

ANNUAL MONITORING OF
ENDORSED YOUTH WORK
PROGRAMMES DELIVERED
IN WALES
POST GRADUATE DIPLOMA
PROGRAMMES

Academic Year 2017-2018

v2

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March 2019

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This report covers the period for the academic year 2017-2018 within the four Higher Education Institutions detailed below. All Information was collated within January 2019.

Summary of the Key Points within this Report

1. *Placements agencies used within the statutory and voluntary sectors stands at a similar level to the previous year, but this has seen a decline from 91% for all agencies to only 59%. (Page 5)*
2. *The number of new recruits has increased from 21 to 37 students. Since continuing students have increased, this is now the highest number of overall students recorded on the post graduate programmes. (Page 7)*
3. *Most new recruits are, once again, part-time but there are variances with one institution having only full-time students. (Page 7)*
4. *The gender balance has changed from 86% of new recruits being female to 57% within this monitoring year. This has reverted to the levels shown within the 2012-13 monitoring period. (Page 8)*
5. *Most new recruits fall within the 25-29 years of age category. (Page 9)*
6. *The ethnicity of students on the programmes has change from 100% White British to 16% now coming from a minority ethnic background. (Page 11)*
7. *There were 55 students recorded on all programmes but only 18 students completed during the academic year. This is largely because completion was not due on the part-time route. However, there has been an increase in the withdrawal and deferral categories. (Page 12)*

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	MA Working for children and young people (Youth Work Initial Qualifying) incorporating the Postgraduate Diploma Youth and community work
Endorsement Period	2016-2021	2013-2018	2014-2019	2017-2023

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

	Cardiff Metropolitan	Glyndwr	Trinity St. David	University of South Wales
Programme Director	Gill Price/Cez James	Hayley Douglas	Dr Nichola Welton	Catherine Haywood
External Examiner - Fieldwork	Paul Adams University of East London	Martin Purcell Huddersfield University	Paul Fenton	Sue Payne Freelance trainer and consultant
External Examiner - Academic	Paul Adams University of East London	Martin Purcell Huddersfield University	Paul Fenton	Stephen Harrison Open University

The following chart provides an overview of the staffing within each Institution based on the total number of students enrolled.

	Cardiff Met	Glyndwr	TSD	USW
Total students on programme	23 (11)	5 (1)	13 (7)	14 (10)
Core Staff Qualified	0 (0)	1 (1)	0 (1)	0 (1)
Core Staff Not JNC Qualified	0 (0)	1 (1)	0 (0)	0 (0)
Main Support Staff Qualified	0 (0)	0 (0)	1 (0)	1 (1)
Main Support Staff Not JNC Qualified	0 (0)	1 (1)	0 (0)	0 (0)
Occasional Staff Qualified	7 (6)	0 (0)	3* (0)	3 (4)
Occasional Staff Not JNC Qualified	1 (1)	0 (0)	1 (1)	1 (2)
Visiting Staff	0 (0)	0 (0)	0 (0)	2* (2)

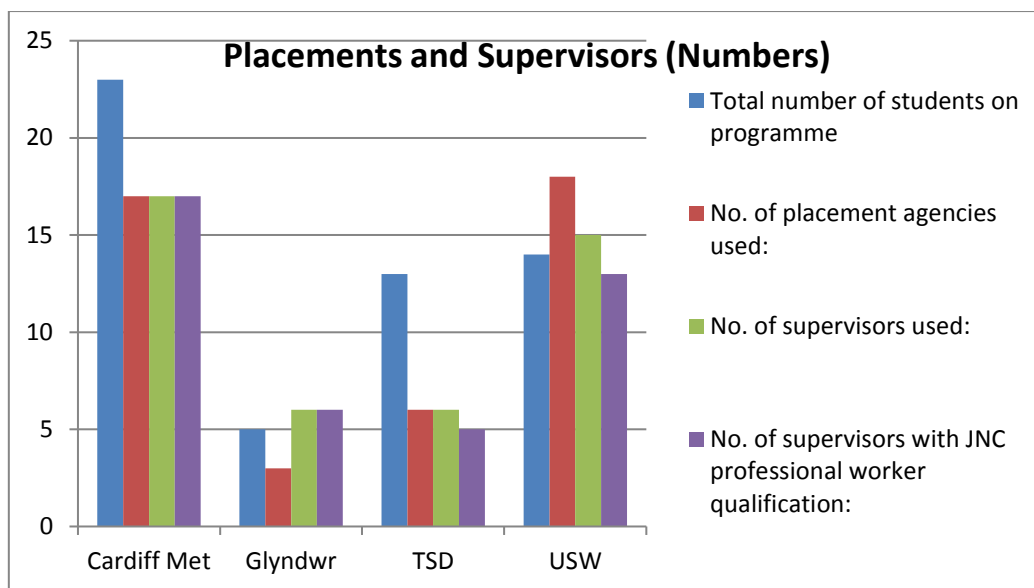
The numbers in brackets () relate to the 2016-17 academic year.

*indicates a substantial input to the programme

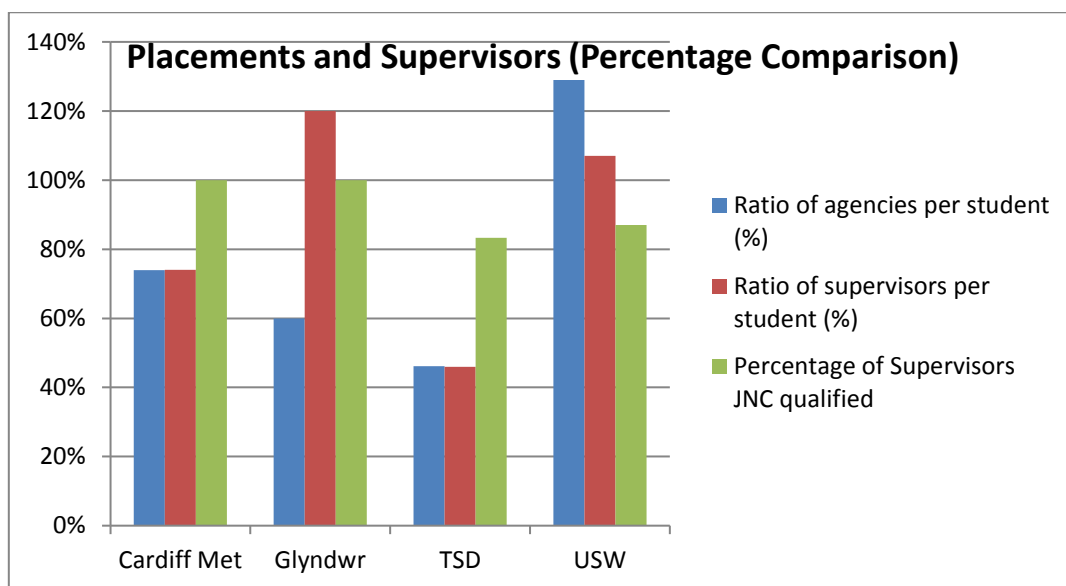
The final question in this section related to absence of key staff on the programme and arrangements made to cover the work: Trinity St. David reported that occasional staff had been used to cover one full module and two staff were employed on 0.2 full-time contracts, while the University of South Wales stated “(two) visiting lecturers were brought in to cover (a member of) staff absence due to ill health”.

Fieldwork Placements

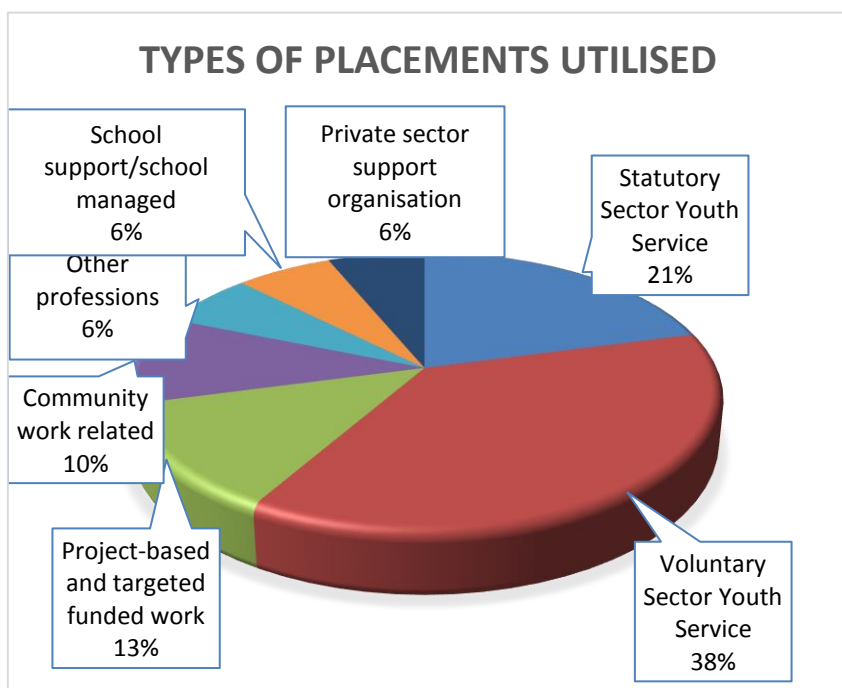
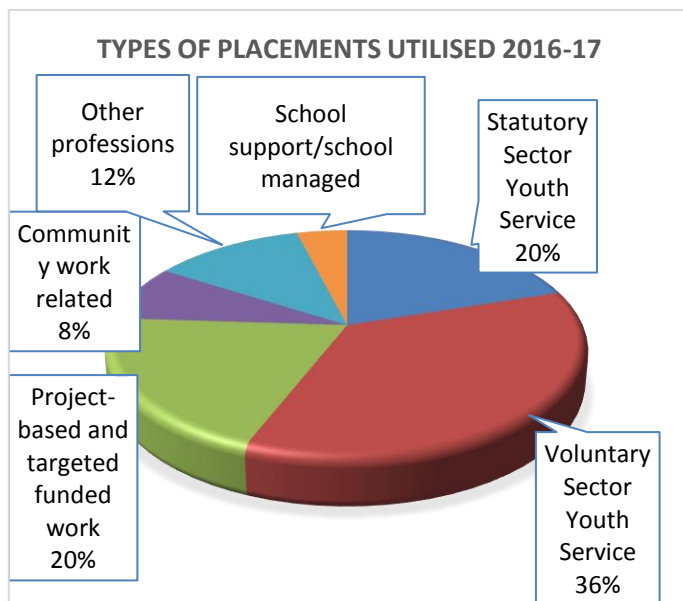
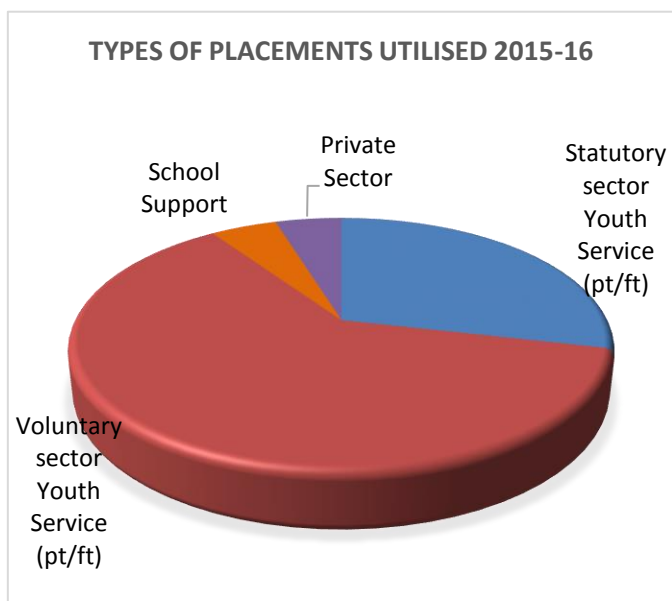
The breakdown for students and placements is as follows:



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



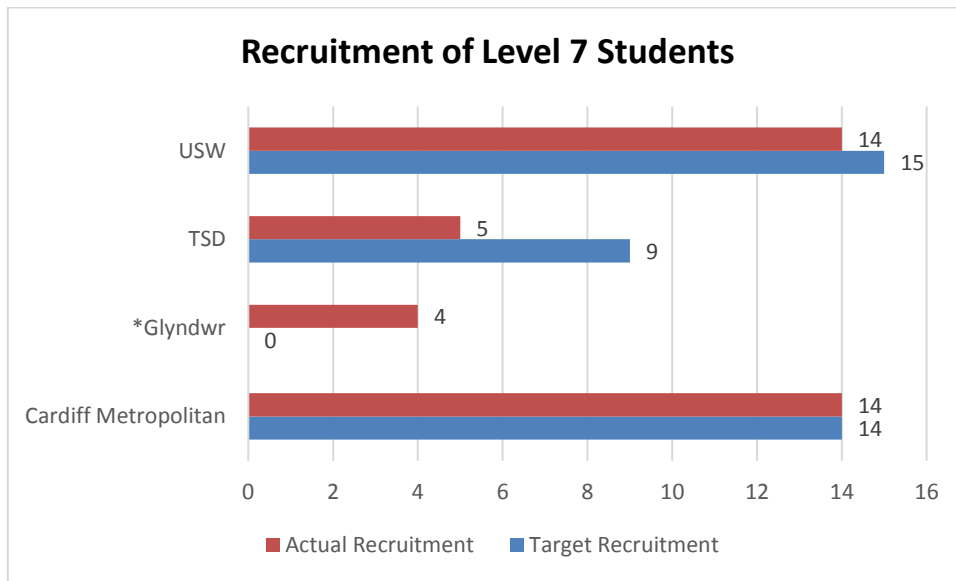
The Institutions have ensured that there are sufficient placements for each student and that there are adequate JNC qualified supervisors in support. The number of placements and supervisors may be greater than that of the number of students if more than one placement is utilised by any student during the academic year.



The changes in placement agencies used over the last three years can be clearly seen from these charts. In 2015-16 there were only two other types of placement agencies used with the exception of statutory and voluntary youth organisations. There was a sharp decrease of traditional youth service provision agencies accessed within the last monitoring year and this has remained at a similar level in the current monitoring year. This may be a reflection on the background of where students within the cohorts are drawn.

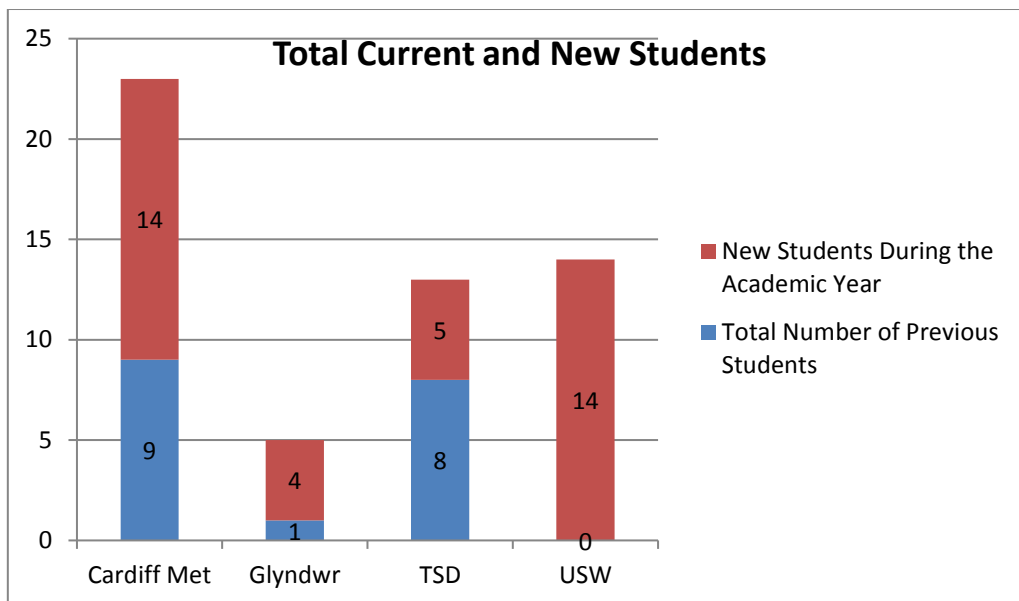
Student Enrolment

Trinity Saint David stated that they had set a target for recruitment for the year and, as shown in the following chart, but final recruitment did fall short. Glyndwr did not indicate any target for the current monitoring year but stated in the previous monitoring year 'no students were recruited or will be recruited within the academic year 2017-18' and this is also reflected in a programme comment at the end of this report. However, four students were recruited as shown. In the case of University of Wales, it was stated that no recruitment target was set for the Post Graduate Diploma, but a target was set for the full Masters qualification and this was almost fully met in the figures provided.



*Target recruitment not stated.

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



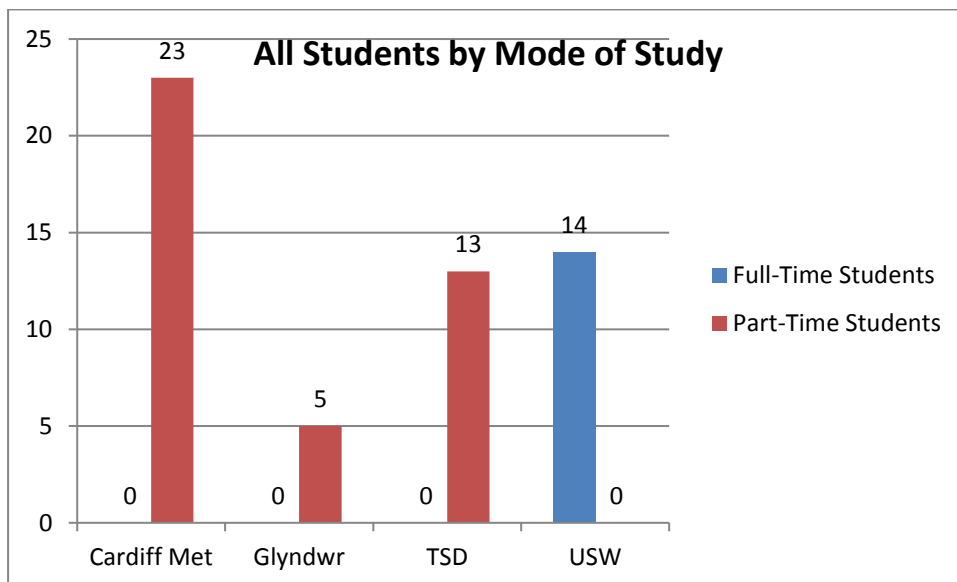
A decline in numbers within the Post Graduate Diploma since 2011-12 was reversed last year and the numbers continue to increase within the current monitoring year. There were 29 students on all four programmes during 2016-17 and this has increased to 55 students within this year, the largest recorded number during any monitoring period. The comparison table below has been expanded further to provide a trend in the current recruitment.

	2011-12*	2012-13	2014-15	2015-16*	2016-17	2017-18	Percentage Increase or Decrease on Previous Year
Total Students on All Programmes	50	30	23	19	29	55	190%
Total New Recruits	15	13	14	7	21	37	176%
Percentage of New Recruits	30%	43%	61%	37%	72%	67%	

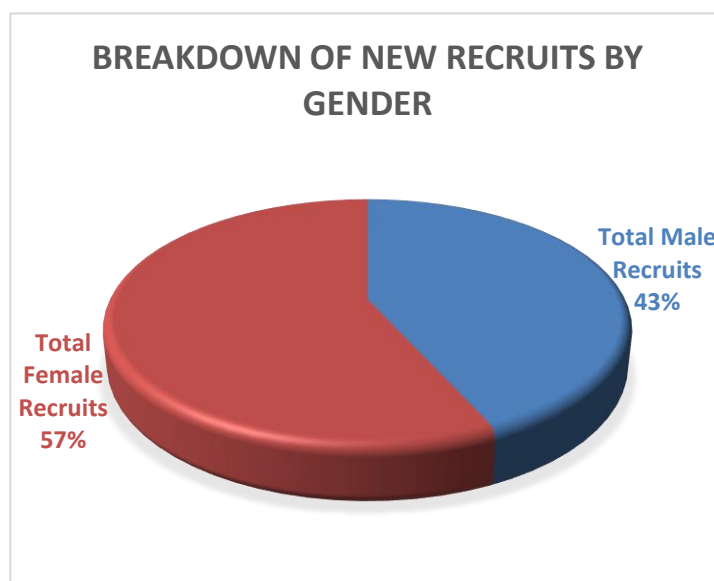
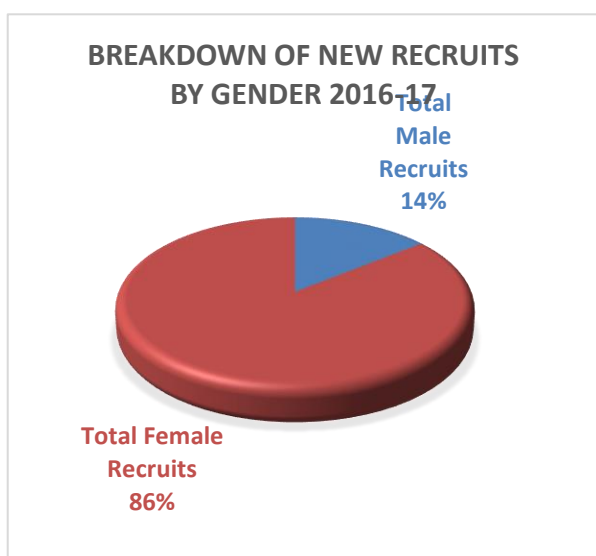
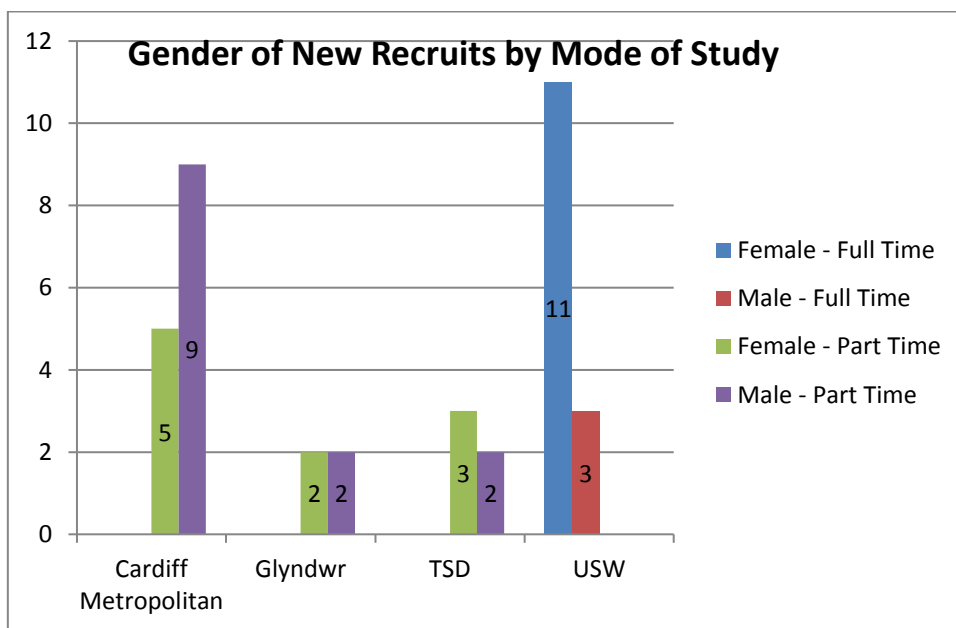
*Only three Institutions delivering programmes in these periods

Even though the percentage of new recruits has declined very slightly, the total number is the highest in any of the monitoring periods, and a five-fold increase on three years ago.

There have been major changes on the mode of delivery over the years: Originally moving from a wholly full-time delivery, to all students registered on the part-time route. This shifted back to half of all students registered as full-time in 2015-16 and but a greater number of students on a part-time route within 2016-17. This trend has continued and now 75% of all students are registered on the part-time route. The University of South Wales has the only programme where all students are registered as full-time.

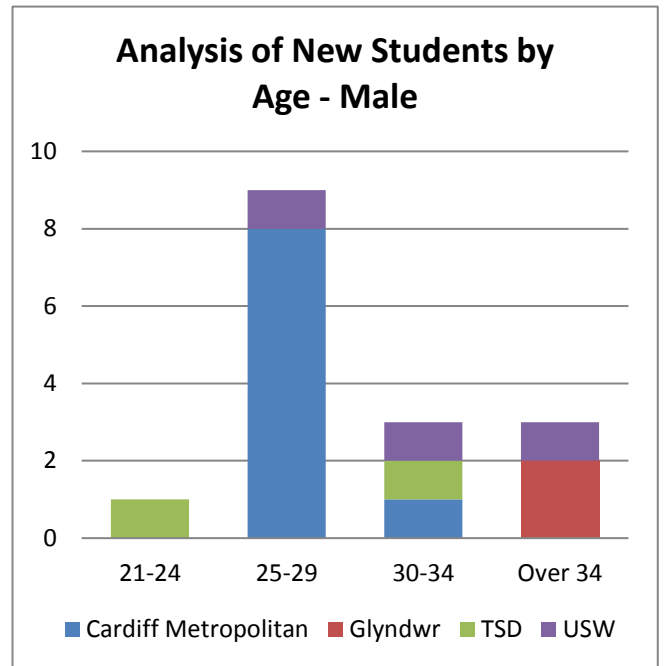
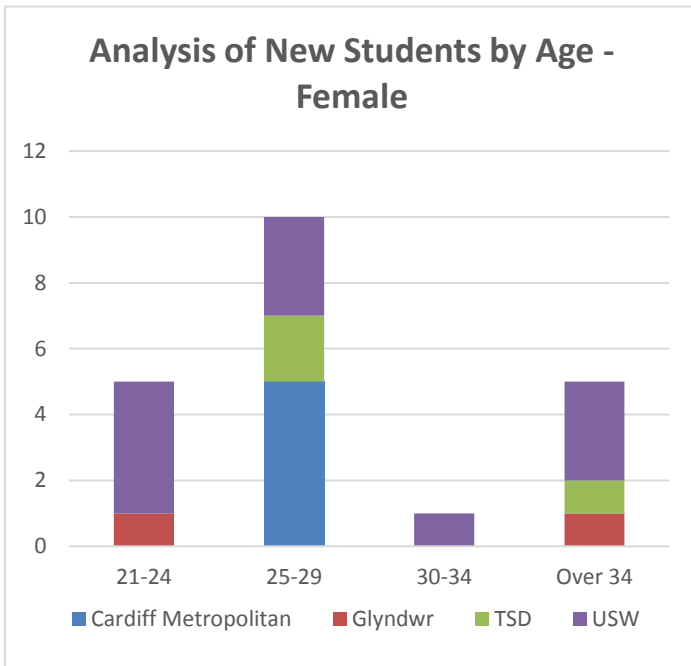


The following chart shows the gender breakdown of the new students on each programme.



Within 2016-17, although the number of recruits was three times higher than the previous monitoring year, the percentage breakdown of male recruits was broadly similar during both periods. There has been a large increase of male students on all programmes within the current monitoring year, with the gender profile almost reverting to the 2012-13 levels which showed 54% female and 46% male student ratio. Cardiff Met are now showing a higher number of male students on any programme since this first monitoring period.

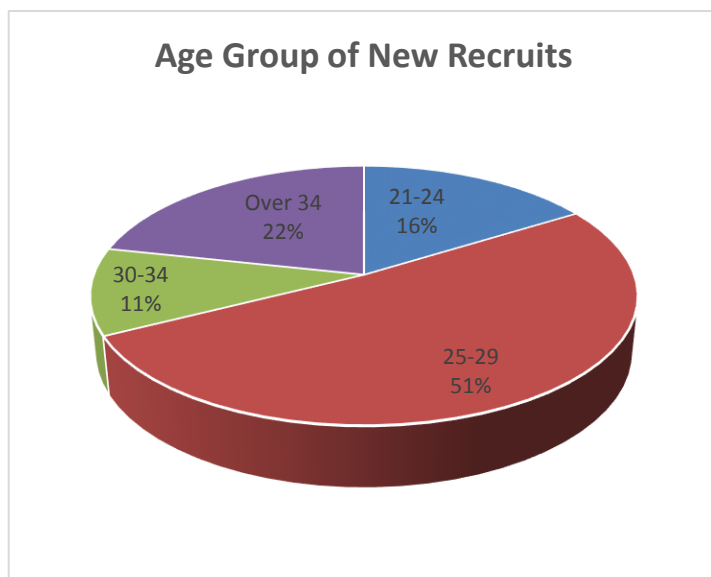
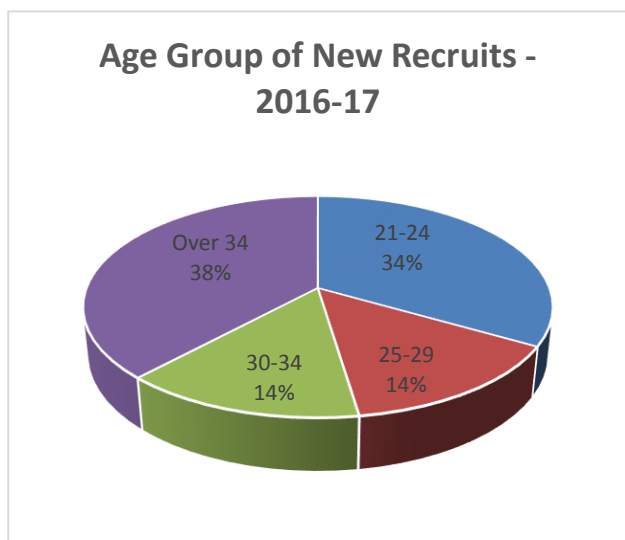
The following charts provide an age profile of students in relation to gender.



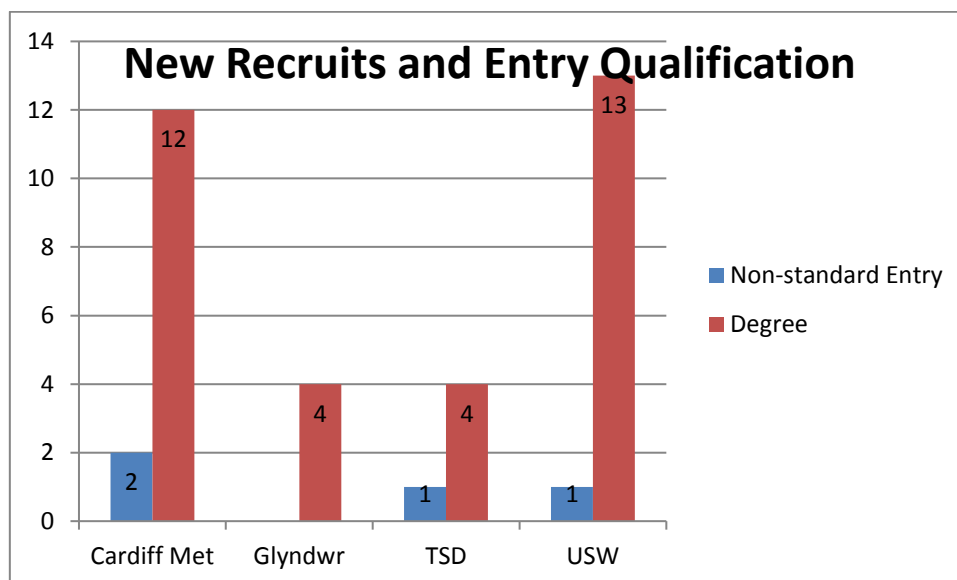
Students who are...	Under 25 Years	25-29 Years	30 Years or Over
Academic Year 2012-13	5	4	4
Academic Year 2014-15	3	6	4
Academic Year 2015-16	2	0	5
Academic Year 2016-17	7	3	11
Academic Year 2017-18	6	19	12

The figures show a similar number of students within the over 30 year old and under 25 year old categories as compared to the previous monitoring year. The greatest increase has been within the 25-29 year old category.

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.

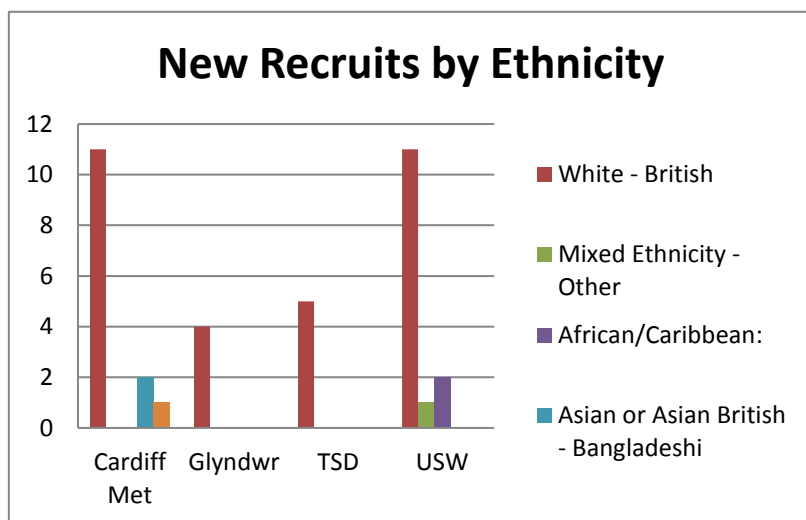


As stated within previous monitoring periods, the majority of students entering these post-graduate programmes gain entry through a standard entry qualification. The number of students gaining entry through a non-standard qualification was a similar percentage to previous years.

Further Analysis of New Recruits

Trinity Saint David and Glyndwr has once again indicated that students have been involved in general conversion, which may involve group work, using the Welsh language. There were two students indicated from Glyndwr and 5 students in Trinity St. David within this category for the monitoring year. It is noted though that no students are making presentations or are presenting written work in Welsh.

On ethnicity of new recruits, during 2016-17 all Institutions indicated that students were from a White British or White Other background, but a wider ethnic breakdown is shown in the current academic year.

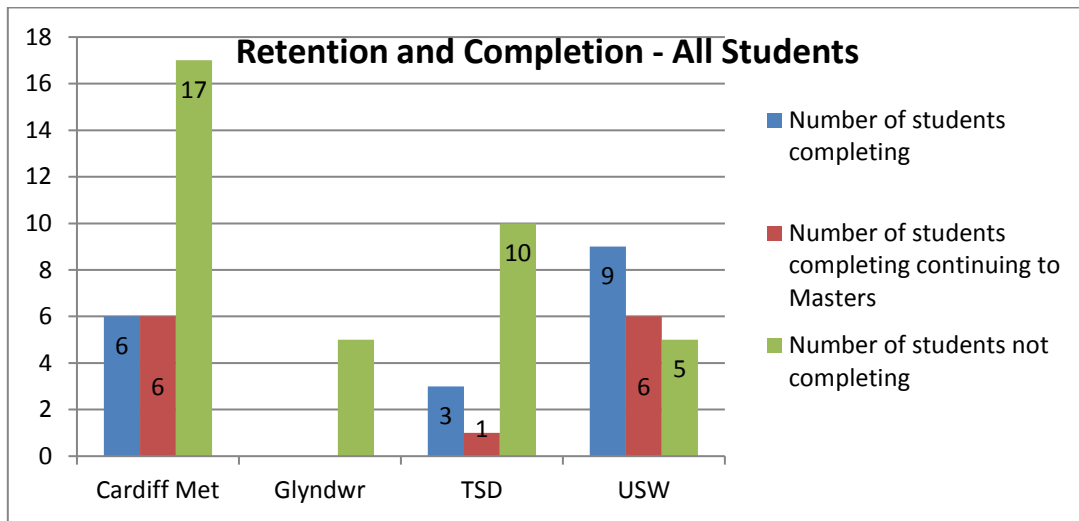


This provides 16% of all new recruits having a minority ethnic background.

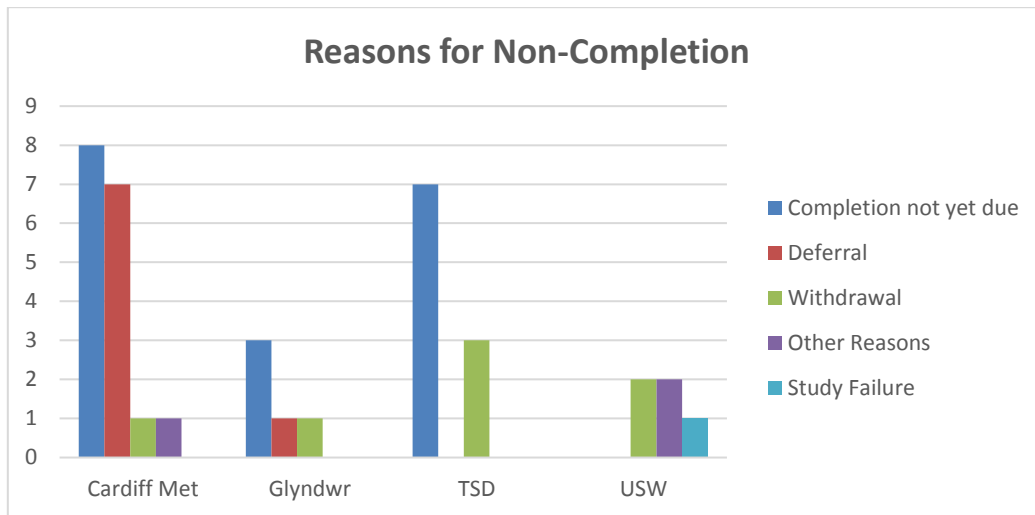
Completion for All Students

There have been a few issues this year with providing results due, partly, for the need to clarify 'completion'. Previously, programmes ran as a Postgraduate Diploma and students usually exited at that point. The most recent endorsement of a qualifying postgraduate programme recognised completion if the student exited at the Pg Dip or the Masters level. Additionally, a greater number of students across all programmes are carrying on to the Masters, and therefore, not exiting with a diploma due to funding arrangements. The questions within this section will need to be adapted in association with the deliverers.

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



The data shows that 18 students completed during the academic year, and of these, 13 students are continuing to the masters qualification. In 2016-17, only two students were shown as continuing on from the diploma. This completion level does mean that 37 students did not complete for the reasons identified within the following chart.

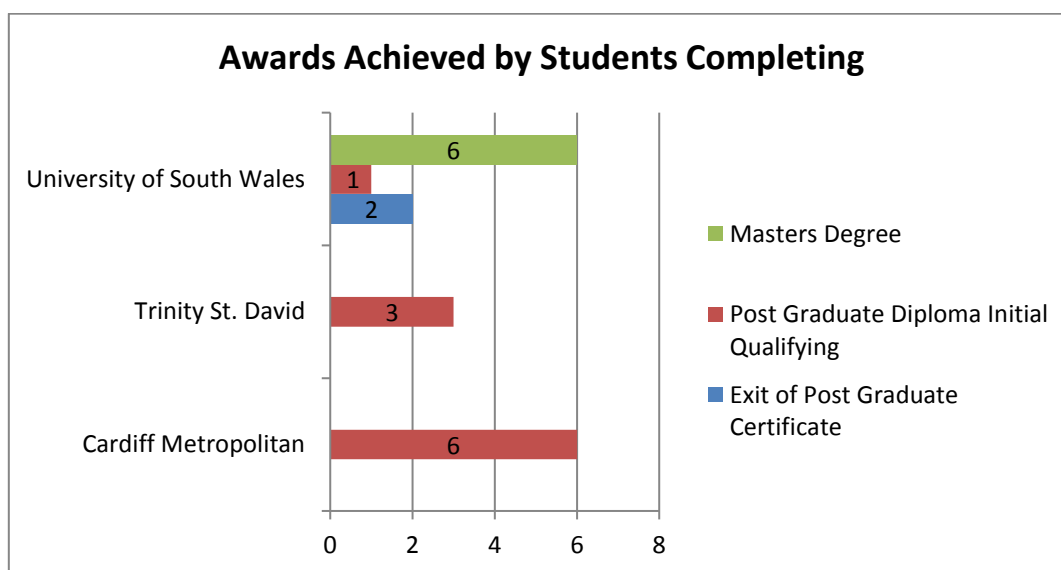


Due to the high numbers of students undertaking a part-time route, it should be expected that completion will take longer than one academic year. 18 students are progressing normally with studies and completion is expected at a later date, which compares to 11 students in the previous year from a lower overall base number.

‘Other reasons’ shown include students with family issues and one student with a final opportunity to complete within the part-time process. A significant number fall within the deferral and withdrawal categories, going up from 4 students in 2016-17 to 15 students in the current year. In addition, there is one study failure to note.

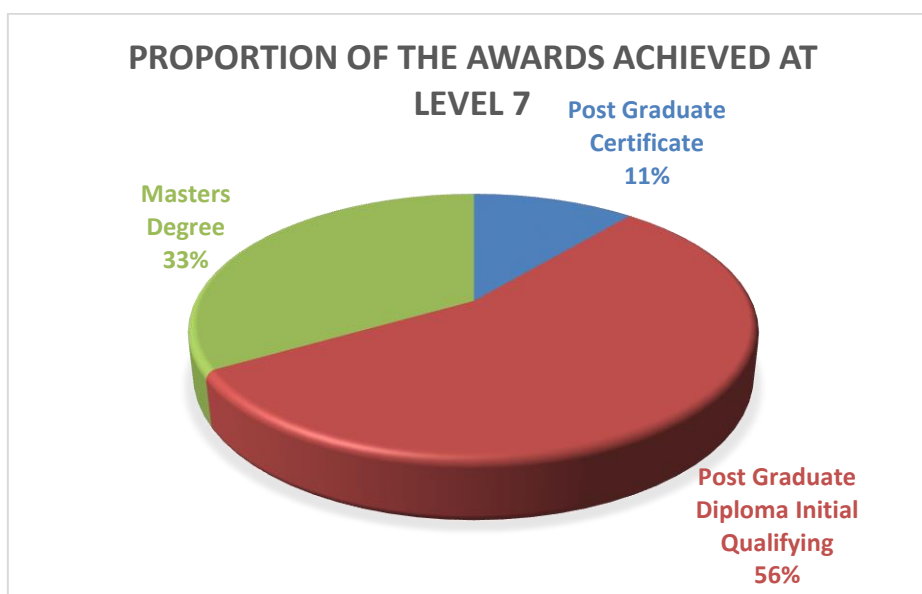
Institutions indicated that the factors having a high relevance for withdrawal and deferral of students, included difficulty in maintaining a good work/life balance, health issues, financial issues and demands of a caring role. One student withdrew and moved to another programme due to ‘engagement’ issues.

Achievements on the Programme



No students completed at Glyndwr during the academic year.

The numbers completing have gone up from 10 to 18 students, however two of these students did exit with a certificate and will not be JNC recognised. The distribution of awards can be more clearly shown in the chart below.



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	University of South Wales
Reports Available	Yes	Yes	Yes	Yes
Positive Areas	<p>1. Good opportunities for critical analysis of the policy impact on fieldwork context.</p> <p>2. Good level of support provided to students.</p> <p>3. Good curriculum</p>	<p>1. academic standards are appropriate for level 7 study and JNC professional qualification programme has currency in the field.</p> <p>2. Appropriate and varied assessment methods</p> <p>3. Good support for students from widening participation backgrounds</p> <p>4. Good standards of feedback on assessment</p>	<p>1. The structure, organisation, design and links to learning outcomes have been clear in both modules. The marking has also been consistent, rigorous and undertaken conscientiously.</p> <p>2. There have been some exceptional examples of student work that have demonstrated the very highest standard of theoretically informed practice. All students have demonstrated appropriate, and in places outstanding, engagement with professional body requirements in youth and community work.</p> <p>3. The team have been very responsive and maintained contact throughout the year and have demonstrated a high level of critical insight and professional activity within the staff team.</p>	<p>1. The modules reviewed were of a standard consistent with comparable modules within the field of Youth and Community work.</p> <p>2. Staff bring their experiences and scholarship as professional practitioners to bear upon the curriculum and pedagogy.</p> <p>3. Assessment of the portfolios is carried out jointly by the supervisor and the module leaders to ensure the supervisor reaches appropriate marks.</p> <p>4. The staff work hard to keep up to date with both developments in youth and community work and social policy.</p> <p>5. Teams utilising novel forms of assessment. A variety of appropriate assessment activities makes for a richer student experience.</p>

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Areas for Development	<p>1. More of a range of current journal articles for students to be made available.</p> <p>2. All marking to be more consistent and on Moodle as a learning platform.</p> <p>3. Clear evidence of how marks are arrived at between marker and moderator.</p>	<p>1. Update and revalidation of programme to meet changing needs of the sector and professional endorsement.</p> <p>2. Work on recruitment to the programme.</p> <p>3. Look at recording of presentations.</p>	<p>1. Comments noted on assessment strategy with regards to the presentation of student work and the specific requirements for inclusion of standardised material. Strategies in place on issues raised.</p> <p>2. On presentation of student work, staff to secure consistency in the formatting of modular guidance so that students are familiar with expectations and can easily access key information/requirements for learning.</p>	<p>1. Time was taken up trying to ensure that all the modules I was moderating were attached to my role on Blackboard.</p> <p>2. Where modules have adopted novel classroom-based assessment means need to be developed to allow for external moderation of this assessment.</p> <p>3. Student feedback on assessment could be further improved through the inclusion of assessment criteria specific feedback indicating where marks were gained or lost.</p> <p>4. I would like to see an increase in reference to theory in the portfolios.</p>

Programme Reviews

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

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Reviews Completed	Yes	Yes	No	Yes
Positive Areas	<p>1. Content is relevant to the field work contexts of practitioners.</p> <p>2. Support of students is appreciated and noted,</p> <p>3. The academic year has been difficult in terms of staff shortage and undue pressure.</p>	<p>1. Enjoyed sharing some modules and learning with other education professionals.</p> <p>2. Positive feedback regarding teaching and support.</p>	<p>The MA Youth and Community Work is being re-validated and re-endorsed, and the staff team is looking at current policy and practice developments to inform our planning. Focus will also be put on building student experience as a result of the PTES.</p>	<p>1. Improved timetabling arrangements (changes based on student feedback)</p> <p>2. Better opportunities for students to link dissertation research to placement due to extension of placement time period (until August at the end of the academic year).</p> <p>3. Increase use of digital skills in terms of learning, teaching and assessment. Increase specialism/expertise within the teaching team.</p> <p>4. Improved induction and reintroduction of enhanced induction activities.</p>

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Areas for Development	<p>1. Students have stated that there is content not covered that is required in the current context of practice e.g. multi agency work, supervision skills, community profiling</p> <p>2. Modules at 15 credit are too short and fall out of line with the University minimum of 20 credits.</p> <p>3. The course not being a full MA will prevent students access to Welsh Government Funding from September 2019.</p> <p>4. The tutorial modules, having assessments attached, require some focussed theoretical input to support students with assessments.</p>	<p>1. Work on validation of new programme that meets the changing needs of the sector.</p> <p>2. Work on improving recruitment to the programme.</p> <p>3. More youth work content from the outset</p>		<p>1. Refine and improve capacity for and aspects of placement coordination. Introduction dissertation 'launch day' equipping students before their individual supervision begins.</p> <p>2. Better connections between project management and research skills - through having one tutor and redesign curriculum (within scope of mod spec).</p> <p>3. Introduce a more creative and useful assessment (funding bid) and recruit national funder to jointly assess.</p> <p>4. Recruitment the target number of students (15).</p>

	Cardiff Met	Glyndwr	Trinity St David	University of South Wales
Overall Progress	The course has been successful this academic year in enabling seven students to successfully achieve JNC professional endorsement	This is a small cohort who have been supported by their employer to gain the JNC qualification due to the need to register with EWC. We will be looking at validating a new programme for post qualifying and initial qualifying routes that will improve recruitment to the programme.	The team is looking at increased numbers due to funding opportunities.	The course team is pleased that the recently re endorsed PGDip, sitting within the overarching MA continues to flourish. We would naturally prefer recruitment numbers to be higher but are happy that the course is 'holding its own' as it stands. This year (18-19) we recruited our first international student to the course, and she represents the first Saudi woman, to our knowledge, to study youth work. International recruitment is an area of growing priority for the course team and this offers fantastic cultural and pedagogical opportunities for our Welsh and UK students as well as those joining us from overseas. Placement sustainability continues to be a challenge, as does recruiting JNC qualified supervisors. This is of concern to the course team and planning/actions are being developed to support this. The 17-18 group were the first to experience the newly endorsed course and very effective student feedback processes with this cohort has allowed us to learn from them and make minor modifications to the course design, curriculum and student experience to inform the 18-19 year.

<p>Other Relevant Information</p>		<p>Please note the programme did not recruit for students to start academic year 2018/19 as the programme is being revalidated. Students will be recruited for 2019/20 and the current students will be taught out on the old programme.</p>	<p>Preparing for revalidation and re-endorsement of the programme.</p>	
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