

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

Academic Year 2018-2019

v2

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March 2020

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This report covers the period for the academic year 2018-2019 within the four Higher Education Institutions detailed below. All Information was collated within January 2020.

Summary of the Key Points within this Report

1. Target recruitment was not met by any of the universities, as shown within the following chart. Overall, across all institutions, only 58% of student numbers was achieved but this will vary for individual institutions. (Page 5)
2. A decline in numbers within the Post Graduate Diploma since 2011-12 was reversed within the 2017-18 monitoring period but is again showing a decline which is 28% down on the previous year. Numbers, however, remain high over these monitoring periods (Page 6 -7)
3. Overall, 73% of all students are undertaking a part-time route which is similar to the previous monitoring year. However, if new recruits only are considered, the split is 50% between part-time and full-time modes. (Page 7)
4. *Only 2 male students were recruited which is 9% of this intake and down from 43% on the previous year. Not accounting for one continuing student, one cohort is now wholly female. (Page 8)*
5. *59% of all new recruits are over 30 years of age and all gained access through a standard entry. This is the first time non-standard entry students have not appeared. (Page 9-10)*
6. There has been a decline in new recruits using the Welsh language on the programmes with no university indicating the use of Welsh in any form. On a small base, there has been an increase of recruits with a minority ethnic background from 16% to 18%. (Page 11)
7. *There were 8 students within the deferral and withdrawal categories, down from 15. Completion and receiving JNC recognition, has gone up from 16 to 18 students. (Page 12-13)*

Background of the Institutions being monitored within Post Graduate Diploma Programmes

All post graduate programmes being monitored have been endorsed through ETS Wales.

University	Cardiff Metropolitan	Glyndwr	Trinity Saint David	University of South Wales
Title of Programme	Post Graduate Diploma in Youth and Community Work	Post Graduate Diploma in Youth and Community Studies	Post Graduate Diploma in Youth and Community Work	MA Working for children and young people (Youth Work Initial Qualifying) incorporating the Postgraduate Diploma Youth and community work
Endorsement Period	2016-2021	2013-2018	2014-2019	2017-2023

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

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

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

	Cardiff Met	Glyndwr	TSD	USW
Total students on programme	14 (23)	3 (5)	11 (13)	12 (14)
Core Staff Qualified	4 (0)	2 (1)	0 (0)	0 (0)
Core Staff Not JNC Qualified	0 (0)	1 (1)	0 (0)	0 (0)
Main Support Staff Qualified	0 (0)	0 (0)	3 (1)	2 (1)
Main Support Staff Not JNC Qualified	0 (0)	1 (1)	0 (0)	0 (0)
Occasional Staff Qualified	0 (7)	*1 (0)	2 (3)	1 (3)
Occasional Staff Not JNC Qualified	0 (1)	0 (0)	0 (1)	4 (1)
Visiting Staff	0 (0)	0 (0)	0 (0)	0 (2)

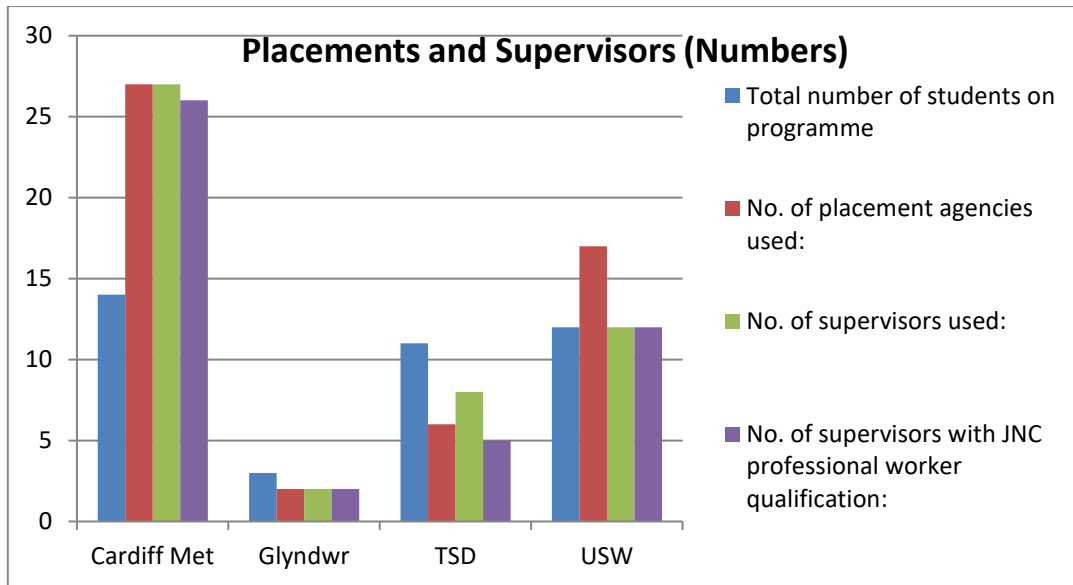
The numbers in brackets () relate to the 2017-18 academic year.

*Placement tutors used

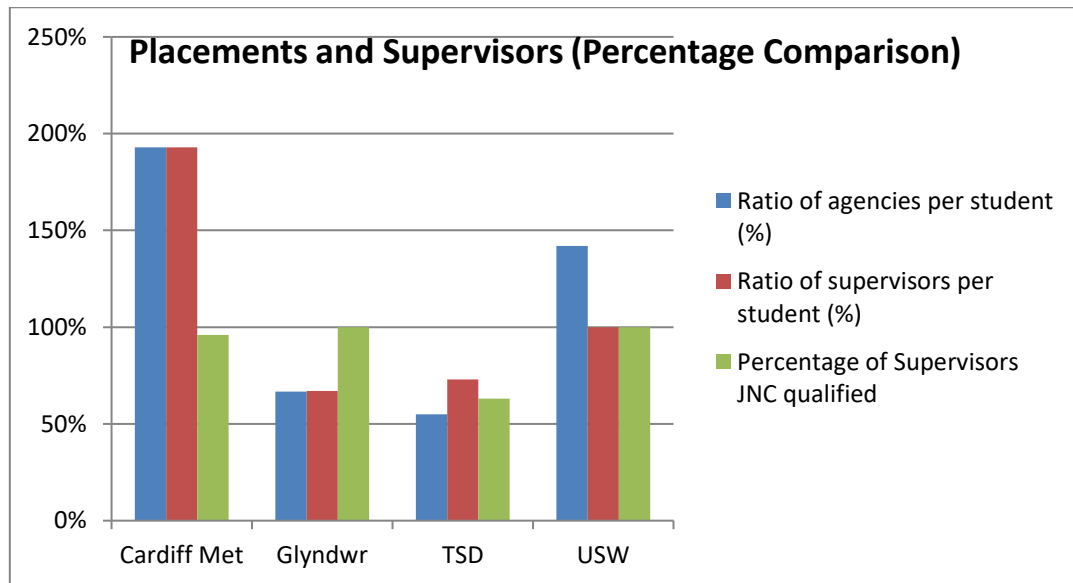
The final question in this section related to absence of key staff on the programme and arrangements made to cover the work: Glyndwr reported that sessional staff were used during absences.

Fieldwork Placements

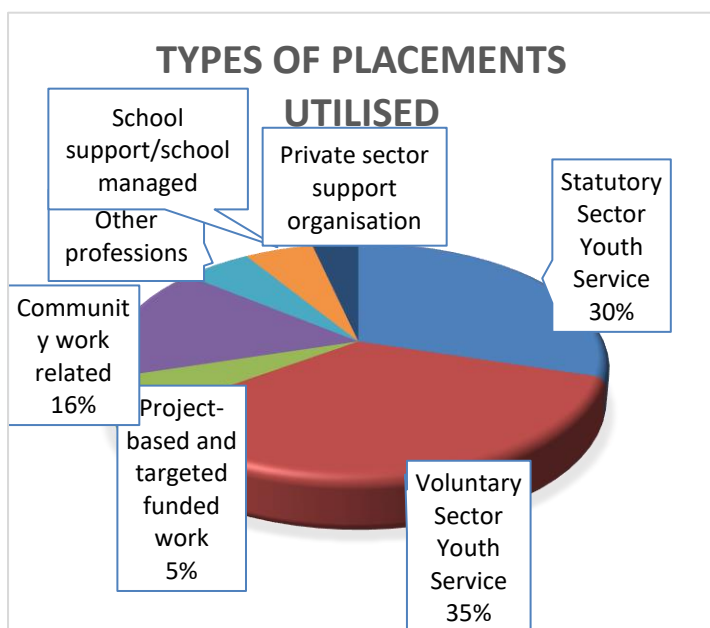
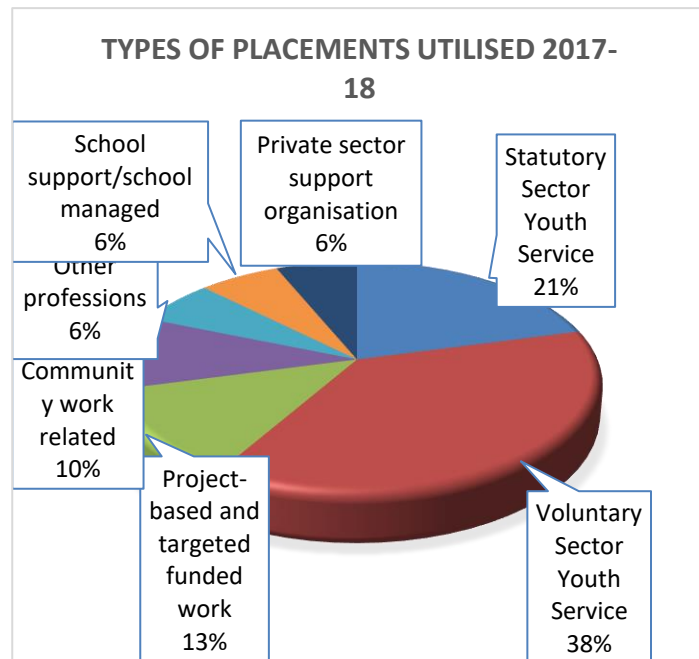
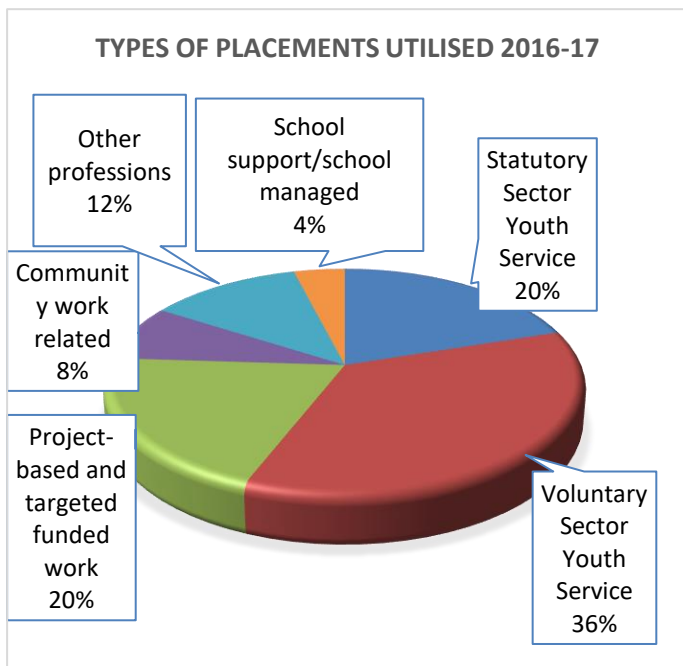
The breakdown for students and placements is as follows:



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



The Institutions have ensured that there are sufficient placements available and that there are JNC qualified supervisors in support for each student.



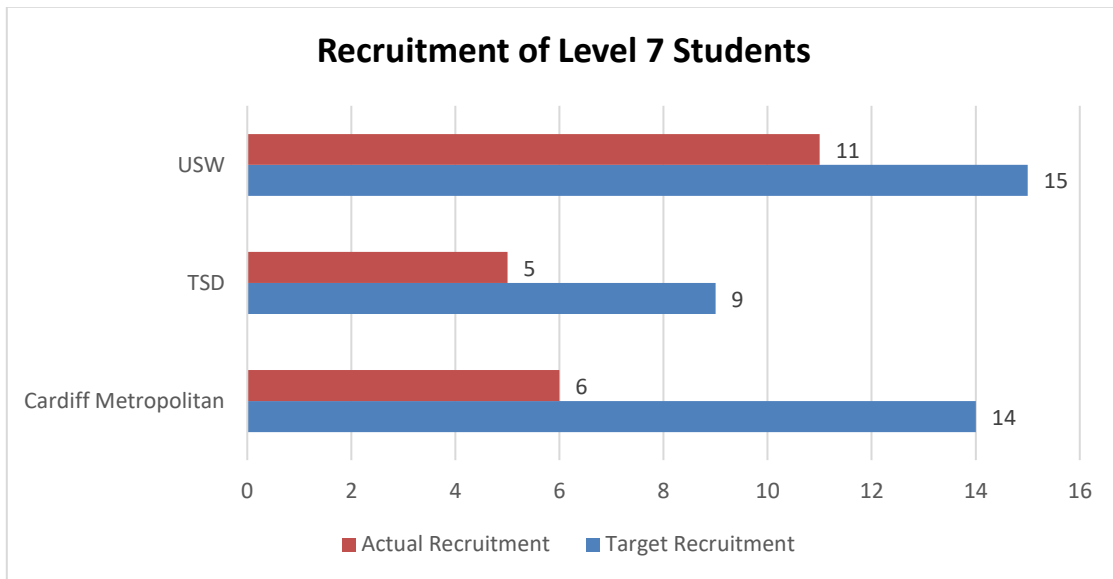
The changes in placement agencies used over the last three years can be clearly seen from these charts. The proportion of agencies falling within the statutory and voluntary youth sector continue to increase, while at the same time there has been a decline of project based funded projects. This could be as a result of the decline of these types of projects or a reflection on background of the students within the cohorts.

Student Enrolment

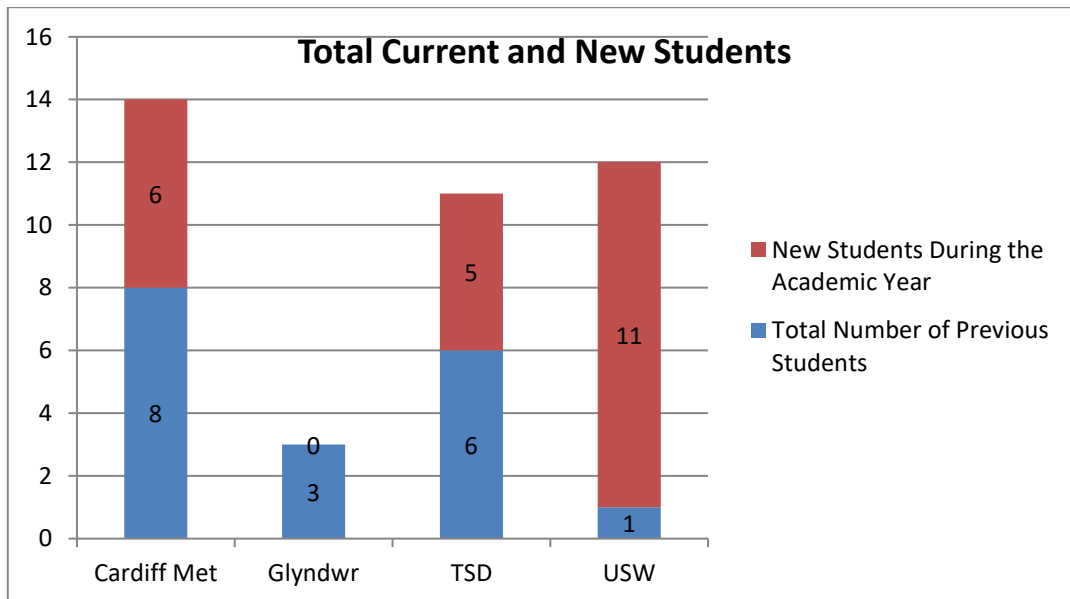
Target recruitment was not met by any of the universities, as shown within the following chart. Overall, across all institutions, only 58% of student numbers was achieved but this will vary for individual institutions. In the case of Trinity Saint David, this was partly due to preparation for revalidation of the programme. There are comments related to recruitment within the programme reports.

Glyndwr had a zero target for this monitoring year and did not recruit any new students and stated that “The programme team and the university decided not to actively recruit to this version of the programme and was in a

period of being taught out.” For the main body of charts within the recruitment section, Glyndwr have not been included.



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



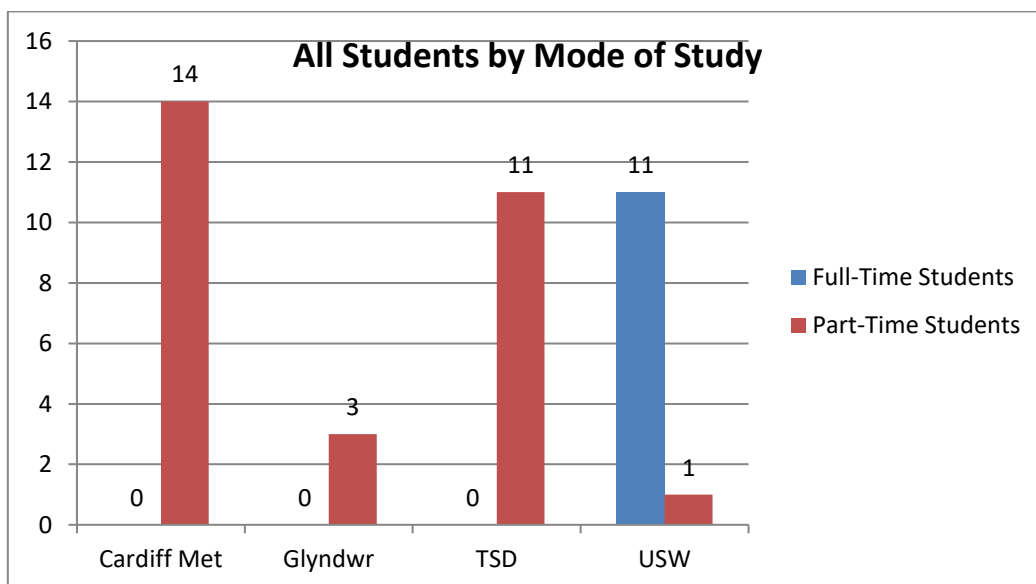
A decline in numbers within the Post Graduate Diploma since 2011-12 was reversed within the 2017-18 monitoring period but is again showing a decline which is 28% down on the previous year. It is interesting to note that if recruitment targets had been achieved, the student numbers for all programmes and recruitment would have been in line with the previous year. The following chart maps the trend since this process of monitoring has commenced.

	2011-12*	2012-13	2014-15	2015-16*	2016-17	2017-18	2018-19	Increase or Decrease on Previous Year
Total Students on All Programmes	50	30	23	19	29	55	40	-15
Total New Recruits	15	13	14	7	21	37	22	-15
Percentage of New Recruits	30%	43%	61%	37%	72%	67%	55%	

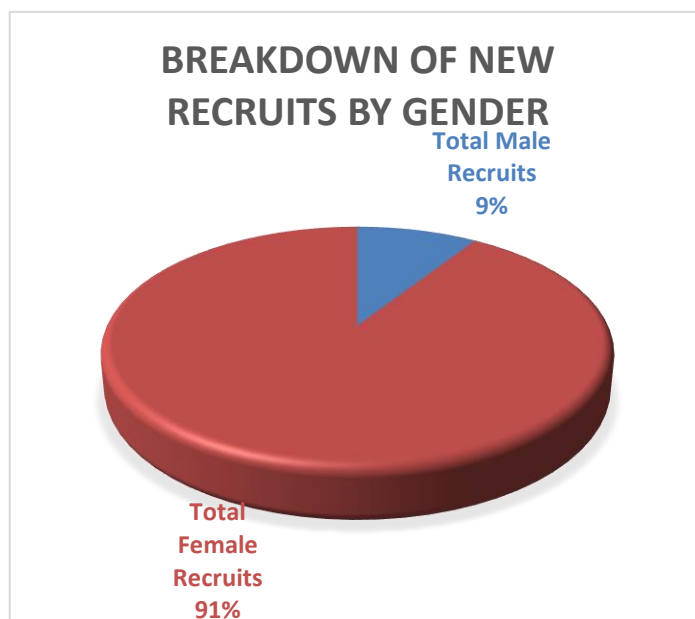
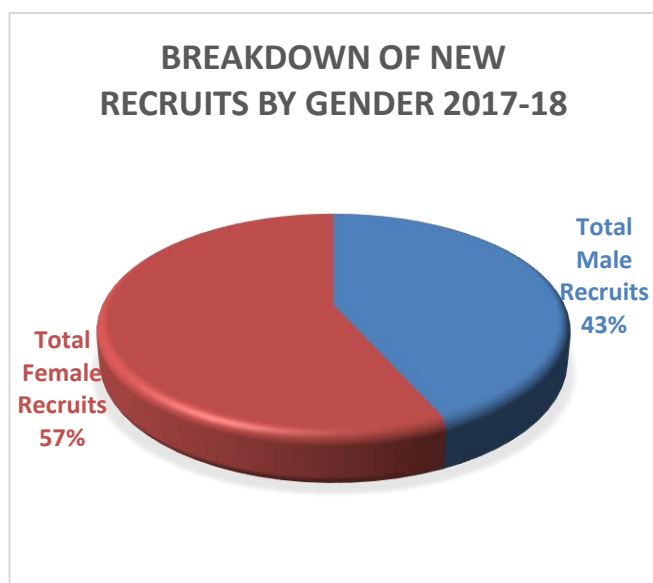
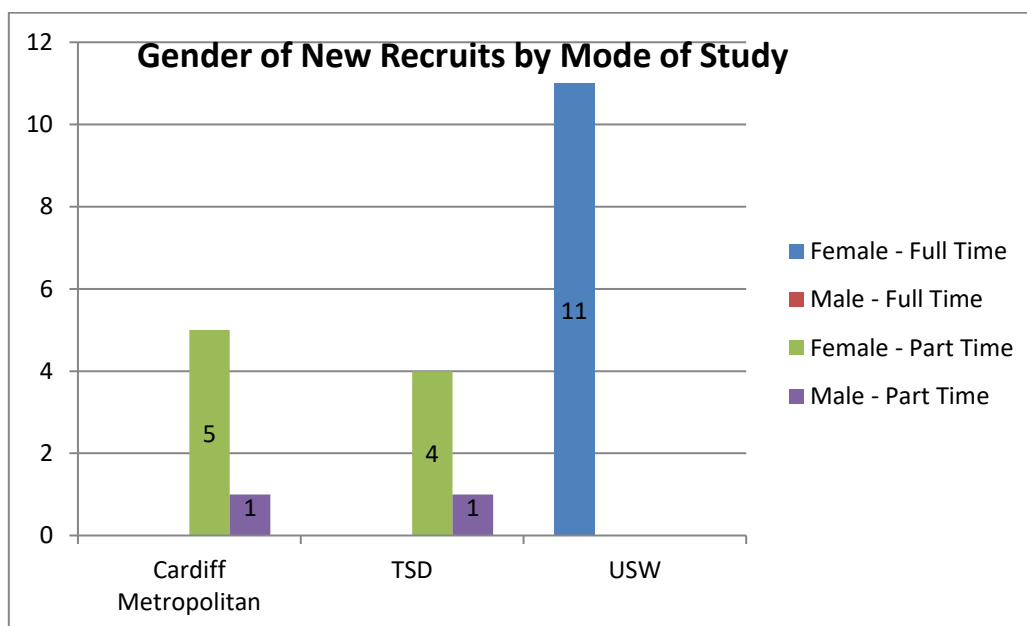
*Only three Institutions delivering programmes in these periods

It should be noted that overall numbers remain high in comparison to many of the previous years.

There have been major changes on the mode of delivery over the years as it swings between part-time and full-time modes of delivery. Originally moving from a wholly full-time delivery, to all students registered on the part-time route. During the 2015-16 monitoring year the modes of delivery across all institutions were equally split but increased to 75% of the students on a part-time delivery mode in 2017-18. This has remained at a similar level for this year at 73% for students undertaking a part-time route but, as shown later, if only new recruits are considered then this would be 50%.

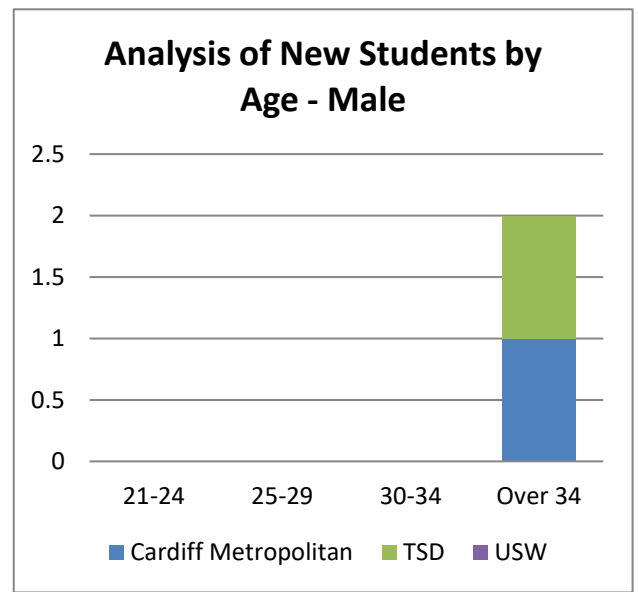
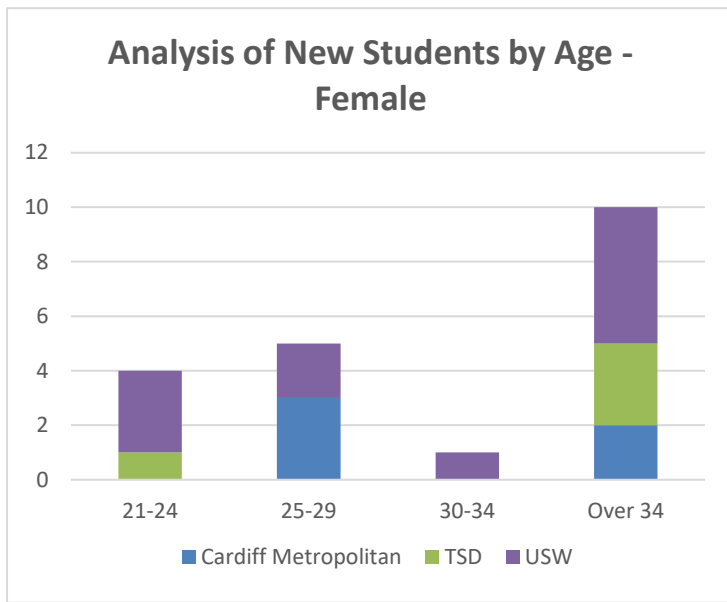


The following chart shows the gender breakdown of the new students on each programme. The 50% split between part-time and full-time delivery modes can be seen within this chart.



The charts show that only two male students were recruited during the academic year for all institutions. It is evident that the programme at the University of South Wales is now wholly made up of female students which mirrors the position on the BA delivery for this university during the same academic year. The rise seen for male recruits in 2017-18 to approach 50% has now sharply fallen back.

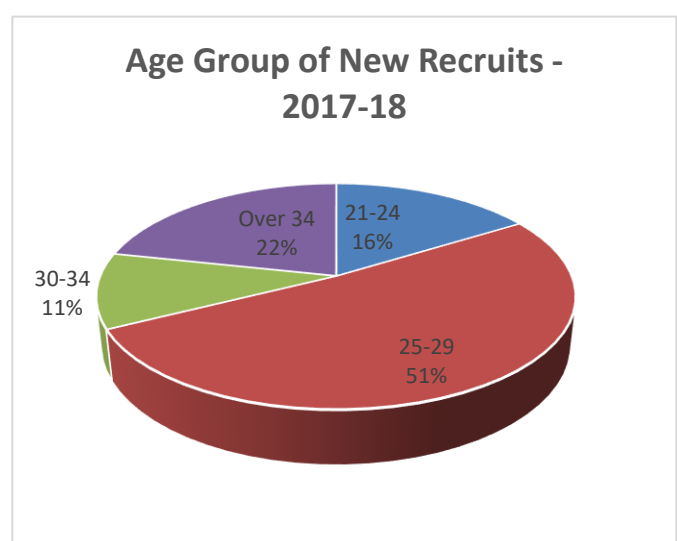
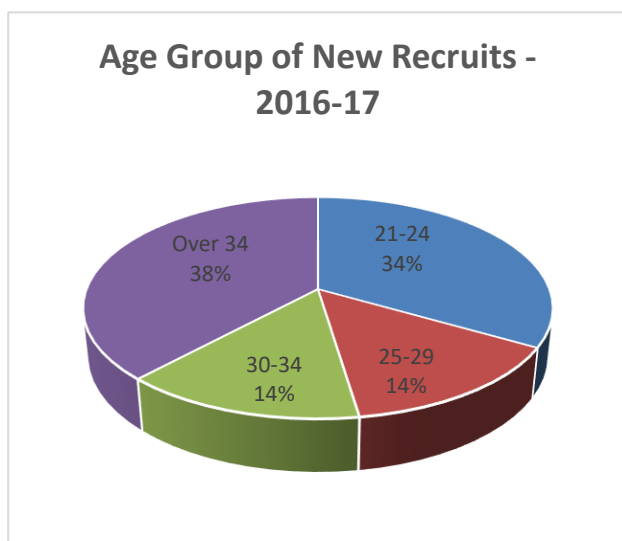
The following charts provide an age profile of students in relation to gender.

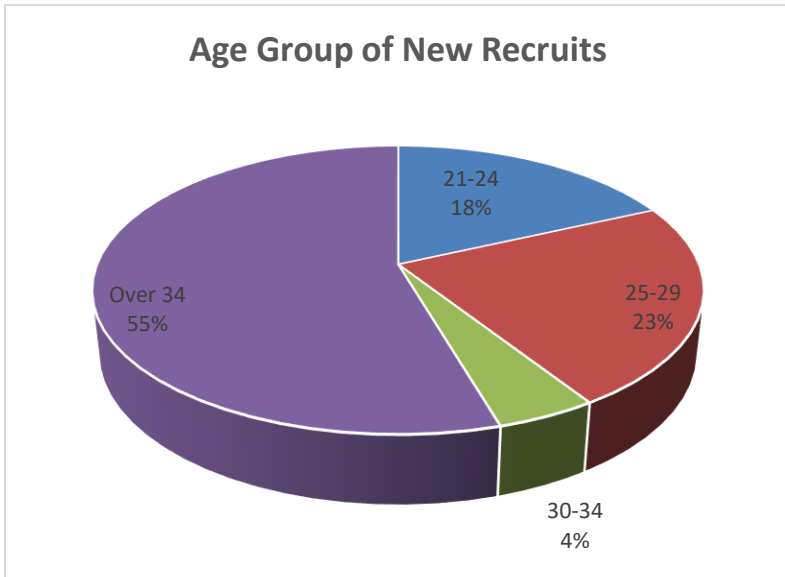


Students who are...	Under 25 Years	25-29 Years	30 Years or Over
Academic Year 2012-13	5	4	4
Academic Year 2014-15	3	6	4
Academic Year 2015-16	2	0	5
Academic Year 2016-17	7	3	11
Academic Year 2017-18	6	19	12
Academic Year 2018-19	4	5	13

The spike of numbers seen within the 25-29 year old category during 2017-18 as reverted to similar numbers seen in previous years. Overall the profile of age categories reflect the data of previous recorded years.

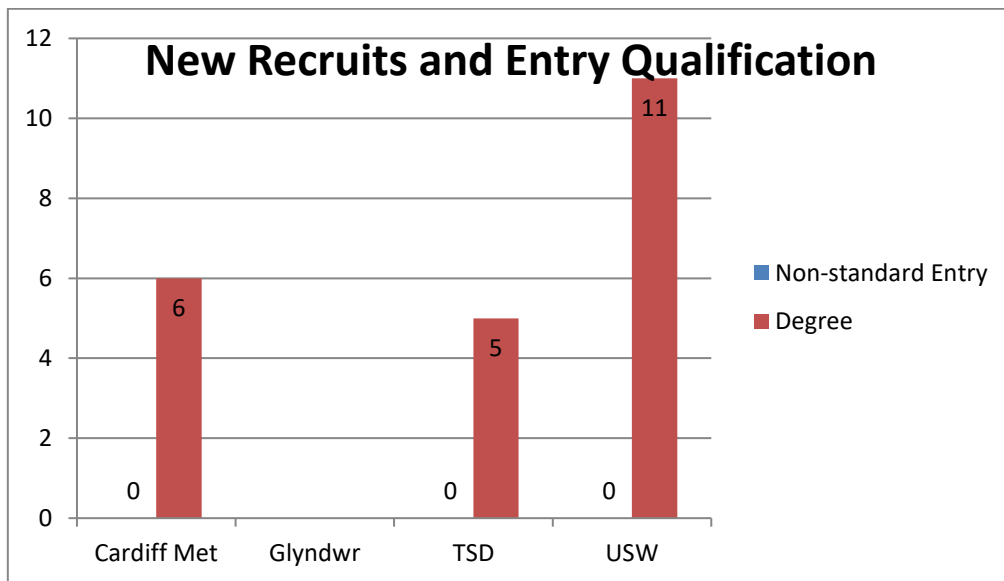
The comparison between the recent monitoring years for the age group splits can be seen more clearly within the following charts:





The over 30 year old categories now, once again, account for over 50% of all new recruits.

The following chart shows the qualifications on entry for students on each programme.

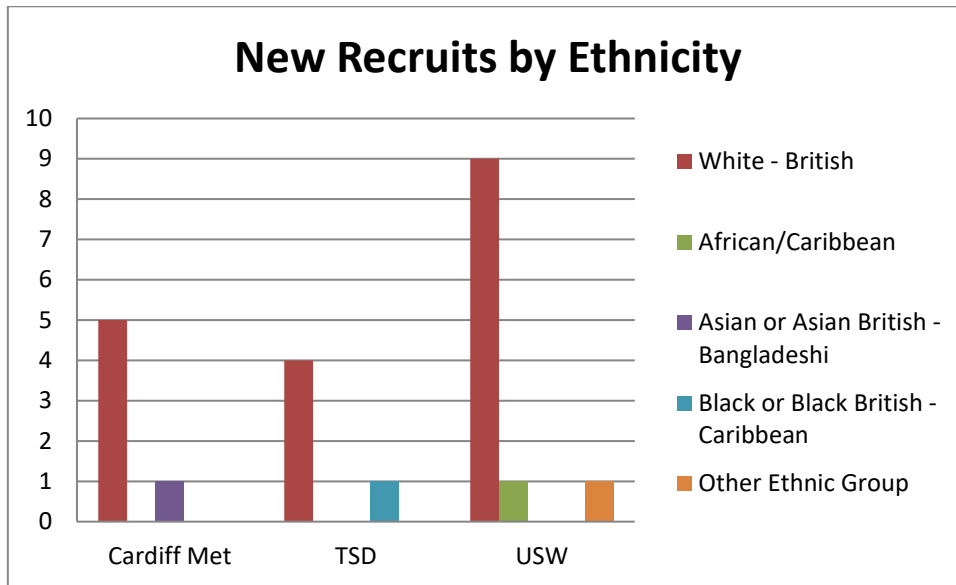


During 2017-18, there were four students gaining access to programmes through non-standard entry, however, there were no students during this monitoring year. This is the first time during any monitoring period that all new recruits have gained entry through standard entries alone for the post graduate programme.

Further Analysis of New Recruits

There has been a decline in students using the Welsh language on the programmes with no university indicating the use of Welsh. In the previous year there were 7 students were shown as using Welsh within group work. The drop can partially be put down to Glyndwr not recruiting during the academic year.

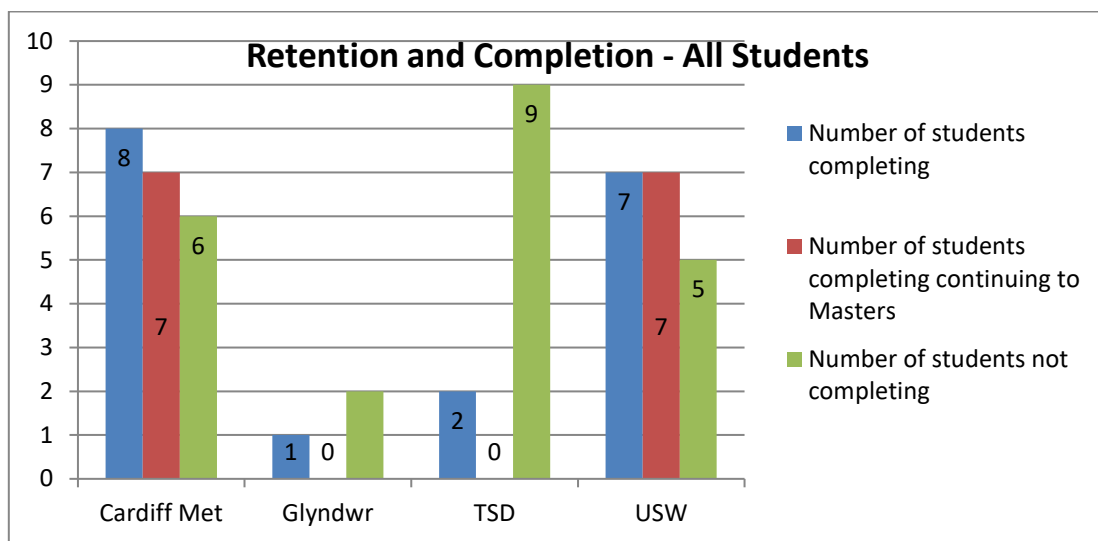
On ethnicity of new recruits, during 2017-18 the percentage of new recruits from an ethnic background was 16% and this has gone up slightly to 18% this year. This is a commendable percentage but is based on small numbers which can be seen within the following chart.



Completion for All Students

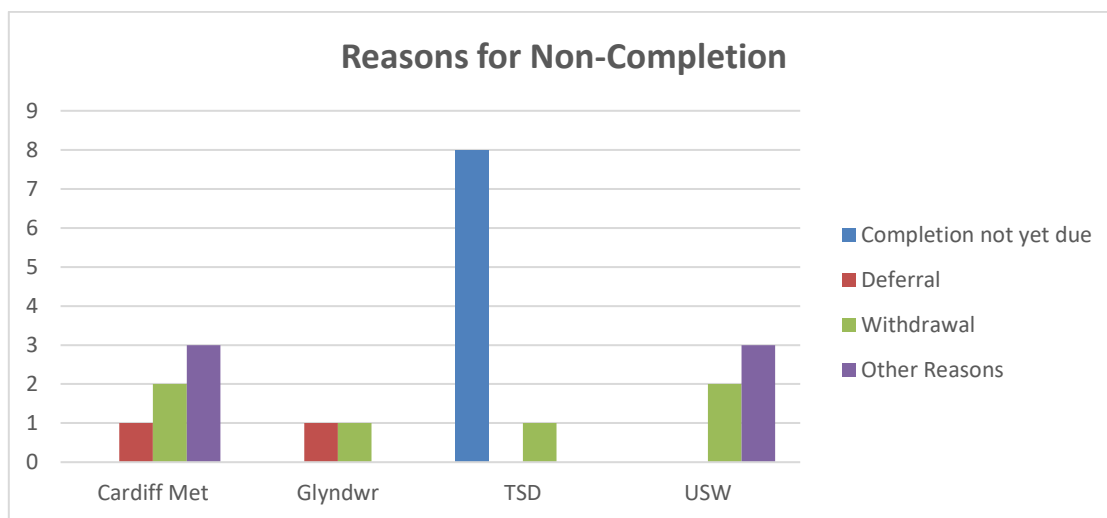
Although there were issues in clarifying the exit point for students within the previous monitoring year, this has not been raised this year as universities have fully incorporated the exit point at the post graduate level. (See comments within programme reports).

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



There are 18 students who have completed the post graduate diploma which is the same number as the previous recorded year. Of these 18 students, 14 are continuing to the Masters qualification which is up from 13 students.

There were 21 students not completing the programmes with eight students on a part-time route where completion was not yet due. The following chart shows the breakdown of these students for each university.

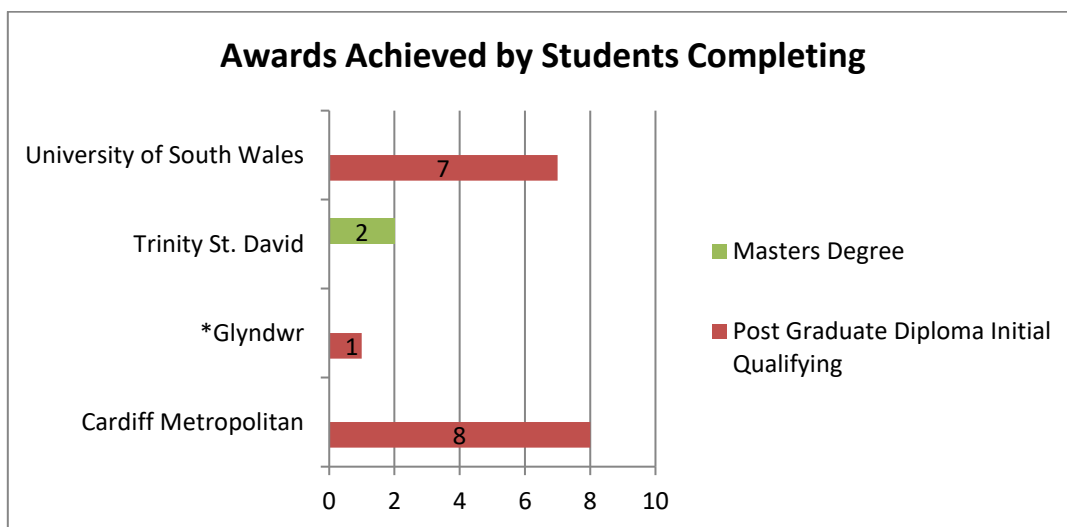


The number of students shown within the deferral and withdrawal categories is lower than the previous year (15 students) and is shown with 8 students. However, if 'other reasons' are incorporated, this would take the number to 14 students. Three students are Welsh speaking, with two of these students also having a disability.

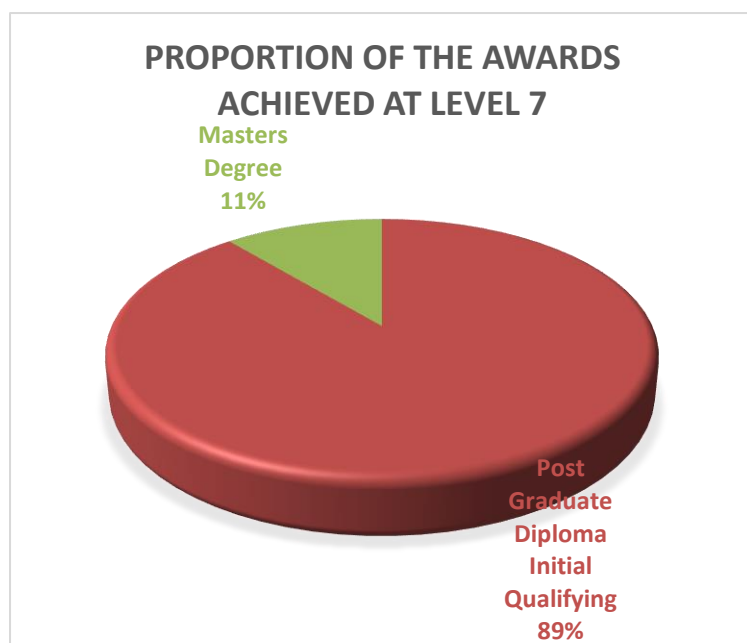
'Other reasons' shown include students having financial difficulties, relationship breakdown and bereavement.

Institutions indicated that the factors having a highest relevance for withdrawal and deferral of students were maintaining a good work/life balance, health issues and financial issues which is similar to the previous year.

Achievements on the Programme



The numbers qualifying (two students completing last year did not receive JNC recognition) are the better than the previous year on lower student numbers. Completion and receiving JNC recognition, has gone up from 16 to 18 students. The for each of the awards is shown in the chart below.



Whereas 33% of the awards were at Masters level the previous year, this proportion has been significantly reduced. This may be due to institutions ironing out issues in relation to exit points on the programme.

Examiners Reports and Reviews

Institutions were asked to provide up to 5 key points from their Examiners' reports as well as providing the reports in full. This is shown within the chart on the next page.

In all cases more information is available to the ETS Wales Committee through the full reports which have been provided.

External Examiners' Reports

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Reports Available	Yes	Yes	Yes	Yes
Positive Areas	<p>1. Content continues to be relevant to the field work contexts of practitioners</p> <p>2. Staff continue to offer a sound up to date curriculum</p> <p>3. Support of students is appreciated and noted</p>	<p>1. Excellent feedback provided by the tutors, particularly the in-script comments that demonstrated their willingness to engage in a critical dialogue with students about their work.</p> <p>2. The interplay between traditional written materials and the more interactive pedagogical approached afforded by the University's VLE has been very impressive, and has contributed to students' positive learning experiences</p> <p>3. The materials produced to support students' engagement with the programme have been excellent.</p>	<p>1. Staff have been very responsive in any questions that have been raised and have accommodated suggestions in a very consultative / developmental manner.</p> <p>2. The portfolios present clear evidence of professional formation in youth work, some very good examples of reflective practice, genuine insight into some diverse settings for youth work practice and excellent engagement with supervision frameworks.</p> <p>3. Practice visits and meeting with students and tutors have provided an insight into the high quality relationship between staff, students and practice agencies.</p> <p>4. The structure, organisation, design and links to learning outcomes have been clear in all modules. The marking has also been consistent and undertaken conscientiously.</p> <p>5. The standards of knowledge, understanding and skills demonstrated by students is of a level expected for students engaged in a professionally endorsed programme of postgraduate study.</p>	<p>1. Communication and access to information was excellent this year.</p> <p>2. I am pleased to see that the team have responded to and adopted recommendations from previous reports including: Consistent use of feedback and feedforward across all modules.</p> <p>3. I am happy that the course structure and content remain relevant to students in the field of youth and community work. Students benefit from being able to access staff who enjoy good contacts with professional field locally, nationally and in some instances internationally.</p> <p>4. Staff attend a variety of professional development initiatives as well as doing their own research for further training therefore informing the curriculum of the courses.</p> <p>5. The templates which are created for students to are very helpful, particularly those who are returning to study.</p>

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Areas for Development	<p>1. Students have stated that the fieldwork contracts have not been as clear as they might be</p> <p>2. Clearer evidence of how marks are arrived at between marker and moderator</p>	<p>1. Work on revalidation of new programme to ensure curriculum is current</p> <p>2. Increase recruitment</p>	<p>1. My only recommendation to the team are to explore additional mechanisms for supporting students that are only just meeting the threshold requirements for a pass in some modules.</p>	<p>1. Greater transparency in communicating how specific grade have been derived would be achieved by using a marking rubric.</p> <p>2. A 3 way viva takes place at the culmination of the placement where the tutor and supervisor agree a grade- the tutor makes notes but these are not currently available on the system which means the external is unable to see the rationale for the grade. Tutor comments will be made available.</p> <p>3. Students were concerned about the long wait for study skill support. Some students were struggling with limited IT skills - I would recommend that the university set up some basic IT skill training early in the academic year.</p>

Programme Reviews

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

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Reviews Completed	Yes	Yes	Yes	Yes
Positive Areas	<p>1. Content continues to be relevant to the field work contexts of practitioners</p> <p>2. Marking processes have been significantly improved with all submission, marking and moderation completed on Moodle with clear evidence of how marks were arrived at</p> <p>3. The academic year has been difficult in terms of staff shortage and undue pressure, but staff have continued to offer a sound programme.</p> <p>4. Extremely positive that the course has been developed into a full MA with an option to exit with the JNC professional qualification.</p>	<p>See comment within the 'Overall Progress' section. No report provided.</p>	<p>1. Good practice identified and a good standard of theoretically informed practice overall.</p> <p>2. PTES feedback indicates overall student satisfaction of 93.7%</p> <p>3. The programme's placement activity also offers excellent personalised learning with students completing their own Professional Development Plan at the outset of each placement.</p> <p>4. Many of our students attain employment with placement organisations as a result of their conduct while on placement.</p>	<p>1. We achieved our aim of introducing more creative and innovative assessments.</p> <p>2. We extended the numbers of weeks teaching - has moved from 5 weeks per module, to 9 and now to 12 - in response to student feedback that this has felt too rushed.</p> <p>3. We have responded to student feedback about a range of additional learning required - Blackboard training, library induction, personal academic coaching and academic skills (i.e. referencing) and introduced additional sessions</p> <p>4. We have maintained the involvement of a course team who reflect a range of academic disciplines and practice experience.</p>

	Cardiff Met	Glyndwr	Trinity St. David	University of South Wales
Areas for Development	<p>1. Students have stated that the fieldwork contracts have not been as clear as they might be</p> <p>2. Modules to be developed in line with the re-endorsement of the programme to include multi agency practice and supervision</p> <p>3. Fieldwork contract meetings to be carried out by the university tutorial leader, to tighten the linkage between fieldwork and university tutorial content.</p> <p>4. Stakeholder meetings to be held in July and November 2020 to ensure that the re write of the programme for re-endorsement of the programme maintains relevancy to contemporary practice.</p>		<p>1. Lecturers to ensure a robust, challenging and engaging approach to lecturing styles, taking into account each student's individual starting point.</p> <p>2. Fieldwork modules to be taught separately to ensure personalised learning at the appropriate stage in the student's studies and fieldwork practice.</p> <p>3. Greater attention by lecturers to personalised learning in relation to each student's starting point in relation to their practice experience – this will impact on student support, retention and attainment differences.</p>	<p>1. We had a recruitment target of 14 students but only recruited 11</p> <p>2. As part of the assessment feedback process we need to develop a stronger system of indicating to students where they have lost marks</p> <p>3. This year we have struggled to encourage students to provide consistently given feedback. Students did not engage with Loop. Some are engaging with paper-based evaluation. SSCLG and anecdotal discussion remains the most useful way that students give feedback.</p>

	Cardiff Met	Glyndwr	Trinity St David	University of South Wales
Overall Progress	<p>The development of the full MA, and agreement with academic registry to award students a Post Graduate Diploma certificate for the purposes of EWC is very positive. Students on the full MA pathway will then be awarded a second certificate on completion of the MA. This new MA pathway has proved extremely positive, with all but one of this years Pg. Dip students transferring onto this course and recruits in 2019 are all on the full MA. As a result of the student feedback in the EE report about contracts not being as clear as they need to be, a decision has been made to follow the same model as used on the BA with the tutor for the tutor modules undertaking the fieldwork contract meetings to bring better linkage between the field and the theoretical content of the course, and to tighten the contract learning goals.</p>	<p>Programme review completed by education team as the youth work programme part of the MA Education suite of programmes. Completed without contribution from youth work team.</p>	<p>The 2018-2019 was another busy year for the PGDip/MA Youth and Community Work, with applicants from a variety of backgrounds and a range of experiences and expertise, including a Principal Youth Officer and a Policy Officer with the Welsh Local Government Association. The team is now preparing for the revalidation and re-endorsement of the PGDip and MA ready for entry in September 2020, with the intention of including a full-time route, and the team is looking at increased numbers due to funding opportunities.</p>	<p>The course has performed well this year - in terms of student attainment and feedback from students as to the value of the course to their employability and professional youth work knowledge and practice. Although not all completed within the 18/19 academic year in 19/20 most of those who deferred in 18/19 have now successfully completed. We continue to enjoy a dedicated space within the Newport city campus, D3, and students retain a positive perception of the physical space within which they learn. We are increasingly drawing on the wider USW support systems and this adds value to the course and to the student experience. In 18/19 we co-taught one module, Restorative Approaches. Staff from Criminology and Youth Work worked together in the delivery of this module. In 19/20 we wish to introduce students to inter-professional practice/study through bringing both cohorts together, for lectures. We feel that this more realistically reflects the settings in which they will be practicing, when qualified youth workers. Other highlights in 18/19 include the recruitment of our first international student onto the MA, and the first woman Youth work student at USW from Saudi Arabia.</p>

<p>Other Relevant Information</p>		<p>The programme team and the university decided not to actively recruit to this version of the programme and was in a period of being taught out. Hence low numbers.</p>	<p>Preparing for revalidation and re-endorsement of the programme.</p>	
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