

**ANNUAL
MONITORING OF
ENDORSED YOUTH
WORK
PROGRAMMES
DELIVERED IN WALES**

**Academic
Year 2018-
2019**

**BA Honours
Programmes**

Report Compiled by Courtney Taylor

February 2020

v1

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This report covers the period for the academic year 2018-2019 within the five Higher Education Institutions detailed below. Information was collated within January and February 2020 with only very few minor clarifications required.

Comparisons have been made to previous monitoring periods throughout the report. Charts provided for comparison are clearly labelled with the monitoring year but where no year is shown, the chart will relate to the current monitoring year i.e. 2018-2019.

Summary of the Key Points within this Report

1. Once again, there has been only a small fall in overall numbers from 265 to 253 students, which is due to the decline in numbers within the Open University. Numbers at other institutions are relatively stable, with an increase shown at two universities. *Page 4 and 9*
2. Overall, there has been an increase in JNC qualified supervisors, which appears skewed by a large increase at one institution, and there is an underlying trend that numbers have fallen as well as access to placement agencies. *Page 6*
3. Within the previous monitoring year, access to the traditional youth service sector fell to 42% of agencies used but this has again risen to over 50% of agencies and stands at 52%. *Page 8*
4. The decline in the numbers of part-time students was mainly as a result of the Open University ending its recruitment, although other institutions have seen a significant shift to a full-time mode. However, this year, Trinity Saint David has seen an increase of part-time recruitment from 11% to over a quarter of its student intake. *Page 11*
5. Overall, recruitment has declined by about 9% on the previous monitoring figures but remains similar to the numbers recruited within 2016-17. *Page 13*
6. All programmes continue to show a higher number of female recruits as indicated within previous monitoring periods. However, there has been an increase in the percentage of male recruits for the first time. *Page 14-15*
7. 'Standard entry' is at the smallest proportion for new recruits since this monitoring began, down from 46% to 35%, and now there is a significant increase of students gaining entry with the Youth Support Work qualification, up from 6% to 24%. *Page 18-20*
8. There appears to be a greater proportion of students with an ethnic background but this mainly due to large proportion of recruits being placed within the undefined group of 'Other Ethnic Background'. *Page 21*
9. There are fewer students within the categories for withdrawal and deferral than the previous monitoring year, falling from 36 to 25 students across all programmes. However, 11 students are male which is a high proportion for on an already reduced base for this group. *Page 27*
10. The figures continue to show students achieving at the very highest level, even though the proportion of First-Class Honours has gone down from 15% to 10%. However, there has been a sharp increase within the 2:1 category with 63% of all students graduating gaining this award. This provides an increase for students gaining the two highest awards from 55%, within the previous monitoring year, to 73%. *Page 29*

Please note that the names of the universities monitored have sometimes been shortened where they appear on some tables or charts and, very occasionally, within the report. The full names are:

Cardiff Met	-	Cardiff Metropolitan University
Glyndwr	-	Wrexham Glyndŵr University
OU	-	The Open University
TSD	-	University of Wales, Trinity Saint David
USW	-	University of South Wales

Background of the Institutions being monitored within BA Programmes

The HE Institutions monitored have been endorsed through ETS Wales and in the case of the Open University, this was a joint endorsement (validation) through committees from the UK and all Ireland.

	Cardiff Metropolitan	Wrexham Glyndwr	Open University	Trinity Saint David	University of South Wales
Title of Programme	BA Honours Youth and Community Work	BA Honours Youth and Community Work	BA Honours Childhood and Youth Studies	BA Honours Youth and Community Work	BA Honours Youth and Community Work
Endorsement Period	2016-2021	2017-2022	2015-2020	2014-2020	2015-2020

For information the programme directors and external examiners remain the same as the previous year and are provided as follows:

	Cardiff Met	Glyndŵr	OU	TSD	USW
Programme Director	Gill Price	Hayley Douglas	Stephen Harrison	Angharad Lewis	Mick Conroy
External Examiner – Fieldwork	Anne Sweeting	Peter Twilley Staffordshire University	David Wright Director of David J Wright Consultants Ltd.	Hefin Lloyd Carmarthenshire Youth Service	Sue Payne Independent consultant/ youth work trainer
External Examiner – Academic	Rajesh Patel	Sheila Curran Open University	Christine Smith Lecturer and Professional Practice coordinator, University of Hull.	Sue Payne Independent consultant/youth work trainer	Stephen Harrison Open University Youth Work Lecturer.

Note that The Open University have not been recruiting for this programme and this will be the final report for the remaining students within Wales.

The following chart gives an insight into the staffing within each Institution based on the total number of students enrolled, part-time and full-time. It is important to note also that the terms 'core staff', 'main support staff' and 'occasional staff' are as defined within the ETS Wales guidance document and hold a defined meaning.

	Cardiff Met	Glyndŵr	OU	TSD	USW
Total students on programme	105 (102)	42 (48)	2 (15)	43 (38)	61 (62)
Core Staff Qualified	4 (3)	3 (3)	2 (2)	3 (3)	5 (7)
Core Staff Not JNC Qualified	0 (0)	1 (1)	0 (2)	0 (0)	0 (0)
Main Support Staff Qualified	2 (1)	*8 (0)	0 (0)	0 (0)	0 (0)
Main Support Staff Not JNC Qualified	0 (0)	**0 (1)	2 (4)	0 (0)	2 (0)
Occasional Staff Qualified	7 (6)	0 (1)	0 (0)	2 (2)	2 (0)
Occasional Staff Not JNC Qualified	3 (2)	0 (0)	0 (0)	0 (0)	0 (0)
Visiting Staff	PYO reps, Vol sector reps, NHS, CPS, Police, YOS, Newlink, Amber, Alliance Grp, Fearless, Parliamentary outreach etc. County Lines. Challenge Wales, Sexual health, Stop It Now, Papyrus, Time4Change. Guest lectures from partner organisations	Wrexham CBC, Flintshire CC, Denbighshire CC, Caia Park Partnership, National Trust, AVOW.	N/A	None provided.	None provided.

Figures in brackets () denote 2017-18 numbers

*Visiting placement tutors and **Student Centre Programme Staff indicated. These may fall within Occasional Staff.

For the second year, there has been a fall in overall numbers from 265 to 253 students due to the teaching out of the OU programme. A slight increase is shown by individual institutions with Trinity Saint David again increasing its numbers. Since 2016-17, student numbers have declined by 17% but on the positive side, the number of core JNC qualified staff remain at a similar level and higher than two years ago.

As mentioned previously, the Open University is no longer recruiting within the programme and the final students are now being supported through to completion so will not appear within all sections of the analysis.

UniStats Analysis

Students have provided their own feedback of the programmes as presented below and these can be found in more detail within Annex I and on the UniStats website. Some universities have already highlighted issues on how this information is collated as figures may come from other similar courses within the institution. Unistats also state that they have collated figures over a two year period for some programmes.

UNISTATS Student Satisfaction Information

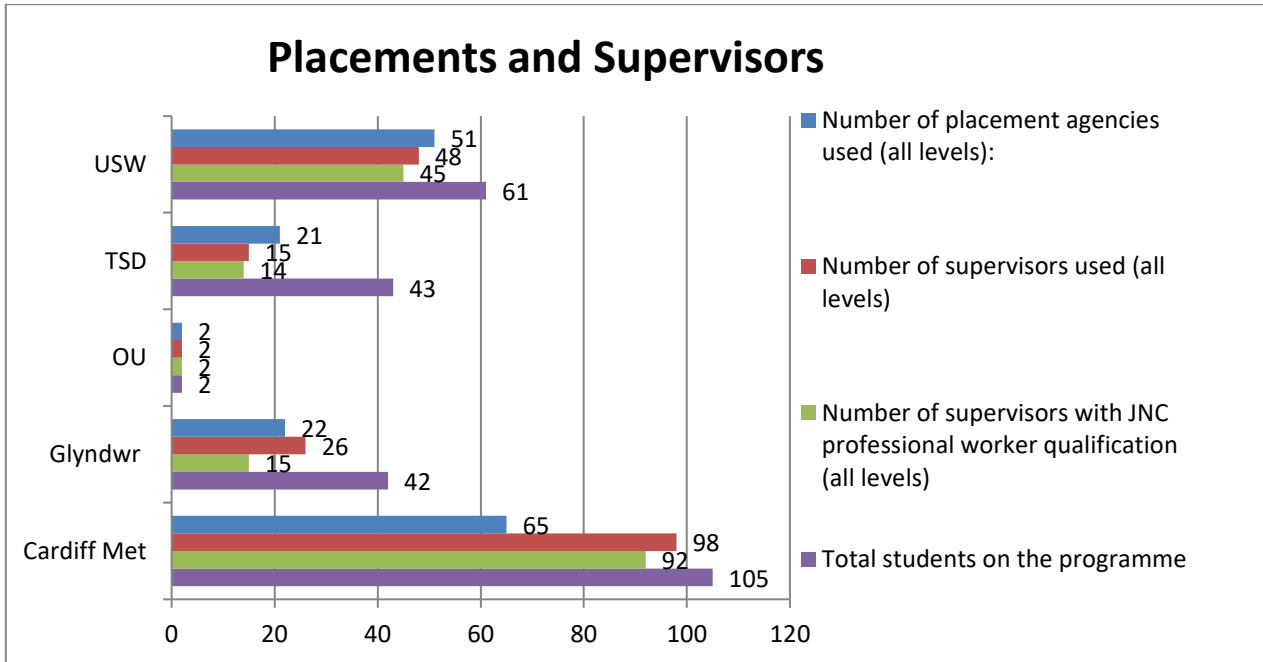
	Cardiff Metropolitan	Glyndwr	Trinity Saint David	University of South Wales
	Data from 15 (20) students.	Data from 15 (35) students.	Data from 20 students.	Data from 15 students.
Overall, I am satisfied with the quality of the course	71% (71%)	79% (54%)	77%	79% (100%)
The course is well organised and running smoothly	82% (82%)	57% (54%)	64%	58% (94%)
I feel part of a community of staff and students	71% (71%)	71% (54%)	68%	79% (76%)
Staff are good at explaining things	100% (100%)	93% (77%)	95%	100% (100%)
Staff have made the subject interesting	88% (88%)	93% (69%)	77%	79% (94%)
Feedback on my work has been timely	71% (71%)	50% (69%)	82%	84% (88%)
I have had the right opportunities to provide feedback on my course	82% (82%)	93% (69%)	82%	89% (94%)
I have been able to contact staff when I needed to	100% (100%)	93% (62%)	62%	79% (94%)
I have received sufficient advice and guidance in relation to my course	88% (88%)	86% (62%)	68%	95% (100%)
The library resources (e.g. books, online services and learning spaces) have supported my learning well	82% (82%)	86% (77%)	73%	84% (71%)
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	94% (94%)	85% (69%)	86%	63% (88%)

Figures as provided by Unistats December 2019. To identify how the research is conducted you should refer to the Unistats website. (The figure for the previous year can be found in brackets). No figures were available for the Trinity Saint David in 2018.

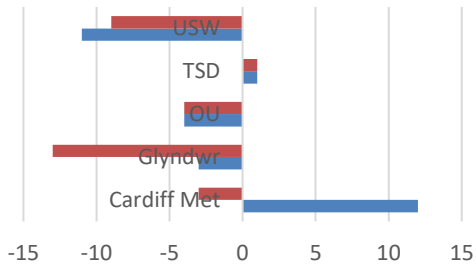
The comments raised by the universities on the appropriateness of the data does raise a number of issues. However, if any university wishes to attract a diverse range of students who may not aware of the institution, they will be up against several programmes who are marketing themselves more effectively. It is possible that programmes in Wales could be more proactive in encouraging students to provide feedback to this survey and so embracing the responses.

Fieldwork Placements

The breakdown for students and placements is provided below.

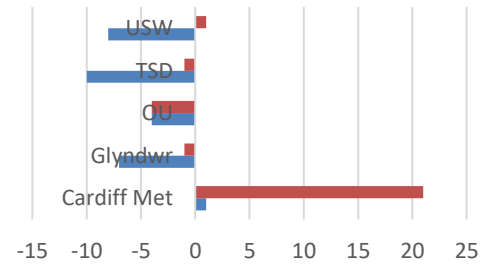


Change in Agencies and Supervisors Between 2016-17 and 2017-18



	Cardiff Met	Glyndwr	OU	TSD	USW
Change in the Number of JNC Recognised Supervisors	-3	-13	-4	1	-9
Change in Number of Agencies Used	12	-3	-4	1	-11

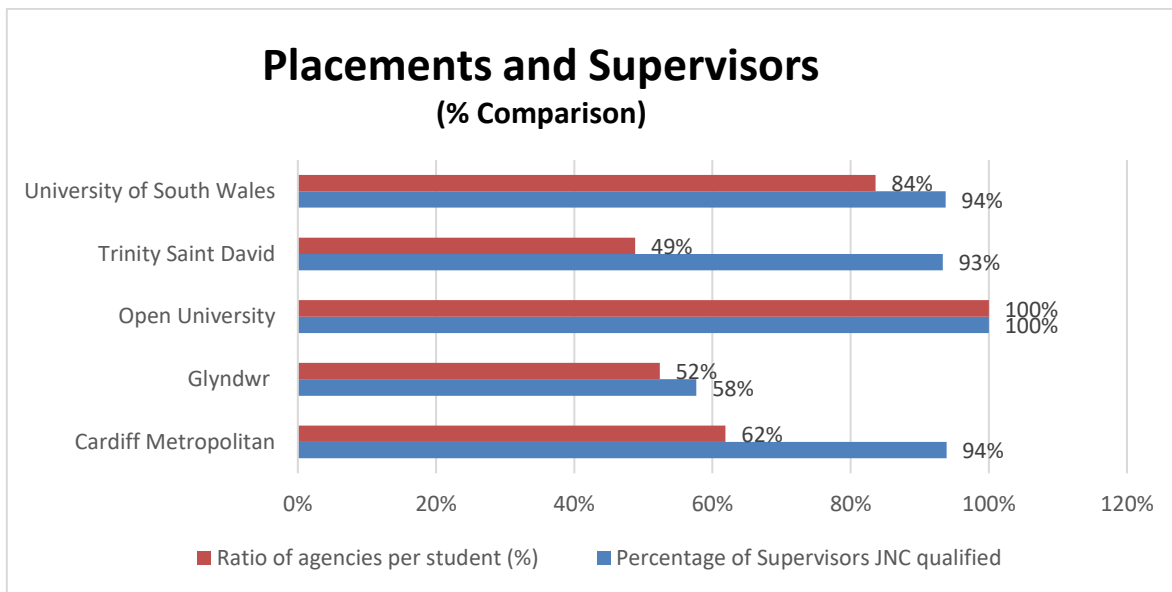
Change in Agencies and Supervisors on the Previous year



	Cardiff Met	Glyndwr	OU	TSD	USW
Change in the Number of JNC Recognised Supervisors	21	-1	-4	-1	1
Change in Number of Agencies Used	1	-7	-4	-10	-8

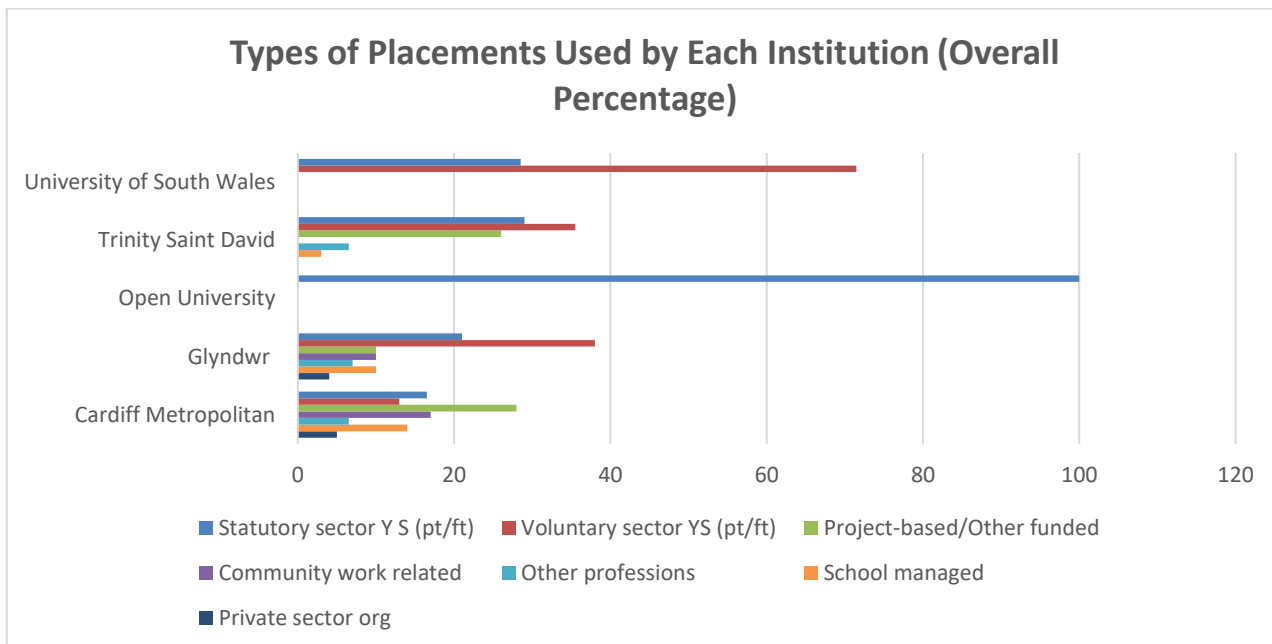
With the exception of Cardiff Met, there has been a further decline of JNC recognised supervisors and placement agencies used. In fact, University of South Wales mentions the issue of placements within its report and is looking at innovative ways to improve access to relevant placements which will include 'in-house' activities.

The proportion of those supervisors with JNC qualifications in relation to the number of students can be better understood within the following chart.



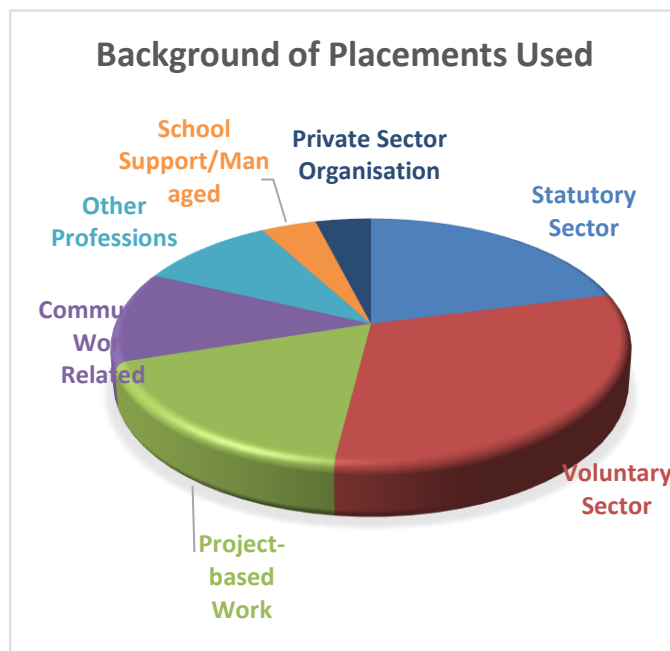
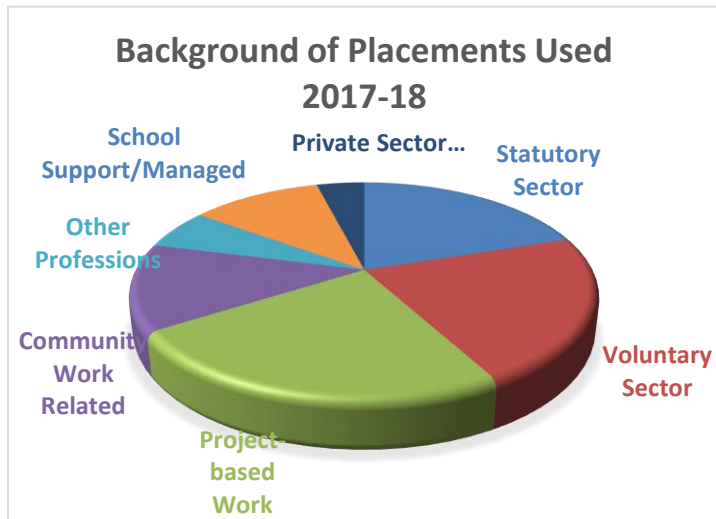
Apart from one university, a high proportion of JNC recognised supervisors are indicated and, institutions state, access is always available to an appropriate supervisor. Generally, students also appear to have access to a good number and range of agencies.

The types of agencies available across each institution can be seen within the following chart.

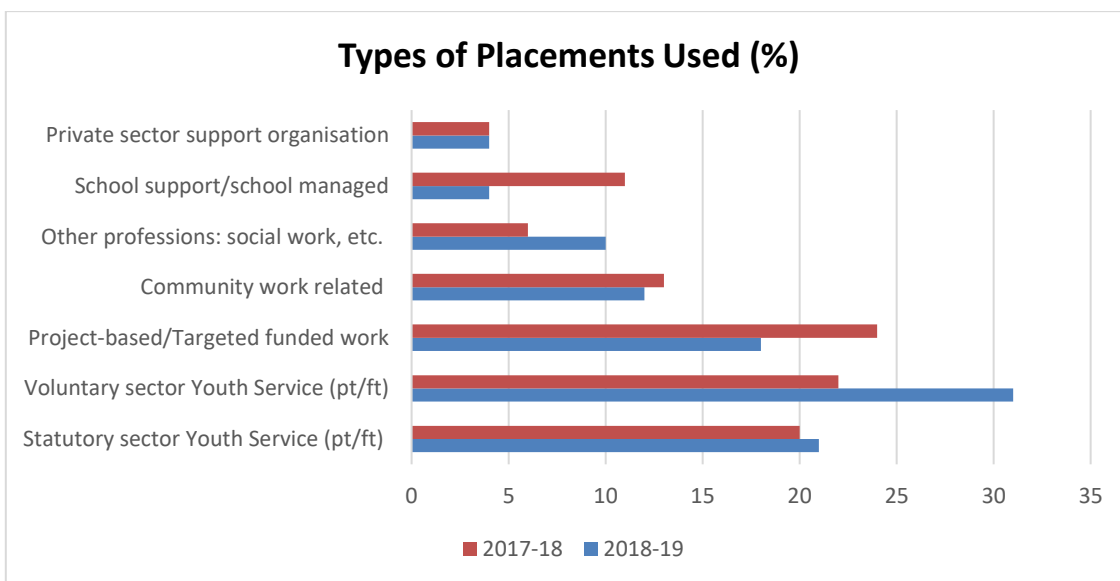


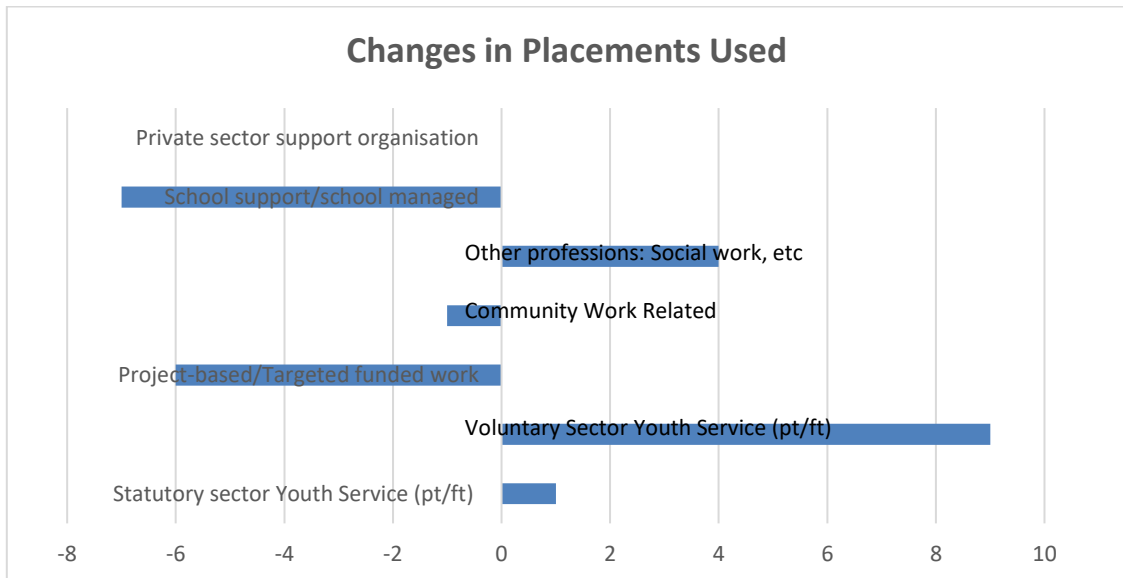
The greater the array of lines would indicate a wider range of youth work opportunities as shown for Cardiff Met and Glyndwr. However, in all cases, the traditional youth services make up the highest proportion of the agencies available.

A wide range of placements continue to be used across a broad spectrum of work with young people. A list of these placements has been made available to the ETS on a separate attachment. The following charts indicate the trend within access to the voluntary and statutory youth sector agencies.



Within the previous monitoring year, access to the traditional youth service sector fell to 42% of the agencies used but this has again risen to over 50% of agencies and stands at 52%. The following charts indicate the specific changes which have take place for each type of agency.





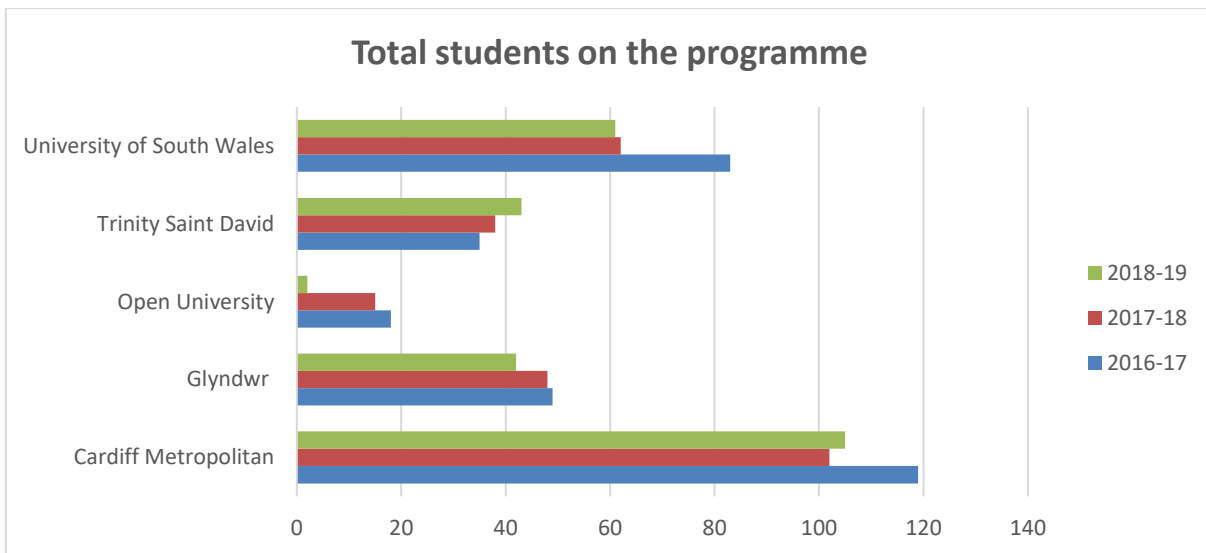
It is clear from these charts that the increase within voluntary youth sector agencies can be seen with the subsequent fall in access to project based and school managed agencies.

There have been a few changes across enrolled numbers since the last monitoring period. The following chart provides a good visualisation of these changes with green displaying an increase in numbers and blue a decrease.

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Number of Agencies	64	65	29	22	6	2	31	21	59	51
Number of Supervisors	77	98	20	26	6	2	20	15	56	48
Number with JNC qualifications	71	92	16	15	6	2	15	14	44	45
Total Students	102	105	48	42	15	2	38	43	62	61

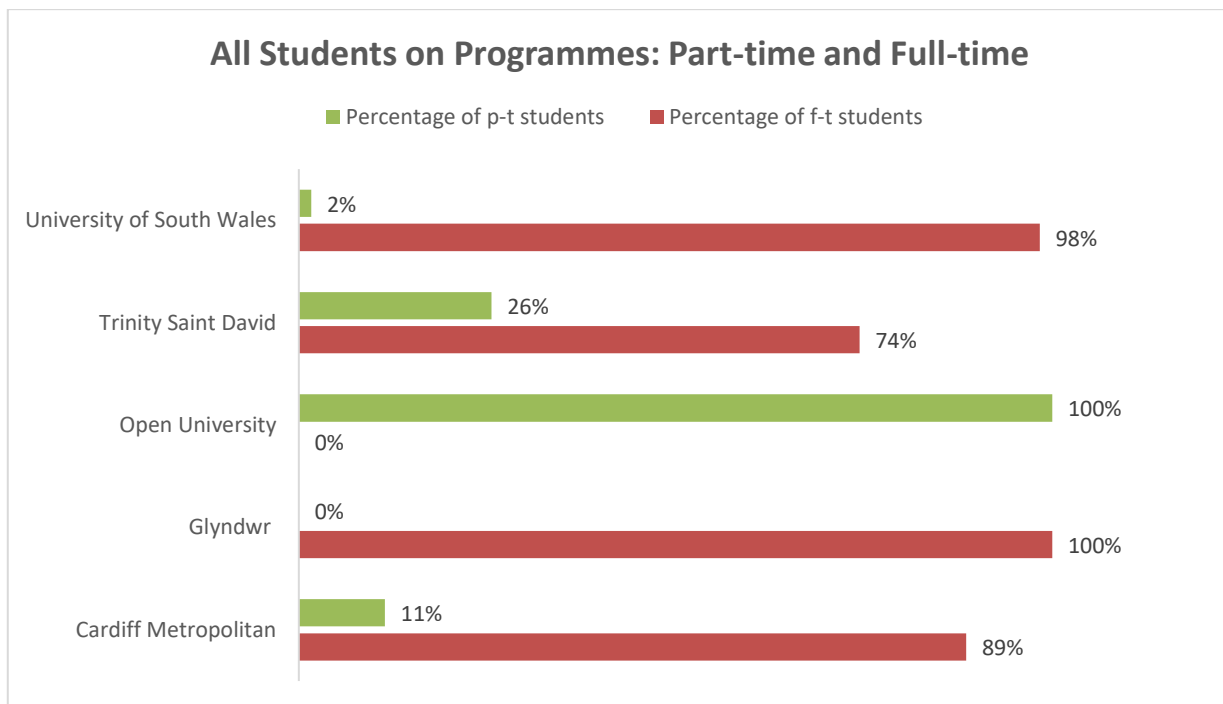
There has been a small fall in the overall number of students on all programmes once again, but this is mainly due to the decline in numbers within the Open University over recent years. Numbers within the other institutions remain relatively stable. Using the breakdown at each level, it is evident that there are changes taking place, but the news is positive with a similar number of students at level 4 and not dramatically different at the other levels. Note that the following chart is a combination of part-time and full-time students which is further analysed later. Whereas numbers within the part-time route were relatively negligible, there has been a resurgence at one institution, but numbers still remain low.

	Cardiff Met		Glyndŵr		OU		TSD		USW		TOTALS	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Level 4	41	35	24	16	1	N/A	17	27	23	26	106	104
Level 5	31	36	14	17	6	1	10	6	22	16	83	76
Level 6	30	34	10	9	8	1	11	10	17	19	76	73
Total	102	105	48	42	15	2	38	43	62	61	265	253



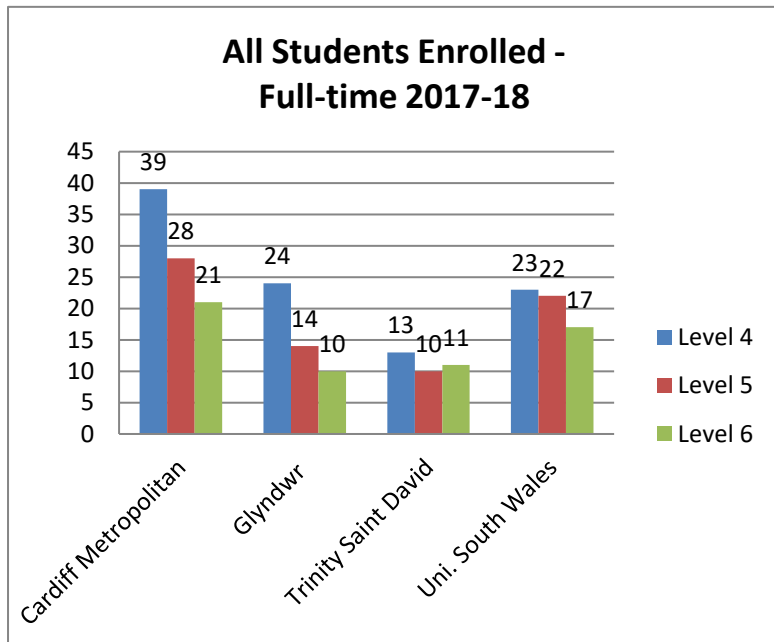
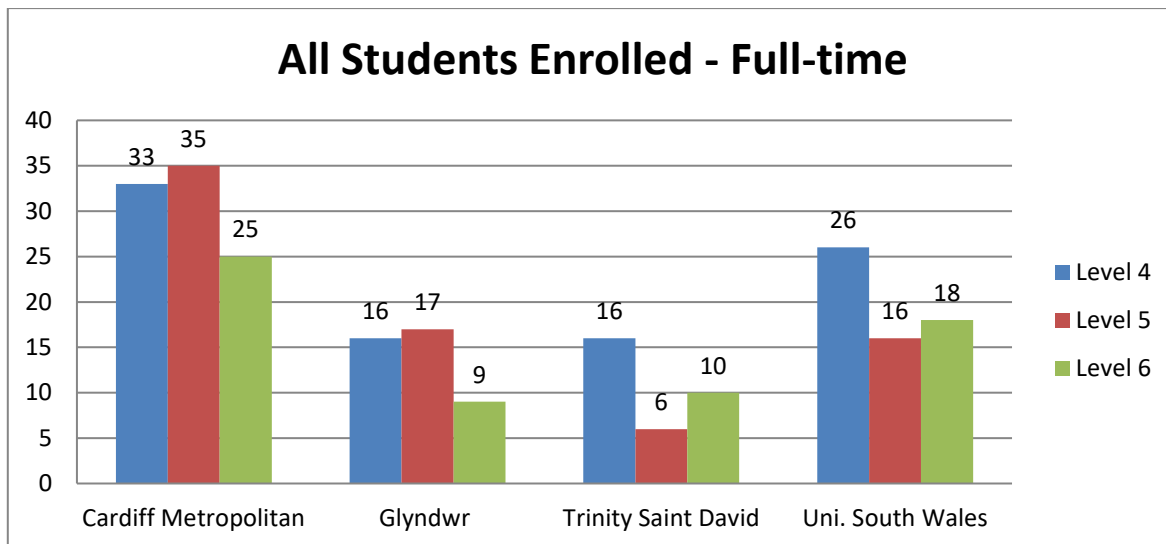
Student Enrolment

This chart shows the study mode of all students on the programmes delivered within Wales.



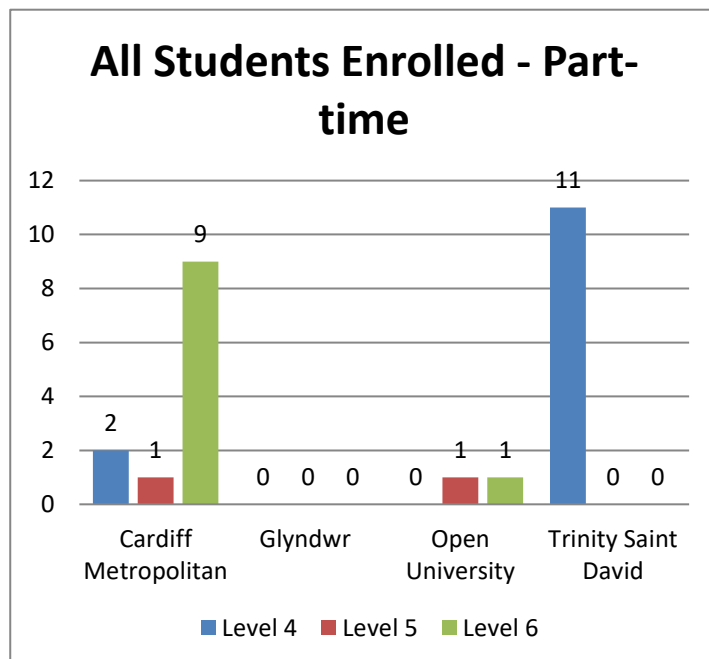
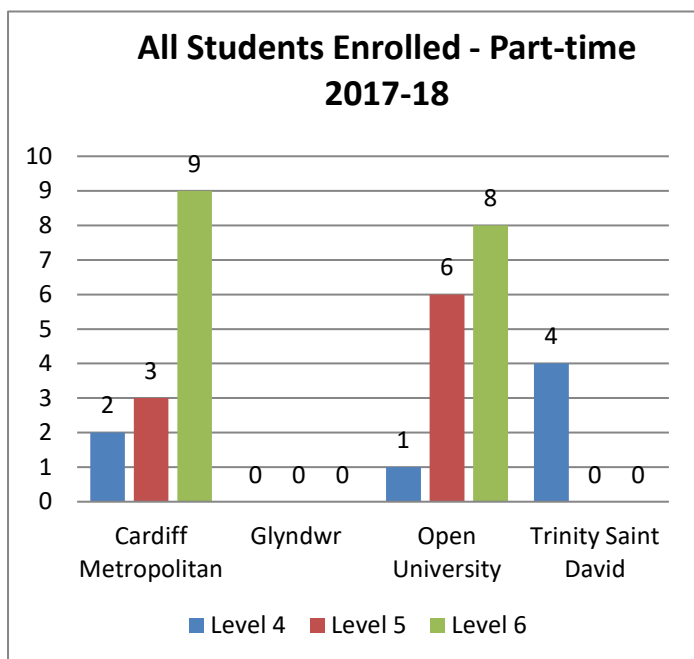
The decline in the numbers of part-time students was mainly as a result of the Open University ending its programme, although other institutions have seen a significant shift to a full-time mode. However, this year, Trinity Saint David has seen an increase of part-time recruitment from 11% to over a quarter of its student intake. A large proportion of OU students were from the south west Wales, so this increase may well be as a result of accessing these students, as Trinity Saint David offers a part-time route via Monkton Community School in Pembrokeshire.

Looking firstly at the full-time students.



Generally, for a programme to retain a balance on its student numbers, you may expect to see the higher numbers in the earlier years. This allows for the inevitable drop out as a result of failure, withdrawal or life issues. The profile is not as clear as the previous monitoring year but that may be due to unexpected falls as can be seen. For example, the 23 students at level 4 for the University of South Wales at the start of 2017, results in only 16 students at level 5 at the commencement of 2018.

A similar profile would be expected for part-time students, but this is not as straightforward due to the smaller numbers involved and the extra time required to complete each level.



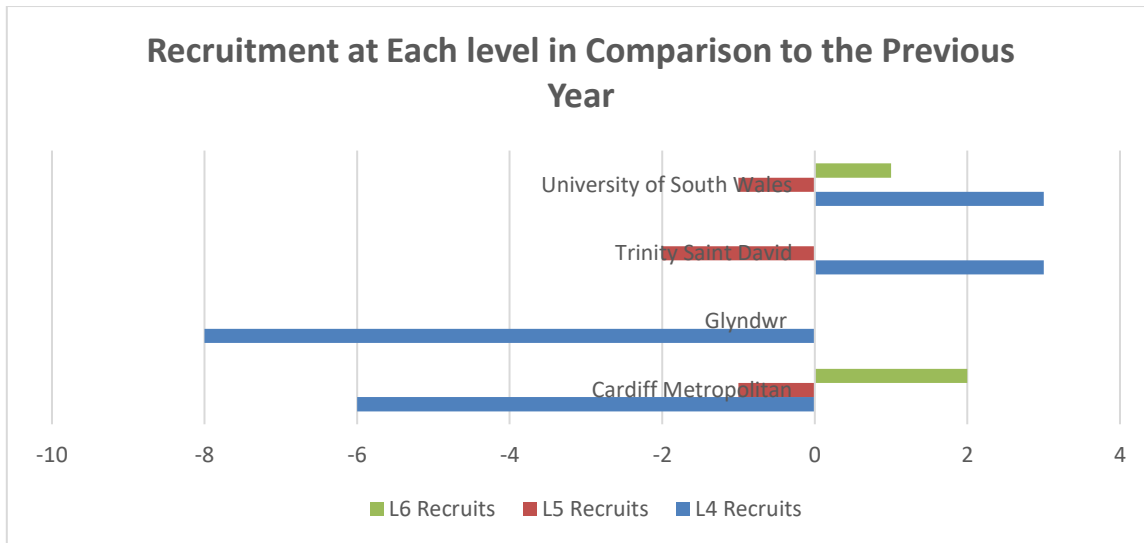
In the previous monitoring year, it was expected that part-time students would decline significantly after the current cohort at level 6 have completed studies. However, Cardiff have retained their level 6 students and the increase in level 4 students at Trinity has prevented any major fall at this time.

Analysis of New Recruits across All Programmes

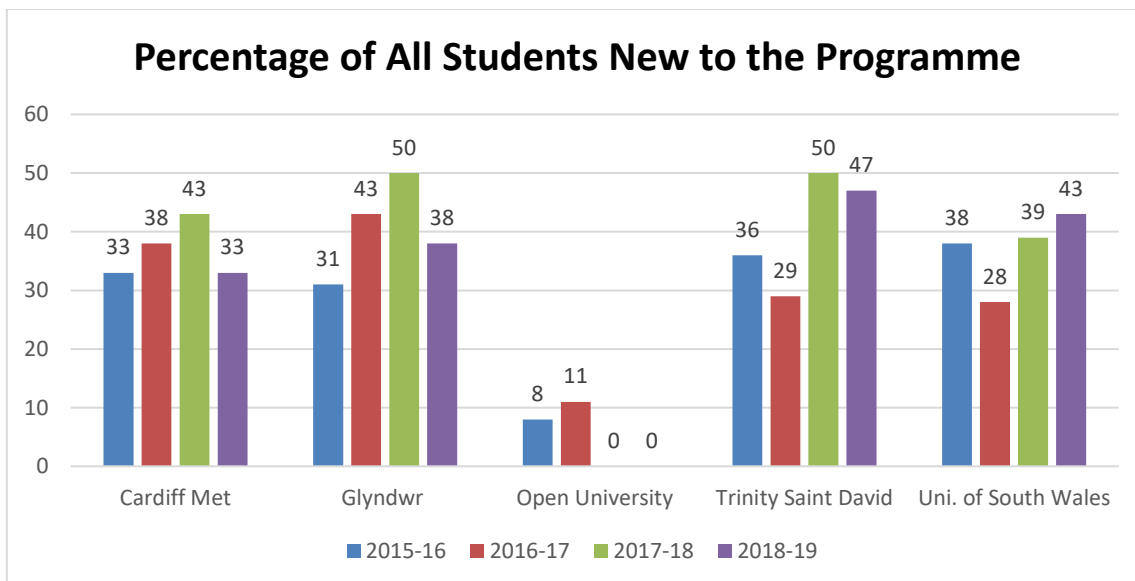
The following chart shows how recruitment has changed over the last three years.

	Cardiff Met			Glyndwr			Open University			TSD			USW		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
New Recruits at Level 4	42	41	35	21	24	16	2	0	0	10	17	20	22	23	26
New Recruits at Level 5	3	2	1	0	0	0	0	0	0	0	2	0	0	1	0
New Recruits at Level 6	0	1	3	0	0	0	0	0	0	0	0	0	1	0	1
Total New Recruits	45	44	39	21	24	16	2	0	0	10	19	20	23	24	27

The change is best illustrated using the following chart showing an overall increase in recruitment. However, very few new students are being recruited at level 5 and level 6, with only 6 students in total within 2016-17 and 5 students within this monitoring year.



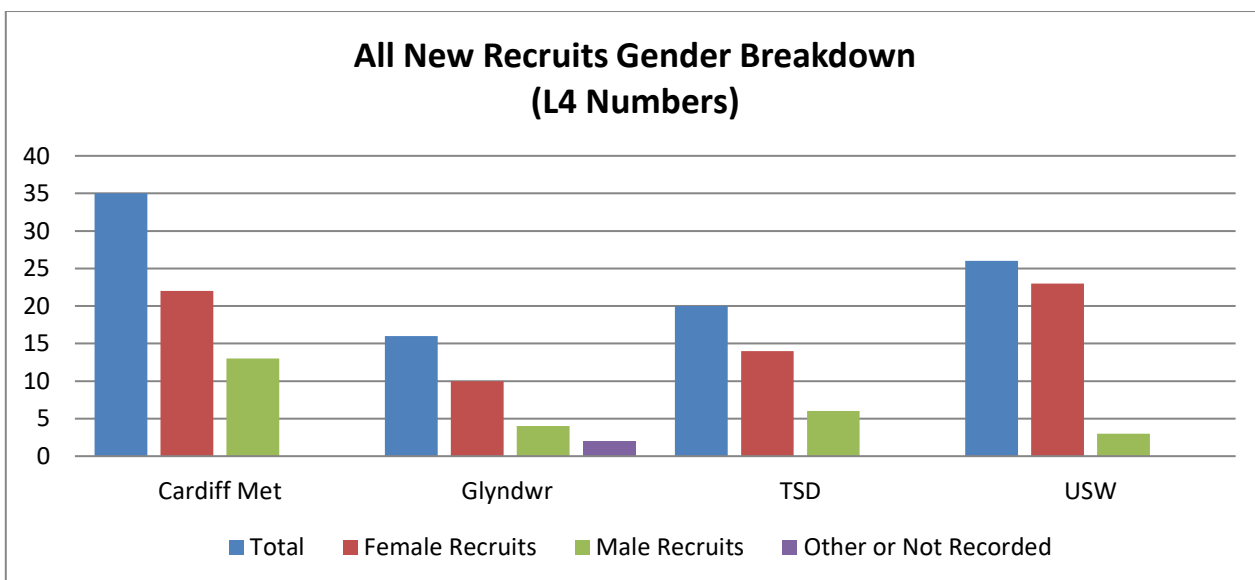
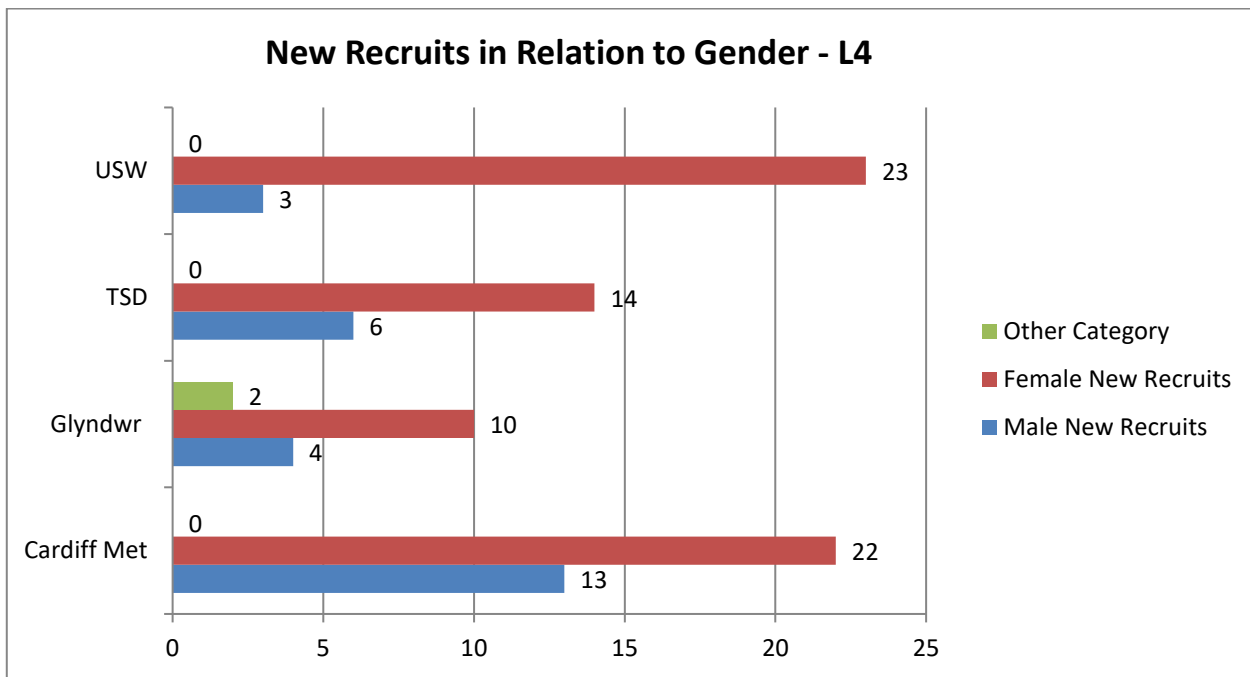
There has been a fall in recruitment within Cardiff Met and Glyndwr at level 4 which has not been matched with increases at other universities. Overall, recruitment has declined by about 9% on the previous monitoring figures but remains similar to the numbers recruited within 2016-17.



Although the trend shows the percentage of students new to the programme is falling, statistically, as long as a programme has at least 33% then it will maintain its numbers. However, due to ‘drop out’, this percentage will need to be higher.

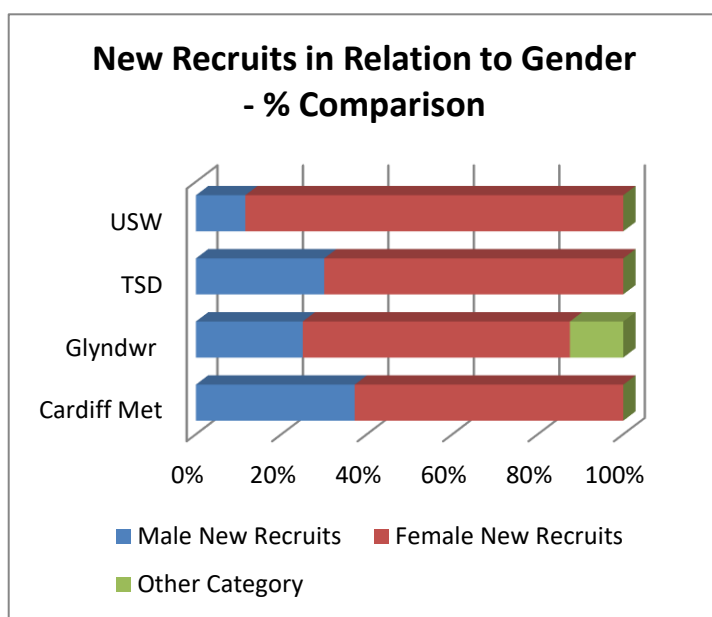
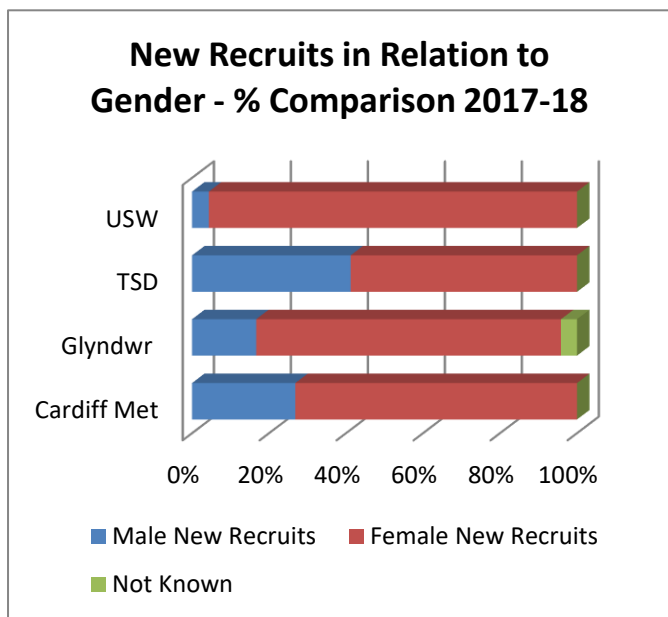
The new recruits can be further analysed under gender, age group and entry qualifications. As the numbers are small at level 5 and 6, the analysis breakdown is based only on level 4 students.

Gender Breakdown:



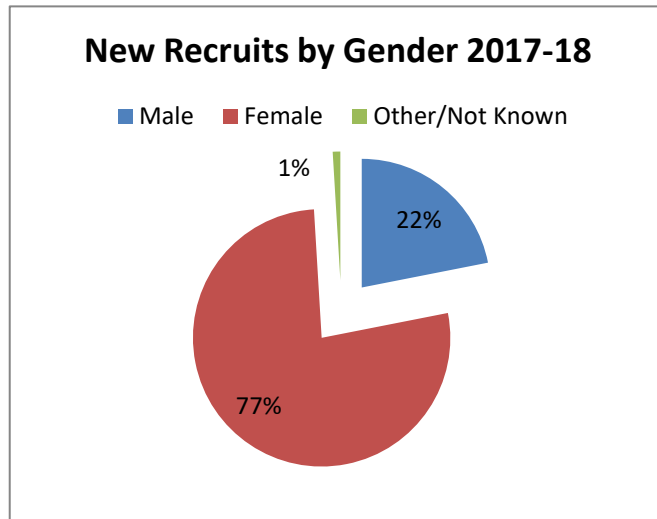
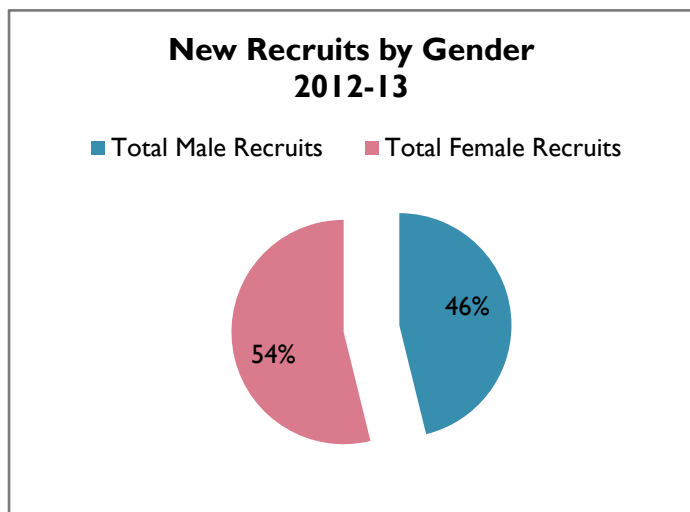
All programmes continue to show a higher number of female recruits as indicated within previous monitoring periods. This is very evident within the programme at the University of South Wales.

The trend can be more clearly shown through a percentage relationship.



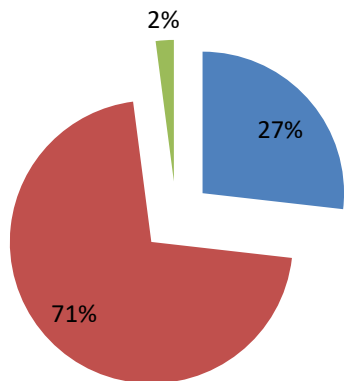
However, we have seen a small increase in the numbers of male recruits from 23 to 26 students, due mainly to the Cardiff Met increasing its percentage of male recruits. This provides a higher overall percentage on a falling recruitment base.

The change within the gender profile can be clearly seen within the following charts.



New Recruits by Gender - L4

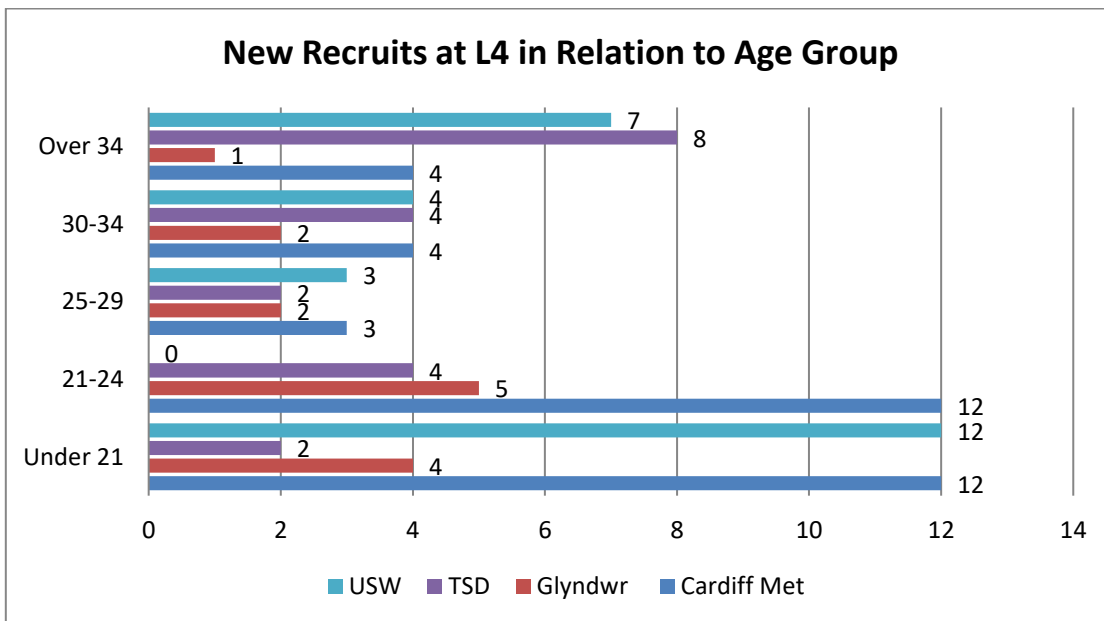
Male Female Other/Not Known



The chart for the current monitoring year shows the recruitment of male students being just over a quarter of the cohort. However, the decline of each monitoring period has been reversed for the first time.

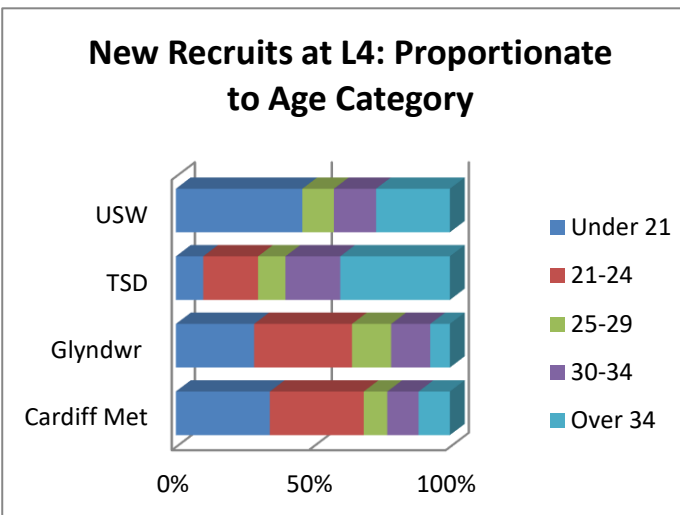
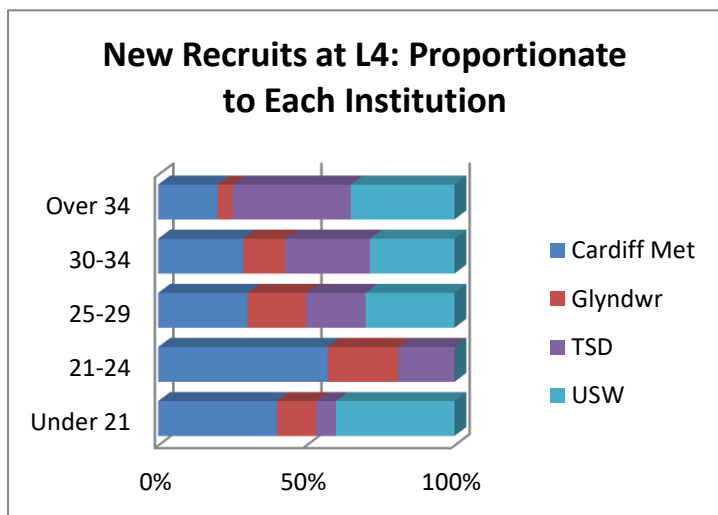
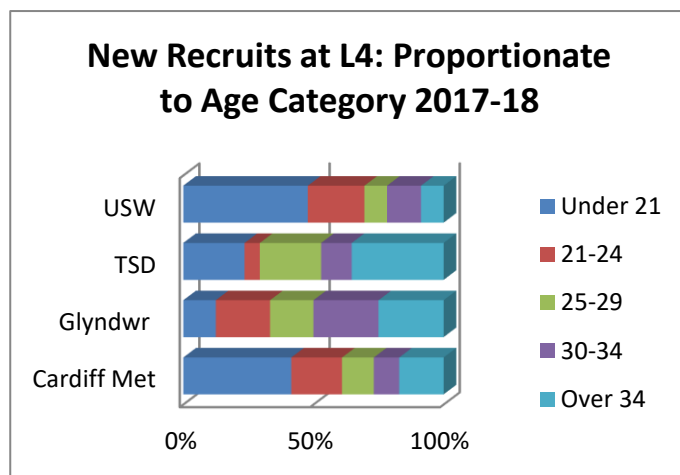
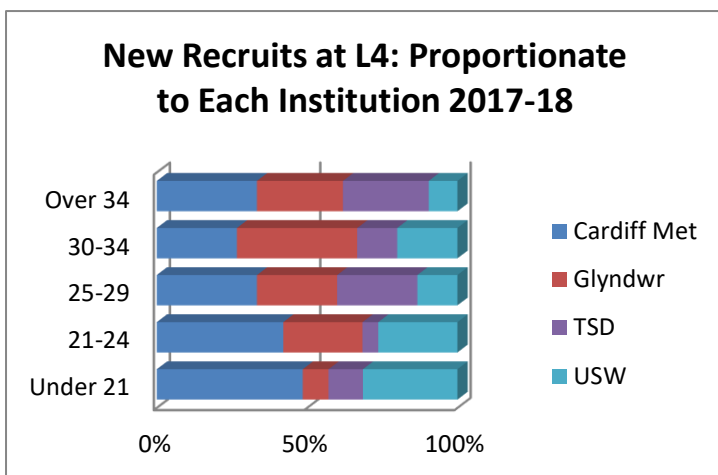
Age Breakdown: Looking at level 4 students only, the following information is available regarding the age profile of the students.

New Recruits at L4 in Relation to Age Group

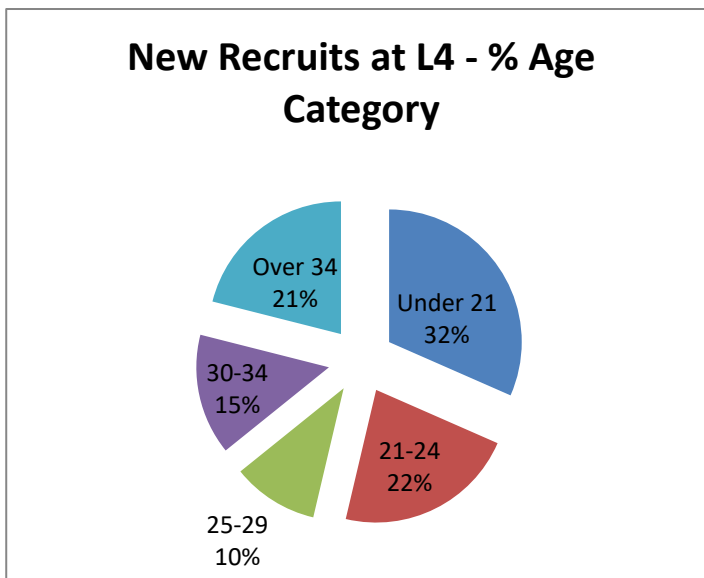
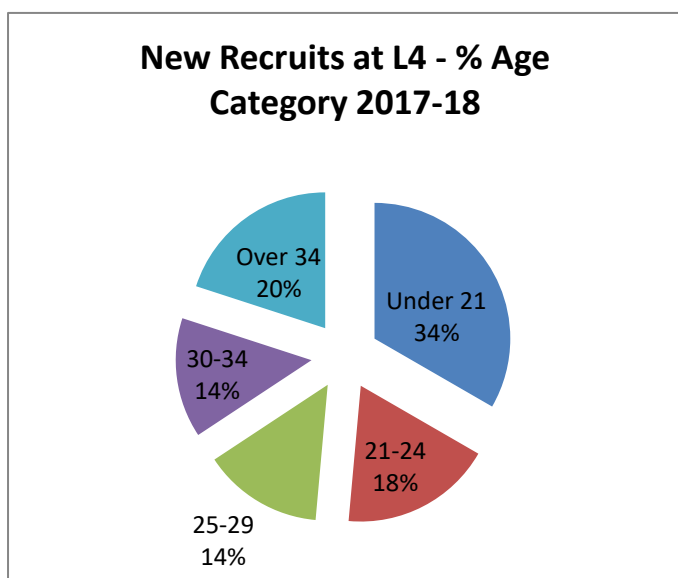


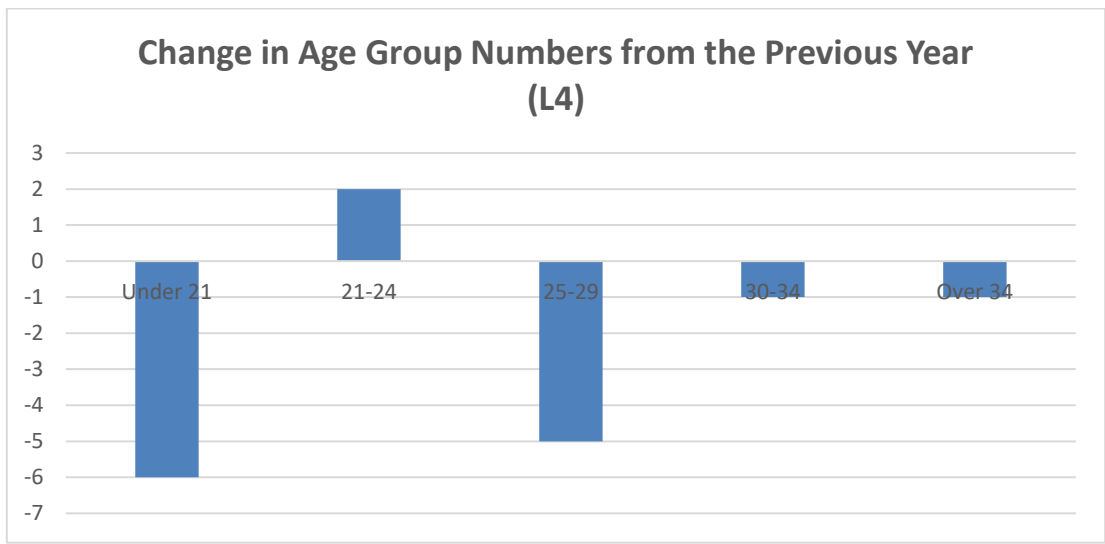
As in previous years, Cardiff Met have a greater proportion of new recruits within the 24 years and under categories, whereas there is a higher proportion of the students within the over 25 years categories to be found at Trinity St. David and the University of South Wales has recruited strongly within these categories.

This can be better seen within the proportion comparison across each group.



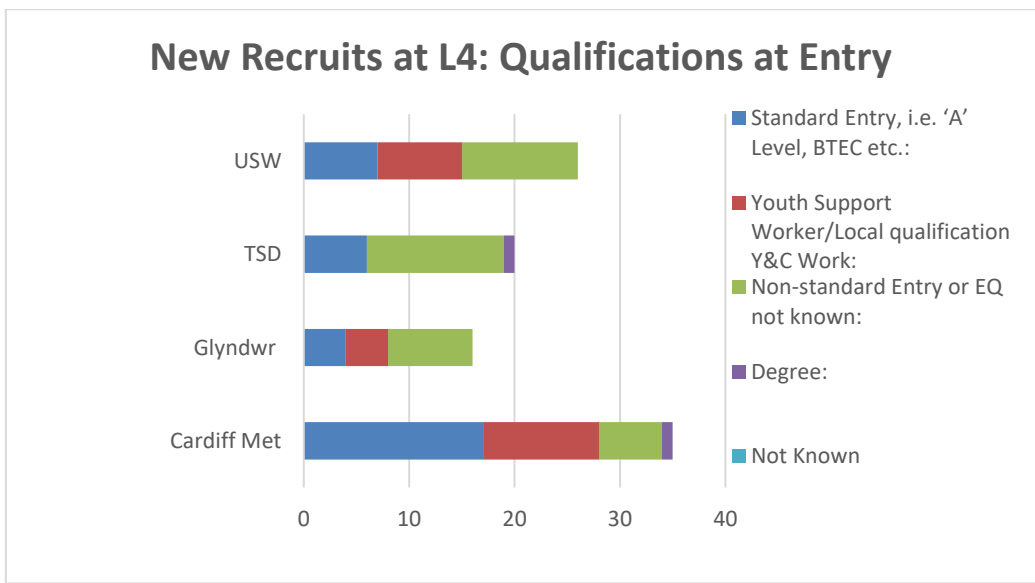
The following charts track the changes within the overall position since the previous monitoring period.



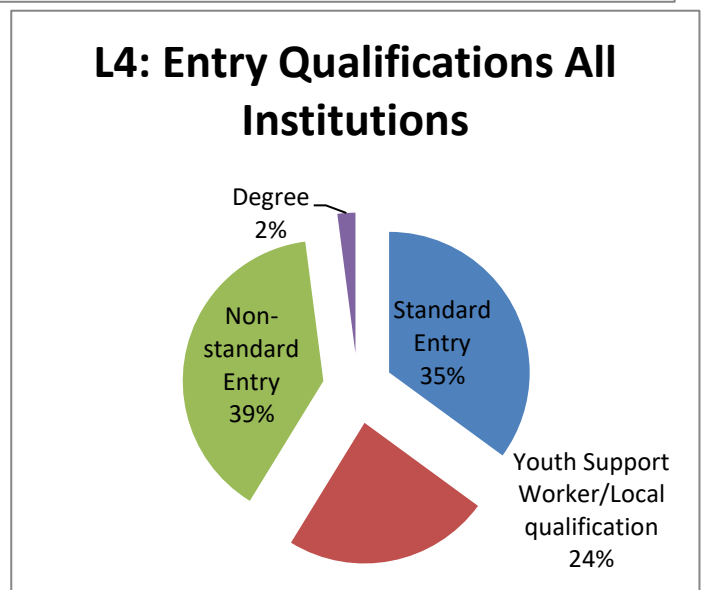
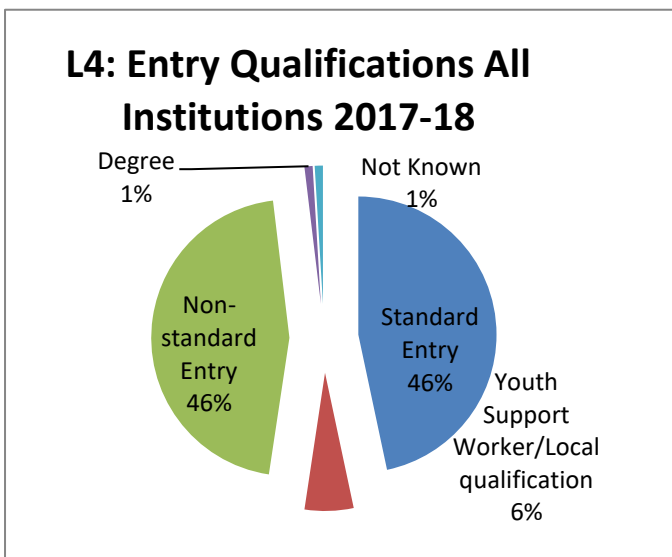
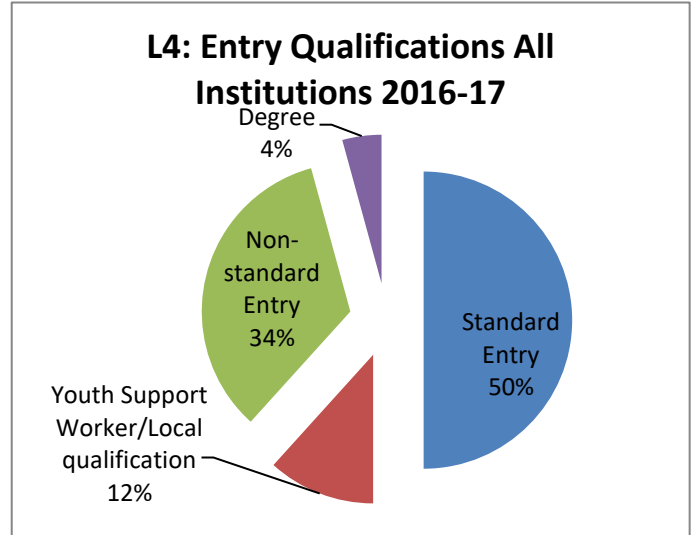
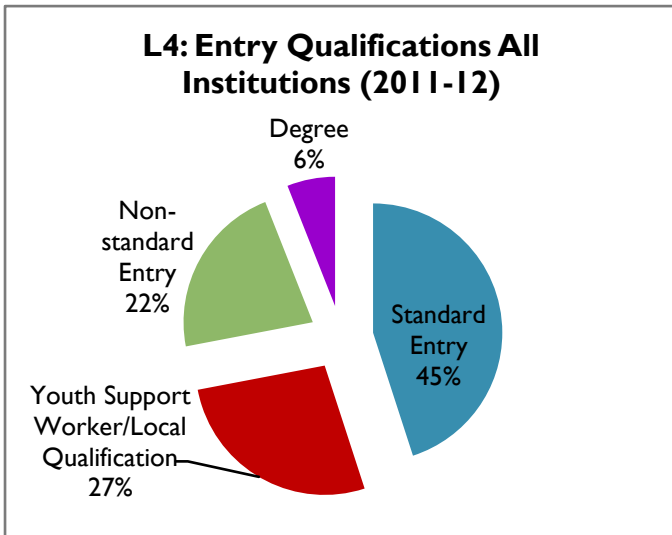


The percentage of students recruited within the under 25 years categories has increased by two percentage points, but this is as a result of decreases within every category in the higher age groups.

Qualifications Breakdown: The following charts review the qualifications on entry of students recruited to all programmes.



On initial viewing of this chart it appears that standard and non-standard entry covers a sizeable proportion of the students being recruited, this fails to fully show the trend within all the other categories. Comparing entry qualifications with previous years, it is possible to see how this has changed.

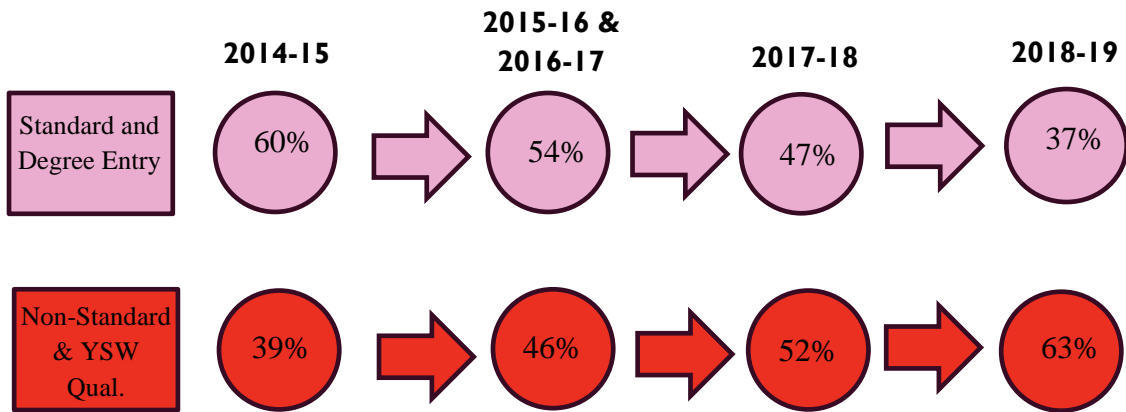


'Standard entry' is at the smallest proportion for new recruits since this monitoring began and now there is a significant increase of students gaining entry with the Youth Support Work qualification. Also, as it was possible that standard entry recruits may also have an initial youth work qualification, information on students entering with the youth support worker qualification was requested and is shown in the table below.

	Cardiff	Glyndwr	TSD	USW
Students with the Youth Support Qualification at entry	11	4	3	8

Once again, Trinity St. David have provided a greater number of students with the qualification at entry than shown within the recruitment data but work needs to be done to interrogate the data across all institutions to check its validity.

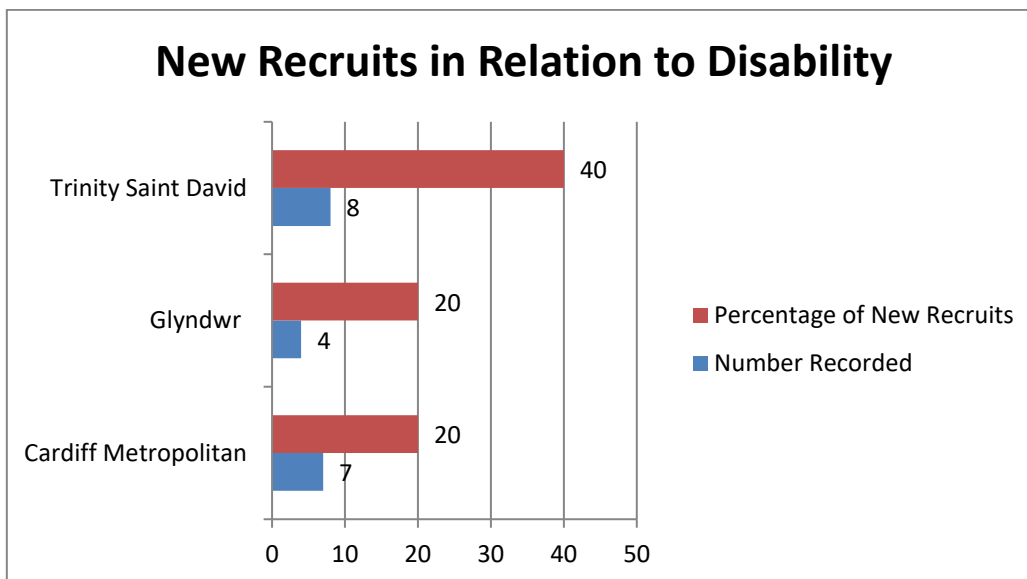
The change within Entry Qualifications over last 5 years is provided within the following diagram:



In 2017-18 the number of recruits gaining entry through standard qualifications fell below 50% for the first time since the monitoring period 2011-12. This trend has continued with standard and youth support qualifications now making up a substantial proportion of students gaining entry. The reasons are not clear but may be due to a wider number of workers having a requirement to gain the qualification within professionalisation and requirements to register with the Education Workforce Council, and a higher proportion of older students on programmes.

Further Analysis of New Recruits to Programmes

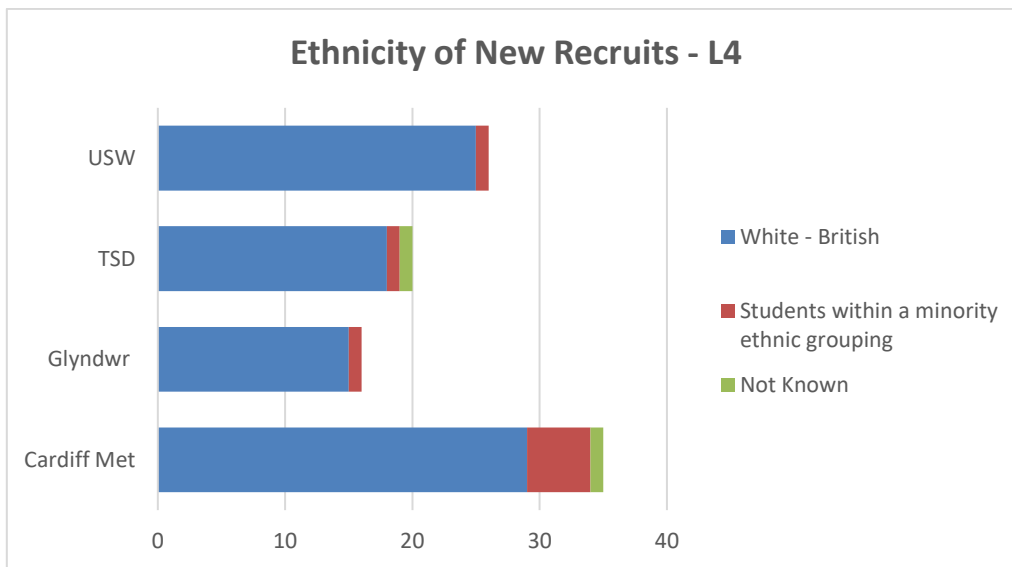
The following information has been made available regarding new recruits reporting some form of disability at entry.



University of South Wales indicated no students with a disability

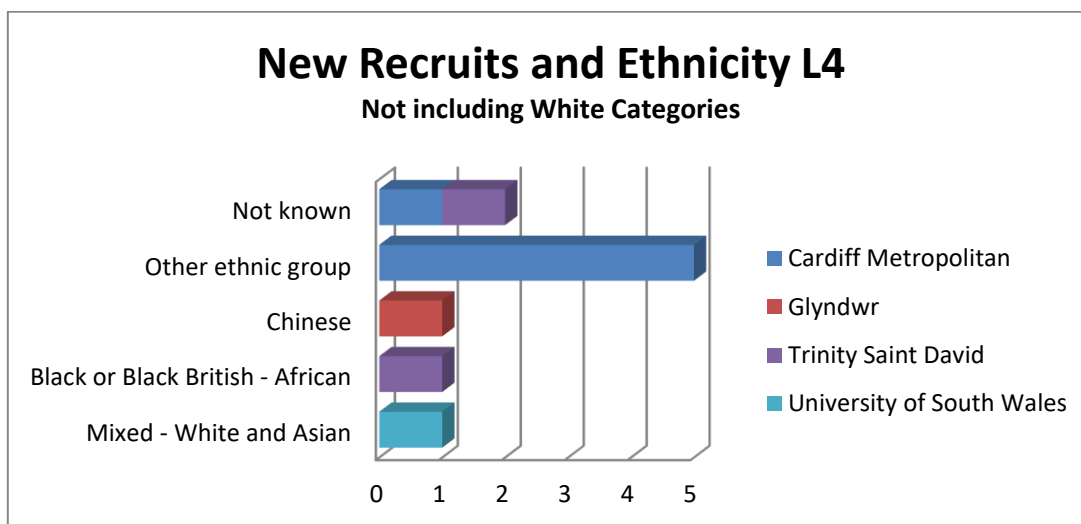
As in previous monitoring years, the percentage of new recruits with a disability appears high. It is not clear how well these needs may be met for the student and how programmes may be amended to meet these needs,

For ethnicity the charts indicate, as in previous years, that only a relatively small number of students are drawn from a minority ethnic group, but the picture continues to show less diverse recruitment.



However, there has been an increase in the numbers and percentage of recruits indicating a minority ethnic background. If the ‘unknown’ students are included, recruits with a minority ethnic background make up just under 10% of the total recruits which has gone up from 5% and is on par with the monitoring year 2015-16.

The ethnic background of the students on the programme in 2017-18 was 3, excluding the unknown category. For this monitoring year, there are only three recruits within define ethnic categories and further questions need to be raised regarding the high proportion within ‘Other Ethnic Group’.



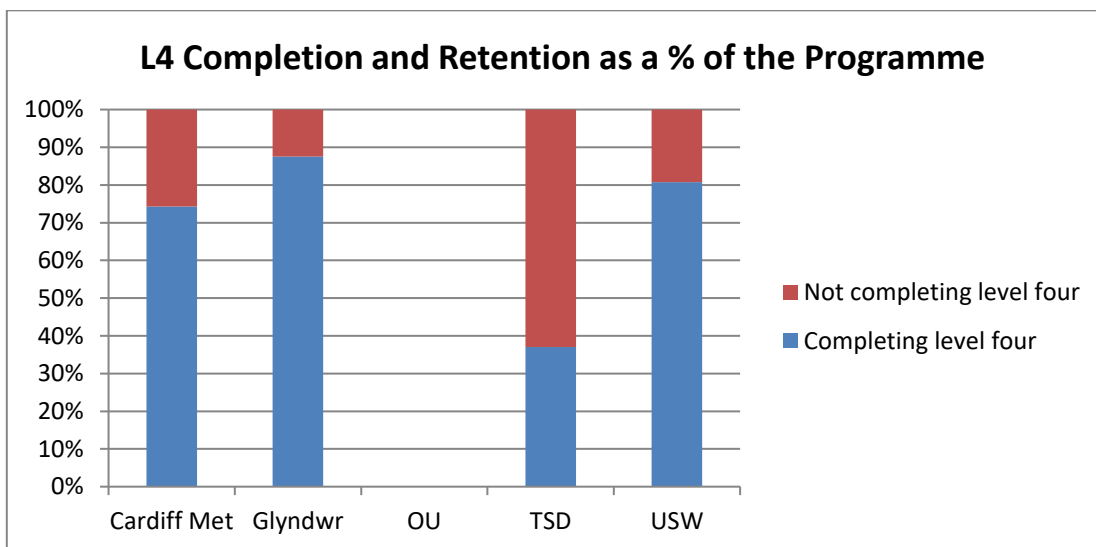
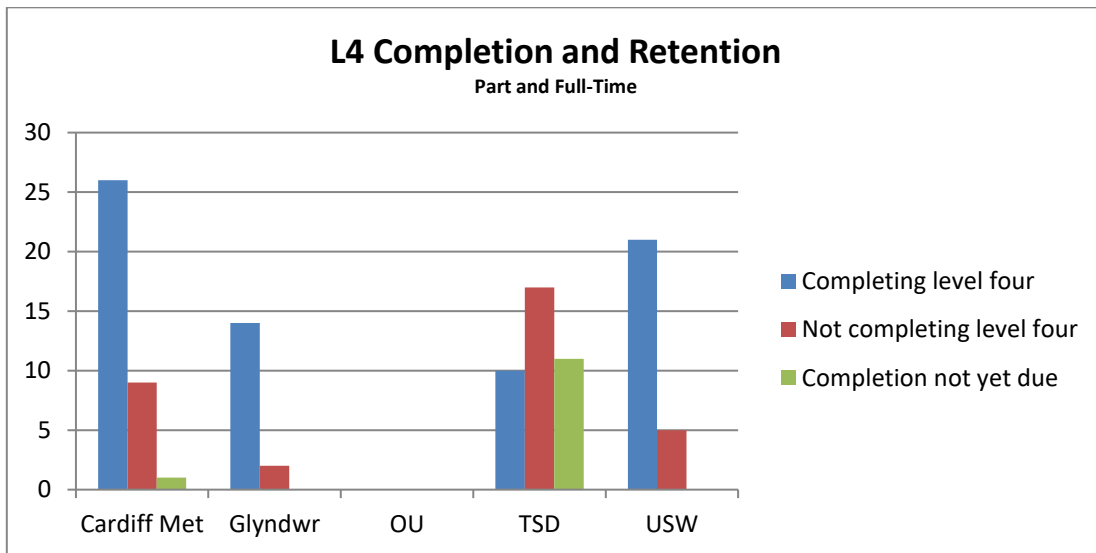
Welsh Language: There has been very little change in this area as shown in the following chart.

Numbers of students who were able to conduct the course using the Welsh language	Cardiff Met	Glyndŵr	OU	TSD	USW
General conversation e.g. group work	0	3	0	4	0
Making Presentations	0	0	0	0	0
Written assignments	0	0	0	0	0

This shows a similar picture within Trinity Saint David and Glyndwr as in the previous monitoring year. However, as in previous monitoring periods, there are no students making presentations or producing assignments using Welsh.

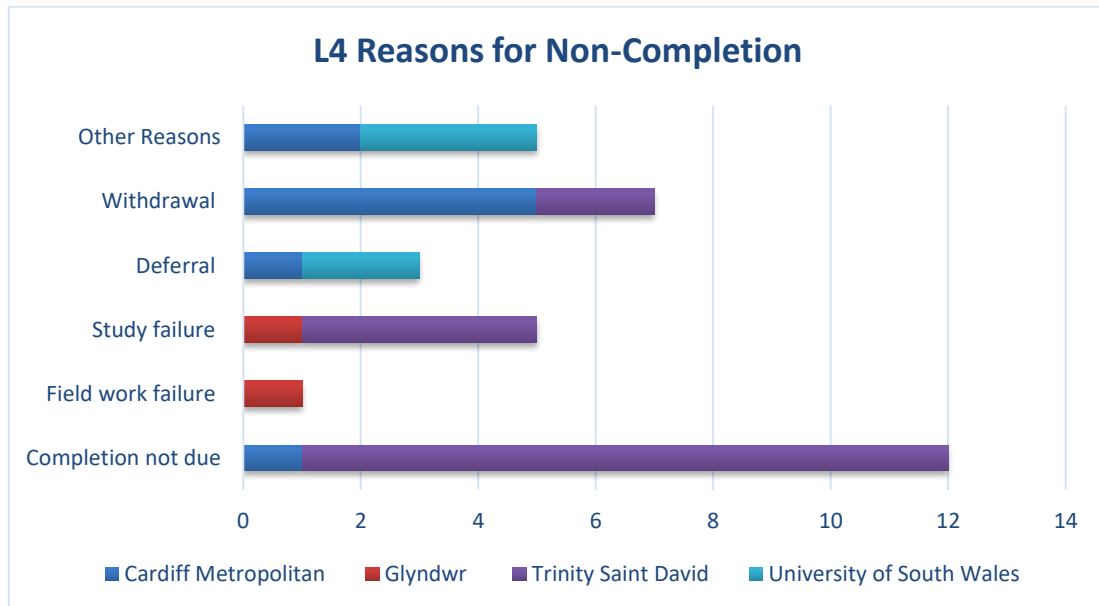
Retention and Completion of Students

Level 4



Although Trinity Saint David show a high proportion of students not completing, this is a result of a number of part-time students who are not due to complete. Overall, this is far lower than the previous years which, during the 2016-17 monitoring year, showed in the region of 40% non-completion rate for Cardiff Met, Glyndwr and Trinity St, David.

The following chart provides the reasons for non-completion across each university.



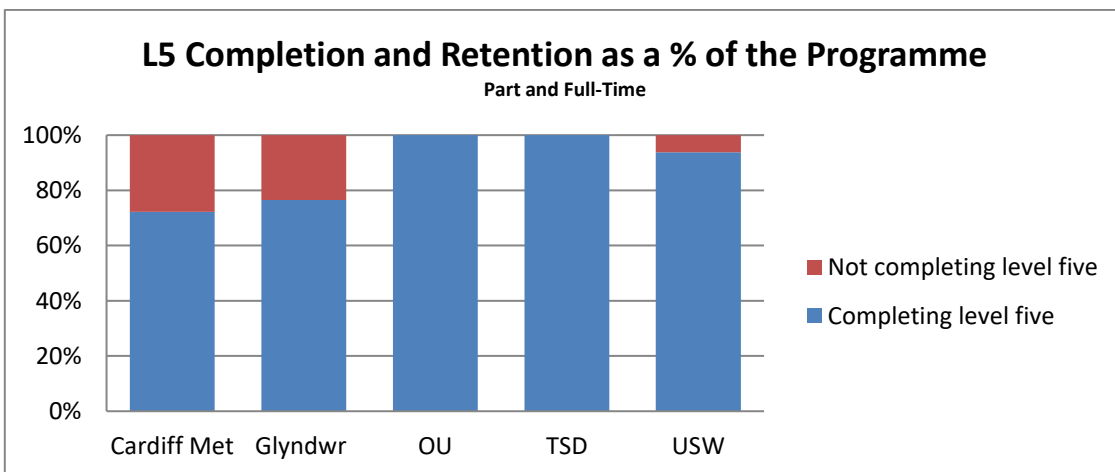
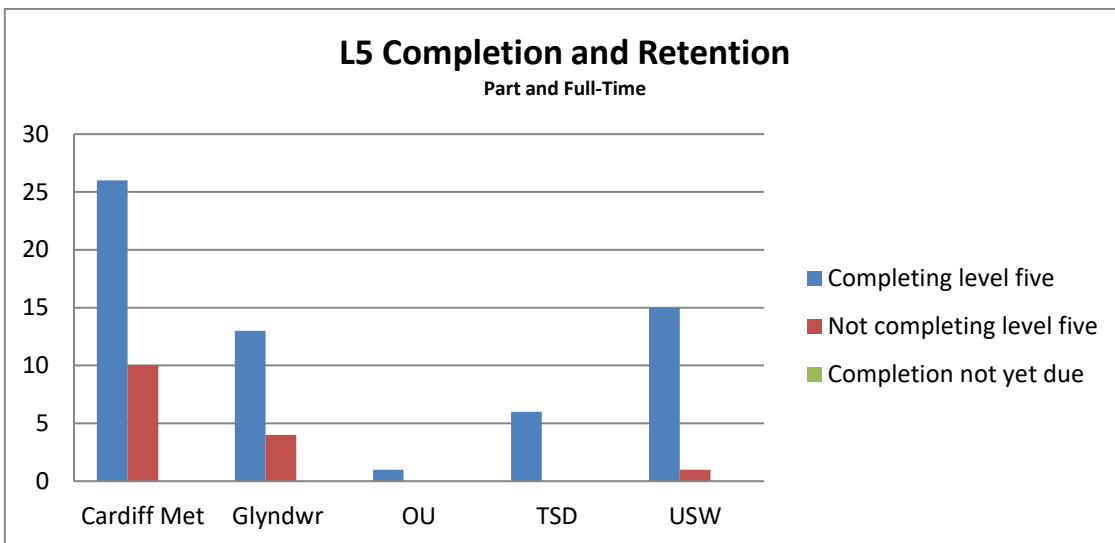
There are fewer students falling into these categories than the previous monitoring period and withdrawal/deferral numbers have gone down from 17 to 10 students. Study failure has also gone down from 8 students. Not all 'other reasons' were specified but one included the retake of several modules at level 4.

It had been noted that completing students did not always progress, so the universities were asked to indicate the number of students not progressing to the next level if this was known.

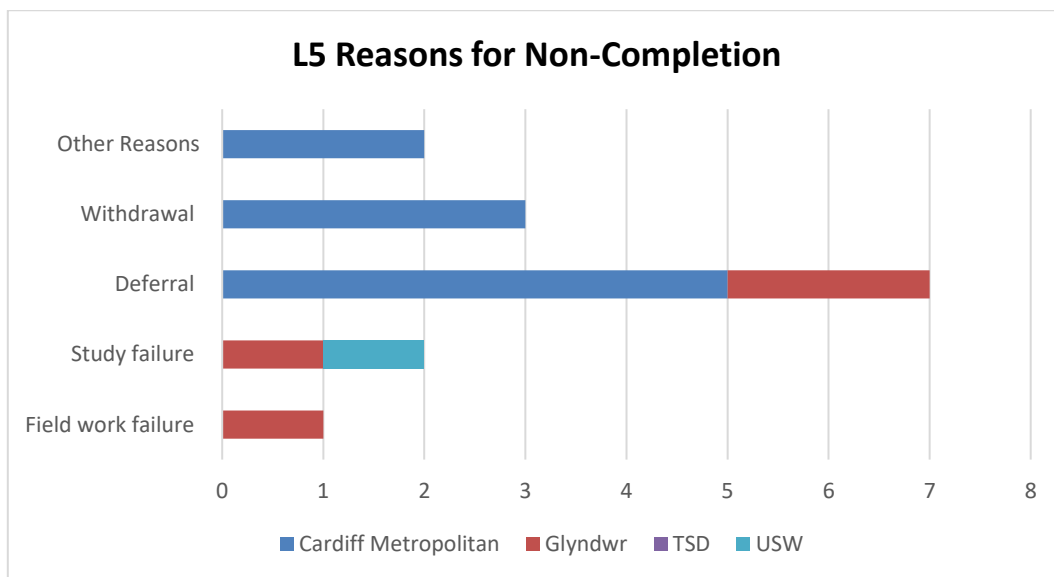
	Cardiff Met	Glyndwr	TSD	USW
Number completing L4 and proceeding to L5	25	13	10	18
Number completing L4 but NOT proceeding to L5	1	1	0	3

During the previous monitoring year, there were six students shown as not proceeding to the next level. The reason for not progressing for completing students is not known as the information was not requested.

Level 5



The position at this level is broadly similar to the previous year but showing a small improvement.

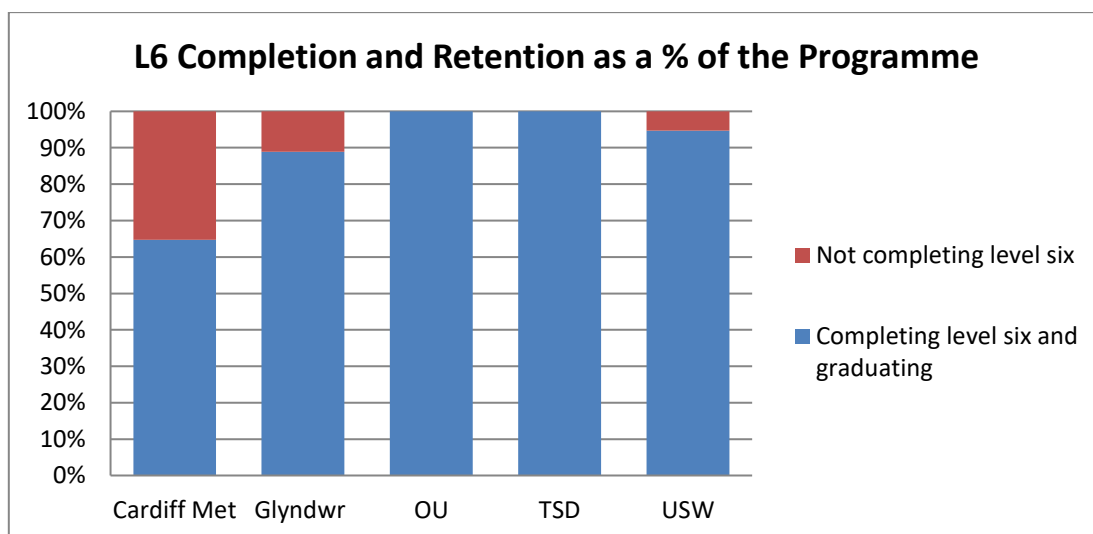
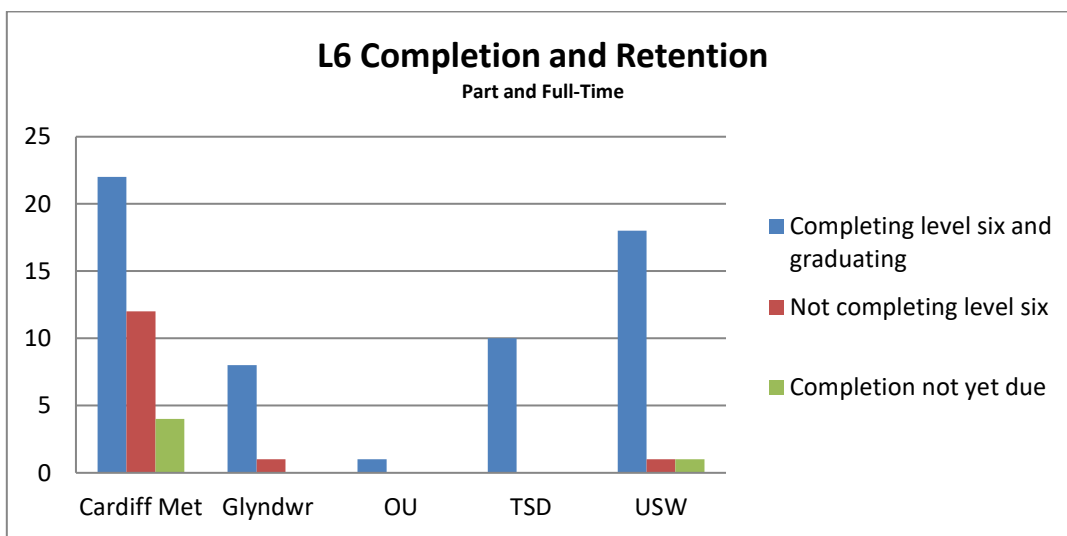


University of South Wales only have one student falling within this category and the overall the study failure rate has fallen from six to two students. Other reasons indicated relate to the retaking of several modules.

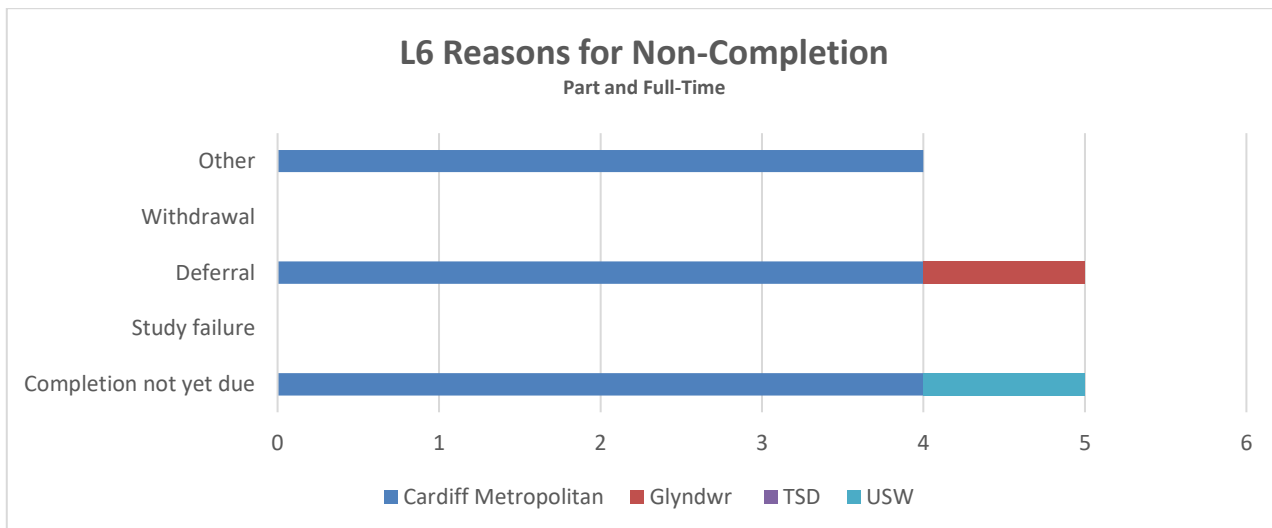
Within the previous monitoring year there was only one student indicated has not proceeding but this has gone up to 4 students.

	Cardiff Met	Glyndwr	OU	TSD	USW
Completing L5 and proceeding to L6	25	11	0	6	15
Completing L5 but NOT proceeding to L6	1	2	1	0	0

Level 6



The figure for non-completion is similar to the previous year, down from 16 to 14 students. However, 5 students are within a part time route and completion is not yet due.



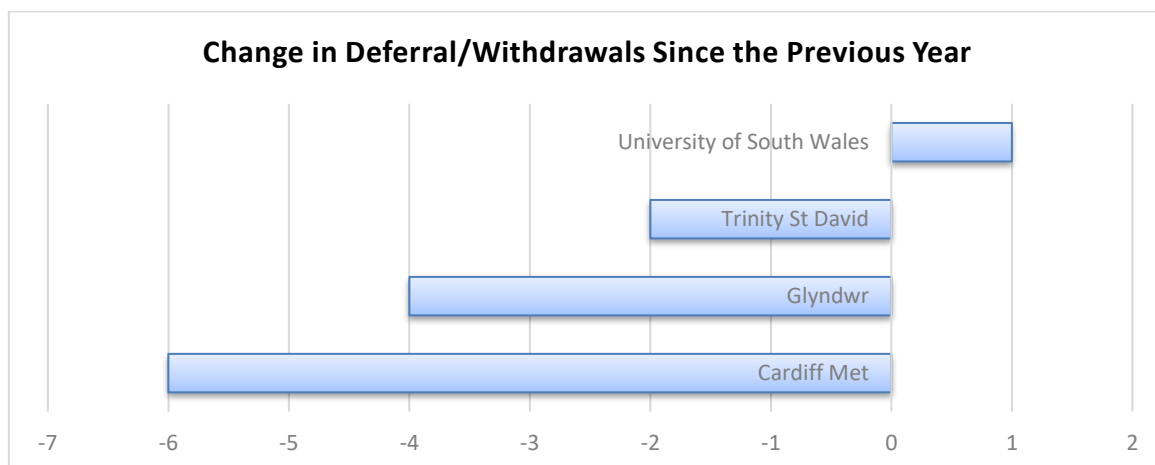
Other reasons include retrieval due to mitigating circumstances.

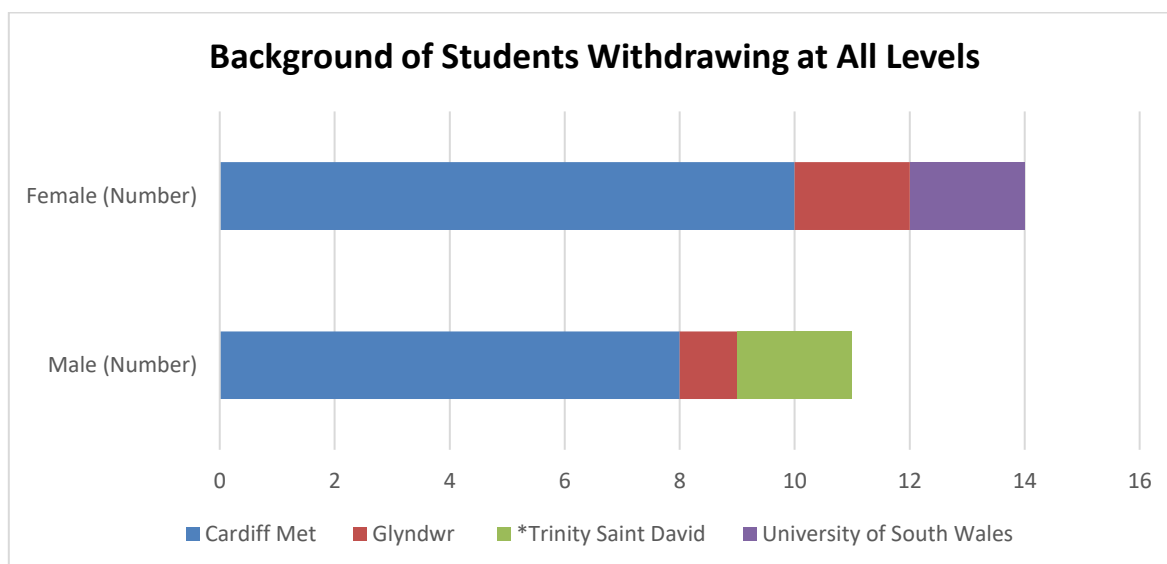
Withdrawal and Deferral of Students

	2011-12	2012-13	2014-15	2015-16	2016-17	2017-18	2018-19
Withdrawals	19	23	11	23	11	12	10
Deferrals	9	17	7	18	8	24	15
Total	27	40	18	41	19	36	25
Study Failure			14	13	20	17	7

2018-19 Breakdown by Level	Withdrawals	Deferrals	'Other' Specified Reasons
Level 4	7	3	5
Level 5	3	7	2
Level 6	0	5	4
Total	10	15	11

Deferrals have gone down considerably on the previous year and this is the lowest study failure rate recorded during any monitoring period.





*Clarification on this figure has been sought

Overall, the numbers shown within the withdrawal and deferral categories have gone down on previous levels. Although the numbers of male students are smaller than for the female students, males only make up a quarter of all students. Proportionally, therefore, this is a very high rate for this group. It was indicated that one student within this number is a Welsh speaker and all are from a white British background apart from one student’s ethnicity being unknown.

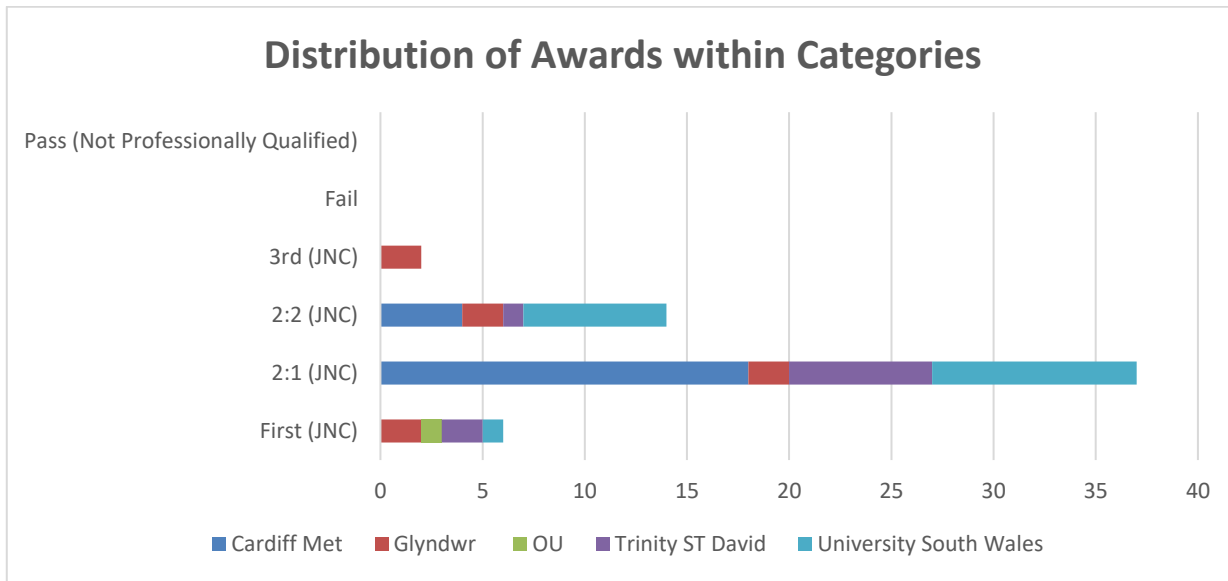
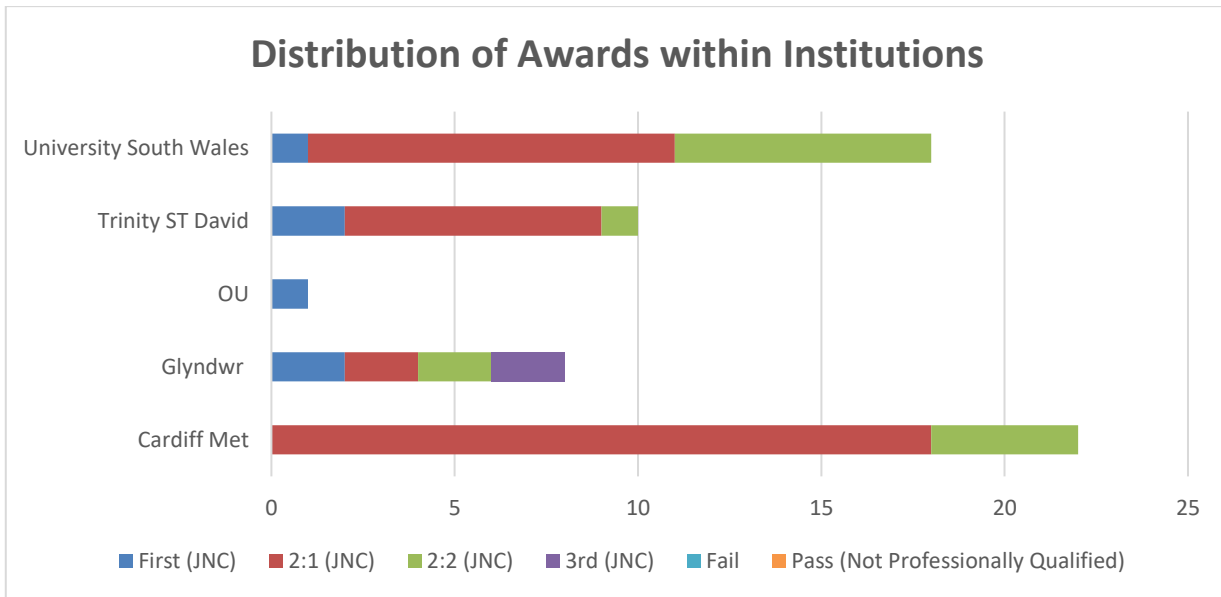
The following chart gives a broad indication for the reasons why students may have left the course during the academic year 2018-19 which is based on numbers as well as the personal perspective of the institution. Green shows a low category, amber a medium category, red a high category and the shaded area where it was indicated as not relevant.

	Cardiff Met	Glyndwr	OU	TSD	USW
Work/life balance	Grey	Amber	Grey	Grey	Amber
Health issues	Red	Red	Grey	Red	Red
Financial reasons	Green	Green	Grey	Green	Green
Employment changes	Green	Green	Grey	Grey	Grey
Demands of a caring role	Green	Amber	Grey	Amber	Amber

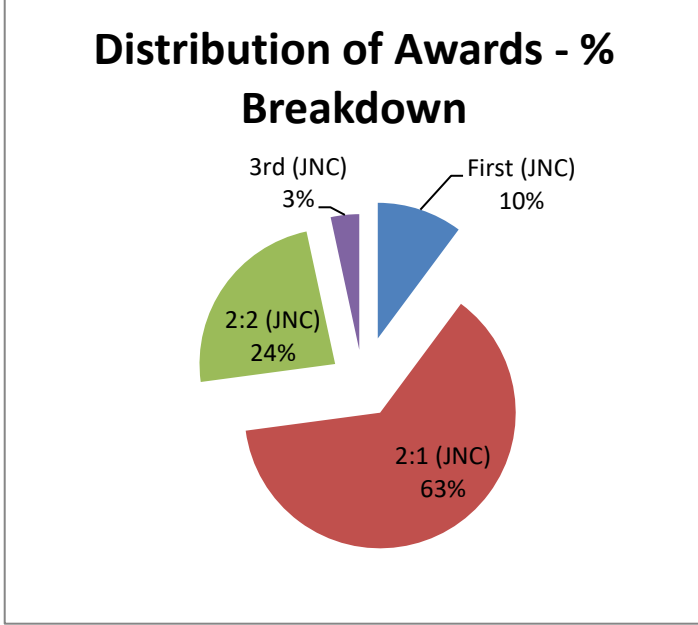
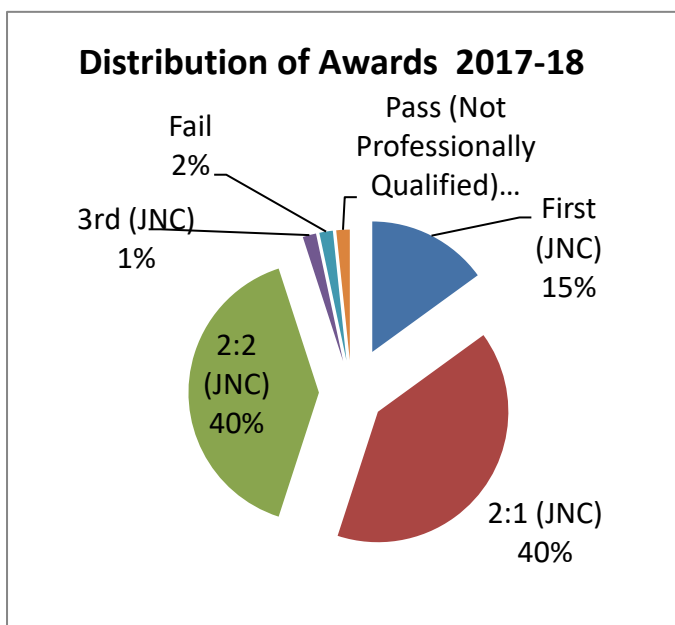
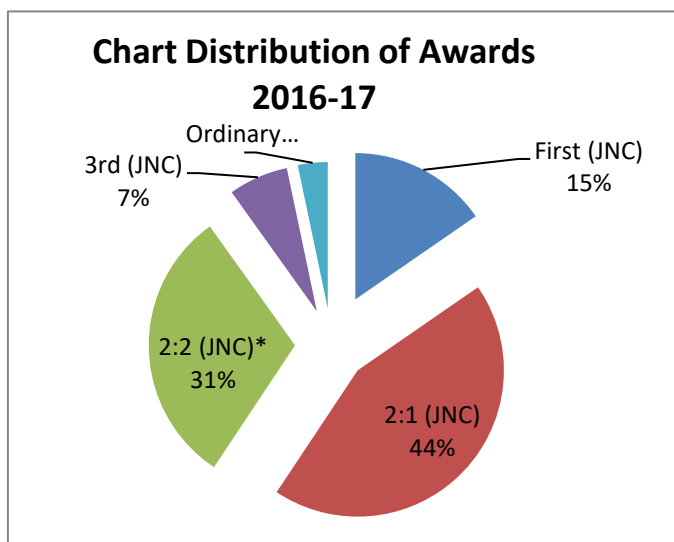
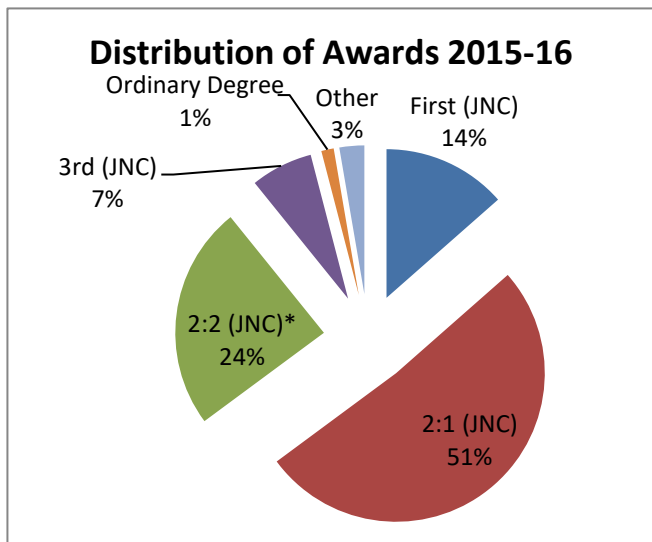
The specific reasons have already been mentioned but there are always multiple reasons why a student may withdraw at any particular time, although on this chart, as in previous monitoring periods, ‘Health Issues’ are regarded as an important factor by all institutions. Other reasons provided included mental health and pregnancy.

Completion of the Full Programme

Awards provided at Level 6 were distributed as follows:



A comparison of the level of the awards across all cohorts gives a clear picture of the distribution and developments over the last few years.



The figures continue to show students achieving at the very highest level, even though the proportion of First-Class Honours has gone down. However, there has been a sharp increase within the 2:1 category with 63% of all students graduating gaining this award. This provides an increase for students gaining the two highest awards from 55%, within the previous monitoring year, to 73% which is a phenomenal outcome.

Examiners Reports and Reviews

Institutions provided key points from their Examiners' reports as well as providing the reports in full. The key points have been edited in a few cases, but the full reports are provided to the ETS.

External Examiners' Reports

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Reports Available	Yes	Yes	Yes	Yes	Yes
Positive Areas	<p>Curriculum remains current and relevant</p> <p>Variety work based placements and learning opportunities remain good and well supported</p> <p>Staff and student relationships excellent - assessment feedback sufficiently detailed and useful. Students positively challenged and given advice as how to improve their work and thinking</p> <p>Mix of academic and practice based assessments well thought out allowing students to develop a variety skills</p> <p>Good information sharing with students regarding employability and training opportunities</p>	<p>The tutor team are setting high expectations of students. The requirements of the JNC professional endorsement are being fully recognised</p> <p>It is good to see the opportunity that students have to undertake high quality placements with good supervision. This clearly helps to ensure professional competence.</p> <p>Many of the student are going into employment in the field of youth work, and some students who are completing their awards have already received offers of employment.</p> <p>The assessment practices continue to be excellent for this course in relation to fieldwork practice.</p>	<p>The content of the module continues to reflect the requirements for compliance with professional qualification under JNC</p> <p>Individual assignment plans are sound - the case studies give a flavour of the range and settings in which youth work and work with young people takes place</p> <p>The opportunity afforded to engage with students on the morning of the Cluster Board was very helpful - the students' perspective was very helpful and enhanced my view of the course.</p> <p>From the scripts that I reviewed, I am confident that the tutoring is of good quality.</p>	<p>The course is well structured, staff are continually assessing and re-assessing appropriateness of course content and ensuring it is up to date and relevant to the current situation. There are wide variety of teaching methods used, which helps the students engage, particularly those who are returners to study.</p> <p>The standard of work is high. Having met a group of students from discussions with them it was clear they had greatly developed their knowledge, understanding and skills throughout the course.</p> <p>The Applied Research Projects were particularly good this year – the plans are not as comprehensive as they could be, which suggest to me that staff do a lot of work with students from the original plan to the completed ARP.</p>	<p>Academic EE - was satisfied with YW course delivery team response to areas that he had identified in 2017-18 report. This included: 1.) Consistent use of feedback and feedforward across all modules and 2) Access to recording of live assessed presentations by students"</p> <p>Intercultural learning and Professional contacts - The Academic EE also commented on the positive influence on the programme with Intercultural Learning which students receive as a result of the European Student Exchange with youth work students from Belgium. These initiatives which brings the curriculum to life for student.</p> <p>Practice-based assessment changes towards 'professional simulations'. Over the past 2 years a shift towards 'real-world' simulations for</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Positive Areas Continued		<p>There are a range of different types of assessment that enable students with different skills and abilities to achieve</p> <p>I would like to commend the team for the work that they do to support these students on their academic journey, and their support for students in their development as critical, reflective and ethical youth and community workers. The programme fully meets the professional requirements and supports students in developing the knowledge and skills required for professional practice.</p>	<p>The course is in Teach Out and I would like to praise the efforts by all those involved with the course to sustain the quality of learning that the students experience.</p>	<p>Not all students are as academically able as others, some... are fresh from A levels and some returning to study after caring for family. The high achievers do well, those who are new to studying work hard and receive excellent support from the staff to ensure they can complete their degree.</p> <p>.... I discovered what a very difficult semester they had had. From one member of staff away on long term sick leave, which a small staff team had to cover; to having to make budget reductions which meant losing staff, to finding that the university had decided not to continue with this BA course. Everything carried on as normal, and the students I met yesterday had no idea of the stressful semester staff have had. I would like recognition to be given to the staff for continuing in such a professional manner throughout.</p>	<p>assessment' has improved employability skills for students.</p> <p>1st Class research highlighted - The YW delivery team have worked hard to embed the value added nature of the research role for youth workers and this was evidenced by some significant 'good quality' research projects which were linked to the students placement work and therefore the research was influencing practice.</p> <p>Partnership work in Assessment provides balance - USW believe that if we are truly going to work in partnership with stakeholders and employers then they should be equally involved in the assessment and moderation of the student's placement work and performance. We have now worked out a process which involves judgements by both partners (USW and Placement provider) and this is overseen now by a robust moderation process.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development	<p>Ongoing constraints of only 4 FT staff in the teaching team across level 3-7</p> <p>Limited capacity of full-time staffing on the course to continue to maintain high standards and meet student need to be addressed to avoid a detrimental impact on staff health & well-being and student experience.</p> <p>Staff Development. The heavy workload of the team restricts FT staff being research active</p> <p>Potential for programme team to be more involved and active in research hampered by workload constraints</p>	<p>Timing of exam boards, set assignment dates earlier</p>	<p>Workplace supervision is an important element of the programme but often the quality can vary</p>	<p>Marking was appropriate, we had a positive discussion with regard to marking of those students at the lower end of marks and how staff can show greater detail of improvement techniques.</p> <p>There still appears to be a disconnection between students learning and understanding of theories/policies related to their practice. Reflective recordings across some of the files were weak and lacking substance/reflective practice/learning/theories.</p> <p>Further strengthen the areas focussed reflective practice during their placements, setting out clear expectations for students and their learning, particularly around the supervisory process and reflective journals – returning to events/what happened, thoughts and feelings, linking theories to practice</p>	<p>Improvement is needed in feedback to student with regards to inclusion of detail which informs the student how the marker got to the grade awarded and how the student arrived at that grade.</p> <p>Lack of constructive placement feedback to student. This was based on the external observing that supervisor comments and USW tutor were not being combined to give specific feedback on strengths and weaknesses in practice</p> <p>Students under-reflecting - Reflective practice is a cornerstone of the placement module teaching and students take some time to write and think reflectively.</p> <p>Attendance levels when we move 'off timetable' for enrichment days are below the required standard of engagement expected and we need to develop a model which builds these days into the teaching timetable</p>

Programme Reviews

The following information was provided by the Institutions.

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Reviews Completed	NO	YES	NO	Yes	YES
Positive Areas		<p>Standalone modules & Summer School creation of a suite of standalone modules that can be utilised as taster sessions, continuing professional development opportunities, and additional value to students over summer. Validated GUCHE to add value.</p> <p>Assessment and feedback; creation of generic marking criteria & rubrics for level 3-7 aligned to learning outcomes. Now rolled out across the university</p> <p>Inclusion of level 2/3 qualifications in FY; embedded level 2 & 3 youth work qualifications in the design of the new youth work foundation year so that all students who successfully complete the year also gain the qualifications to be a</p>		<p>The introduction of Well-being Walks. The team have piloted Well-being walks in response to students presenting with low mood and low self-esteem. This is an example of delivering a pedagogical approach based on evidence. On one occasion the Level 5 and Level 4 groups combined, and this provided an opportunity for the enhancement of peer mentoring relationships.</p> <p>Student partnership has always been considered a strength for us as a programme team. This is evidenced in the UKES data where it is noted that Staff-Student Partnership section scored 13.5% more than the Discipline average. This is something we are particularly proud of as a team. One External Examiner notes,</p>	<p>Immersive Learning & Intensive induction to Youth Work Programme - intensive induction period for all 3 cohorts (1 day for L5 and L6 and 4 days for L4).</p> <p>Student enrichment by European exchange - Howest University Intercultural Learning project - The 2018-19 trip was one of the best exchanges we have had in the 7 years it has been running.</p> <p>Continuous Professional Development Opportunities for Students - This year (2018-19) we offered level 4 students an additional certified course in Safeguarding as part of induction activity.</p> <p>Young People's Provision at City Campus Newport - For 2018-19 a major enhancement in terms of potential growth and recruitment has been the establishment of a formal partnership with one of</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Positive Areas Continued		<p>youth support worker and register with the Education Workforce Council</p> <p>Attendance; 80% attendance requirement built in to all modules as a pass/fail element. To maintain professional standards by PSRB, but also university requirements for attendance etc.</p>		<p>“having met a group of students from discussions with them it was clear they had greatly developed their knowledge, understanding and skills throughout the course”.</p> <p>Module evaluation forms evidence that assessment and feedback is area is a strength. One student mentioned receiving ‘excellent support and feedback’.</p> <p>We are proud that the programme is offered on a part-time and a full-time basis to reflect the different needs of our students. We are particularly proud of our community delivery in Monkton, where we are able to meet the needs of students who would otherwise be unable to complete a degree.</p> <p>One lecturer obtained FHEA status; One Senior lecturer obtained SFHEA status; One Senior Lecturer has completed PhD study.</p>	<p>our local community partners Urban Circle, one of the leading voluntary sector organisations in South Wales. The partnership brings potential students into contact with the university and a number of the adult volunteers with Urban Circle have begun their initial youth work training at level 2 and 3. This will eventually provide a feed into recruitment as these volunteers progress onto level 4 study.</p> <p>Building USW 'Home Grown' YW Placements at City Campus -Due to current difficulties surrounding the securing of good quality placements, we have taken steps to develop our own provision at City Campus and to create placement opportunities for our students seeking local placements and quality supervision. We have opportunities now for Duke of Edinburgh Scheme, URDD welsh language youth club, and the many arts and creative media opportunities provided by Urban Circle.</p>

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development		<p>Improve recruitment to the programme</p> <p>recruit new member of staff work on improving academic standards</p> <p>Work to improve retention</p>		<p>As many of our students are not from a strong academic background this is an area of development for the team. We continue to support and challenge the development of critical thinking skills. Staff support, however, is recognised, and one External Examiner notes, “not all students are as academically able as others, some students on the course are fresh from A levels and some returning to study after a number of years caring for family. The high achievers do well, those who are new to studying work hard and receive excellent support from the staff to ensure they can complete their degree”.</p>	<p>EWC Registration impact - Some frustration from students at Level 4, 5 and 6 not being able to register with EWC as they did not complete L2/L3 qualifications as part of entry to the course. This precludes them from applying for jobs which require registration until they qualify at L6. To raise possibility of a 'student in training' registration status which would allow them to apply for jobs.</p> <p>Management & systems changes have been complex including changes to continuing monitoring process, attendance monitoring and Extenuating Circumstances regulations. We are not fully aware yet as a team of all expectations and new system requirements.</p> <p>Improved study Skills support for students - This year again many students have reported difficulty with study support with difference in levels and accessibility of services across USW sites. The YW team are motivated and determined to work within the</p>

					<p>current set up and will continue to do all we can to produce effective and dynamic youth workers.</p> <p>Threat created by Brexit to Erasmus Scheme linked to Global Youth Work activity and ICL work - Whilst membership of Erasmus will continue to 2021, the funding options and project engagement opportunities are not yet known.</p> <p>Falling number of applications and decline in recruitment - Increase in more 'targeted' recruitment activity needed to offset year to year decline in numbers.</p>
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	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Overall Progress	Very positive uplift in NSS responses despite workload pressures on FT team	This has been another challenging year due to staff capacity, however this has now been rectified for 2019/20 academic year with the recruitment of a new full time member of staff.		2018-2019 was busy year again for the BA Youth and Community Work team. Teaching in the community of Monkton has continued, and our 2nd cohort of students began their studies this academic year, and the first cohort progressed to Level 5 during this academic year. Engaging in community delivery continues to be rewarding. It has involved some additional planning to ensure that the students are given the same experience as our campus-based students. Additional opportunities were offered to students, including a field-visit to London for our campus based Level 6 students in response to a student’s request of engaging in a “Story-telling Workshop”. The field visit involved meeting with youth workers and a youth mayor from Lewisham, attending a Story-telling Workshop in King’s College led by Bernard Davies and Tania de St Croix. The field-visit also involved a history of youth work walk in London led by Mark Smith. It was a challenging second half of the 2018-2019 academic year, with threat of job losses through re-structuring, staff illness, and being informed that we would be teaching out the BA Youth and Community Work programme – which included the need to engage in an ETS Verification Visit on campus in June. Students were unaware of these challenges, and	Despite a worrying trend over the past 5 years of a declining number of applicants, we remain confident of attracting 25-30 full-time students per year which is what is required to keep the course in robust health. We have noted particular difficulty in recruitment of male students over the last few years and this is difficult to explain. Retention and progression figures are not where we would want them to be and this needs attention in terms of providing additional support to students on the youth work course who often have greater support needs and learning difficulties than other student cohorts. The current BA/JNC course for youth and community work is being 'run-out' next year as revalidation and professional endorsement of the course is due in 2021. This will afford an opportunity to work with ETS and stakeholders for re-design of the theoretical and practice-based content of the course. The intention is to create a fit-for-purpose professional degree

				<p>despite the significant strain experienced at this time, the fact that students did not notice this is something the team was very pleased about.</p>	<p>which will serve the needs of those working with young people in 21st Century youth services. The youth work team have already held a number of planning days for exploratory ideas and creative content for the new course. The team will now need to work with employers and stakeholders to consult on employability requirements for the new course and the Academic Manager (EC) has already booked a number of meetings with key stakeholders, employers and partner organisations.</p>
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	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Other Relevant Information	None provided	Recruitment targets set are across level 3 & 4. From 2019/20 academic year the youth work programme now has its own foundation year. This has proven positive in terms of recruitment and will boost level 4 recruitment moving forward.		At the very end of the 2018-2019 academic year, the team were informed that a further decision had been made at Senior Management level with regards to the future of the programme, and we are pleased to now be busy preparing for the revalidation and re-endorsement of a new BA Youth Work degree to begin in September 2020.	Since September 2018, The USW Annual Monitoring Review processes have now changed over to a Continuous Monitoring System (CMS) which is embedded in the Faculty Sharepoint Hub. We no longer produce 'annual' reports or reviews as the evaluation of the programme is now a 'continuous' one. Edited highlights of the year from the CMR area include; Youth work team nominated for best lecturer awards; publication of a chapter in Council of Europe Publication, History of Youth Work; Chapter in Oxford University Press Book on Social Pedagogy & Working with Young People. 2018-19 also saw Introduction of innovative teaching including embedding of Panopto recordings for lectures; Our Youth & Community Liaison volunteer won a national award as Black & Ethnic Minority Champion presented by Wales Ethnic Minority Welsh Women Achievement Association.

Annex I **UNISTATS Student Satisfaction Information**

Location	Cardiff Metropolitan University	Glyndwr University	The Open University	University Of South Wales	University Of Wales: Trinity Saint David
Course	BA (Hons) Youth and Community Work	BA (Hons) Youth and Community Work	BA (Hons) Childhood and Youth Studies	BA (Hons) Youth & Community Work	BA (Hons) Youth & Community Work
	Data from 15 students.	Data from 15 students.	Course Not Running	Data from 20 students.	Data from 20 students.
Overall, I am satisfied with the quality of the course	71%	79%		79%	77%
The teaching on my course					
Staff are good at explaining things	100%	93%		100%	95%
Staff have made the subject interesting	88%	93%		79%	77%
The course is intellectually stimulating	88%	86%		84%	77%
My course has challenged me to achieve my best work	76%	79%		95%	86%
Learning opportunities					
My course has provided me with opportunities to explore ideas or concepts in depth	88%	86%		100%	86%
My course has provided me with opportunities to bring information and ideas together from different topics	94%	93%		95%	82%
My course has provided me with opportunities to apply what I have learnt	88%	86%		89%	91%
Assessment and feedback					
The criteria used in marking have been clear in advance	76%	71%		53%	73%
Marking and assessment has been fair	71%	86%		79%	73%

Feedback on my work has been timely	71%	50%		84%	82%
I have received helpful comments on my work	88%	93%		84%	91%
Learning resources					
I have been able to contact staff when I needed to	100%	93%		79%	62%
I have received sufficient advice and guidance in relation to my course	88%	86%		95%	68%
Good advice was available when I needed to make study choices on my course	82%	86%		89%	67%
Organisation and management					
The course is well organised and running smoothly	82%	57%		58%	64%
The timetable works efficiently for me	88%	93%		84%	68%
Any changes in the course or teaching have been communicated effectively	88%	86%		63%	73%
Learning resources					
The IT resources and facilities provided have supported my learning well	88%	71%		88%	75%
The library resources (e.g. books, online services and learning spaces) have supported my learning well	82%	86%		84%	73%
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	94%	85%		63%	86%
Learning community					
I feel part of a community of staff and students	71%	71%		79%	68%

I have had the right opportunities to work with other students as part of my course	88%	93%		89%	82%
Student voice					
I have had the right opportunities to provide feedback on my course	82%	93%		89%	77%
Staff value students' views and opinions about the course	82%	79%		84%	73%
It is clear how students' feedback on the course has been acted on	71%	64%		58%	57%
The students' union (association or guild) effectively represents students' academic interests	38%	50%		28%	55%

ANNEX 2 – Dissertation Titles

Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
<p><i>Not provided</i></p>	<p><i>*Evaluating youth work to supporting young people living in Wales with parents of a different nationality.</i></p> <p><i>*Exploring the Value of Informal Education in a Further Education College</i></p> <p><i>*Young people’s perception of the risks of drugs and the role of a youth worker</i></p> <p><i>*What are the perceptions of youth work practitioners and young people in regard to open access youth work provision as a factor reducing young people’s gaming?</i></p> <p><i>*What is the perceived effectiveness of youth work interventions in supporting young people in their transition to high school in Denbighshire?</i></p>	<p><i>No Dissertations Undertaken</i></p>	<p><i>*How key Youth Work practices affect Young People and their transition into adulthood.</i></p> <p><i>*The risk and protective factors of child sexual exploitation and how youth work can respond.</i></p> <p><i>*Is Internet Usage Having A Negative Impact On The Wellbeing Of Young People?</i></p> <p><i>*How can Youth Work support the delivery of Sexual Health and Relationship Education and Personal Social Education within a formal education setting?</i></p> <p><i>*The transition from full time education into independent living – how can youth work respond?</i></p> <p><i>*Rural youth work: the contribution to the lives of young people.</i></p>	<p><i>*What do professionals working in the field of youth homelessness perceive as the causes, effects and possible solutions of homelessness among young people in Newport</i></p> <p><i>*A practitioner perspective on the education and support services provided by Project A for autistic young people aged 11-25 years.</i></p> <p><i>*Welsh Youth Justice policy and practice: Academic perspective</i></p> <p><i>*A Case Study into Young People’s Thoughts and Views of Pentreban Zone Youth Club.</i></p> <p><i>*How is Blaenau Gwent supporting the well-being of young people who access the counselling services, as part of its youth work delivery?</i></p>

Cardiff Met (cont'd)	Glyndŵr (cont'd)	Open University	Trinity St. David (cont'd)	Univ. South Wales (cont'd)
	<p><i>*Which substance abuse intervention approach, youth work or specialist, is perceived by young people as having the most impact and best and most lasting outcome?</i></p> <p><i>*Examining the Potential Role and Benefits of Youth work When Working With Young People With Additional Needs in Cheshire</i></p> <p><i>*The effects of image-led social media on young people's perception of a healthy body image in Caia Park and Erddig aged 18-25 years</i></p>		<p><i>*How does UWTSD support Young People with social anxiety?</i></p> <p><i>*Can social enterprise be an effective tool in youth work that responds to youth unemployment?</i></p> <p><i>*Is there a decline in young people's participation in club football at a senior level and can the youth service provide opportunities to engage young people?</i></p> <p><i>*Domestic Abuse – A Youth Worker's Response.</i></p>	<p><i>*The exploration and impact of "power" as a factor to child sexual exploitation and youth work; identifying the unique role of a youth worker in response to this.</i></p> <p><i>*A practitioner's perspective of approaches to homelessness amongst young people aged 16 -21An exploration into what practitioners feel works and what are the barriers that young people may face in being homeless?</i></p> <p><i>*A case study exploring the use of outdoor adventure education in youth work: a critical evaluation into the perceived benefits of and barriers to participation in the Duke of Edinburgh's Award, focussing on young people in the city of Newport (Wales) open award centre.</i></p>

Cardiff Met (cont'd)	Glyndŵr	Open University BA	Trinity St. David	Univ. South Wales (cont'd)
				<p><i>*A case study on: what difference does Maindee youth project make to young people who participate?</i></p> <p><i>*ADHD & Young People From Medication to Mindfulness</i></p> <p><i>*A Small Scale Study Exploring Perspectives on Immigration from Young People Aged 16-25 Years in South Cardiff</i></p> <p><i>*What it Means to be a Man: A Case Study Exploring the Social Construction of Masculinity and the Male Gender</i></p> <p><i>*What is the association between Adverse Childhood Experiences and Young People who Offend in Wales?</i></p> <p><i>*Interprofessional Practice: A Case of Neoliberal Austerity or New Model for Good Practice? A case study of</i></p>

				<p><i>interprofessional practice with children and young people from a practitioner's perspective.</i></p> <p><i>*What are young people's experiences with bullying in the Cardiff Area aged 11-16?</i></p> <p><i>*Exploration of inpatient and outpatient treatment in Eating Disorders.</i></p>
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