

Programme Specification

Programme Summary Information			
1	Programme Title		
	<ol style="list-style-type: none"> 1. MA Childhood and Youth Studies 2. MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies) 3. MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC). 		
2	University of Sunderland Programme Code		UCAS Code
3	Awarding Institution		University of Sunderland
4	Teaching Institution(s) (if different from point 3)		
5	Professional Statutory or Regulatory Body (PSRB) (if applicable)		National Youth Agency

6	Programme Description
	<p>Overview</p> <p>This taught Masters programme and the pathways has been developed for postgraduate students or senior professionals interested in specialised or advanced study of childhood and youth. It will, therefore, be of particular interest to those wishing to be or already employed in the children and young people's workforce. There are three alternative pathways available on this programme.</p> <p>In line with recent international developments in social studies of childhood and youth, a pathway is the MA Childhood and Youth Studies which is an interdisciplinary in approach but has a strong emphasis on perspectives drawn from sociology, social policy, community and youth work, and childhood studies.</p> <p>Another pathway is the MA Childhood and Youth Studies (Early Childhood Graduate Practitioner Competencies) will provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake and produce graduates who are capable of successfully undertaking and completing advanced research projects. For this pathway, the modules have (Early Childhood) in the title. This route will have a maximum of 10 students.</p> <p>The remaining pathway is that of MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC). This MA level qualification will be</p>

professionally validated by the National Youth Agency (NYA) and will meet the Joint Negotiating Committee Standards (JNC). For this pathway, the modules have (Youth Work) in the title. This route will have a maximum of 10 students.

MA Childhood and Youth Studies is based on an informed and critical approach to the academic study of childhood and youth and is intended to reflect both the needs and continuing professional development of postgraduate students and the philosophical traditions and current developments in the social studies of childhood and youth.

The programme is informed by the United Nations Rights of the Child (UNCRC) framework and draws on current methodological standpoints in childhood and youth research that emphasise participation. It is committed to adopting a child/young person - centred philosophy throughout, and reflects the principles of protecting the rights and interests of children and young people and the increasing importance of participation. The changing conditions of childhood and youth and the ways in which children and young people themselves experience and understand their everyday lives is emphasised.

What's covered in the programme?

The MA Childhood and Youth Studies Programme offers students the opportunity to study at postgraduate level on either a full-time or part-time basis who wish to gain specialist knowledge of childhood and youth. The programme has been designed to accommodate the needs of both new and recent graduates and those students currently holding positions in the children and young people's workforce or wishing to advance or change careers. The MA Childhood and Youth Studies programme is delivered on a flexible, blended learning basis using both traditionally taught elements of the programme with lectures, seminars and tutorials during study days, weekend learning programmes and a research summer school and through new media technologies and the online learning environment. Combined, these provide an effective and dynamic space for engaging students and effectively promoting student learning through a knowledge sharing philosophy.

The programme team have a commitment to high quality teaching and they incorporate a wide variety of technological tools and learning and teaching techniques to form a collaborative space that enables a seamless transition between classroom based and online learning. Tutors are able to monitor understanding and clarify and expand on points quickly and efficiently to support student learning. Using audio and video, online lectures, links to key reading and relevant web-based materials these methods of technology enhanced learning are part of a blended learning programme whilst some modules can be studied by students at a time and pace that best suits them, other modules have a more structured approach in their design and students access the programme content on a week by week basis. All modules are designed to offer students a shared learning experience with other students and module tutors. They involve discussion boards and blogs and more interactive learning tools and techniques as well as the self-study materials, downloadable documents, email and others such as vodcasts or podcasts found throughout the programme.

The learning and teaching strategies employed encourage social interaction and strive to develop a knowledge sharing philosophy and include supervised problem-based learning, project work, seminar discussions and debate as well as tutorial sessions as best suited to the associated learning environment. The programme has set out to improve the relevance of student learning experiences to the world of work including supporting students in developing the advanced skills employers are seeking. The types of strategies include:

Interactive sessions: whether during seminars or whole group teaching sessions, students will be expected in the programme of all modules to interact with each other and/or with the tutor to develop ideas, work on tasks, practice skills or explain material.

Participative and experiential forms of learning: lecturers will encourage students to co-construct knowledge through active participation and by contributing their existing knowledge they will expand their understanding of key concepts. In addition, the professionally qualifying routes will enable praxis to be developed.

Research: during induction and the programme, students will be introduced to research techniques. The induction programme contains activities which introduce students to the library (including practical exercises) and to the available electronic sources of information, for example, Discover. All modules, throughout the programme, require students to engage in the research of both primary and secondary sources of information. The level and depth of research required for the completion of modules will then increase as the student progresses throughout their programme culminating in the final dissertation module.

Teaching and learning will vary from module to module, and indeed from teacher to teacher, all modules will take advantage of the opportunity for the tutor to explain to the whole class, a concept, to take questions, to outline areas of knowledge, indicate methods of tackling a problem and demonstrate methods of analysis and synthesis of materials. Audio-visual aids will be used as appropriate, such as the use of overhead slides, 'PowerPoint' and video. Key points will be outlined in handouts.

Directed Private Study: this will include reading, preparation for class or for assessment, group activity, revision, and carrying out assessment work. All module guides will provide students with advice in respect of this, and as a minimum will provide details of required reading (for preparation of timetabled sessions and/or for the completion of assessments). Whilst these methods will form the backbone of much of the teaching and learning strategy, the programme may utilise a much wider, more eclectic combination of approaches.

As is evident throughout this specification, the Virtual Learning Environment (VLE) such as Canvas has become an important element of the teaching and learning strategy with its specific usage varying from module to module. For distance learning modules our strategic partners may use other VLE systems to support student learning. In some instances, the VLE is used mainly as a repository for module documents, such as lecture materials and overhead slides, whilst others involve direct web links, discussion boards and self-assessment exercises. The VLE is part of the programme team's aim to offer a blended approach to teaching and learning by using a range of tools in the delivery of the modules.

Case studies may be used across the programme and are intended to enable students to develop the ability to;

1. identify the issues in need of research;
2. apply subject specific knowledge to a realistic and/or practical context;
3. make critical judgments of the merits of a particular argument; and;
4. present and make reasoned choices between alternative solutions.

The case studies may take the form of real cases or issues in debate at any given moment in time or may be hypothetical problems which are reflective of realistic problems.

Self-directed study is included in all modules as a way of encouraging students to take a greater responsibility in respect of their learning experience.

Module Lists and Pathways:

MA Childhood and Youth Studies	Full-time
Semester One	Semester Two
SSCM33-Leadership in Community Contexts	SSCM36-Negotiated Study
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
SSCM39-Childhood and Youth Studies Dissertation	SSCM39-Childhood and Youth Studies Dissertation
*Part-time Year 1- SSCM40 and SSCM41; Year 2 – SSCM33 and SSCM36; SSCM39	

MA Childhood and Youth Studies (Early Childhood Graduate Practitioner Competencies).	Full-time
Semester One	Semester Two
SSCM34 - Leadership in Community Contexts (Early Childhood).	SSCM37 - Negotiated Study (Early Childhood).
	SSCM40-Contemporary Issues in Childhood and Youth Studies
SSCM39-Childhood and Youth Studies Dissertation	SSCM39-Childhood and Youth Studies Dissertation
*Part-time Year 1- SSCM34, SSCM37 and SSCM40 Year 2; SSCM39 and SSCM41	
*This route will have a maximum of 10 students.	

MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).	Full-time
Semester One	Semester Two
SSCM35- Leadership in Community Contexts (Youth Work).	SSCM38 - Negotiated Study (Youth Work).
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
SSCM39-Childhood and Youth Studies Dissertation	SSCM39-Childhood and Youth Studies Dissertation
*Part-time Year 1- SSCM35, SSCM38 and SSCM41; Year 2 – SSCM39 and SSCM41	
*This route will have a maximum of 10 students.	

Where will I study?

On Campus – St. Peters Site

7	Programme Awards		
7a	Name of Final Award	Level	Credits Awarded
	MA Childhood and Youth Studies.	7	180
	MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies).		
	MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).		

7b	Exit Awards and Credit Awarded		
	Postgraduate Diploma in Childhood and Youth Studies (SSCM33, SSCM36, SSCM40, SSCM41) Except for Childhood Competencies pathway, if they have met the Graduate Practitioner Competencies	7	120
	MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies) (SSCM34, SSCM37, SSCM40, SSCM41)	7	120
	except for Youth Work pathway, if students have met National Occupational Standards, which would be	7	120
	Postgraduate Diploma Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC) (SSCM35, SSCM38, SSCM40, SSCM41)		
	Postgraduate Certificate in Childhood and Youth Studies	7	60

8	Programme Specific Regulations
	Yes: attached Not applicable for this programme.

9a		
Mode(s) of Study	Location/Campus	Duration of Study
Full time	Sunderland	1 years
Part time	Sunderland	2 years

9b	
Is this programme delivered at a Transnational (TNE) partner?	No

Is this programme delivered at UK Further Education Colleges ?	No
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10	Entry Requirements
	<p>The admission requirements for this programme as stated on the programme page of the University of Sunderland website at https://www.sunderland.ac.uk/, or found by searching for the programme entry profile located on the UCAS website are correct.</p> <p>YES – A relevant honours undergraduate degree (2.2 minimum). For those on the Early Childhood Graduate Practitioner Competencies pathway or the Youth Work professionally validated and recognised by JNC pathways will need to complete a successful interview and obtain DBS clearance.</p> <p>This programme is suitable for students to enter with advanced standing (eg APL) YES</p> <p>Where applicable use the space below to detail any specific arrangements – eg APL only permitted to a specific level Accreditation of Prior Learning (APL)</p> <p>For the MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).</p> <p>For professional validation, students can only apply for accredited prior learning from an institution with a Postgraduate JNC professionally accredited programme and where fieldwork was carried out as part of a JNC recognised programme. In applying for accreditation of prior learning students will have to demonstrate that they have met the learning outcomes for the modules which they wish to have credit for. In demonstrating this, the action plan which they draw up will include tangible evidence such as certificates, transcripts etc.</p>

11	Programme Learning Outcomes
	By the end of stage 7 of the programme successful students will be able to do the following:
1	interpret, evaluate, and synthesise the key issues and debates in contemporary society affecting childhood and young people;
2	demonstrate a critical understanding of core theoretical perspectives through which childhood and young people are currently understood and defined, within an interdisciplinary context;
3	reflect critically upon and analyse legislation, policy, and practice relating to children and young people;
4	evaluate organisational structures and provision which regulates/promotes children's and young people's status, welfare, health and well-being, learning and how multi-agency working impacts on childhood and youth contexts;
5	analyse critically different interpretations of political issues and events that impact on children and young people;
6	identify, investigate, analyse, formulate, and advocate alternative solutions to problems and discriminate between them;
7	design and conduct a research project demonstrating awareness epistemological and methodological principles and disseminate the findings;

8	demonstrate an in-depth knowledge of ethical principles and considerations in undertaking child-centred and youth-centred research;
9	identify and reflect on own values and position, and those of others, and assess their relationship to policy and practice;
10	develop autonomy in learning, work independently; demonstrating initiative and self-organisation

12. Programme Requirements

There are optional modules on this programme Yes

Level 7:

In order to complete this programme a student must successfully complete all the following CORE modules (totalling xxx credits):

Module Code	Module Name	Credit Value	PLO(s) assessed
SSCM33	Leadership in Community Contexts *	30	1-2,4-6,9
SSCM36	Negotiated Study *	30	1-2,4-5,8-10
SSCM39	Childhood and Youth Studies Dissertation	60	1-10
SSCM40	Contemporary Issues in Childhood and Youth Studies	30	1-3,5,7-10
SSCM41	Theorising Childhood and Youth Studies	30	2-6,7-9

***Students on the pathways (ECGPC or YWNOS) will take the following options instead of SSCM33 and SSCM36:**

ECGPC: SSCM34 and SSCM37

YWNOS: SSCM35 and SSCM38

Module Code	Module Name	Credit Value	PLO(s) assessed
SSCM34	Leadership in Community Contexts (Early Childhood)	30	1-2,4-6,9
SSCM35	Leadership in Community Contexts (Youth Work)	30	1-2,4-6,9
SSCM37	Negotiated Study (Early Childhood)	30	1-2,4-5,8-10
SSCM38	Negotiated Study (Youth Work)	30	1-2,4-5,8-10

13. Employability

The programme contributes to the development of the following graduate attributes. Please refer to [Integrated Curriculum Design Framework](#) when completing this section.

Professional	<p>This MA will provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to produce graduates who are capable of successfully undertaking and completing advanced research projects. It will also provide a qualification which fully meets the learning outcomes at level 'M' (7) in the National HE Qualifications Framework. The Early Childhood Graduate Practitioner Competencies pathway will be attractive particularly to the regional market as none of our competitors offer these competencies and many graduates in the region do not have an opportunity to complete the competencies. An Early Childhood Graduate Practitioner will have met nine competencies through assessed placement tasks, observations of practice and academic assignments. They will understand the importance of:</p> <ul style="list-style-type: none">• Advocating for young children's rights and participation• Promoting holistic child development• Working directly with young children, families and colleagues to promote health, well-being, safety and nurturing care• Observing, listening and planning for young children to support their well-being, early learning, progression and transitions• Safeguarding and Child Protection• Inclusive Practice• Partnership with parents and caregivers• Collaborating with others• Ongoing professional development. <p>This pathway reflects initiatives across the sector and provides the opportunity to register the pathway within the programme with the Department for Education (DfE), and will be registered and linked to the DfE website.</p> <p>Placement Information for the MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies).</p> <p><u>Currently employed in an Early Years setting</u></p>
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The student must have experience across the age range 0-8. The likelihood is that if the student is employed in an Early Years setting, the student will need to complete one placement outside of their work setting to enable the student to achieve this full age range experience. The student will gather the majority of evidence for the student's portfolio from their work setting and for those in practice for a total of 55 days students need to evidence the competencies across the 0-8 age range.

The student must also complete at least 25 days in placement (outside of your work setting) which will allow the student to generate additional evidence and experience.

This placement can be arranged with our placement office or the student can arrange this placement yourselves. The student still needs to inform us of the placement choice so we can ensure quality and health and safety regulations are adhered to in line with our policies.

Mentor

The placement must have a suitable mentor who will support the student both in your work setting and in your placement. They must agree to this role and the University will require the mentor to confirm this commitment. The mentor will carry out observations on the student and they also must be able to support the student through your qualification. Regular meetings must be arranged between the student and the mentor to allow for this process to work effectively

Observations

The student will be observed at least once by a suitable tutor from the University in the work setting and also in your placement setting. The student will receive feedback from these observations which the student will be expected to reflect on. These observations will be used to contribute towards the evidence for the student's portfolio for the Early Childhood Graduate Practitioner Competencies.

Currently not employed in an Early Years setting

Students must have experience across the age range 0-8.

The likelihood is that if you are not employed in an Early Years setting, the student will need to complete a minimum of two placements to enable you to achieve this full age range experience.

The student must complete at least 80 days in placements which will allow you to generate your evidence and experience.

These placements can be arranged with our placement office or the student can arrange them. The student does still need to inform us of the placement choices so we can ensure quality and health and safety regulations are adhered to in line with our policies.

Mentor

The placement must have a suitable mentor who will support the student in both placements. They must agree to this role and the University will require the mentor to confirm this commitment. The mentor will carry out observations on you and they also must be able to support you through your qualification. Regular meetings must be arranged between the student and the mentor to allow for this process to work effectively.

Observations

You will be observed at least once by a suitable tutor from the University in each of your placement settings. You will receive feedback from these observations which you will be required to reflect on. These observations will be used to contribute towards the evidence for your portfolio for the Early Childhood Graduate Practitioner Competencies.

The MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC) will continue to showcase the University of Sunderland as the leading university and a market leader in the North East. Building on 40 years experience of developing and delivering professionally recognised undergraduate qualifications within the field, we are expanding our portfolio to become the only university provider to offer professionally recognised and validated level 7 qualification in the region.

This MA level qualification will be professionally validated by the NYA and will meet the requirements of the JNC. The NYA

requires those candidates undertaking the professional qualification route to meet the relevant Occupational Standards. All students must undertake a minimum of 400 hours of practice with at least 200 hours practice with young people normally aged 13 – 19 but may extend to 11 – 25. The NYA also require all students of youth work to successfully complete all summative assessments in all modules with a minimum of 80% attendance on all modules.

Placement Information for the MA Childhood and Youth (Youth Work, professionally validated and recognised by JNC)

MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC) students must undertake 400 hours of placement. These placement hours are attached to two taught modules, SSCM35 and SSCM38. Students will be marked based on pass/fail metric for their placement modules.

Any students who do not meet the minimum criteria to pass the placement modules will not be granted the professionally validated final degree.

Please note part time students may have more flexibility in arranging placement length, dates and weekly hours

Students must undertake 400 hours of placement. It is expected students will undertake these hours in one of the following ways:

Option A – Two sets of 200 hours in two different placement opportunities

Hours 200 of which 175 should be carried out in the placement agency including 10 hours of supervision. The remaining 25 hours is allocated for study linked to assessments – some of these hours are timetabled to provide guidance to students on the process for securing placements and the assessment procedures. Students are expected to agree weekly hours of work in their contract and it is expected that they will work about 15 - 20 hours per week depending on the number of weeks worked and the requirements of the agency.

Option B – 320 hours in one placement and 80 hours in another
Hours: Of the 320 hours 280 should be carried out in the placement agency including 15 hours of supervision. The remaining 40 hours is allocated for study linked to assessments – some of these hours are timetabled to provide guidance to students on the process for securing placements and the assessment procedures.

Of the remaining 80 hours 70 should be carried out in the placement agency including 6 hours of supervision. The remaining 10 hours is allocated for study linked to assessments – some of these hours are timetabled to provide guidance to

students on the process for securing placements and the assessment procedures.

Students are expected to agree weekly hours of work in their contract and it is expected that they will work about 15 - 20 hours per week depending on the number of weeks worked and the requirements of the agency.

How students will be supported in identifying placements:

Students will either undertake individual research into preferred placement provider or make use of the list on Canvas. This approved list will constitute placement opportunities that have been vetted by the programme team as appropriate for students of the MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC). Students wishing to undertake practice in their normal place of work must be able to demonstrate how their professional learning needs and module outcome can be satisfied. Students can only undertake up to 80% of their placement hours at their normal place of work and are suggested to followed Option B for expected dates for placement practice.

How students will be supported during placement:

Students will have a named placement tutor who will be able to supplement the support offered to the student from their placement supervisors, fieldwork agency and placement officer. Students will met with their placement tutor before, during and after their placement. Guidelines regarding this follow throughout this handbook. Taught sessions and group tutorials will supplement one to one support offered by the placement tutor.

Minimum Expectations for MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC)

Students on the MA Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC) strand should be able to meet the following professional requirements

Students on post-graduate programmes must complete a minimum of 400 hours assessed practice.

A minimum of 50% of this time must be spent in contact work with young people. Such work will normally be with 13 – 19 year olds, but may extend to 11-25 year olds.

Students cannot graduate with a JNC recognised qualification without passing all the assessed professional practice requirements.

Professional practice should enable students to experience more than one youth and community work setting. Students are

	<p>required to undertake placements in at least 2 different organisations, with 20% of practice from an alternative setting to the normal place of work for those in employment.</p> <p>Students must negotiate their placement with their named placement tutor. Placements will only be approved following a negotiation with their named placement tutor</p> <p>It is notable that SSCM35 (Leadership in Community Contexts (Youth Work)) and SSCM38 (Negotiated Study (Youth Work)) are those modules which have the placement hours attached. Within these module descriptors, we outline what module learning outcomes are to be met, assessed through a submission of a portfolio and a professional discussion.</p>
<p>Adaptable</p>	<p>Adult learning principles underpin the strategy aimed at empowering students to make the most of their university experience and take responsibility for their learning. During the welcome and induction period and throughout the programme, students will be informed of the range of services, curricular and extra-curricular facilities that are available at the University. Students will be advised that, consistent with adult learning principles, they will be expected to be active and independent learners, taking responsibility for their own learning. This will enable students to demonstrate self-direction, sound time management skills in completing tasks/assignments, link theory and practice in creative and innovative ways and critically evaluate, synthesis and applying new learning to critically reflect and problem solve. This will engender transferrable skills linked to employability.</p> <p>In addition, students will submit their assignments electronically through Turnitin which impacts positively on students' learning by providing feedback to support and develop their work during their progression.</p> <p>Support is an integral component of learning and teaching strategies and students will be informed of the full range of help and support available during the programme at Faculty and University levels. Students will be informed that active engagement in the delivery of the programme is crucial so that through feedback and representation, their views are heard and acted upon. The support strategy will ensure realistic and reasonable needs and aspirations are being met and provide the Programme Team with valuable information to monitor and continually improve the quality of the programme.</p>

	<p>Students are required to demonstrate reflexivity in practice to rigorously explore their beliefs and behaviours. The programme as a whole presents many opportunities for students to demonstrate these skills using a range of assessment methods designed to match the learning outcomes being assessed and to offer students different methods of demonstrating their learning. These include methods such as written assignments, individual presentations, reports and a dissertation. There will be a strong emphasis on independent and problem based learning, critical analysis and the integration of theory, knowledge and research.</p>
<p>Engaged</p>	<p>The Virtual Learning Environment (VLE) (Canvas) eLearning portal will play a significant role in the students' experience. Learning resources and material from class-based sessions will be available through the virtual classroom. Students will also be encouraged to communicate with each other and staff via the VLE.</p> <p>Learning technologies will be utilised within and outside the classroom. My Module Resources (MMR) will be used for every module on Canvas. Close working with the Liaison Librarian for Social Sciences will ensure students receive an initial library welcome/induction, followed up by tailored skills sessions at key points during the programme. This will provide students with an awareness of the full range of print and electronic library resources that are available to support their studies, know how to access and utilise resources and the associated platforms. In addition, the Programme handbook will emphasise the importance of having a good grasp of the University Library and attending the Library Skills sessions.</p> <p>My Module Resources (MMR) and Skills for Learning (S4L) are both available via the Library website and also embedded into every Canvas module.</p> <p>MMR enables seamless digital access to key reading lists and offers information about the availability of individual resources. Where possible, an electronic version of key resources (books, chapters, journal articles, digitalised extracts) will be made available online to enable instant multi-user access to key module resources from anywhere with an internet connection.</p> <p>Skills for Learning is a collection of e-learning resources, available online which enable students to independently develop their academic skills, an essential part of successful study both at university and for future employability. Academic skills include understanding academic language, questioning and thinking, finding and evaluating information, critical thinking, working with others and research skills. Learning</p>

materials include guides, videos and activities developed by Skills for Learning and released under the terms of a Creative Commons licence.

The balance of lectures and workshops, the varying uses of the VLE (including self-assessment exercises and asynchronous debates) and the incorporation of self-directed study into the modules all contribute to the development of independent learners. Additionally, extra-curricular activities' such as organisational visits and guest speaker programmes encourage students to engage in activities which, although not assessed, contribute directly to their learning and to career prospects.

Students will have access, via the VLE to the Programme Handbook, to the programme aims and outcomes and to all the module information so students understand what they have to achieve to successfully complete their studies. The assessment methods used consist of both formative and summative elements and are linked to the learning outcomes which in turn inform detailed feedback that students will receive.

The School of Social Sciences has a very good reputation with external examiners and with students for its fair and rigorous approach to assessment and constructive feedback, the latter is given through Turnitin. The same principle will be upheld in this programme.

Cohort identity will be addressed at the very beginning of the programme during the welcome and induction period. Throughout the programme students will be provided with opportunities to be part of the community of learning and develop networks, learn together with each other and staff, sharing knowledge, solving problems and exchanging ideas and frustrations. The VLE, as an interactive tool, will play a significant role in the development of the community of learning. Moreover, students will appoint their representatives who will ensure that their views, as a cohort, are heard and acted upon. Moreover, cohort identity will be further strengthened by students dealing with an identified staff member who will be the Programme Leader and with the Programme Team who consist of academic, administrative and library staff.

Staff involved in the delivery of this programme are fully supportive and committed to the Research Informed Curriculum. They are experienced practitioners and many are engaged in research activities through the Faculty's Centre for Applied Social Science (CASS). Staff will integrate relevant and

	<p>recent research into sessions in order to enable students to have a critical understanding of the relationship between theory, research and practice, as well as exposing them to research informed teaching.</p> <p>The principle of Assessment for Learning (AfL) will underpin the assessment strategy. The ethos is that assessment is an educative process, designed to facilitate the student's personal, academic and professional development. The assessments have also been designed to ensure that there is a manageable and even spread in terms of workload. The strategy is also designed to enable students to demonstrate their ability to apply their knowledge and understanding of the core research competencies, outlined in the Economic and Social Research Council (2009) Post Graduate and Training Guidelines to inform their research skills. Students will develop knowledge and critical understanding of research methodologies, write research proposals, critique existing research studies both generally and specifically, analyse quantitative and qualitative data, and develop and implement a small scale research study as the basis of their dissertation.</p> <p>Formative assessment is utilised throughout the programme and will take place through the adoption of a range of approaches which are detailed in the module descriptors, indicatively these approaches may include: group work, observations, individual or group presentations, student conferences, round table debates, blog/journal activities, discussion board questions and feedback, peer review, question and answer sessions, debriefing exercises, Socratic seminars, role play, assignment discussion, case study activity and theory/practice related discussions.</p> <p>Summative assessment will be conducted for each module. The marking criteria will be followed throughout assessments. All assignments are designed to test students' understanding of theory and applied perspectives and their ability to use this appropriately to critically analyse and evaluate current practice and research.</p>
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14. Additional Costs: Are there any additional costs on top of the fees?

List any additional costs the students will have to meet and whether this is optional (eg an optional field trip) or essential (eg travel to and from placements). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module

Guide and will be published on the programme page. Please note for Apprenticeships, there should be no additional costs to students.

No, but all students buy some study materials such as books and provide their own basic study materials	√
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see above)	

15. Version Control

Programme Specifications are checked annually and updated when changes are made to the programme.

Version Number		Date	Details of change	Author
V1	Document created	09/12/2019	Draft	Dr Bruce Marjoribanks
V2	Document changed	02/04/2020	Final Draft	Dr Bruce Marjoribanks

PART B - PROGRAMME REGULATION/S

Name of programme: MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies)

Title of final award: MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies)

Interim awards¹: Postgraduate Diploma Childhood and Youth Studies (Early Years Graduate Practitioner Competencies) and Postgraduate Certificate of Childhood and Youth Studies

Accreditation: MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies)

University Regulation (please state the relevant University Regulation): 4.2.1. The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.

Regulations apply to students commencing their studies from (September 2020)

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 4	September 2020	1

Stage 4

MA Childhood and Youth Studies (Early Years Graduate Practitioner Competencies)

Core modules:

MA Childhood and Youth Studies (Early Childhood Graduate Practitioner Competencies).	Full-time
Semester One	Semester Two
SSCM34 - Leadership in Community Contexts (Early Childhood).	SSCM37 - Negotiated Study (Early Childhood).
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
SSCM39-Childhood and Youth Studies Dissertation	SSCM39-Childhood and Youth Studies Dissertation
* Part-time Year 1- SSCM40, SSCM41; Year 2 - SSCM34, SSCM37 and SSCM39	

Progression Regulations

Students must pass all module assessments for the competency modules SSCM34 and SSCM37 to achieve the MA or Postgraduate Diploma Childhood and Youth Studies (Early Childhood Graduate Practitioner Competencies). 100% pass mark required for competency assessment element (Pass/Fail) in SSCM34 and SSCM37. The transfer of students from competency route to the non-competency route in the case of failure of the competency assessment.

Postgraduate Diploma Childhood and Youth Studies (Early Years Graduate Practitioner Competencies)

Core modules:

Postgraduate Diploma Childhood and Youth Studies (Early Childhood Graduate Practitioner Competencies).	Full-time
Semester One	Semester Two

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

SSCM34 - Leadership in Community Contexts (Early Childhood).	SSCM37 - Negotiated Study (Early Childhood).
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
*Part-time Year 1- SSCM40, SSCM41;Year 2- SSCM34 and SSCM37	

Name of programme: MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC)

Title of final award: MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC)

Interim awards²: Postgraduate Diploma Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC) and Postgraduate Certificate Childhood and Studies.

Accreditation: MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC) and Postgraduate Diploma Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC)

University Regulation (please state the relevant University Regulation): 4.2.1. The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.

Regulations apply to students commencing their studies from (September 2020)

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 4	September 2020	1

Stage 4

MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).

MA Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).	Full-time
Semester One	Semester Two
SSCM35- Leadership in Community Contexts (Youth Work).	SSCM38 - Negotiated Study (Youth Work).
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
SSCM39-Childhood and Youth Studies Dissertation	SSCM39-Childhood and Youth Studies Dissertation
*Part-time Year 1- SSCM40, SSCM41;Year 2- SSCM35, SSCM38 and SSCM39	*This route will have a maximum of 10 students.

Progression Regulations

Students must pass all module assessments for the competency modules SSCM35 and SSCM38 to achieve the MA or Postgraduate Diploma Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC). 100% pass mark required for placement assessment element (Pass/Fail) in SSCM35 and SSCM38. Students need to have 80% attendance across all modules as required by the JNC and the NYA. The transfer of students from competency route to the non-placement route in the case of failure of the placement assessment.

Postgraduate Diploma Childhood and Youth Studies (Youth Work, professionally validated and recognised by JNC)

Core modules:

² Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

Postgraduate Diploma Childhood and Youth Studies (Youth Work professionally validated and recognised by JNC).	Full-time
Semester One	Semester Two
SSCM35- Leadership in Community Contexts (Youth Work).	SSCM38 - Negotiated Study (Youth Work).
SSCM41- Theorising Childhood and Youth Studies	SSCM40-Contemporary Issues in Childhood and Youth Studies
*Part-time Year 1 – SSCM40 and SSCM41; Year 2- SSCM35, SSCM38;	*