

Annual Monitoring of Endorsed Youth Work Programmes Delivered in Wales

Academic Year 2011-2012

Report Compiled by Courtney Taylor

February 2013



BA Honours Programmes

This report covers the period for the academic year 2011-2012 within the five Higher Education Institutions detailed below. Most information was collated within December 2012 but delays by a couple of Institutions resulted in this not being finalised until the end of January 2013. Some information is still not available, most notably a detailed breakdown of Open University Wales students across all areas and so these had to be ignored within some statistics. The Open University produce statistics for all programmes but these are not available for Wales only students in some cases. If the Open University is to be incorporated within the statistics for the academic year 2012-2013, which I believe they should, then ETS Wales will have to work with the OU to identify ways for data collection. In addition, there were one or two other areas that were not available within the data and these have been identified at the relevant point.

Summary of Key Points within this Report

- 1. It is essential that Wales only data for the Open University is incorporated within the next report. ETS Wales will need to work with the OU to identify ways to take this forward.*
- 2. The ratio of placements to students range from slightly better than 1:2 to just over 1:6. The ratio for qualified supervisors to students produced a broadly similar ratio between Institutions. There needs to be debate on what might be the optimum acceptable ratio for these criteria while maintaining effective support of students at all levels.*
- 3. A low percentage of students are studying part-time with one Institution only having 1 part-time student.*
- 4. Most Institutions now recruit a majority of female students.*
- 5. An age breakdown of new recruits shows that 65% are under 25 years of age. However, the few being recruited to Level 6 show that 67% are over 34 years of age.*
- 6. At Level 4, over 50% have a standard entry qualification with only 22% given a non-standard entry.*
- 7. There are a spread of minority ethnic students and students with disabilities across the Institutions but proactive action is suggested.*
- 8. Data for the demographics of the student intake needs to be recorded in future studies and this needs to be raised with the Institutions.*
- 9. 75% of all students completing Level 6 received a first or second class honours degree.*
- 10. Greater consideration needs to be given to employment and study destinations in order to make this section meaningful.*
- 11. Questions on the Welsh language were inadvertently omitted and will be incorporated in future data collection.*

Please note that the names of the universities monitored have been shortened within the report where they appear on a table. The full names are:

Cardiff Met	-	Cardiff Metropolitan University
Glyndŵr	-	Glyndŵr University
OU	-	The Open University
TSD	-	University of Wales, Trinity Saint David
UWN	-	University of Wales, Newport

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 Met	Glyndŵr	OU	TSD	UWN
Title of Programme	BA Honours Youth and Community Work	BA Honours Youth and Community Work	BA Honours Youth Work	BA Honours Youth and Community Work	BA Honours Youth and Community Work
Endorsement Period	2011-2016	2010-2015	2010-2015	2009-2014	2010-2015

It is interesting to note the similarity of the names between all programmes.

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

	Cardiff Met	Glyndŵr	OU	TSD	UWN
Programme Director	Steve Drowley	Simon Stewart	Sheila Curran	Angharad Lewis	Mick Conroy
External Examiner - Fieldwork	Gill Millar Regional Youth Work Adviser for the South West of England	Pauline Grace MA programme Leader Newman College	Kate D'Arcy Lecturer in Child and Adolescent Studies (Univ. of Beds); Malcolm Rittman Management Consultant (New Directions, UK); Heidi Holland Area Youth Coordinator (Pembrokeshire)	Mr Simon Evans Community Education Officer, Cardiff Youth Service.	Martin Hardwidge Professional Practice Co-ordinator, Oasis College, London
External Examiner - Academic	Sheila Curran Open University tenure completed July 2012. Colin Heslop Glyndŵr University from Sept 2012	Sangeeta Soni Lecturer, University College Birmingham	Baljeet Gill Programme Coordinator of BA (Hons) Y&C (Ruskin); Mary Tyler Principal Lecturer, Y&C Division (DE Montfort); Jon Ord Reader in Youth Work (Plymouth); Steve Bullock, Course Leader Y&C (Glocs); Jon Roberts Senior Lecturer (Teeside)	Dr Tony Morgan University of Ulster.	Caroline Mountain Senior Lecturer, Leeds Metropolitan University

Only Cardiff Metropolitan has chosen to use lecturers from other Institutions delivering Youth Work programmes within Wales. On one hand this approach could be seen as important as it will encourage best practice to be

developed within programmes across Wales through the sharing of ideas and practices. However, ETS Wales may want to have a look at some of the barriers to this development. Is there reluctance due to ‘academic protectionism’ whereby a rival programme has access to key information on another’s programme which could be exploited? On the other hand, if examiners only came from Wales’ programmes, ETS Wales will need to ensure standards are being maintained and opportunities are still being taken for cross-fertilisation of approaches across the UK. This may be elevated by the ETS Wales providing guidance on this matter to include only one examiner, Fieldwork or Academic, who has direct links to another programme endorsed through the Wales Committee.

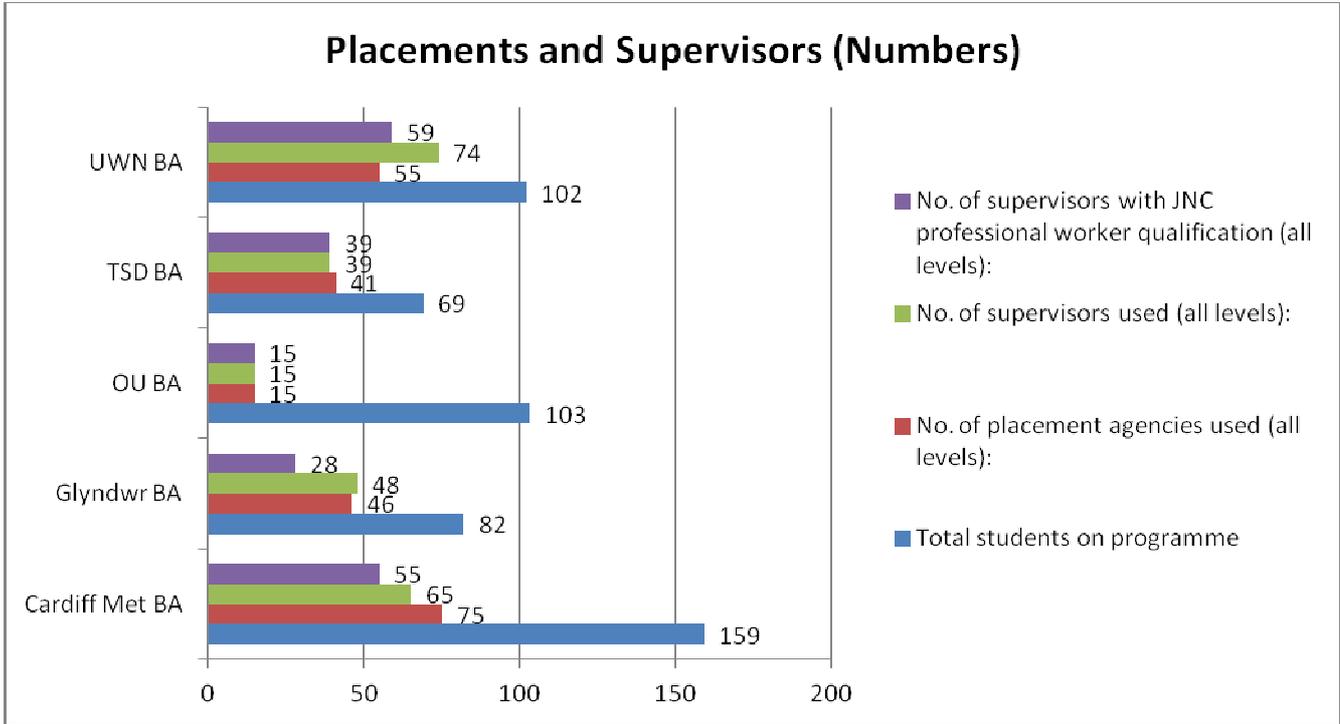
The following chart gives an insight into the staffing within each Institution based on the total number of students enrolled, part-time and full-time. It is important to note also that the terms ‘core staff’, ‘main support staff’ and ‘occasional staff’ are as defined within the ETS Wales guidance document.

	Cardiff Met	Glyndŵr	OU	TSD	UWN
Total students on programme	159	82	103	69	102
Core Staff Qualified	4	5	3	5	4
Core Staff Unqualified	1	0	2	0	0
Main Support Staff Qualified	0	0	0	0	0
Main Support Staff Unqualified	0	0	4	0	1
Occasional Staff Qualified	5	1	27	0	1
Occasional Staff Unqualified	0	0	0	1	6
Visiting Staff	Core staff from organisations like Stonewall, Disability Wales, CWVYS, Local Youth Services, etc.	Local Authority Training Officers, Local Youth Work Staff, International visiting lecturers, Local Voluntary Sector representatives. Professional Artists.	None identified	2 tutors to support the fieldwork. Guest lecturers.	Local Authority Youth Service Training Managers. European Colleagues. Voluntary Youth Work sector staff. Welsh Assembly Civil Servants. National Body representatives. Interprofessional lecturers. NACRO. South Wales Police.

Visiting lecturers obviously bring a reality to policy and practice within the programmes and their use should be commended.

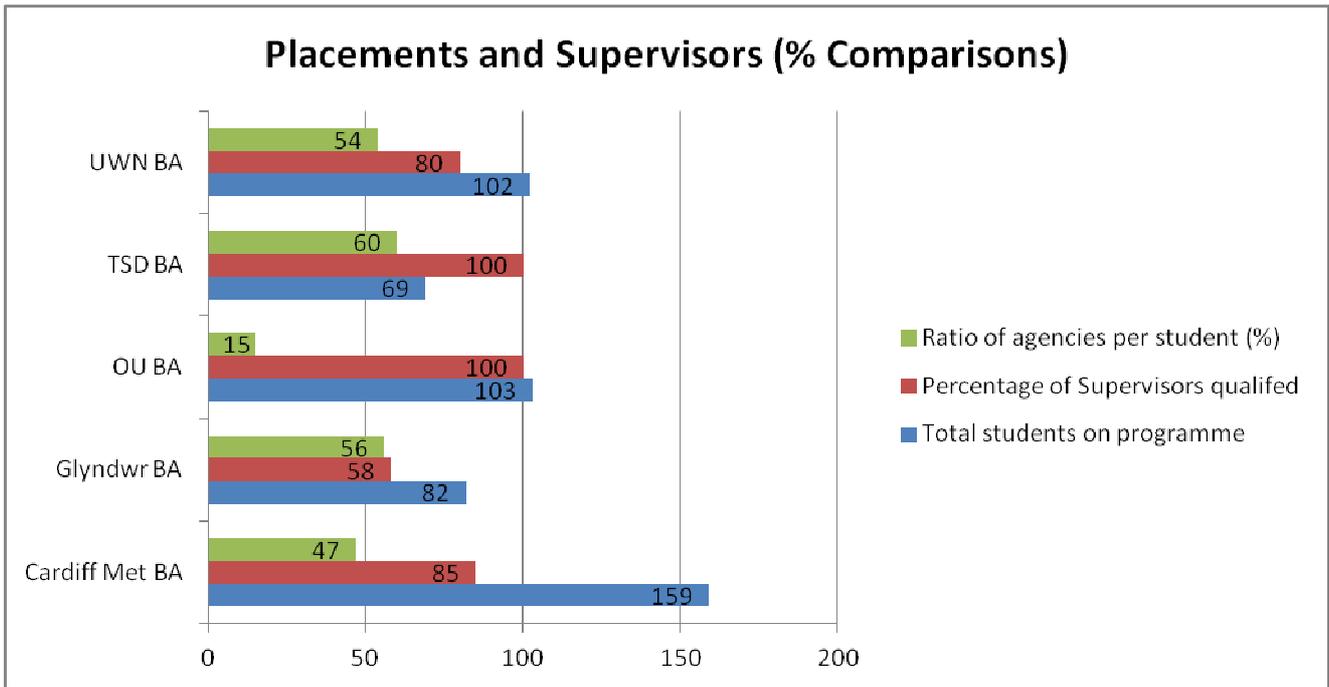
Fieldwork Placements

The breakdown for students and placements is as follows:



We may envisage a scenario where there is one placement agency for one student supported by one qualified supervisor. This is not to say that this is the ideal scenario as some agencies will be able to easily support two or more students and some supervisors will have the capability to do the same. ETS Wales has given Institutions the flexibility to make this judgement but at the same time it needs to assure itself that quality is not being compromised. For example, are there optimum numbers of students one supervisor should be responsible for within a major placement and what is the lowest ratio of qualified to unqualified supervisors which would be acceptable?

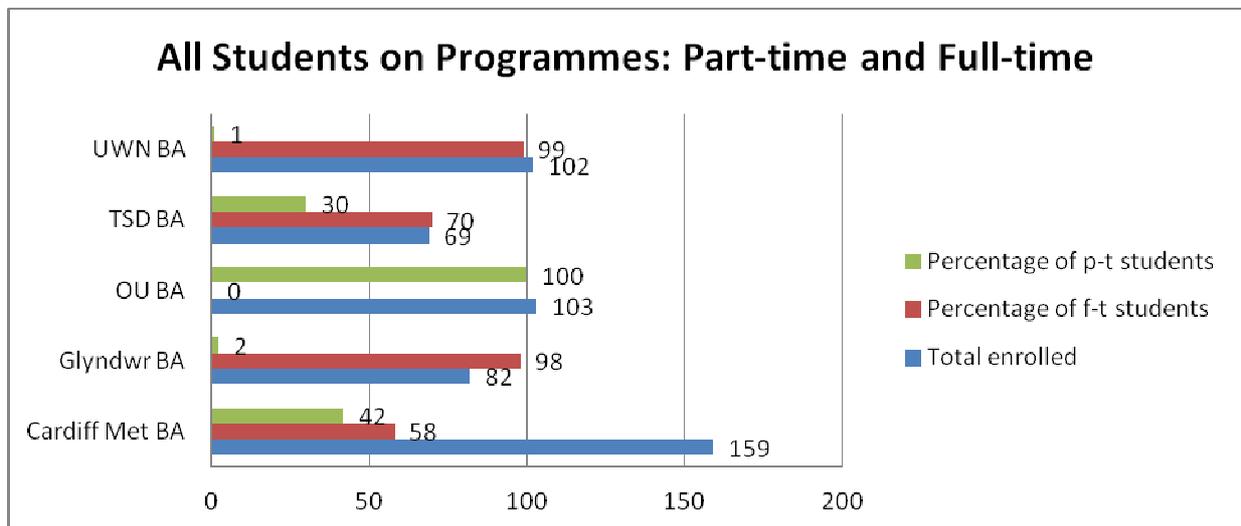
The following table provides a better picture of this position.



The following comments are provided as a matter of information for ETS Wales rather than of implying any quality issues. We can see from this chart that four organisations provide 80% plus qualified supervisors while one has only 58%. Also, the ratio of agencies per student goes as low as 15% (i.e. nearly 7 students per agency) and with a similar ratio for supervisors. As this may be a misinterpretation of the meaning of an agency within the question, e.g. one local authority rather than an individual centre, this should be a matter for further research.

Student Enrolment

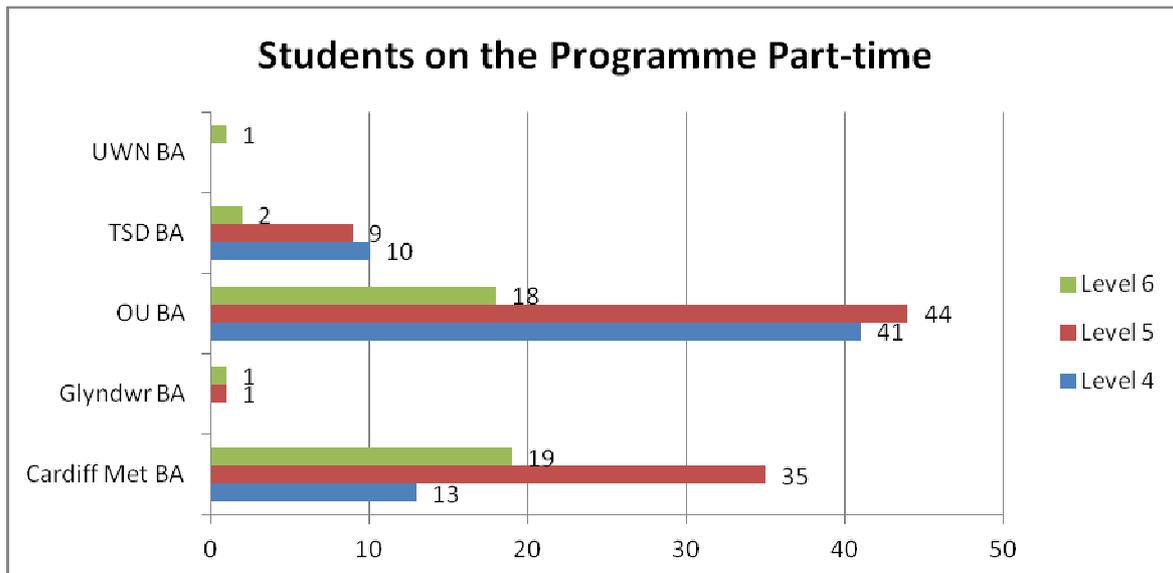
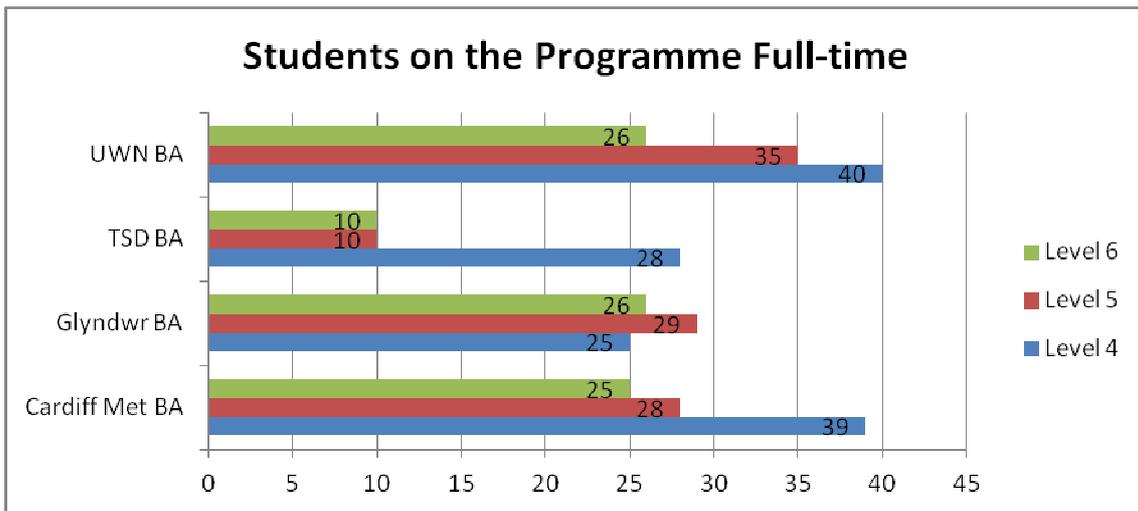
This chart shows the study mode of all students on the programmes delivered within Wales.



It is important to note the value displayed in blue is a number while the other two figures are percentages related to this number. Before the development of the BA, it was rare for the Institutions to cater for part-time students within their core programme. The numbers of part-time students have increased over recent years but are again falling back with Glyndŵr and Newport only catering for 2% and 1% respectively of part-time students. Cardiff Met still cater for a large number of part-time students but we can see from the chart that the Open University now cater for

more part-time students than all the other Institutions put together. This movement may continue as one institution has mentioned that local authorities are reluctant to fund part-time places to their programme.

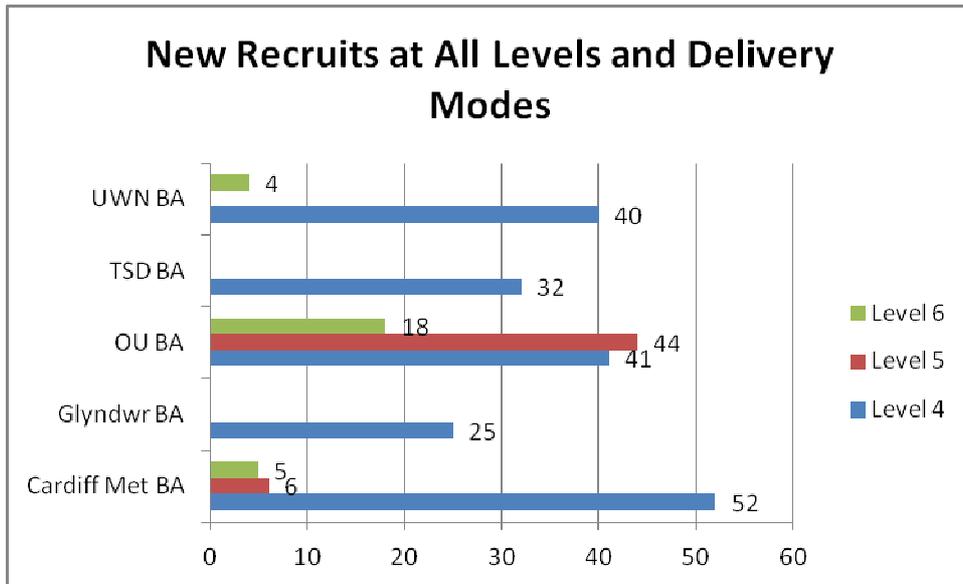
The development of the process to fewer part-time places can be seen within the two charts which follow.



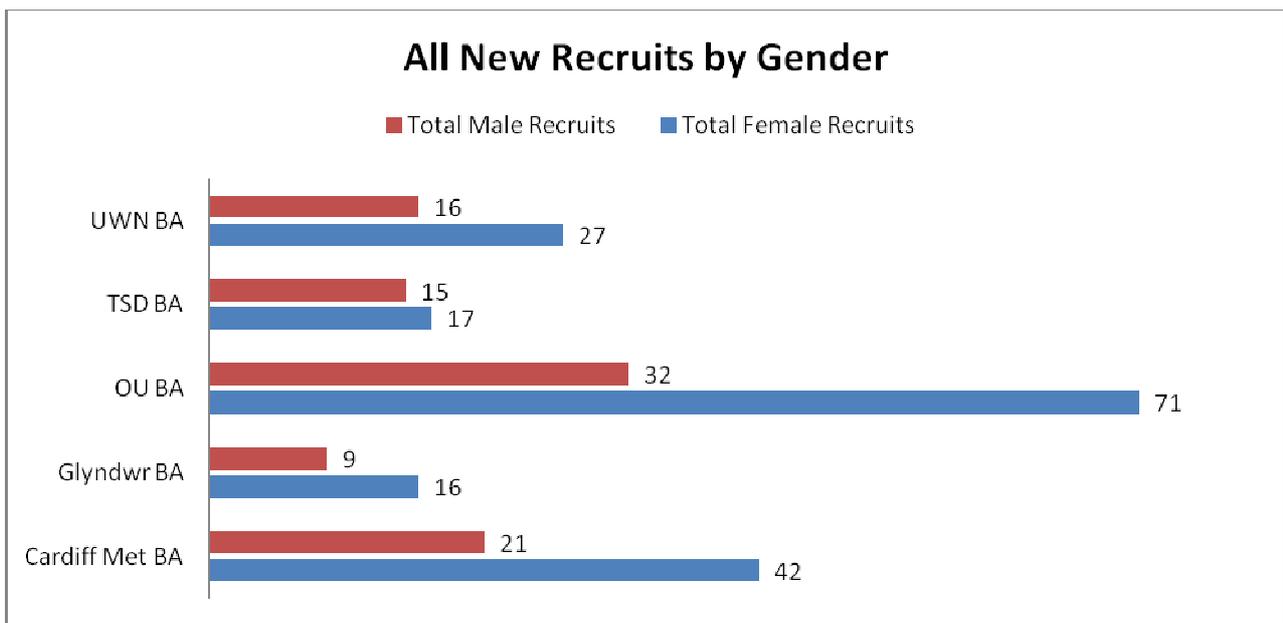
There appears to be a movement to a greater number of full-time students with fewer part-time students (with the exception of Trinity St David’s programme) being enrolled.

Analysis of New Recruits across All Programmes

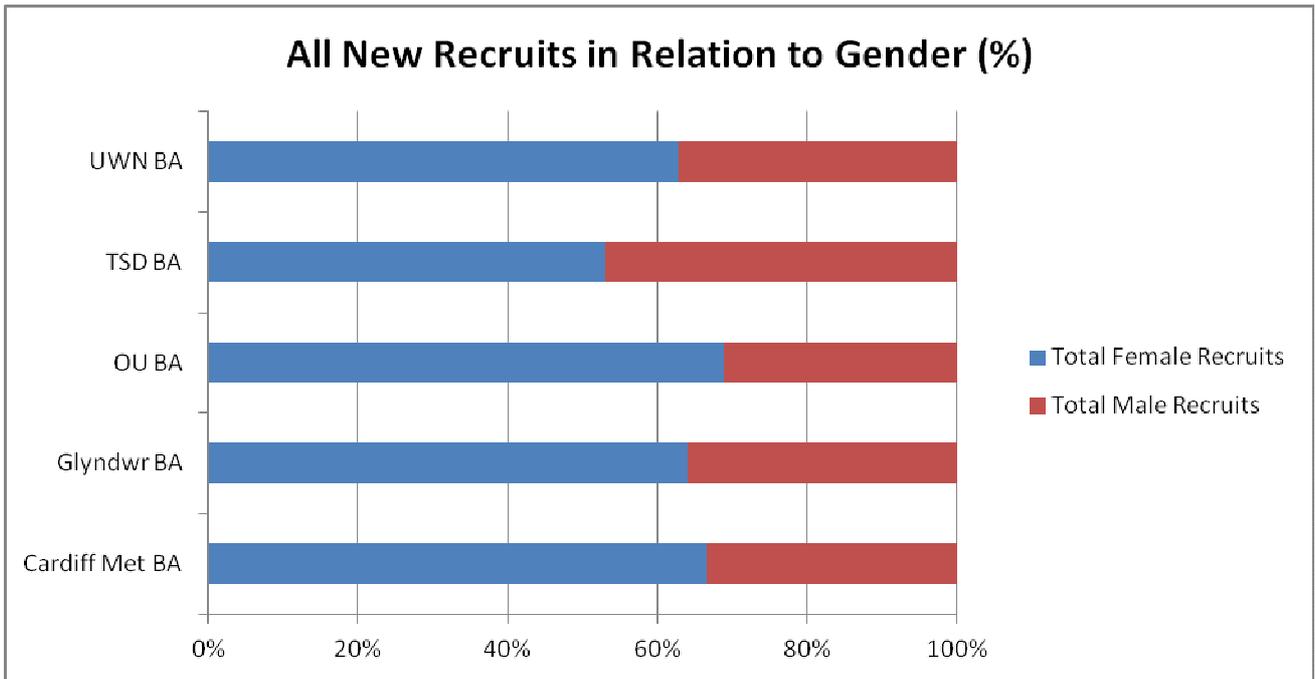
This section looks at new recruits only who have joined the programme at Level 4, 5 and 6. Those joining at level 5 and 6 would have done so, possibly, because they have previously withdrawn or have studied at another Institution elsewhere. Clarification was sought on the figures provided within the Open University programme at Level 5 and 6 but an appropriate response was not received. It may be assumed that some of the students shown here under the OU figures may have been continuing students.



These recruits can be further analysed under gender, age group and entry qualifications. Turning firstly to the gender of the students within each programme:

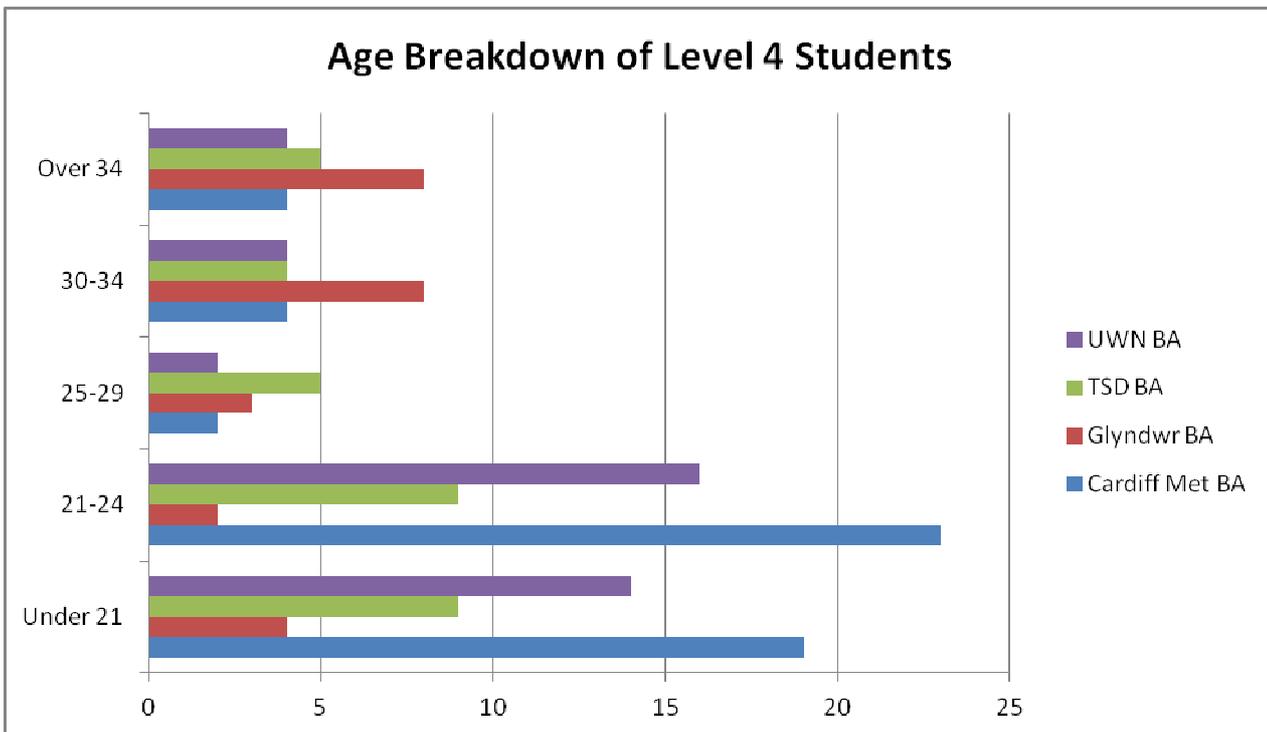


The numbers clearly show that there are more female recruits than male recruits across all cohorts.



This becomes more evident within the above chart. Although this position should be welcomed to address the male dominance of the number of youth workers we have seen historically, some assurance needs to be sought on that there is not a drift of male workers away from the service and, if there is, what this may mean for future planning. At the same time we need to consider that there are a high number of female students within the Open University programme and with the previous information that these students are part-time, assurance is also needed that part-time female workers do not face restrictions on access to qualifying.

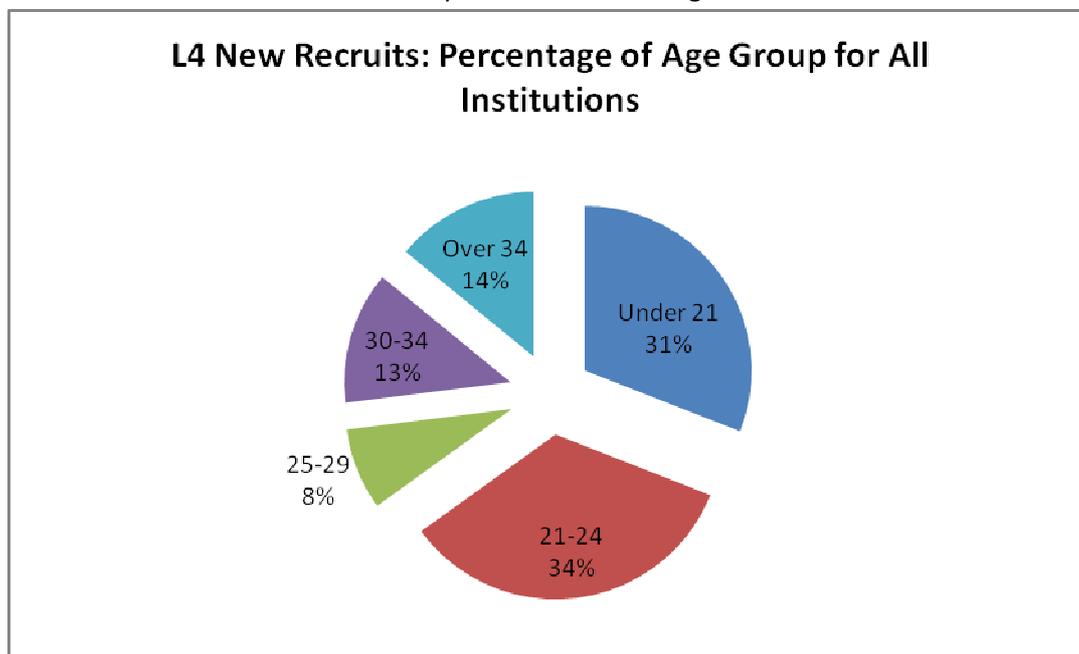
Looking at level 4 students only, the following information is available regarding the age profile of these students.



Figures for the Open University are not available for Wales

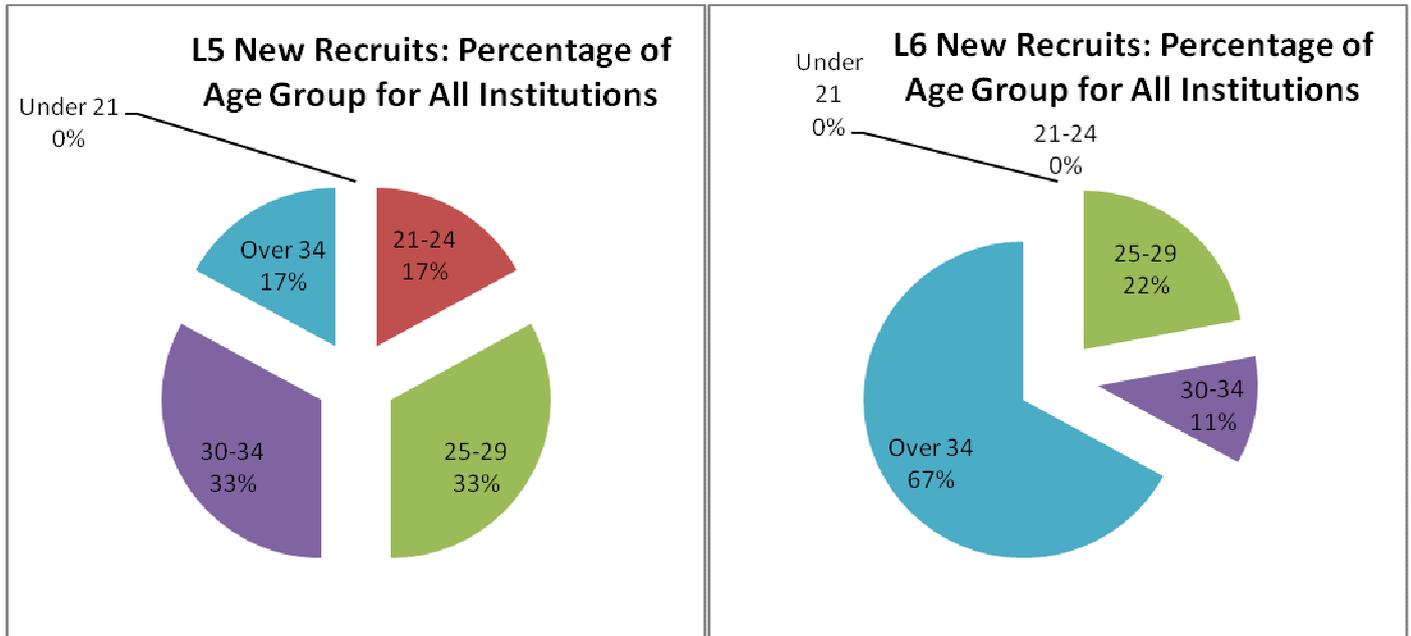
With the exception of Glyndŵr, Institutions are recruiting an increasingly higher number of students who are under 25 years of age which would be totally different from the profile seen before degree status became available, where the majority of students would have been 23 years or older.

This can be position can be seen even more clearly within the following chart



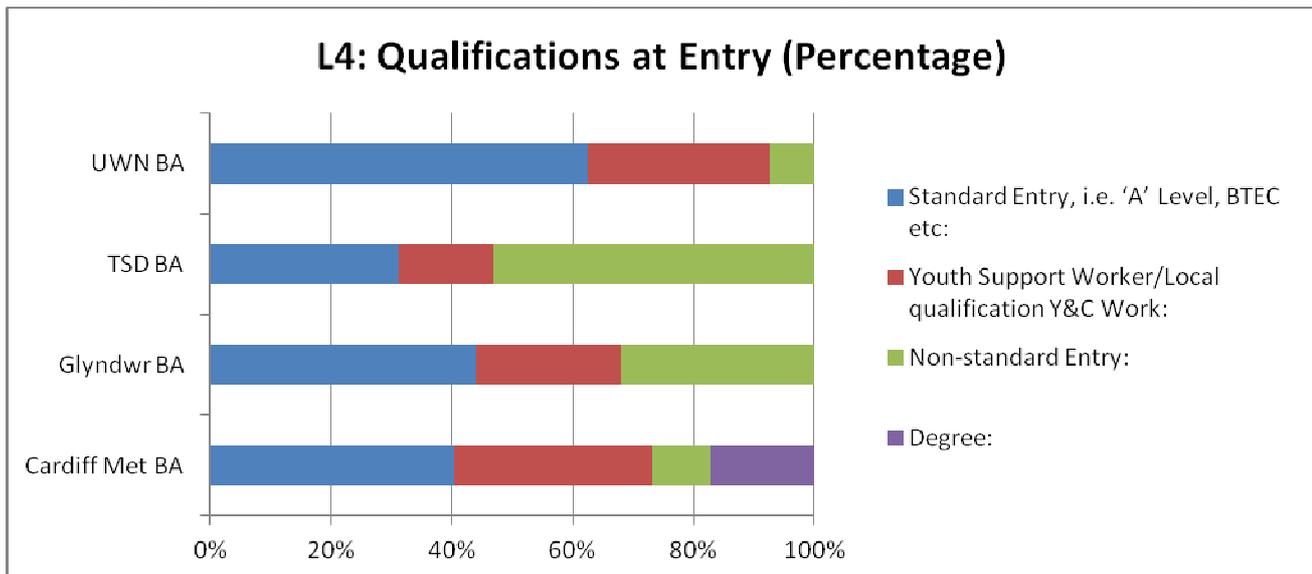
The information shows, not including the numbers for the Open University, that 65% of all new recruits are under 25 years of age.

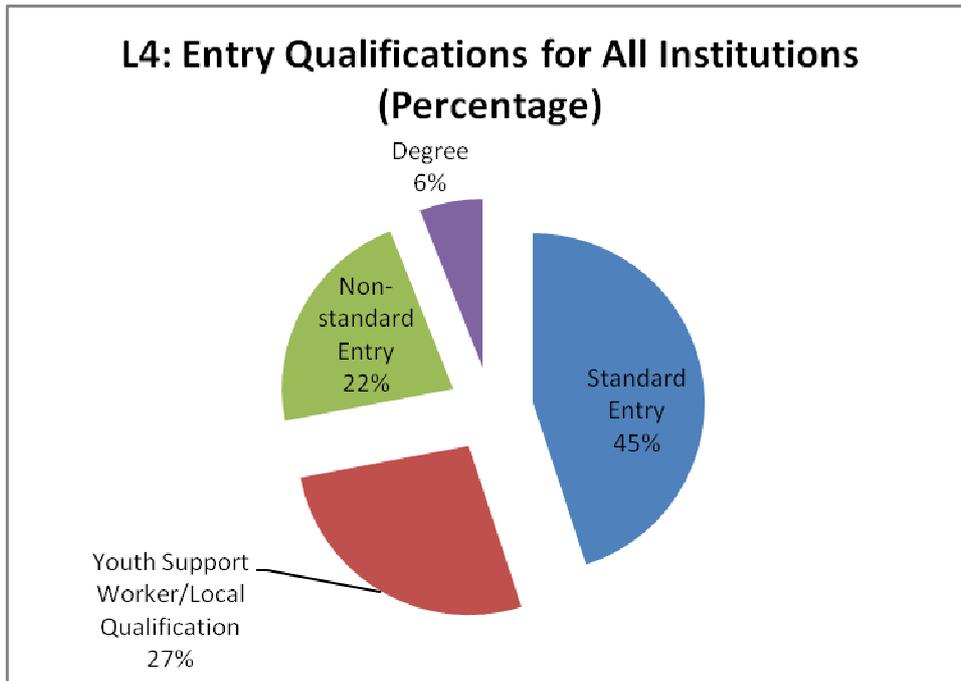
A similar breakdown of new recruits at Level 5 and 6 shows the following profile.



Although here the data is only looking at 15 students across two Institutions (figures for the OU were not available), there is a shift to 83% and 100% for students 25 years or over recruited at Level 5 and 6 respectively. Although a further analysis may be required as to the reasons why, this could be largely due to workers returning to the qualification after previous training, including the Dip HE, some years previously.

Like the age group, there has been a shift in the qualifications on entry of students recruited to the programmes.

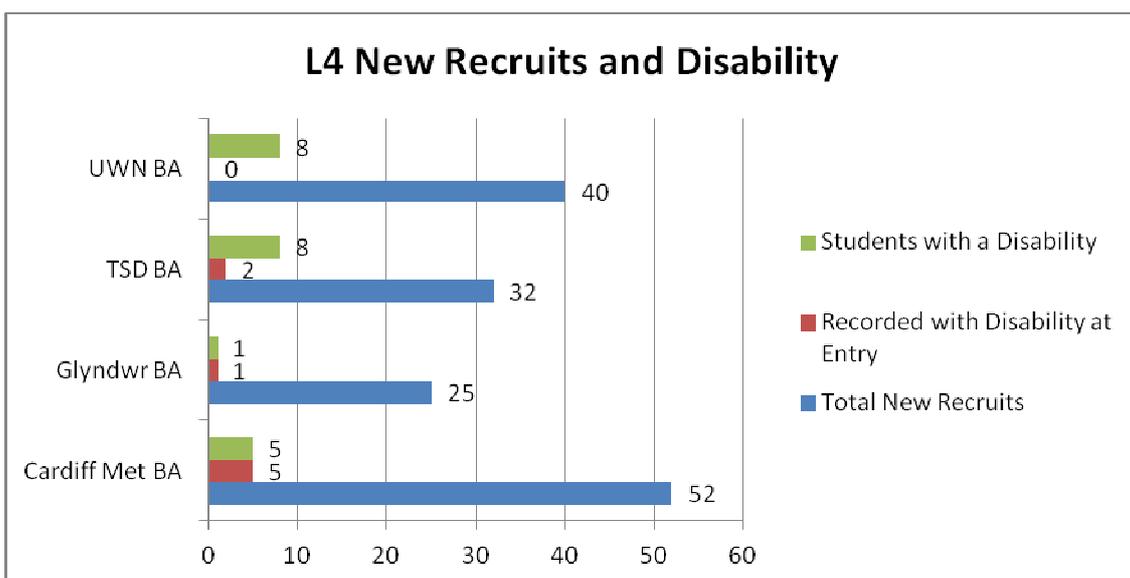




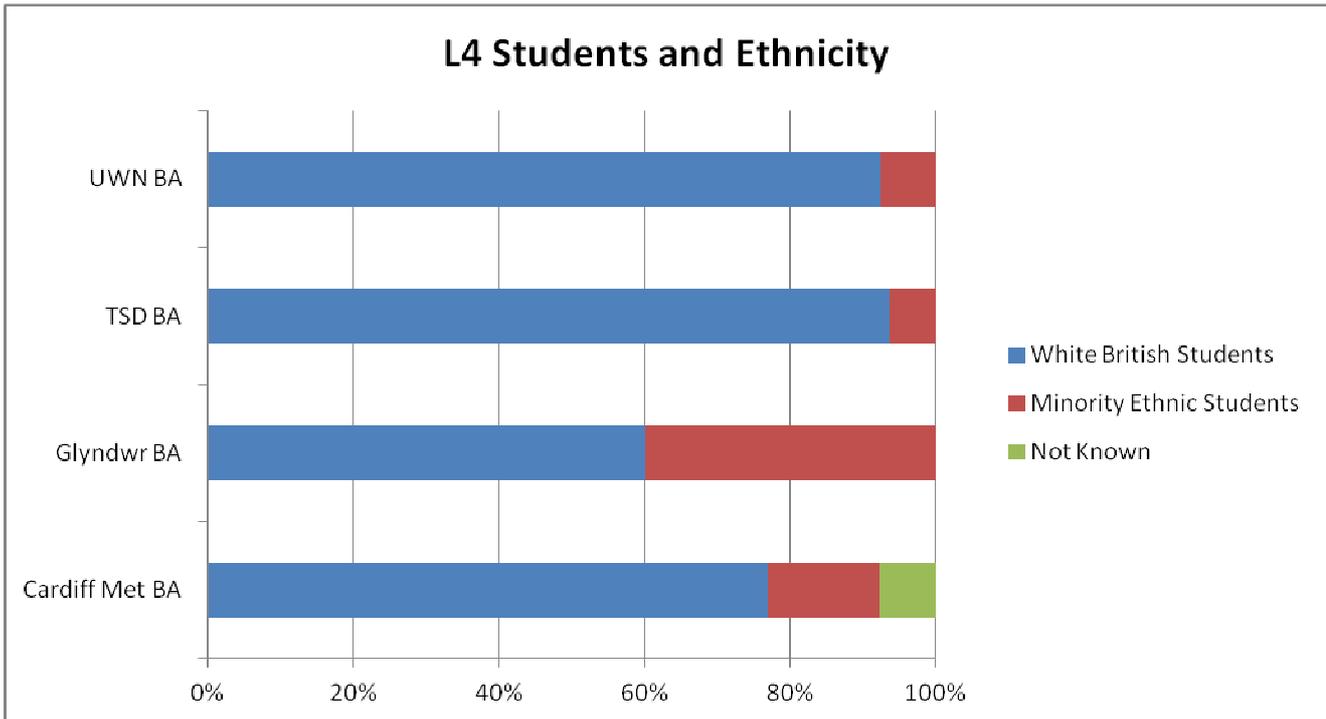
Historically, where a high proportion of students would have gained access to youth work programmes through a non-standard entry, there are now a majority of students joining through a standard entry route such as A Levels or an unrelated degree. Although we should be pleased that the academic ability of the workers is high at recruitment, this should not be at the expense of students entering through a non-standard entry. Although there is no evidence to suggest that this is the case, ETS Wales may want to assure itself that just as much emphasis is placed through the system of clearing as attracting workers engaged within the sector and not currently qualified. Although specific figures were not available for Wales, The Open University has stated that the majority of its students have joined the programme through a non-standard entry.

Further Analysis of Level 4 Students

Turning next to disability and ethnicity of Level 4 students, the following information has been made available.

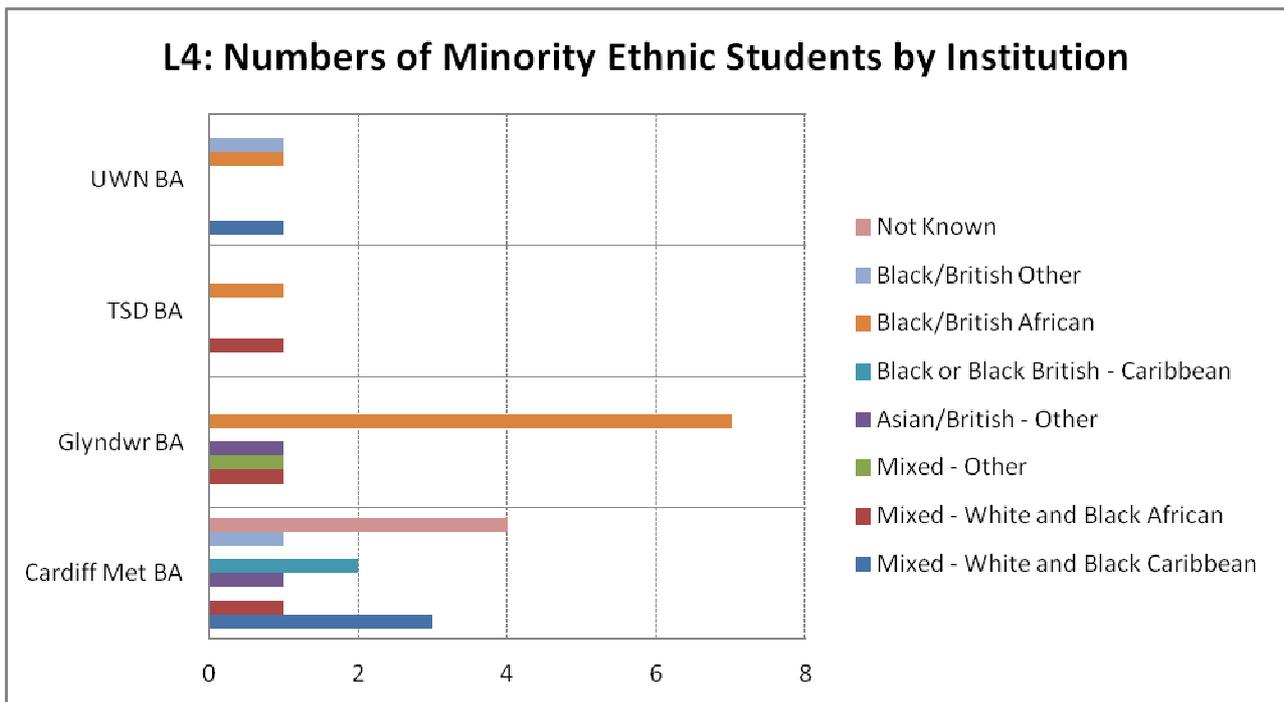
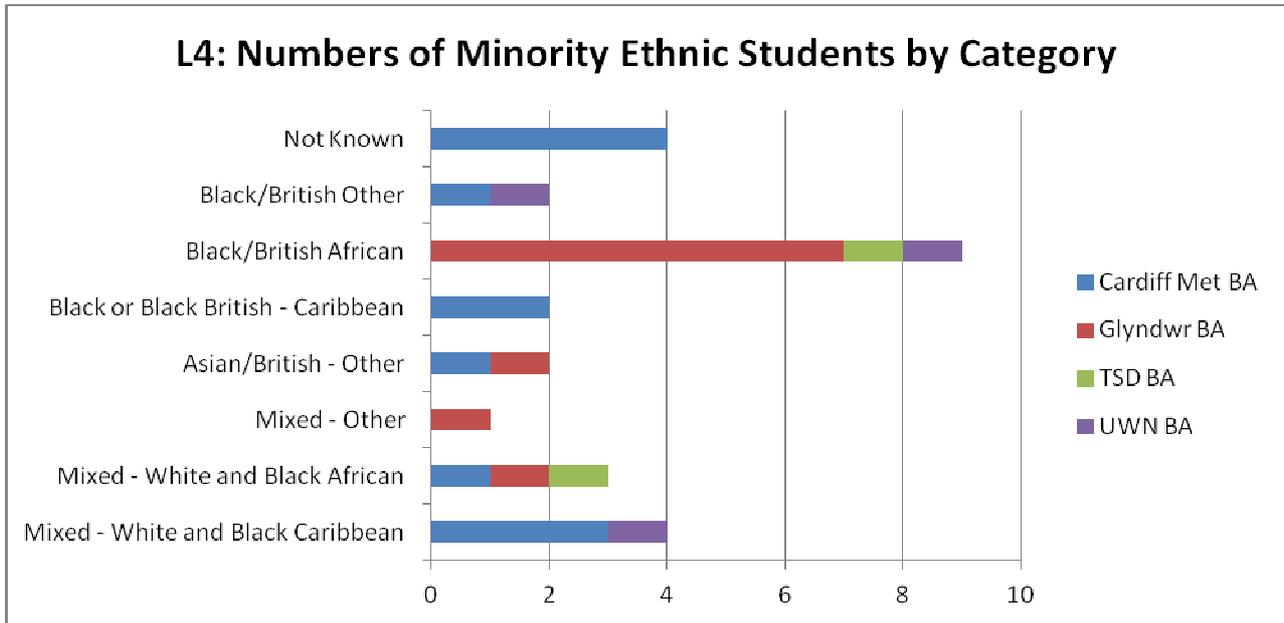


Disability here covers such areas as dyslexia which is sometimes only noticed after the submission of the first assignment. Managing this area is important for both the Institution and the student: the Institution needs to ensure that this process is planned and managed before the academic year commences and the student needs to have the necessary resources at the outset. It might be appropriate for Institutions to share good practice on the recognition of support needs at an early stage and the provision which could be made available to the individual student outside that specified by the Institution. For example, a student may wish to share her/his own approach on how they ensure that words are used appropriately and spelt correctly. It is important at all times to adhere to the ETS Wales Guidance on Equality and Diversity whereby Institutions ensure that “students’ learning needs are identified and their needs addressed”.



Reflecting the profile of the population of Wales, the majority of new recruits are specified as ‘White – British’ but it is interesting to note the high proportion of minority ethnic students entering the Glyndŵr programme which does not reflect the population across North Wales. Although further research is needed, it may be an indication that some students will be travelling from immediate conurbations across the Wales border. The monitoring does not ask the question on where students were living when they applied to a particular programme but this information may be readily available. It is noted that Cardiff Met have figures for the country each student comes from and, where it is Wales, there is a post code breakdown (e.g. CF, SA, LL, etc.) of these students. This information should be collected in future years, if it is readily available, to enable better ETS planning of student needs.

The make-up of the minority ethnic students is as follows:

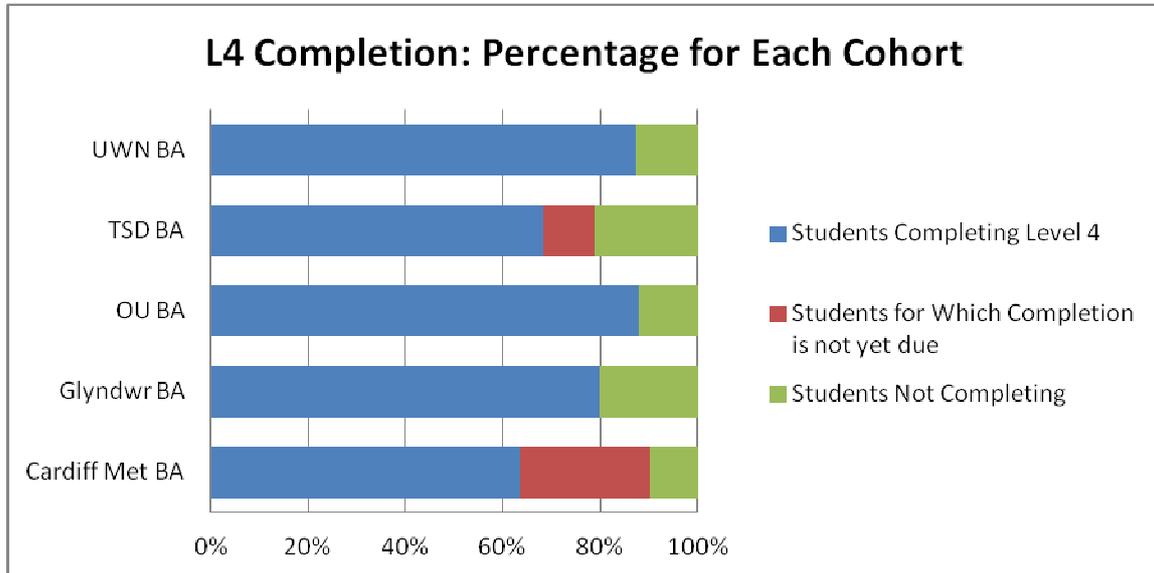


Although some pleasure can be taken from these figures, ETS Wales and the Institutions may want to consider future workforce planning. What is happening regarding the training for ‘White – Non-British’ communities such as the increasing population of Polish people to be found both within North and South Wales (2011 Census) and how do we support the large Somali community across South Wales? Identification of access and support for such communities should be considered in order to be proactive within recruitment.

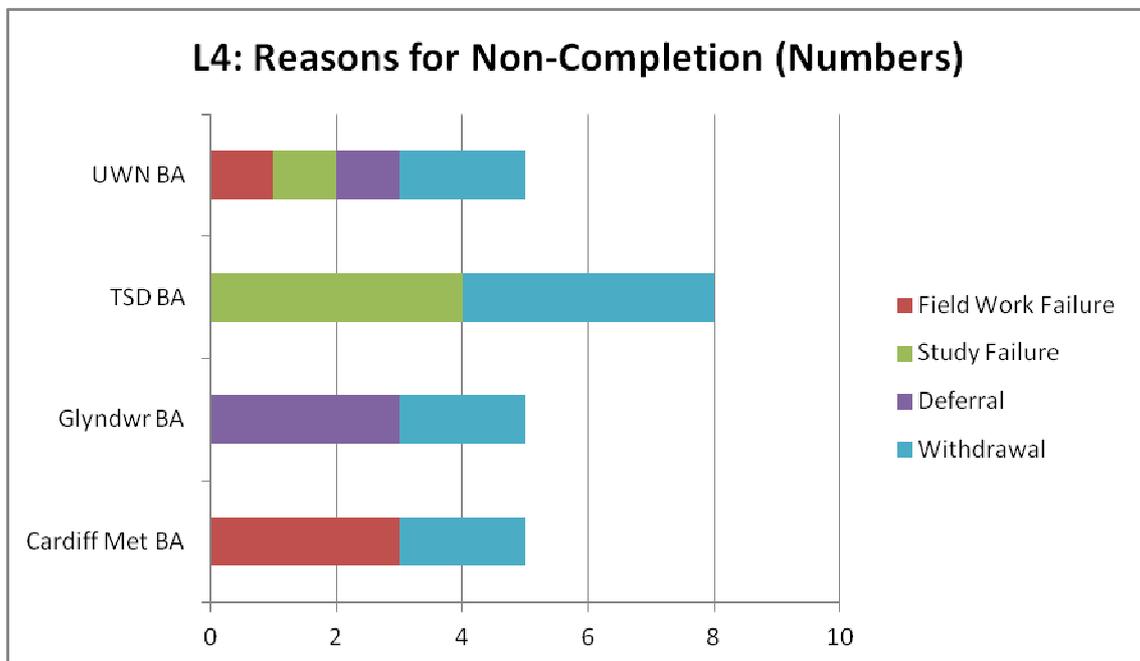
Completion of Students

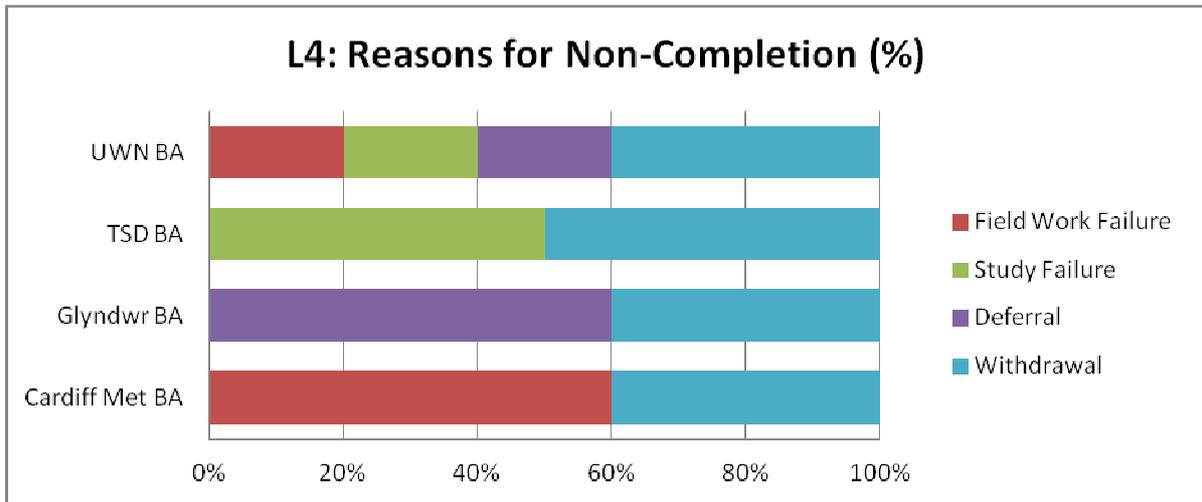
Level 4

The percentage of students completing at this level are as follows:

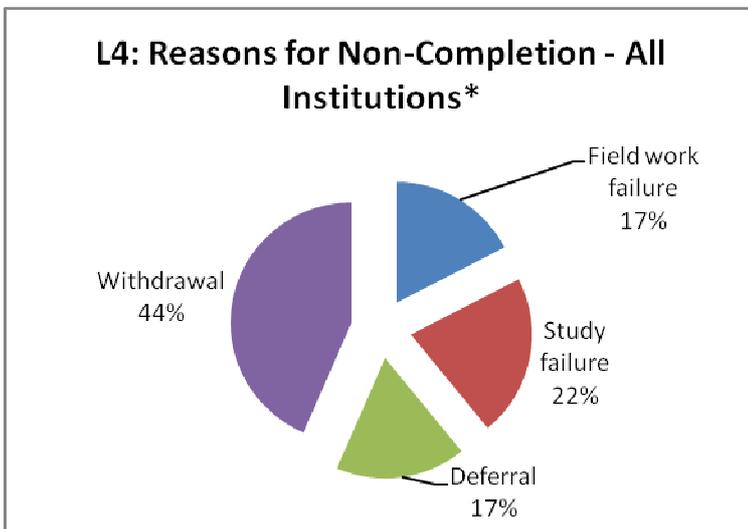


The reasons for non-completion are as follows:





Figures for the OU were not made available. Where field work failure and study failure applied to a student this was recorded only as a fieldwork failure.

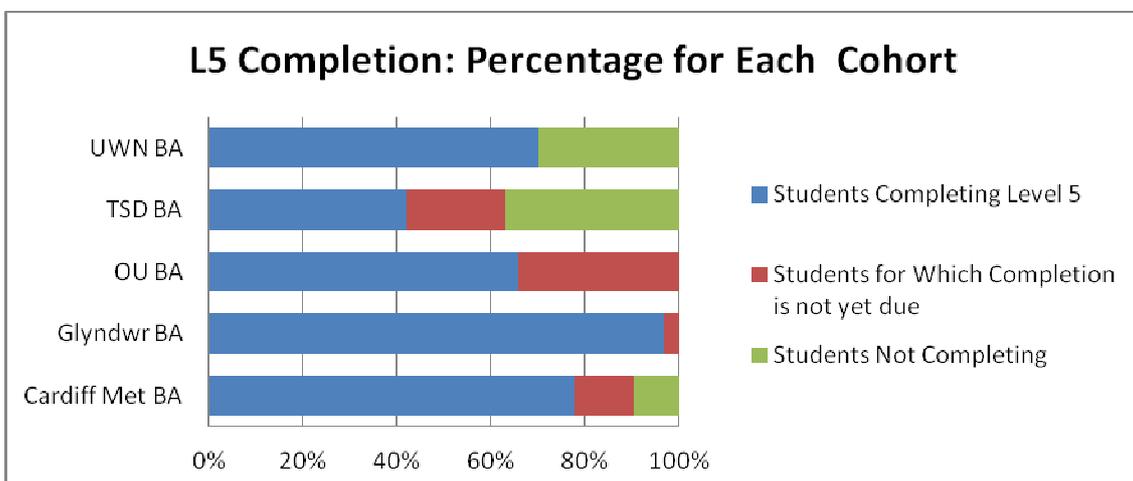


Where part-time students were engaged within the programme then non-completion was largely due to these students continuing their studies. Ignoring deferral which may be largely picked up within the next academic year, the final numbers for non-completion for students is very small. Some mechanism needs to be incorporated within the monitoring process for future years to record the extent to which students who are deferred manage to retrieve their learning.

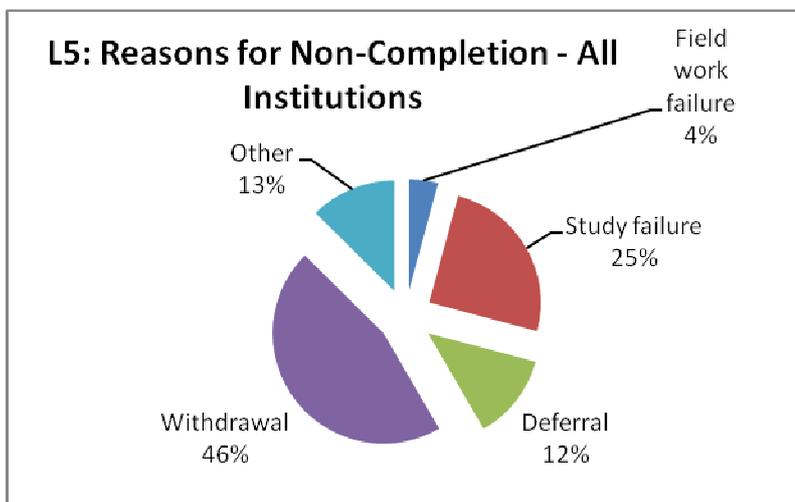
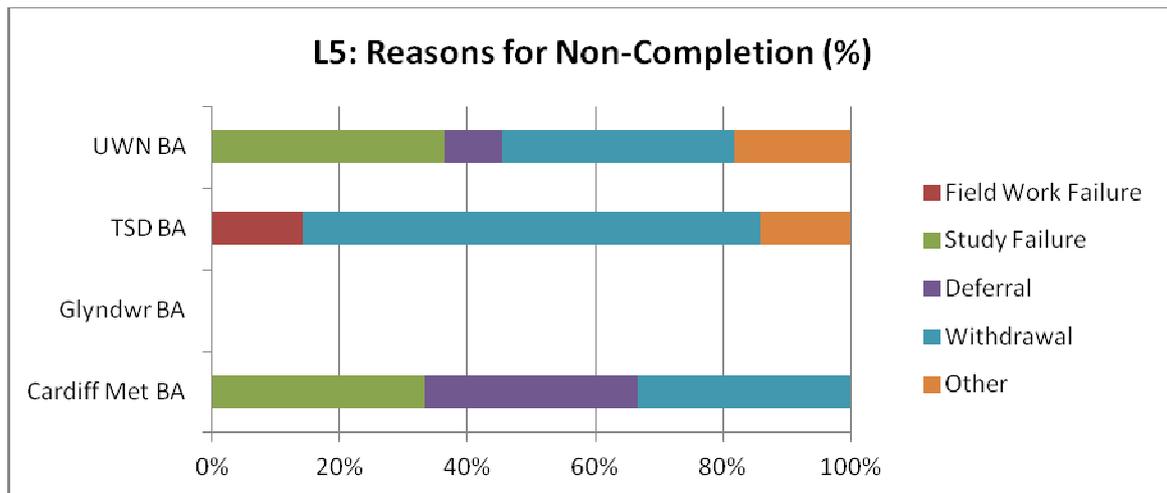
*Not the Open University

Level 5

The percentage of students completing at this level are as follows:



The reasons for non-completion are as follows:

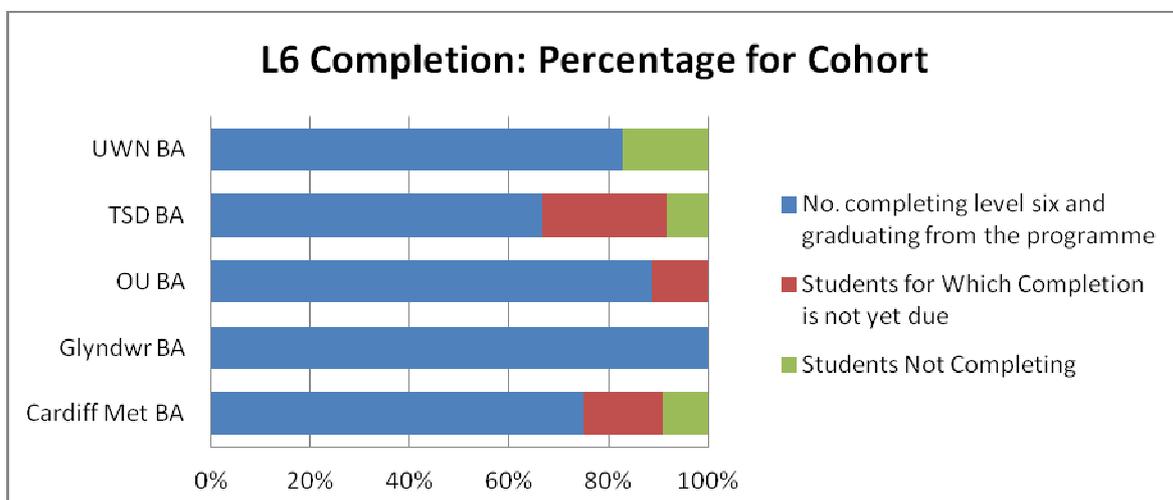


As at Level 4, where part-time students were engaged within the programme then non-completion was largely due to these students continuing their studies. Although the numbers are small, it is interesting to note the percentage of students withdrawing at this stage. The reasons for withdrawal and deferral can be found within a later section.

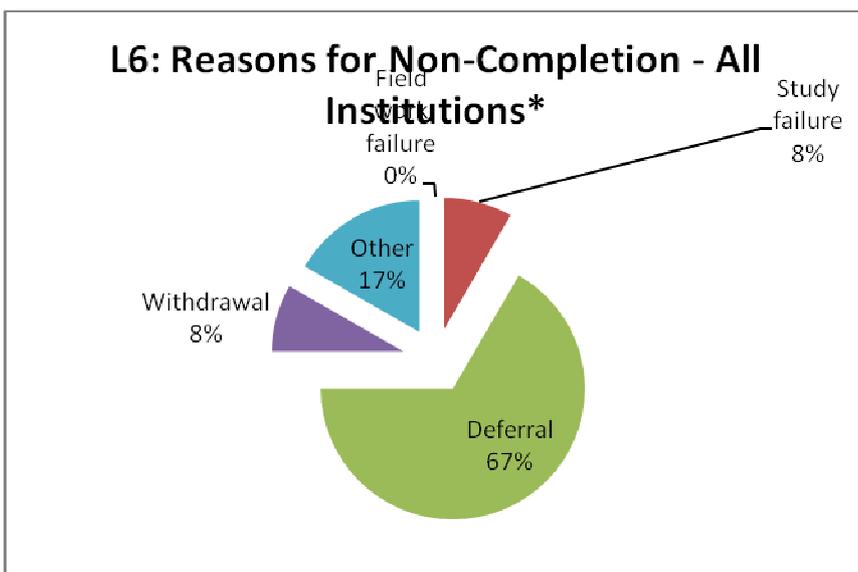
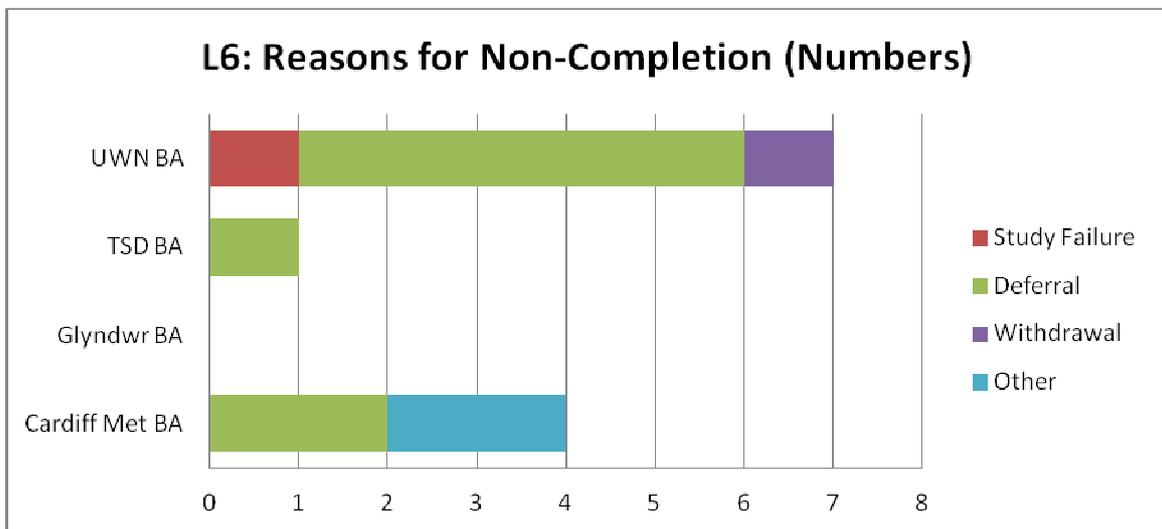
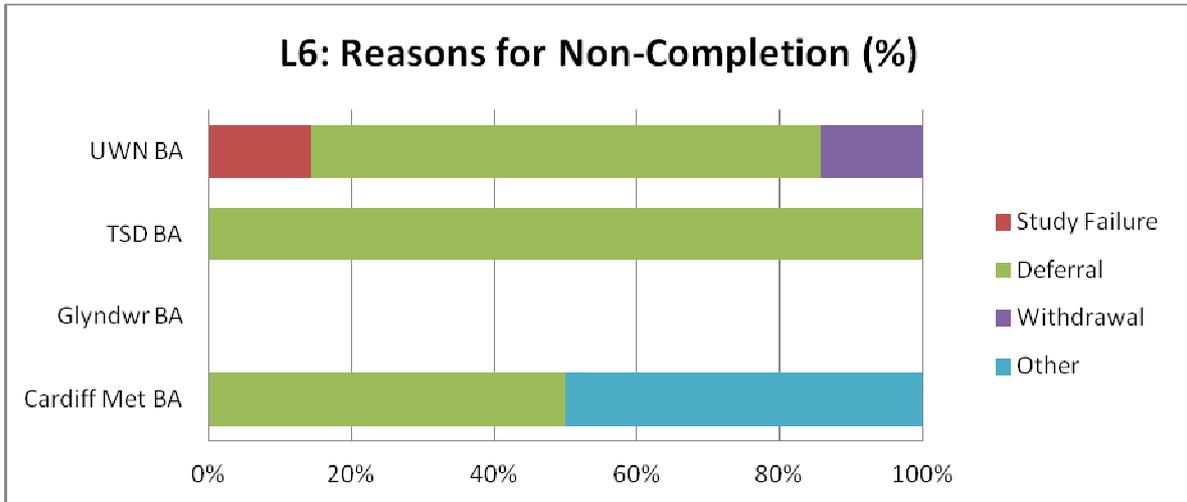
*The OU figures were not available

Level 6

The percentage of students completing at this level are as follows:



The reasons for non-completion are as follows:



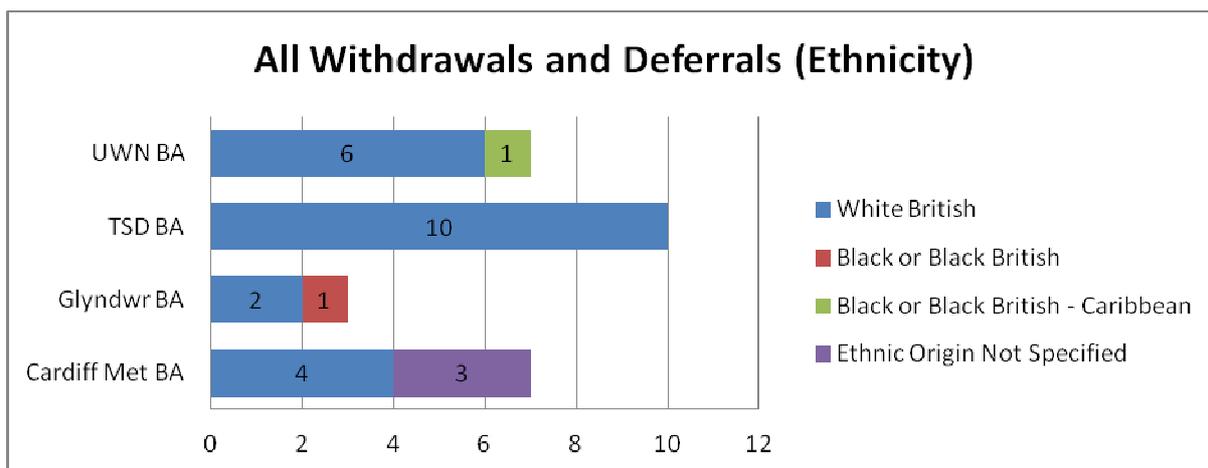
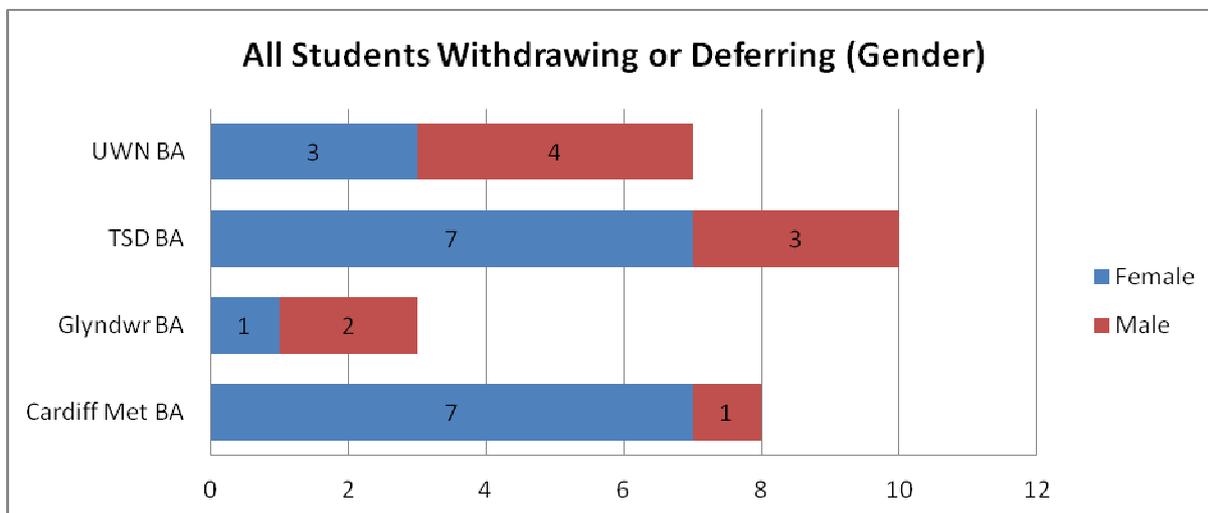
It is expected to see fewer students with non-retrieval failure at this stage and this is the case. A large proportion of students not completing at this stage are able to carry on and successfully complete their studies. The students within the 'Other' category did not achieve Level 6 but were awarded the Dip HE (JNC Recognised).

*The OU figures were not available

Withdrawal and Deferral of Students

There were only 28 students at all levels who were declared as withdrawing or deferring and, of these, 19 of these students withdrew from the programmes.

An analysis of these students shows the following for gender and ethnicity:



These figures are provided for information as no firm conclusions can be made.

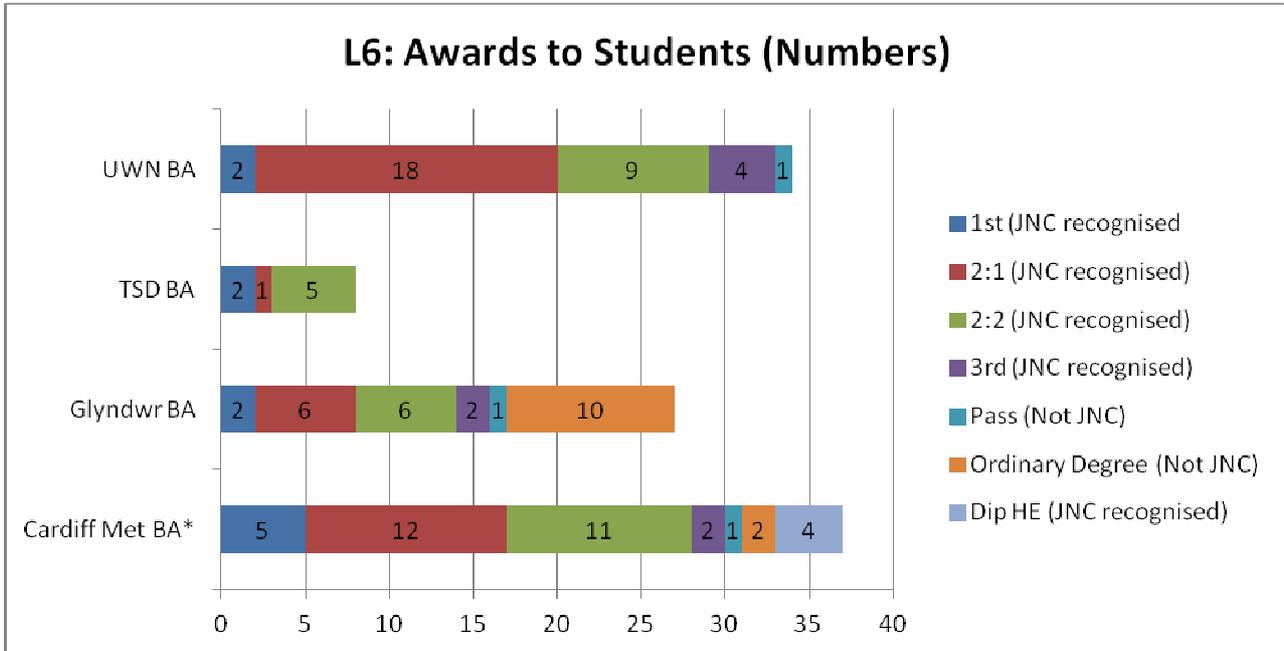
Institutions were also asked to provide on a scale from 'high' to 'not applicable' whether certain factors played a part within students withdrawing from or deferring within their programme. Although this very much based on opinions it does give an indication of some of the pressures on students.

	Cardiff Met BA	Glyndwr BA	OU BA	TSD BA	UWN BA
Work/life balance	Medium	Not Relevant	High	Medium	High
Health issues	Medium	Medium	Medium	Medium	Medium
Financial reasons	Medium	Medium	Medium	Low	Medium
Employment changes	High	Not Relevant	High	Low	Low
Demands of a caring role	Not Relevant	Medium	Medium	Low	Low
Other	Change of course	Moved away			Dissertation delay

Completion of the Full Programme

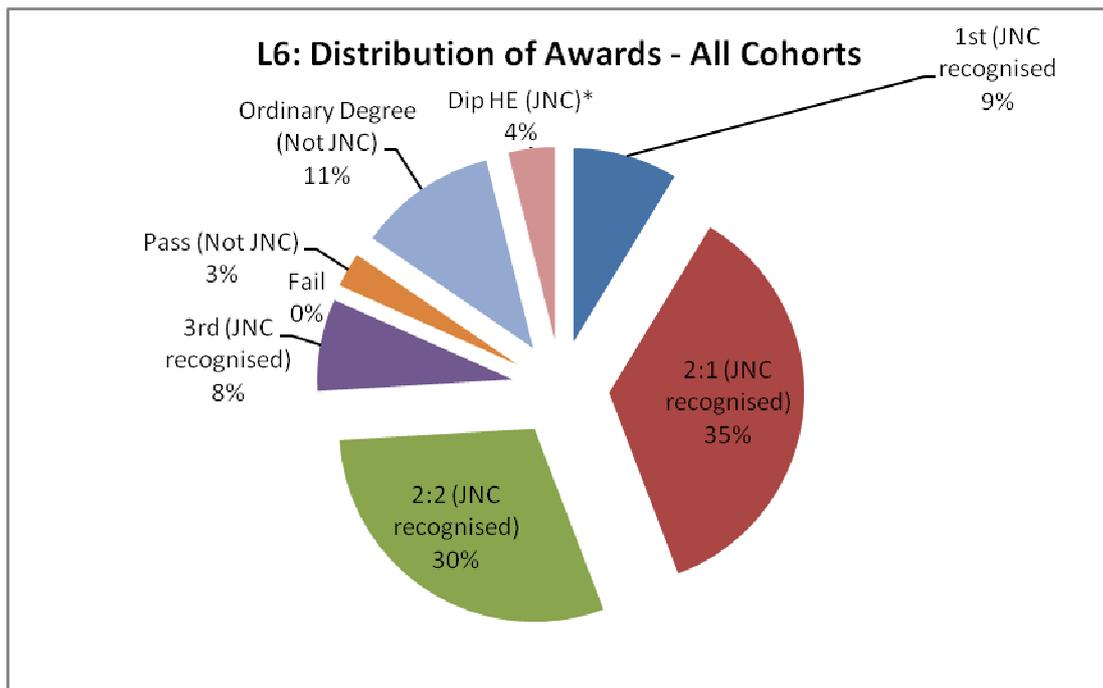
The Dip HE qualification is still available to some students carrying out their studies under the criteria provided through JNC. In 2011-12 at Level 5, there were 36 students awarded the Dip HE recognition; 7 through Cardiff Metropolitan and 29 through the Open University. It is not clear if any of these students then went on to study at Level 6. Fewer awards will be available within subsequent years as the numbers of eligible part-time students achieve qualification.

Awards provided at Level 6 were distributed as follows:



Figures for Open University Wales students were not made available. *2 students awarded the Ordinary Degree also obtained the Dip HE qualification.

The levels of the award across all cohorts are distributed as follows:



The programmes should be commended as nearly 10% of all students managed to achieve a first class honours degree which is a good percentage especially in comparison to the percentage of students achieving a second class honours degrees. The important statistic here is that all students managed to leave the programme with some form of award.

Study or Employment Destinations

This section holds little credibility due to the information which was provided. Two Institutions, Cardiff Met and the Open University, were unable to provide a breakdown of destinations. Cardiff Met suggested that this would be available later within the current academic year, while the Open University were unable to provide a Wales only breakdown. However, of the other three responses the information provided was not statistically sound. Firstly, there was disparity within the numbers provided with one Institution including destinations for students continuing on the programme. Secondly, of the 78 students identified, 30 of these had unknown destinations. This means that out of the 142 students at Level 6, or the 118 students completing their award, the Institutions were able to account for only 48 students overall.

Bearing this in mind, where a destination was identified, 72% of students went on to employment within the statutory or voluntary sectors and nearly 15% continued their studies at a higher level.

It is clear that most students within Youth Work programmes are already within the employment of an agency, including a local authority service, during their training. It is inappropriate, therefore, to suggest that all students may have destinations as a result of undertaking these programmes. This is not to underestimate the importance of professionalization to the service and the enhance opportunities gained by individual students. However, the relevance and wording of this question will need to be looked at when data is collected in the next academic year.

Examiners Reports and Reviews

Institutions were asked to provide key points from their Examiners' reports as well as providing the reports in full. All but one Institution had received their reports from examiners at the point of this report. It should be stated that because the nature of response to this question, some Institutions providing a few bullet points and others virtually cutting and pasting whole reports, it is not possible to give a full response here. The points within the following chart were either provided by the Institution or were gleaned from the report itself. The nature of the response to this question will be addressed on future monitoring forms to control a number of key salient points on each category. In all cases more information is available to the ETS Wales Committee through the reports which have been made available by each Institution.

External Examiners' Reports

	Cardiff Met BA	Glyndŵr BA	OU BA	TSD BA	UWN BA
Reports Available	Yes	No	Yes	Yes	Yes
Positive Areas	The External Examiner produced a very positive report, emphasising the retention of the programme's professional status and useful changes relevant to the changing environment for youth and community work. Academic standards were found to be comparable with other HEI programmes, with some excellent examples of student achievement.	Increased links with the field through the new supervisors conference. These will be developed further.	External examiners have provided positive feedback on the quality of the Youth Work programme, including on students' levels of achievement, and on retention and completion rates that compare favourably with similar programmes in other HEIs. This is particularly pleasing as the OU has an open access policy, and students begin their studies with a very wide range of educational histories. Strengths include the high quality of OU study material.	Feedback from students was positive in relation to the relationship between staff and students, and how this was reflective of good youth work practice. The modules and learning outcomes calibrate with both the subject benchmarks and the National Occupational Standards. The marking and feedback was appropriate and relevant.	External report stated 'The development of training opportunities for practice supervisors and the building of this into level 6 of the course from September 2012 should further improve the confidence and skills of practice supervisors and hopefully provide a 'home grown' pool of potential supervisors for the future.'
Areas for Development	Both of the Externals have commented on a need for communications to reach them with acknowledgement of receipt of messages. The Programme Director will be meeting with newly-appointed External on the occasion of his induction session.	Recruitment process to be updated, discussions have taken place.	A key challenge that external examiners identify is that of courses keeping up to date with a changing and somewhat turbulent policy and practice context. Online forums and resources have been developed to discuss and debate issues of professional practice, including changes in policy that are impacting on their practice.	For some students, reflective practice remains an arduous process, and requires additional support in ensuring that this is developed prior to the point of exit from the programme and entry into the field of work.	We need to be recruiting more placements and spending time in maintaining positive relationships with local authority youth service teams in order to help compliment their area teams.

Program Reviews

The following information was provided by the Institutions.

	Cardiff Met BA	Glyndŵr BA	OU BA	TSD BA	UWN BA
Reviews Completed	Yes	No	Yes	Yes	Yes
Positive Areas	A professional re-endorsement process was carried out by Education Standards Wales in May 2011, a week after the Periodic Review conducted by UWIC's Quality Standards Unit. Both processes achieved successful outcomes, with no conditions attached in either case. The programme was seen to be in the best of health, and the Youth and Community Team was commended for the excellent quality of its paperwork, and its efforts in maintaining and appropriately developing the BA programme.	Students are very positive about level 5 both the content and design. Professional workshops worked well with input from the field. Level 5 'top up' route received good feedback from students and training officers.	There is robust quality assurance process, including an annual review process for all its modules and qualifications. The quality of review of the Childhood, Youth and Education Programme has been cited as a model of good practice across the University. The most recent review of the Youth Work programme in May 2012 indicated the effectiveness of teaching & learning, assessment and support for students. NSS survey data indicated that 100% of students had expressed overall satisfaction with the quality of their course.	To continue to maintain high levels of student support. To continue to support, and further develop, the bilingual delivery of the BA Youth and Community Work programme.	Growth of the programme to include the new PG Diploma qualification that was endorsed by ETS in September 2012
Areas for Development	None cited	Need to establish better links with FE. Review all assessments at Level 6 with change to the placement assessment.	None cited	To further explore the flexible delivery of the programme, including the use of other locations for delivery	2012 will see a review of the assessments utilised within the programme. This is in order to fully prepare students for their role in Youth Work

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Overall Progress	<p>Youth and community work has been taught at Cardiff Met/UWIC now for 11 years, and has increasingly attracted students from a range of backgrounds, both traditional and non-traditional, including local authorities and voluntary organisations not just in South Wales, but across Wales and the UK. The reduction over the last 2 years in the number of part-time students (now stabilised and edging back up again) seems to have two major causes: firstly, cuts in public spending resulting in fewer jobs available and shorter contracts with less funding to support and release staff; and, secondly, the push to qualified status has been effective resulting in the demand for part-time students places falling.</p>	<p>This was the last year of the Dip He plus the top up to degree route. Changes will be implemented next year with the first delivery of the level 6 on the new Degree. There was a lower level of recruitment than previously and a concern about the numbers withdrawing from the course or having health/finance and family issues and having to defer. This is being addressed through a new recruitment and retention system.</p>	<p>Overall, we are pleased with the progress of the OU's Youth Work programme in what continues to be a challenging environment for youth work and for HE. We see the OU as complementing other HEI programmes leading to professional youth work qualifications, in that it offers a flexible, work-based route to professional qualification which is likely to be particularly attractive for students who want to combine work and study, who have caring responsibilities, and who may be living at a distance from face-to-face HEI provision. The profile of our students in Wales indicates that these are the sorts of students who opt to study with the OU as a means of gaining their professional qualification.</p>	<p>We continue to make good progress as a programme. As a team, we are responding to the changing demographic of our students, and we are being responsive to student feedback, feedback from External Examiners, and from feedback from our Programme Development Group.</p>	<p>Overall, the programme is in good health and the (relatively) new team has settled into delivering a fit for purpose programme that challenges students to develop their practice and theoretical knowledge but also provides individual support, guidance, and help when it is needed. We are confident that we are turning out reflective, flexible practitioners who are professionally qualified and able to work effectively with the young people in the community.</p>

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Other Relevant Information	<p>Following the large drop in overall numbers in 10/11 (166 compared with 187 in 09/10), numbers of students have not continued to fall significantly, but have stabilised at 159; with an increase in the proportion of full-time students. The proportion of female students has dropped slightly but is a majority on the programme. The shift towards a more full-time student cohort also correlates with changes in age distribution. However, there has been an increase in over 21 year olds which is encouraging as we are committed to a policy of widening participation, including more mature students.</p>	None cited	<p><i>The OU provided a very large section under this area.</i></p> <p>This included Recruitment to the OU's Youth Work programme in 2011/12 was broadly in line with recruitment in the previous year, and met expectations and targets. The OU programme has always aimed to attract a broad range of students practising in a range of settings, including in the voluntary and community sector and in schools and colleges, as well as in more traditional local authority youth service contexts, and the curriculum has been designed to reflect this variety of practice.</p>	<p>There is a noticeable change in the student demographic, and during the 2011-2012 academic year, only 4 part-time students were recruited.</p> <p>A current focus for the team is the re-validation of our programme, and we are looking forward to engaging in the planning and the development of the new degree, working closely with our partners in the field, and also with ETS.</p> <p>An additional focus is linked to the flexible delivery of the programme, and to consider other locations for delivery.</p> <p>As a team, we are also looking forward to establishing links with Humak University in Finland.</p>	<p><i>UWN provided a very large section under this area.</i></p> <p>University of Wales Newport Youth & Community Work Team would like to thank ETS for their continued support and monitoring of the programme and look forward to further work in 2012/13.</p>