate, and devise strategies that challenge discrimination, promote equality and appreciate diversity.
- 5. Identify and promote opportunities for multi-disciplinary and inter-agency collaboration.
- 6. Evaluate situations to determine risk factors and identify actions that maintain the safety and security of self and others
- 7. Locate young offenders within the context of transition and change resulting from or contributing to their offending behaviour.
- 8. Know how best to support individuals when attempting to address consequences of their own actions or the actions of others.
- 9. Use understanding of change management to identify appropriate responses to situations encountered in practice.
- 10. Determine relationships between assessment, intervention and outcomes.
- 11. Collect and interpret information and performance data and make informed, evidence based decisions

Practical Skills Relevant to Employment:

On successful completion of the course, students will be able to:

- 1. Build, maintain and close effective professional relationships.
- 2. Advocate on behalf of young people
- 3. Model pro-social behaviour that contributes towards a culture of inclusion and acceptance, and actively challenges discrimination and oppression.
- 4. Contribute towards the leadership and effective operation of multi-disciplinary
- 5. Build and maintain networks and work collaboratively with other service providers.
- 6. Maintain a safe working environment that promotes respect, safety and welfare for all.
- Contribute to the development of individual intervention plans and broader based strategies aimed at reducing the impact of offending behaviour within communities.
- 8. Support individuals to achieve negotiated outcomes
- 9. Devise and deliver programmes and activities that achieve change

- 10. Make decisions that govern the use of resources, build and maintain effective relationships and provide leadership within an organisational setting
- 11. Guide and influence the implementation of initiatives that aim to achieve restorative justice.

Transferable / Key Skills:

On successful completion of the course, students will be able to:

- 1. Reflect on experiences
- 2. Learn independently
- 3. Manage and present information and data
- 4. Communicate the implications and applications of knowledge
- 5. Communicate theories, ideas and strategies through essay and report writing, presentations, discussions and debates.
- 6. Utilise basic computer technologies word processing, email, internet and database access
- 7. Undertake research
- 8. Effectively self-manage
- 9. Effectively contribute to, manage and lead teams
- 10. Build mutually respectful relationships within the context of the multi-professional workplace
- 11. Evaluate and apply approaches to, and techniques for, project planning and development

Learning and teaching in the programme is designed to develop, specialist knowledge, skills and attitudes relevant to practitioners working with young people. Additionally, students will be provided with opportunity to develop academic and transferable skills, which will contribute to their development as independent and autonomous lifelong learners.

Knowledge, skills and attitudes will be developed through a variety of learning strategies on campus and in the work place including: lead lectures, group work, case study analysis, role-play, practice analysis, development of reflective practice skills, experiential learning, work-based learning, e-learning incorporating the use of Blackboard and Pebble Pad, tutorial support and participation within a learning group or action learning set.

Reflective practice is a key element within the learning and teaching strategy and facilitates the integration of theory and practice. Reflection provides students with the opportunity to examine their personal progress and development and to devise strategies for creating further development opportunities. In addition, reflective practice provides students with the opportunity to critically analyse theory, research and other evidence and reflect on this in the light of their own work with young people.

This is a vocationally based programme so the importance of Personal Development Planning (PDP) is acknowledged and incorporated throughout. The University of Worcester Policy and Quality Standards for supporting PDP is implemented by providing:

Opportunity to engage in PDP in tutorial groups and during work based supervision

- Accessible support mechanisms for engagement in PDP both within the course structure and through careers and other support offered by Student Services
- Opportunity to build a record of their learning achievements through portfolio work
- Opportunity to discuss their PDP with a tutor or advisor

In general PDP activity is captured in the student's WBL Portfolio. All information relating to building and maintaining a portfolio is found in the course WBL Handbook. Work based learning requirements conform to the university's Policy on the Management of Work-based and Placement Learning (2012). Full details of all aspects of the programme's work-based learning requirements can be found in the course WBL Handbook.

14. Assessment Strategy

Assessments are designed to assess specific knowledge, attitudes and intellectual and practical skills that underpin practice when working with young people. The programme will also assess evidence of student's competence against National Occupational Standards. Students will, therefore, participate in a range of assessment activities; written assignments, presentations, role-plays, group work activities, work-based activities, portfolio building and practice observations (a full Assessment Matrix can be found in the Course Handbook Appendix 1).

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes through meeting the assessed learning outcomes presented in course Module Guides and WBL Workbooks. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their strengths and to identify and address areas for improvement. This will be achieved by formative and summative assessment of both theory and practice and by acquisition of the skills and discipline required of a reflective practitioner.

Assessment and moderation strategies are designed to meet the requirements of the <u>University's Assessment Policy</u> and the Institute of Health & Society Moderation and Assessment Policy.

The course assessment strategy takes account of the fact that students gain in confidence and skills during the period of study. Formative assessments that do not contribute to the students grades are used to help focus the student on themes, knowledge and skills of particular importance to their development. Generally students receive a gradual decrease in the level of support and guidance offered for summative assessments as they progress through the programme. This both assumes and encourages increased student independence and greater learner autonomy and is reflected in the construction of module learning outcomes.

Assessment of work based learning is essential in order to demonstrate that students have achieved the necessary practice skills and disciplines. Students who fail to meet minimum practice requirements and/or the required WBL Outcomes will be given opportunity to re-sit practice assessments in accordance with university regulations.

15. Programme Structures and Requirements.

The course is single honours, modular and is designed to be studied, full or part-time.

Students must undertake a 30 credit work based learning modules at Level 4, 5 and 6 and a 30 credit Independent Study (dissertation) during their final year. To gain the award 120 credits (or equivalence) at Level 4, 120 credits at Level 5 and 120 credits at Level 6 are required.

Work based learning (WBL) is an important aspect of your award. Vocationally focused courses are designed to develop knowledge, skills and attitudes for a specific sector. Therefore, the programme has a component of WBL. In the light of this, the course has been designed in consultation with key employers from across the sector and effort has been made to involve employers at every stage of course development. These links are maintained through representation on the Course Committee coordinated by the Course Leader and through a WBL Forum coordinated by the WBL Coordinator to ensure continued course currency and relevance. Given the importance of practitioner insight when working with young people, practitioners have contributed to course development and curriculum design and experienced practitioners contribute specialist knowledge and individual perspectives as valued members of the teaching team.

Students are responsible for securing a suitable work based learning placement. Assistance and introductions are facilitated by the WBL Coordinator who has access to a diverse range of placement opportunities. The available support is intended to help students gain access to work based experiences that enhance learning and employability. However, it remains the responsibility of the student to present for placement in a disciplined and convincing manner. Failure to secure a placement will prevent a student's progress on the course.

A minimum of 600 hours must be spent in a relevant work environment during the course, with no less than 200 hours achieved by the end of Level 4, 400 hours achieved by end of Level 5 and 600 hours achieved by end of Level 6. A minimum of 160 hours must be spent in a relevant work based learning environment during each level of study. Fifty per cent of the minimum practice hours must involve face to face work with young people. Employment in a related workplace may be used as the students main work based learning environment provided that it is assessed by the WBL Coordinator as meeting necessary requirements. Further details of all aspects of the work-based requirements for the course can be found in the course WBL Handbook.

All modules are identified as mandatory (M) or optional (O). All mandatory modules are made available and must be completed successfully in order achieve the award. Optional modules will be subject to demand. Advice on module availability will be made available prior to module selection. University <u>Electives</u> are option modules that are available to all students.

The modules for the BA (Hons) Youth Justice degree are presented in the table below:

Award Maps for Levels 4, 5 and 6

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
YACS1003	Reflective & Evidence Based Practice	30	М	None	None
FDCM1002	Child and Adolescent Development	15	М	None	None
APYJ1004	Justice, Social Dynamics and Young People	15	М	None	None
APYJ1007	Practice Skills 1: Advocacy and Support	30	М	None	None
CRMN1001	Introduction to Criminology and Criminal Justice	30	0	None	None
YACS1011	Work with young People: Policy, Approach and Practice	30	0	None	None
APHS1008	Contextualising the Family: Theory, Culture and Diversity	15	0	None	None
APHS1006	Utopias and Dystopias	15	0	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include YACS1003, FDCM1002, APYJ1004 & APYJ1007 plus 30 credits from optional modules.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
APHS2003	Applied Research in Practice	30	М	None	None
APYJ2004	Learning from Assessment	15	М	None	None
APYJ2005	Managing Young People: Engagement & Transition	15	М	None	None
APYJ2007	Practice Skills 2: Interventions and Risk Management	30	М	APYJ1007	None
CRMN2104	Delivering Rehabilitation	15	0	None	None
APHS2010	Children's Rights	15	0	None	None
APHS2005	Understanding & Responding to Family Based Violence and Abuse	30	0	None	None
YACS2012	Designing and Developing Provision for Young People	30	0	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total to include APHS2003, APYJ2004, APYJ2005 & APYJ2007 plus 30 credits from optional modules.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
APHS3001 Or APHS3002	Independent Study [30 credits semester 1] Independent Study [30 credits semester 1 & 2]	30	M	APHS2003	None
YACS3015	Team Work and Leadership in Multi- Professional Contexts	30	М	None	None
APYJ3007	Practice Skills 3: Compliance and Restoration	30	М	APYJS2007	None
APHS3005	Human Rights, Family Law & Restorative Justice	30	0	None	None
CRMN3004	Crime, Offenders, Victims and Communities – Reducing re-offending	15	0	None	None
CRMN3005	Mental Health in the Context of Offending Behaviour and the Criminal Justice System	15	0	None	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits in total to include APHS3001/2, YACS3015 & APYJ3007 plus 30 credit from optional modules

16. QAA & Professional Academic Standards & Quality

The award is located at level 6 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the Youth Justice Skills and Knowledge Matrix + NOS Signposting National Occupational Standards for Youth Justice (LSIS, 2010) and is informed by standards drawn from Subject Benchmark Statement: Criminology (QAA2014) and Subject Benchmark Statement: Youth and Community Work (QAA 2009).

Work-based learning aspects of the course are informed by <u>Making it work: a guidebook exploring work-based learning</u> (QAA2010) and incorporate <u>The University of Worcester</u> Quality Standards for Management of Work-based and Placement Learning (2012).

The course is designed to meet the requirements set out in <u>The Quality Code: The UK</u> Quality Code for Higher Education (QAA 2012).

17. Support for Students

To enhance the student experience and to ensure that students are aware and have access to the full range of academic and welfare support available a comprehensive range of measures are in place.

Within the course support includes:

- Students will be issued with a comprehensive Student Handbook, a Course Handbook and WBL Handbook. Handbooks are reviewed annually.
- All students will be allocated an academic tutor on commencement of the course. In addition, module tutors will provide specific educational guidance.
- Work based learning opportunities will be facilitated by a WBL Coordinator and WBL Supervisor working alongside a nominated workplace WBL Mentor; providing both support and guidance (full details can be found in the WBL Handbook).
- Personal Development Planning (PDP) will be facilitated within action learning sets or learning groups operating in conjunction with work based learning supervision and support. Specific knowledge and skills for PDP will be introduced in YACS1003.
- Students will develop a personal development record in which they will record and reflect on their personal development through learning activities and assignments and through the use of a reflective learning journal and practice recordings.
- With support from tutors, WBL Supervisors and WBL Mentors students will identify learning and development needs and develop action plans to address the personal needs identified.
- Students will be supported by module tutors responsible for individual modules.
 Critical reflection and application of theory to practice will be an essential component of all modules.
- Blackboard a feature of the university's eLearning provision will be useful for students
 off campus to access a virtual learning environment and maintain contact with tutors
 and peers.

Beyond the course support includes:

- Students will be eligible to join the Student's Union at the University of Worcester.
- <u>Information and Learning Support</u> services are available to all students attending courses at the University or Worcester providing a range of information, IT, and media support services and a dedicated subject based librarian.
- <u>Student Services</u> including <u>Disability & Dyslexia Service</u>, careers guidance, counselling and Programme Advisors are available.

18. Admissions

Admissions Policy for the Course

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered.

The University is committed to widening access to and participation in HE by raising awareness and expectations in the pre-university community in order to increase the pool of qualified candidates who can benefit from the provision on offer.

No student will be subjected to less favourable treatment on grounds of race, ethnic or national origins, colour, gender, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background.

Support for disabled students can be negotiated through the Disability Co-ordinator who works from the Disability & Dyslexia Service. Early contact is advisable to ensure appropriate levels of support from the outset of the student's course.

The University recognises the importance of the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that all applicants are given every opportunity to choose courses in an informed manner and to be admitted to a suitable course.

Entry Requirements

The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus required UCAS tariff from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See UW Admissions Policy for other acceptable qualifications. The current requirements are published in the university prospectus and on the university website.

Admissions Procedures

Full-time applicants apply through UCAS

Admissions/Selection Criteria

The University of Worcester welcomes applications from candidates from all social and ethnic backgrounds and is committed to the promotion of equal opportunities for all.

Applicants with limited or no formal qualifications will be considered for Mature Student Entry Routes. Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability

to study at this level. Students with non-standard qualifications may be asked to complete a learning needs assessment.

All suitable applicants will be invited for interview. They will be expected to demonstrate some understanding of the skills, knowledge and attitudes required for work with young people. The interview will consist of group exercises and an individual interview.

Typically applicants will be able to evidence ability to support, offer guidance or provide assistance to young people. Where applicants have limited or no prior experience their appreciation of the challenges encountered in social and criminal justice contexts will be tested at interview.

A satisfactory Disclosure and Barring Service (DBS) check and occupational health check will be required prior to commencement of the course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Induction

The Induction week for BA (Hons) Youth Justice degree will introduce students to course requirements and the range of facilities and support available to enable students to meet course demands; information sharing about student services, library resources, use of computer facilities, timetabling and access to teaching staff will form part of the induction process.

19. Methods for Evaluating & Improving Quality & Standards of Teaching & Learning

The course will be subjected to the University of Worcester Quality Assurance Processes. The quality of course learning and teaching will be monitored continually. Performance data will be collected through a number of mechanisms to provide evidence against prescribed quality standards.

Evaluation Mechanisms will include:

- Annual review of the quality of the course (Annual Evaluation Reports AER)
- External Examiner reports
- Each module provides opportunities for student evaluation
- Cross moderation of assessment
- Course Management Committee considers student feedback
- Module Moderating
- New staff mentoring system
- Peer observation of teaching by staff
- Academic staff annual appraisal

Quality and Standards Committees:

- Institute of Health and Society Quality Committee
- Course Management Committee

- Academic Standards and Quality Enhancement Committee
- Institute of Health and Society and University Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback:

- Module feedback questionnaires
- Feedback from Student Academic Representatives (StARs)
- Feedback from Practice Based Learning opportunities
- Meetings with module tutors and Academic Tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20. Regulation of Assessment

The course operates under the <u>University's Undergraduate Regulatory Framework</u>

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the course Module Guides.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements. Specific requirements are made clear to the students in their Module Guides.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the Module Guides.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will
 not have work marked unless they have submitted a valid claim of mitigating
 circumstances.
- For full details of submission regulations see <u>Undergraduate Regulatory</u> Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

 Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at
	Level 5 or higher
Degree	Passed a minimum of 300 credits with at least 90 credits at
(non-honours)	Level 5 or higher and a minimum of 60 credits at Level 6
Degree with	Passed a minimum of 360 credits with at least 90 credits at
honours	Level 5 or higher and a minimum of 120 credits at Level 6

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the <u>Undergraduate</u> Regulatory Framework.

21. Indicators of Quality Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The course has been designed by staff responsible for the Youth and Community programme. The quality of the course team's work has been acknowledged.

'The standard of teaching – and learning – is high. The relationship between staff and students is excellent. Staff are very approachable and supportive but maintain appropriate professional boundaries. This models the way in which workers would be expected to relate to young people and is based on sound youth and community principles and practices including co-operative learning, participation and a commitment to equality.'

External Examiner Youth and Community Report 2012

22. Graduate Destinations, Employability & Links with Employers

The sector working with young people has undergone a sustained period of change since the introduction of the Children's Act 2004 and more recently as a consequence of economic constraint and changing political priorities. Employers have increasingly required skilled competent staff to work flexibly, cope with uncertainty and yet maintain professional integrity and discipline; complexity, fragmentation and uncertainty have tended to dominate.

In addition the future of the Youth Justice Board and the administration of the youth justice system has been the source of debate, review and significant revision. A focus on Payment by Results, restorative justice, and multi-professional and multi-agency responses to issues of criminal and social justice have informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section Graduate Destinations below.

Graduate Destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations, with a small number of enterprising graduates starting their own businesses. Examples of the types of paid employment within criminal and social justice contexts include:

- Youth Offending Services.
- Advice and guidance services to young people
- · Advocacy and rights based services
- Reintegration Work
- Social enterprise
- Preventative health and wellbeing services targeting young people
- Housing support services targeting young people
- Youth justice and crime prevention work with young people

On completion of the award further study can also be considered. The programme team offer a masters level qualification in Transformative Practice. Other masters level courses including a MA Social Work (which confers professional Social Worker status) and MSc Public Health are available. Students are encouraged to apply for masters level study but places are not guaranteed.

Student Employability

Student employability remains a high priority which reflects both university aspirations and the vocational nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges.

Work based elements within the course combined with the participation of practitioners and practice managers within the delivery of taught modules help students locate their knowledge and skills within a practice context. This significantly enhances student employability and better prepares students for the workplace.

Conditions in practice are difficult but evidence suggests that students graduating from similar programme such as the BA (Hons) Youth and Community Work are competing favourable for employment and that a wider range of employers than ever before are recognising the contribution that effectively trained and knowledgeable practitioners can make to the achievement of their aims and goals.

Graduate employability will be tracked and monitored through Higher Education Statistics Agency data generated from the Destinations of Leavers from Higher Education survey.

Links to Employers

A range of service providers have supported the development of the Youth and Community programme at the university and the need for a focused Youth Justice BA course has been identified by potential applicants, existing students and partners. Colleagues from the statutory, voluntary and independent sector have kept the course team informed of the changing conditions in practice and this combined with research and feedback from students has resulted in the development of this course. Consultation on course design has been held with representatives of key service providers including:

YSS – Youth Support Services Worcester & Herefordshire Youth Offending Service Prospects - Children's Services

We continue to consult widely and invest heavily in maintaining and building the work based learning infrastructure for such courses to ensure the best possible experience for all students. We also encourage students to seek out placement opportunities best suited to their future career aspirations.

Students and graduates of this course will benefit from the strong links to practice already established with experienced practitioners and service managers contributing to both taught aspects of the course and to a range of on-going quality assurance arrangements.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.