HECoS code(s)	100455
UCAS Course Code	N/A

This MA is designed to allow students to build upon their knowledge and critically consider the theoretical and professional underpinning of working across childhood, youth and family services. The award includes a professional youth work qualification

The aim of the MA in Childhood, Youth and Family Studies (professional youth work pathway) is to enable students to achieve:

A critical application of the evidence-based knowledge and skills acquired from theory, practice, research and policy to further develop and evidence their understanding of the changing contexts of childhood, youth and families in a globalised world

A robust theoretical framework and knowledge base to develop an integrated and critically aware understanding of childhood, youth and family studies and to cultivate a critical and analytical approach to contemporary methodological developments in the study of childhood, youth and families.

A critical exploration of the cultural and social constructions of childhood, youth and families, including the impacts that such constructions have on children and young people

An advanced knowledge of the complexity of understanding the relationship between children s rights, the ideologies and responsibilities for welfare and the application of such in the diversity of experiences across children s, young people s and

Course Aims

Enhanced career prospects across professional boundaries within children s and young people s services by facilitating the identification and the application of new learning within professional contexts.

Enhanced capacity to independently evaluate relevant research and practice including the ability to synthesize information from a range of sources and to operate within a high level of student autonomy and self direction in their area of study

The development of skills required to design, implement, report and disseminate an original research study in their area of interest developing specialist knowledge and expertise in their field.

A consideration of how this knowledge enables them to engage in the sector through a number of course opportunities

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

Course Learning Outcomes

	Outcome	Award
1	A systematic understanding of the knowledge, theoretical frameworks and current scholarship in the fields of Childhood, Youth and Family Studies.	MA Childhood, Youth and Family Studies: Youth

In the second semester, there is one 30 credit core unit entitled Professional Practice Portfolio. This is a term year unit which means there will also be sessions in Semester 1 delivered to support the placement hours and develop reflective skills around their experiential learning and development. This supports students working towards a practice portfolio and evidences their 400 placement hours. The remaining content in the second semester is made up of 2 x 15 credits via the selection of options units. Students wanting to complete the full MA will need to complete the Research Methods 2 unit as one of their options

The final semester (3) and semester 1 of year 2, is given to the research dissertation.

Teaching in the first and second semesters will be delivered through lectures and seminar/ workshops and will allow students to gain cutting edge core knowledge and research skills to enable them to take direction of their second semester learning and inform their dissertation choice. The research methods teaching will be shared across all the MA s in the portfolio.

The learning is structured in such a way as to allow students to develop increasing autonomy and ownership of the direction of their learning. This will be achieved through stages of guided core learning, option choices to allow students to determine the

By undertaking the Masters, students will be guided in their learning through scheduled lectures and seminars/workshops as part of unit learning, but as postgraduates will undertake significant amounts of independent and autonomous learning to acquire knowledge at the cutting edge of scholarship and communicate this learning in an effective and professional manner.

Assessment aims to enhance the learning experience rather than simply provide academic hurdles to be surmounted. Nonetheless it must offer a reliable test of the student s level of academic attainment. To achieve this, the assessment methods used must relate closely to the intended unit learning outcomes as evidenced in the UIF s, whilst allowing the student maximum scope for creativity in fulfilling them.

The assessment strategy is intended to enable students to:

Teaching, learning and assessment strategies

Formative assessment is integrated at the start to allow for a level of reflection. A focus upon the application of theory to policy and practice would be expected within such an award and students will be expected as part of the assessment process to consider the impact of such knowledge on both policy and practice, especially via the critical appraisal of case studies and the identification of best practice. Focus is placed on professional skills and assessing students ability to apply learning to practice. Feedback on assessments, and the reflections gained through the portfolio, will enable students to critically assess their learning

Admissions Criteria	**Approved Variations and Additions to Standard Admission** For the professional youth work pathway, you will need a reference confirming you have completed at least 100 practice hours, either paid or voluntary youth work. You will also need to complete a Placement Agreement in advance of commencing the course to confirm you will be able to complete practice hours and that you have completed an enhanced DBS check at your placement. 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, and they can demonstrate 80% attendance. In applying for accreditation of prior learning students will have to demonstrate that they have met the learning outcomes for the units 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, or other supporting evidence. https://www.beds.ac.uk/about-us/our-university/academic-information **Note: Be aware that our regulations change every year**
Assessment Regulations	**Approved Variations and Additions to Standard Assessment Regulations**

Section B: Course Structure

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AS131-6	Critical Considerations for Relationship & Sex Education	7	15	Option		TA12	TA12												
ASS016-6	Young People, Group Offending and Violent Crime	7	15	Option		TA12	TA12												
ASS077-6	Dimensions of Childhood, Youth and Fam q 88.305 479.d																		

MACYPAAF/MACYPAAP- PGDip Childhood, Youth and Family Studies: Youth Work Pathway

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
ASS077-6	7	SEM1	Core	PR-OR	11	CW-ESS	13				
ASS127-6	7	SEM1	Core	CW-RW	12						
ASS129-6	7	SEM1	Core	WR-I	10						
ASS128-6	7	SEM1-2	Core	CW-PO	25						
ASS147-6 (PT Only)	7	SEM1-2	Core								
ASS148-6 (PT Only)	7	SEM1-2	Core	CW-PO	25						
ASS016-6	7	SEM2	Option	WR-I	13						
ASS124-6	7	SEM2	Option	WR-I	13						
ASS126-6	7	SEM2	Option	CW-ESS	12						
ASS130-6	7	SEM2	Option	WR-I	12						
ASS131-6	7	SEM2	Option	CW-ESS	13						
ASS132-6	7	SEM2	Option	WR-I	13						

Administrative Information

Faculty   Health and Social Sciences

School   School of Applied Social Studies

Head of School/Department