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Education Training Standards

Gwaith Ieuenctid • Datblygu Cymunedol • Gwaith Chwarae
Youth Work • Community Development • Playwork

ANNUAL MONITORING OF ENDORSED YOUTH WORK PROGRAMMES DELIVERED IN WALES

Academic Year 2015-2016

BA Honours Programmes

v4

Report Compiled by Courtney Taylor

April 2017

Contents

This report covers the period for the academic year 2015-2016 within the five Higher Education Institutions detailed below. Information was collated within January 2017 and March 2017 but clarifications are still required within a few areas which have been highlighted in the report throughout the narrative. As previously, the Open University cannot provide some Wales specific breakdowns in a few sections due to the nature of the recording of students nationally. 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. 2015-2016

Summary of the Key Points within this Report

1. *The overall satisfaction rate within the National Student Survey has grown with four institutions achieving over 90% and the 100% mark being achieved by one.*

2. *The number of the students have fallen since 2011-12 and there are also fewer students within all institutions than the previous academic year.*

3. *About 50% of placements remain within the statutory and voluntary youth sectors.*

4. *73% of the new recruits are now female.*

5. *Standard entry qualifications have fallen for the first time from 60% to 54%.*

6. *The fall in part-time students continue. There are two institutions with only 4 students each and one with no part-time students.*

7. *Students withdrawing or being deferred has increased from 18 students to 41 across all programmes. There is no clear reason for this increase.*

8. *There continues to be an anomaly within numbers for full-time students between finishing one level and starting the next.*

9. *First class honours and 2:1 awards continue to increase and now make up 65% of all the achievements at level 6.*

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
Glyndŵr	-	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	**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 Youth Work	BA Honours Youth and Community Work	BA Honours Youth and Community Work
Endorsement Period	2011-2016	2010-2016	2015-2020	2014-2019	2015-2020

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

	Cardiff Met	**Glyndŵr**	**OU**	**TSD**	**USW**
Programme Director	**Gill Price**	**Ged Turner**	**Tyrrell Golding (Stephen Harrison from 1 Aug 2016)**	**Angharad Lewis**	**Mick Conroy**
External Examiner - Fieldwork	**Anne Sweeting**	**Judith Skinner,** YMCA George Williams College, Academic Registrar	**Mark Vernon,** Independent Youth Consultant (E108); Mikaela Allen, St. Helen's College (E118)	**Hefin Lloyd,** Carmarthenshire Youth Service	**Sue Payne** Independent consultant/youth work trainer
External Examiner - Academic	**Colin Heslop**	**Sangeeta Soni,** University College Birmingham, Lecturer	**Janet Batsleer,** Manchester Met (E108), Judith Skinner, YMCA (E218), John Ord, Marjon (E318)	**Paula Connaughton** (English medium), University of Bolton; Selwyn Williams (Welsh medium), Bangor University (retired)	Resigned in 2015. New EE being appointed this year.

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	**127** (129)	**51** (77)	**92** (127)	**47** (50)	**82** (87)
Core Staff Qualified	**4** (4)	**4** (4)	**5**** (5)	**3** (4)	**5** (5)
Core Staff Not JNC Qualified	1 (1)	0 (0)	2 (1)	0 (0)	0 (0)
Main Support Staff Qualified	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)
Main Support Staff Not JNC Qualified	0 (0)	0 (0)	4 (3)	0 (0)	0 (0)
Occasional Staff Qualified	5^ (4)	1 (2)	3 (21)	2 (2)	1 (1)
Occasional Staff Not JNC Qualified	0 (0)	0 (0)	10** (0)	0 (0)	1 (3)
Visiting Staff		Wrexham CBC, Flintshire CC, Denbighshire CC, Caia Park Partnership, Community Arts organisations, Rhyl Youth, GISDA, Urdd	N/A	Guest lecturers are utilised from a number of youth work organisations - both from the maintained and voluntary youth work sectors.	BAWSO, Community House, SOLAS, Newport MIND, Shelter Cymru, D of E, SEWREC, Urban Circle Youth, City Homes Newport, Brothers Project and Youth Justice professionals

Figures in brackets () denote 2014-15 numbers

^Includes **s**taff member JNC recognised with teaching qualification (pre 1988). *****Including one staff member used part-year only.
**The figure may include qualified staff

University of South Wales have indicated that there were benefits in moving sites to a central position within Newport which has 'widen input from youth work professionals and partnership agencies'.

The number of the students have fallen since 2011-12 and there are also fewer students within all institutions than the previous academic year. The number of core staff remains stable and, as stated within last year's report, this has resulted with even higher achievements of students on the programmes.

UniStats Analysis

Students have provided their own feedback of the programmes as presented below and these can be found in more detail on the UniStats website. Please note that the figures for the Open University are not exclusively for Wales. Some universities have highlighted issues on how this information is collated as figures may come from other similar courses at the institution. However, these results are viewed externally by prospective students, the public and other institutions so some work may be required in ensuring it correctly reflects the programme by encouraging all students to complete the survey.

UNISTATS Student Satisfaction Information

	Cardiff Met		Glyndwr		Open University		Trinity Saint David		University of South Wales	
	2015 (2014)	**2016**	**2015 (2014)**	**2016**	**2015 (2014)**	**2016**	**2015 (2014)**	**2016**	**2015 (2014)**	**2016**
Data from number of students	20 (40)	25	15 (30)	15	625 (445)	675	10 (60)	10	10 (70)	10
Overall, I am satisfied with the quality of the course	95% (84%)	96%	60 (93%)	100%	87% (91%)	87%	80% (83%)	90%	92% (76%)	92%
Staff are good at explaining things	91% (97%)	96%	67% (96%)	100%	84% (88%)	82%	90% (89%)	90%	92% (84%)	92%
Staff have made the subject interesting	86% (89%)	100%	73% (86%)	93%	80% (84%)	75%	90% (85%)	70%	92% (81%)	92%
Feedback on my work has been prompt	77% (68%)	96%	60% (71%)	86%	84% (86%)	82%	40% (78%)	70%	75% (66%)	75%
Feedback on my work has helped me clarify things I did not understand	82% (87%)	87%	67% (82%)	100%	79% (81%)	80%	40% (73%)	60%	67% (72%)	67%
I have received sufficient advice and support	91% (89%)	96%	67% (86%)	100%	77% (80%)	75%	80% (83%)	90%	82% (76%)	82%

with my studies	Cardiff Met		Glyndwr		Open University		Trinity Saint David		University of South Wales	
	2015 (2014)	2016	2015 (2014)	2016	2015 (2014)	2016	2015 (2014)	2016	2015 (2014)	2016
The library resources and services are good enough for my needs	64% (82%)	83%	87% (82%)	100%	86% (90%)	87%	50% (75%)	70%	58% (89%)	58%
I have been able to access general IT resources when I needed to	82% (89%)	96%	93% (79%)	100%	87% (87%)	89%	60% (65%)	90%	75% (91%)	75%

Although, in most cases, there are fewer students who are represented within the feedback, there are many positives within the figures provided across all criteria. In particular, the overall satisfaction rate has grown with four institutions achieving over 90% and the 100% mark being achieved by Glyndwr. In fact, Glyndwr's figures are within the excellent bracket for all the criteria listed. There have been vast improvements in the perception of students with regard to library and IT resources – figures for USW have remained stable – with Trinity seeing the greatest improvements in these areas. Overall, with only one figure falling below 60%, this represents a vast improvement on previous levels of satisfaction provided by students.

Fieldwork Placements
The breakdown for students and placements is provided below.

Placements and Supervisors
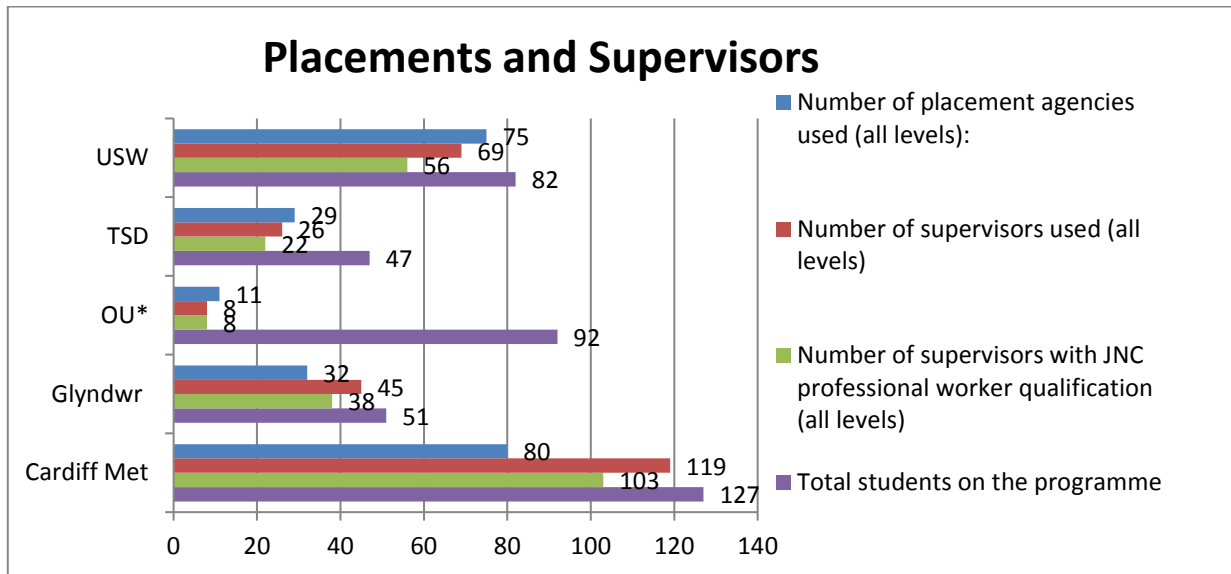
*The total represents the figure for all students within the programme with fewer than 10 students in Wales

Most supervisors used are qualified with a large proportion of placement opportunities available. The proportion of those supervisors with JNC qualifications in relation to the number of students can be better understood within the following chart.

Placements and Supervisors
(% Comparison)
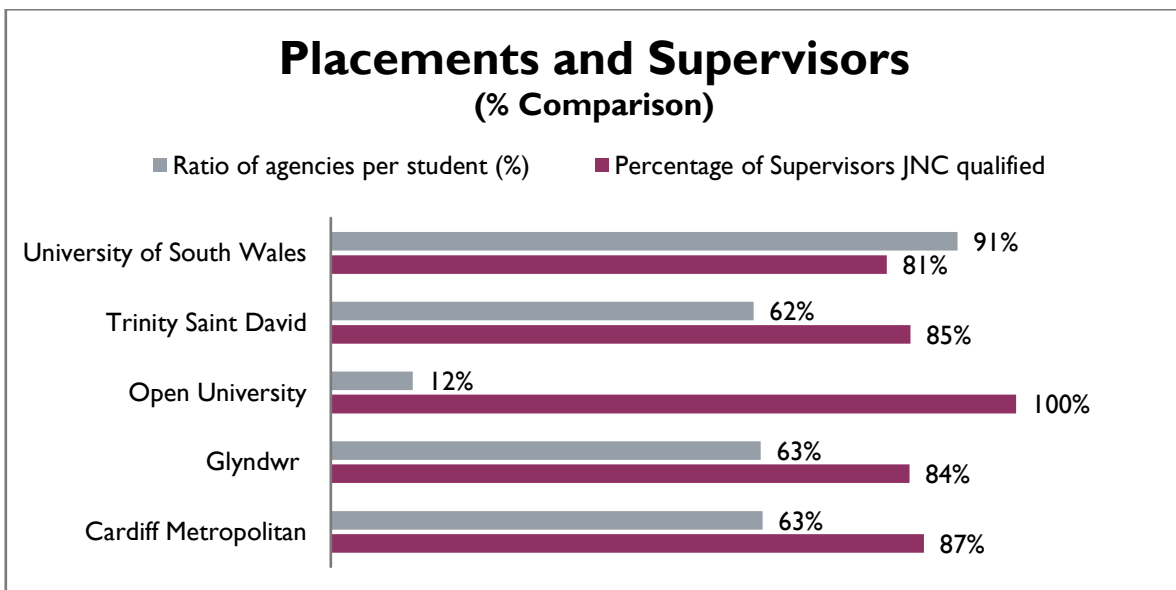
Last year, the overall percentage of supervisors who were qualified across all the institutions was 81% but this has now gone up to 85% qualified. The range for qualified supervisors across the five institutions has also changed with 66% -100% in 2014-15 being narrowed to 81% - 100% as shown.

There has 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Number of Agencies	98	80	37	32	37	11	41	29	72	75
Number of Supervisors	110	119	57	45	57	8	28	26	67	69
Number with JNC qualifications	100	103	50	38	50	8	23	22	59	56
Total Students	129	127	77	51	77	92	50	47	87	82

*Total students are not solely for Wales

Overall, there has been a fall in the number of agencies and supervisors being used but this is against a backdrop of fewer students on the programmes as shown within the next figure and chart.

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Level 4	45	41	19	17	35	22	17	19	42	28
Level 5	48	37	23	12	51	35	14	16	20	37
Level 6	36	49	35	22	41	35	19	12	25	17
Total	129	127	77	51	127	92	50	47	87	82
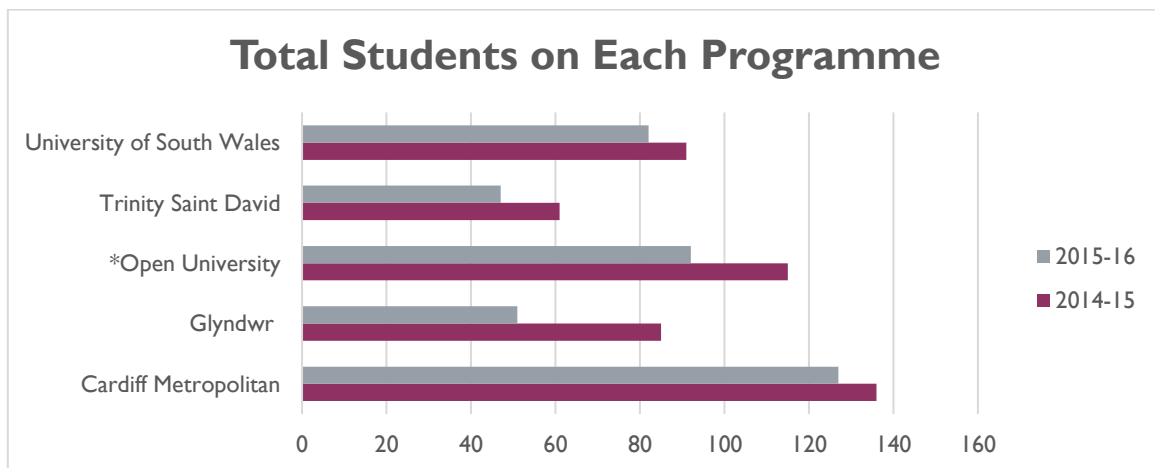
A wide range of placements continue to be used across a spectrum of work with young people.

Types of Placements Used (%)
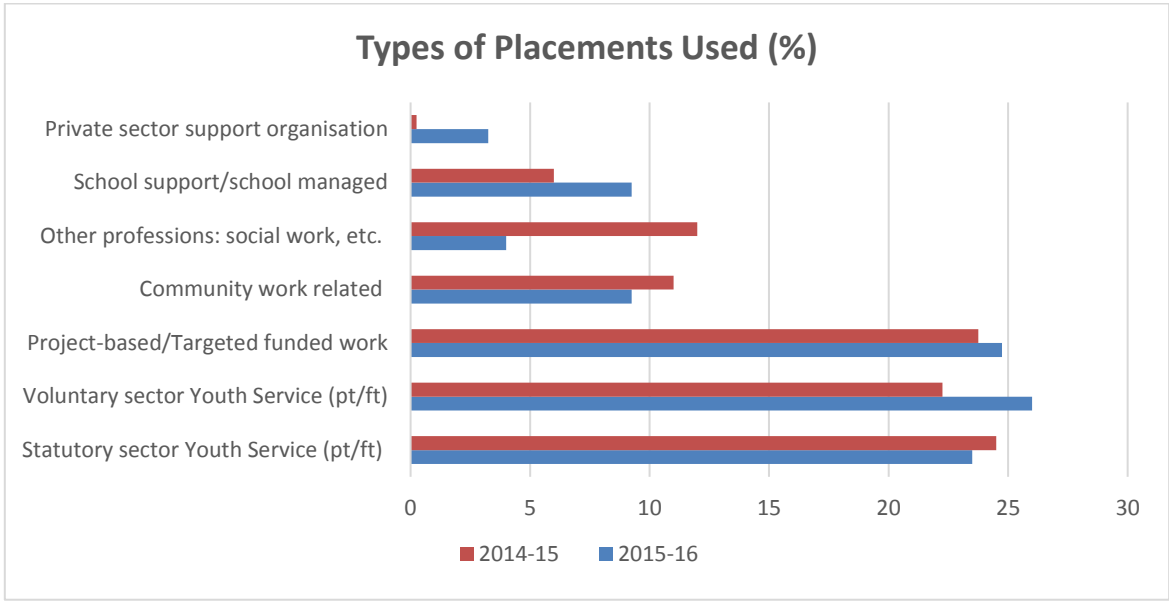
The percentage of placements within the voluntary and statutory sector remain the same at about 50% of all placements. There is also a similar percentage to last year to the project based and community work related placements. However, a change has occurred within the 'other professions' sector where the percentage of placements has fallen from 12% to 4% with corresponding gains for the school support and private sector areas. The private sector placements have increased from one quarter of a percentage point to over three percentage.

Student Enrolment

This chart shows the study mode of all students on the programmes delivered within Wales.
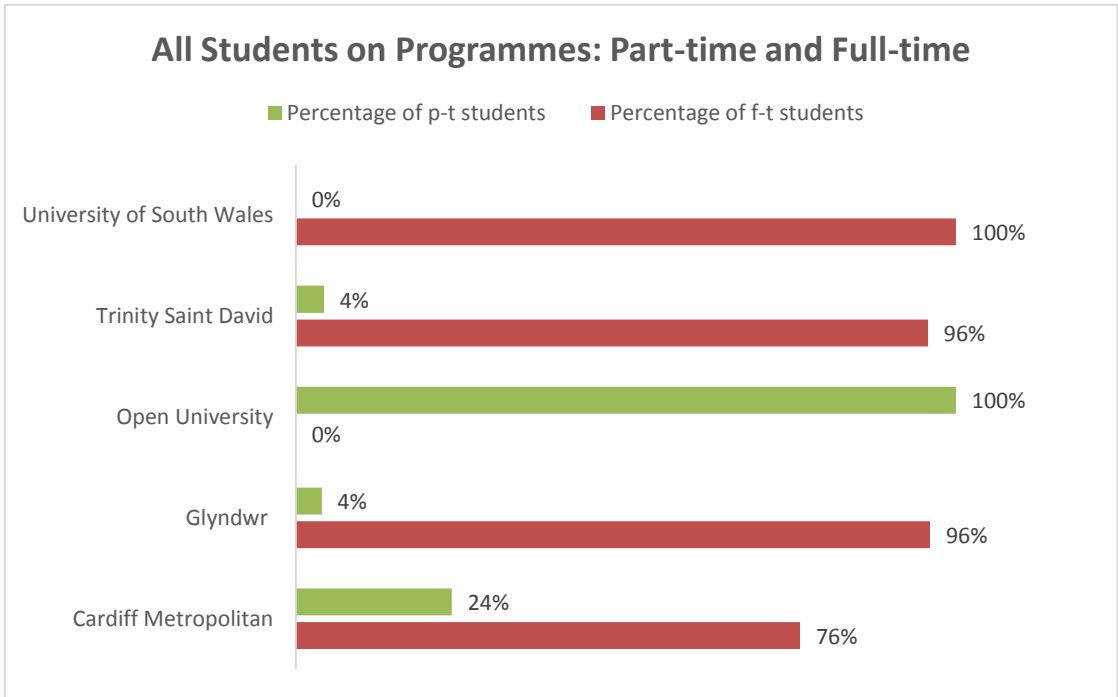
All Students on Programmes: Part-time and Full-time

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Percentage of part-time students	33	24	17	4	100	100	8	4	3	0
Percentage of full-time students	67	76	83	96	0	0	92	96	97	100

Green shows an increase in percentage while blue shows a decrease. Grey shows no change in status

The two charts shows there has been a drift away from participation by part-time students. In 2011-12 for example, Cardiff Met enrolled 42% of students on the part-time programme and Trinity St David showed 30% as part-time.

Looking firstly at the full-time students. The profile for a programme retaining a stable number of students would ideally have more students at level 4 than within the subsequent years. This allows for withdrawal, deferrals or failures in subsequent years.
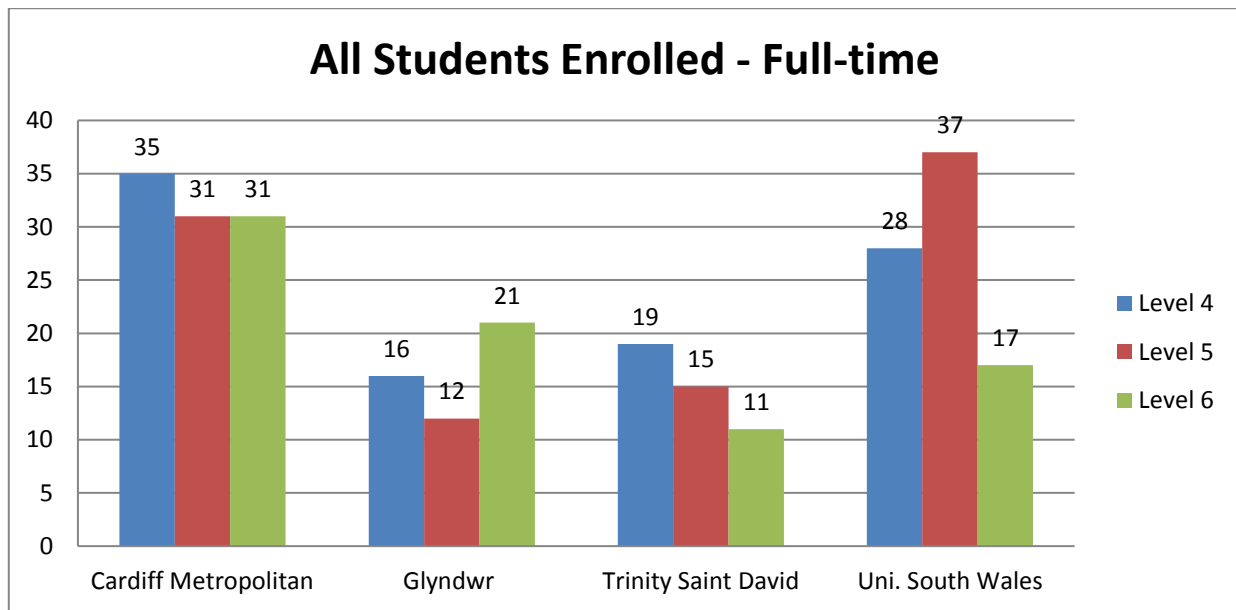
This profile is clearly evident across two of the four institutions on this chart and just a difference in one of the years for the other two programmes. If a similar number of students are recruited in the next academic year, the outlook should lead to the same level of enrolment across the Institutions.

There are anomalies within this picture which needs further mentioning as the number of students completing a year does not always equal the students starting the subsequent year.

	2014-15 Level 4 Data			2015-16 Level 5 Data		
	Start of the Year	Not Completing	End of Year Numbers	New Recruits	Expected Numbers	Actual Numbers
Cardiff Met	45	12	33	2	35	37
Glyndwr	19	7	12	0	12	12
Trinity Saint David	17	2	15	1	16	16
University of South Wales	42	3	39	2	41	37

In this scenario I have followed Level 4 students into Level 5, taking out students not completing and adding in new recruits. The numbers match well for Glyndwr and Trinity Saint David but show differences for Cardiff Met and USW. It is not clear what the reasoning for this could be but may be as a result of students not re-joining the course after completion or subsequent non-completion achieving the necessary grades or carrying the failure forward.

A similar profile would be expected for part-time students but this is not as straightforward due to the smaller numbers involved.

All Students Enrolled - Part-time
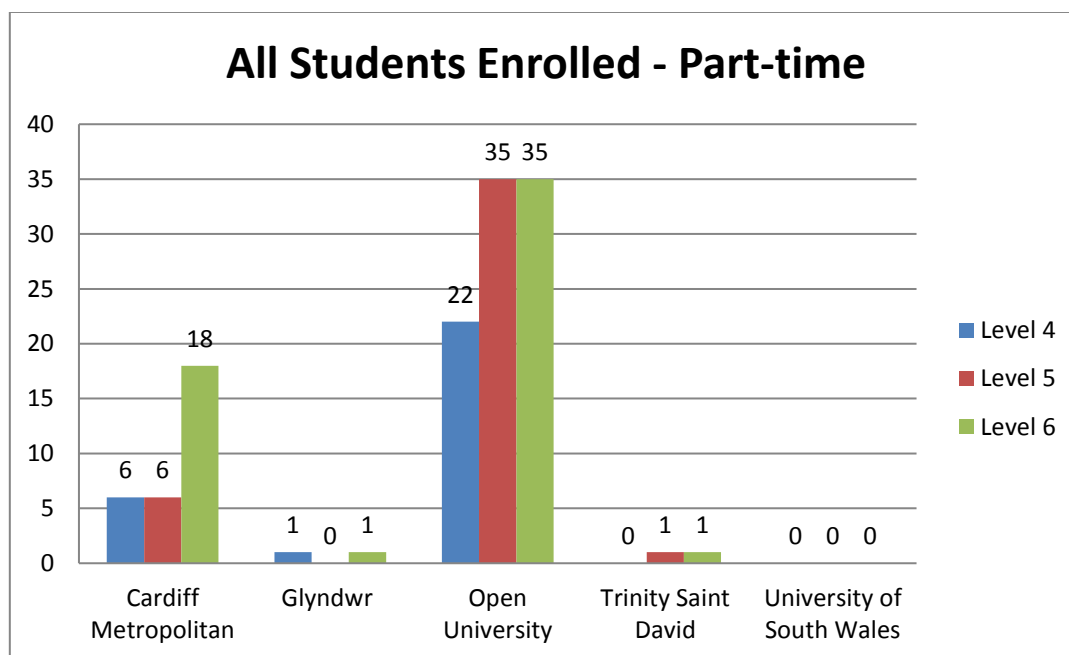
The Open University are providing a profile for the whole programme. The important point to note here is the fall in recruitment at level 4.

The profile is a more difficult one as it would be expected that part-time students will be progressing much more slowly through the qualification and it is not possible to speculate how long each student may spend at each level. As stated previously, unless the national registration process has an impact on unqualified workers, the decline in part-time students is likely to continue.

Analysis of New Recruits across All Programmes

	Cardiff Met		Glyndŵr		OU		TSD		USW	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
New Recruits at Level 4	38	38	18	15	16	6	17	16	42	28
New Recruits at Level 5	2	2	0	0	0	0	0	1	0	2
New Recruits at Level 6	2	2	0	1	2	1	1	0	0	1
Total New Recruits	42	42	18	16	18	7	18	17	42	31

While recruitment at Cardiff Met remains stable, all other institutions show a decline in recruitment. Overall this is a decline of 18% on student numbers recruited within the previous monitoring year and that follows a previous recording fall of 57% highlighted within the previous report.
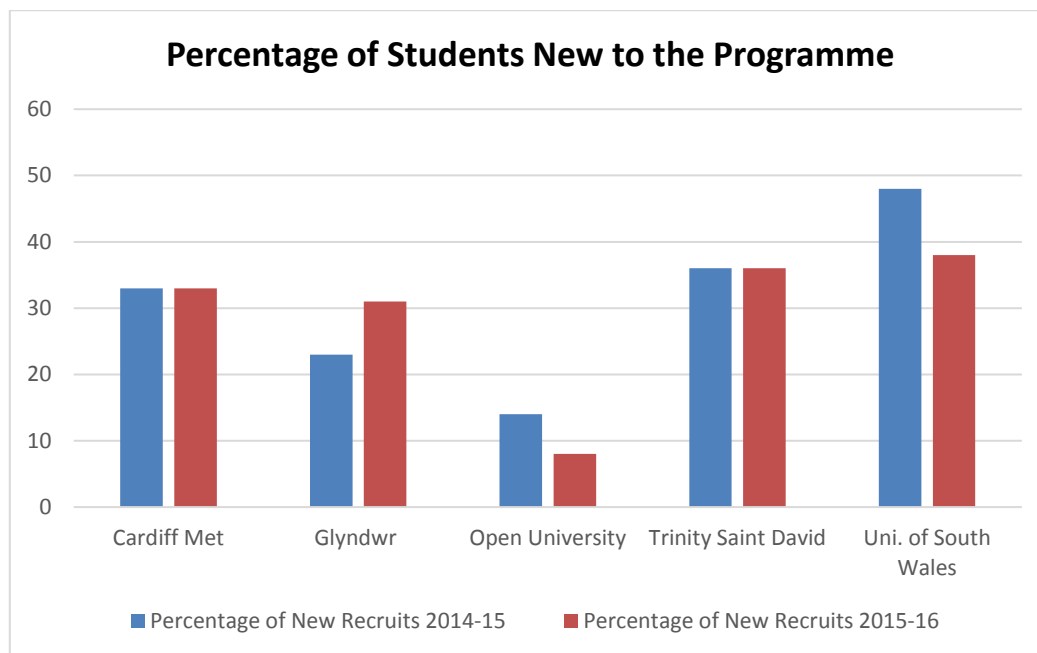
The above chart was produced by comparing continuing students with new recruits. It offers an indicator of whether courses are likely to grow or decline in the future as, statistically, a recruitment level of over 33% for a three year programme would suggest a stable or growing programme. This would obviously be dependent on a number of factors including the level of withdrawals or failures in subsequent years.

The new recruits can be further analysed under gender, age group and entry qualifications.

Gender Breakdown: Turning firstly to the gender of the students within each programme:
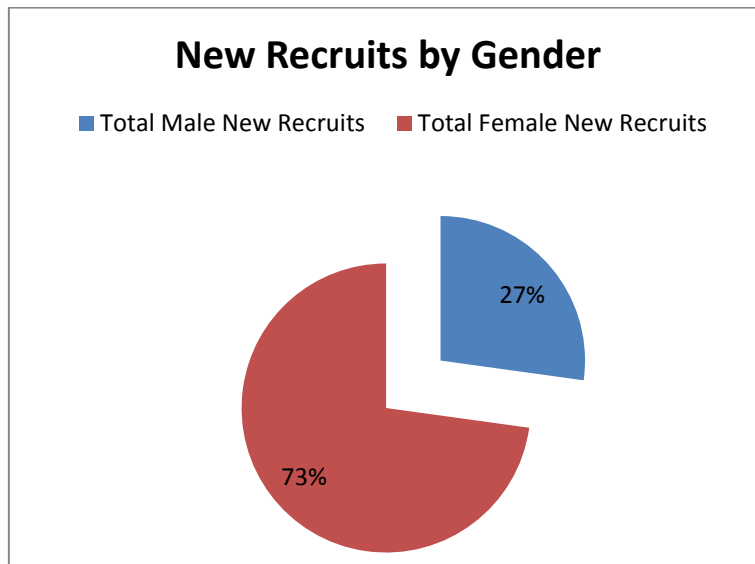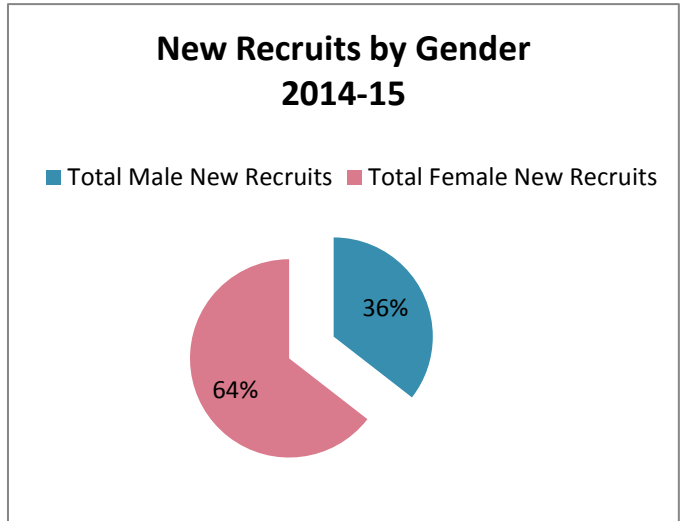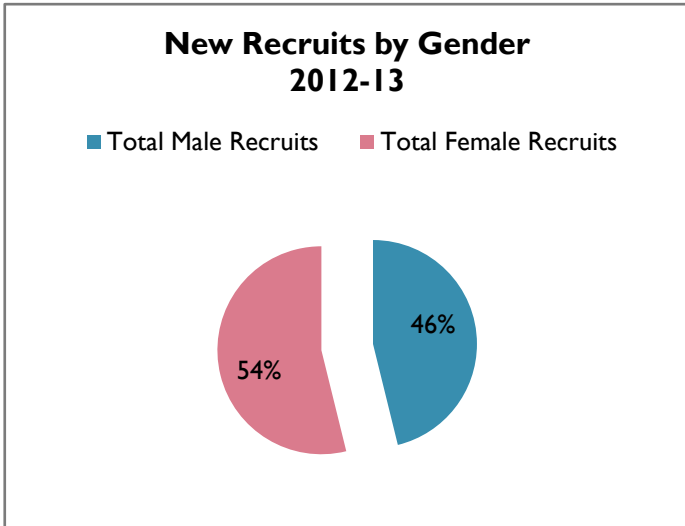
New Recruits in Relation to Gender
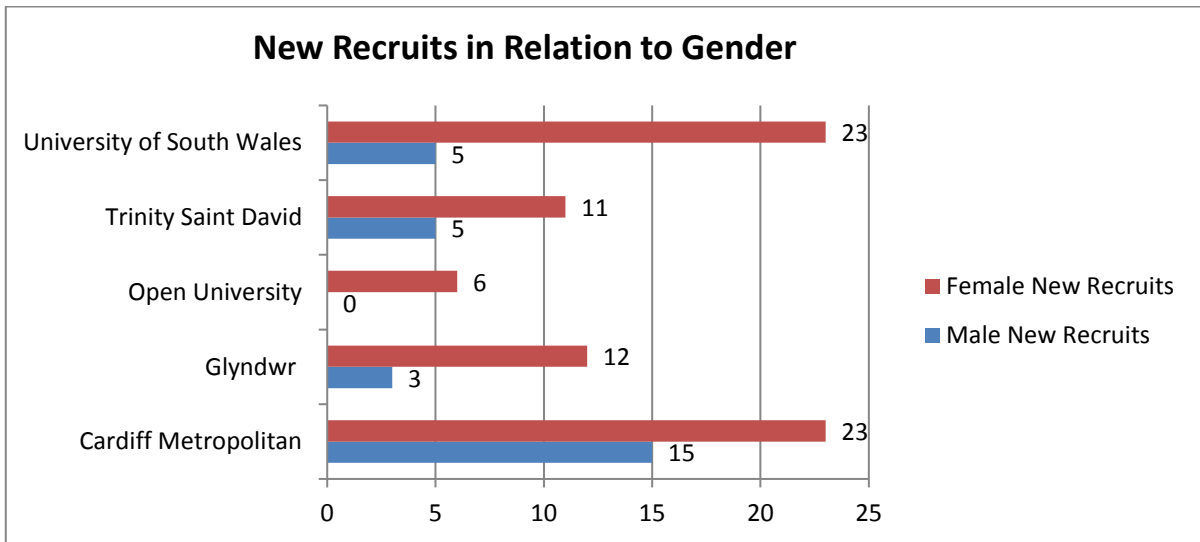
All programmes show a higher number of female recruits as indicated within the previous monitoring period. This can be better shown through a percentage relationship.
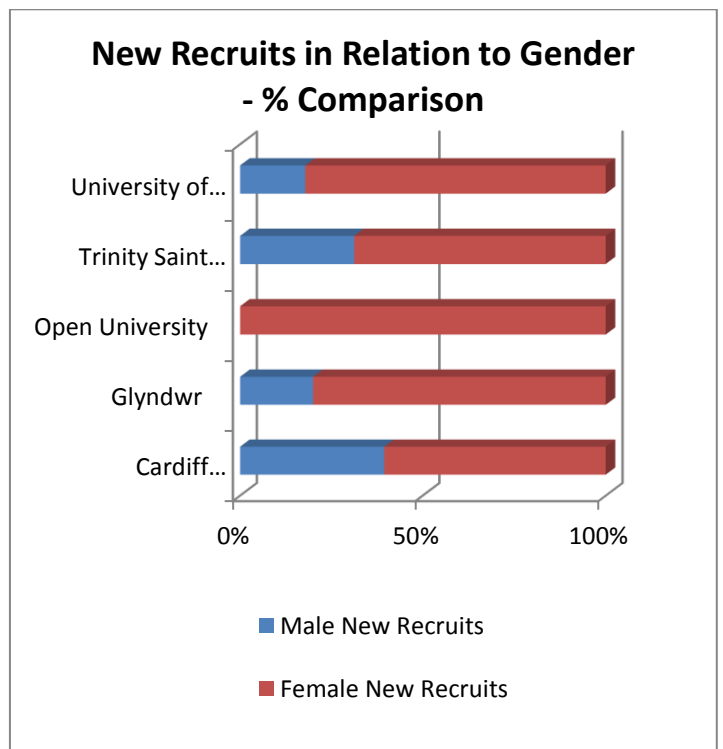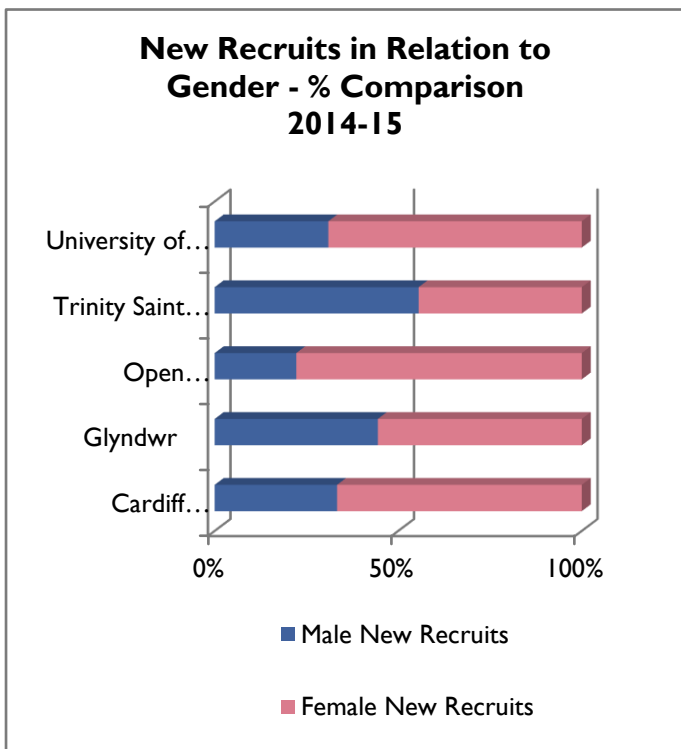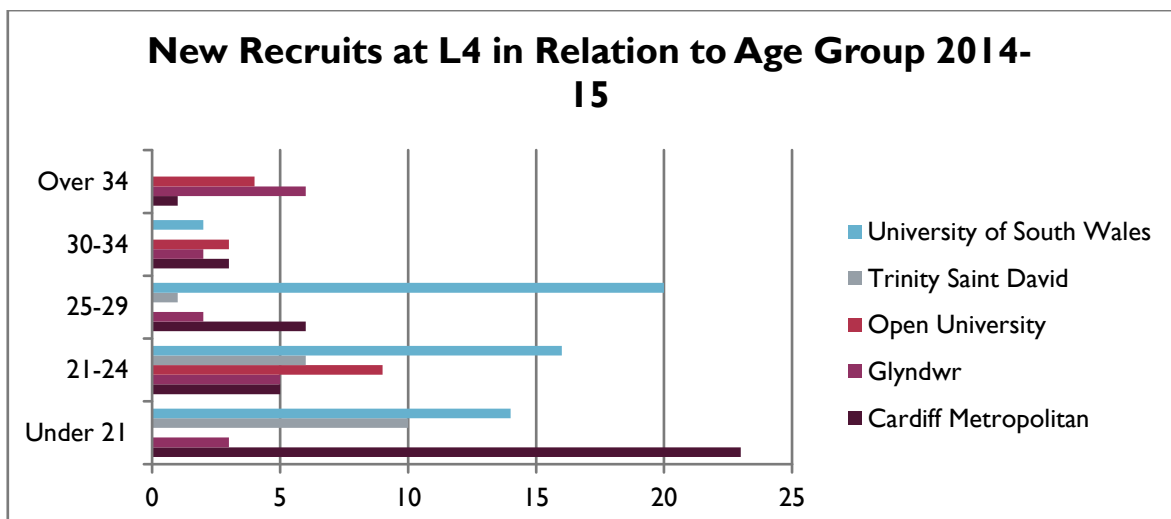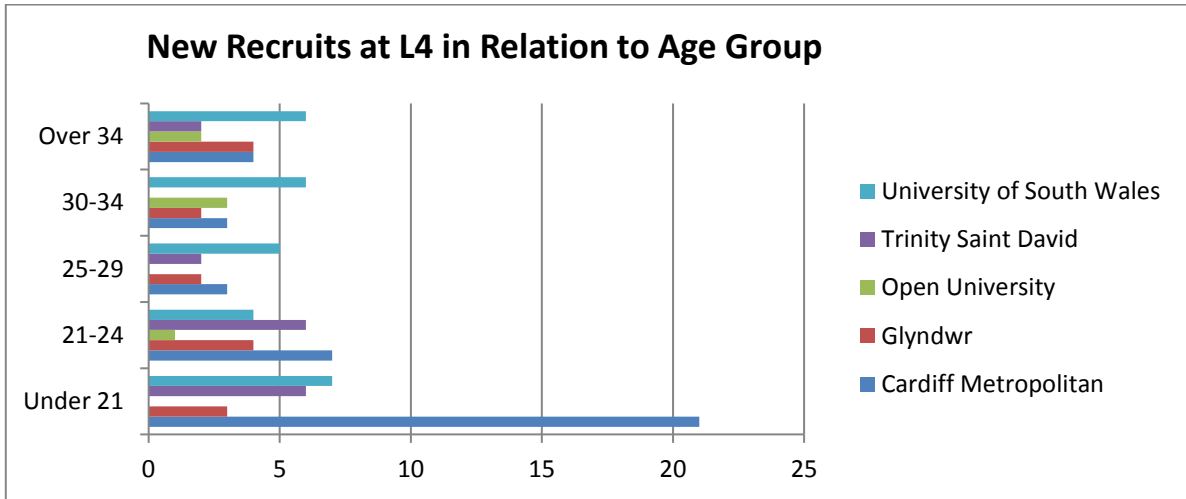

The profile for new recruits within the OU has changed dramatically moving from a 36% female recruitment base to 78% in 2014-15 and now indicating a 100% female within the current monitoring year.

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

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New Recruits by Gender 2012-13

■ Total Male Recruits ■ Total Female Recruits

46%
54%

New Recruits by Gender 2014-15

■ Total Male New Recruits ■ Total Female New Recruits

36%
64%

New Recruits by Gender

■ Total Male New Recruits ■ Total Female New Recruits

27%
73%

Age Breakdown: Looking at level 4 students only, the following information is available regarding the age profile of these students.
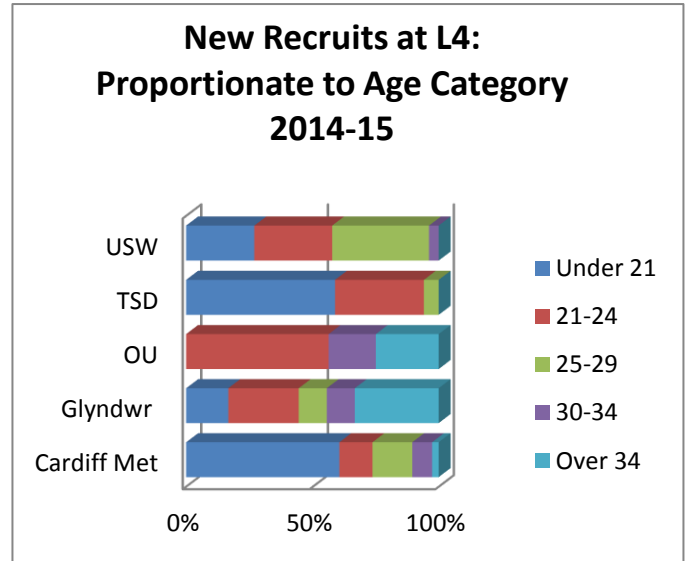
New Recruits at L4 in Relation to Age Group 2014-15

■ University of South Wales
■ Trinity Saint David
■ Open University
■ Glyndwr
■ Cardiff Metropolitan

14
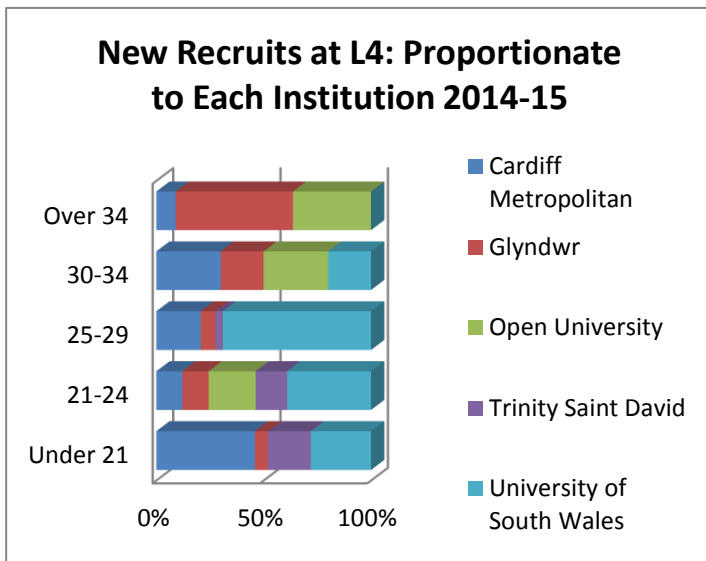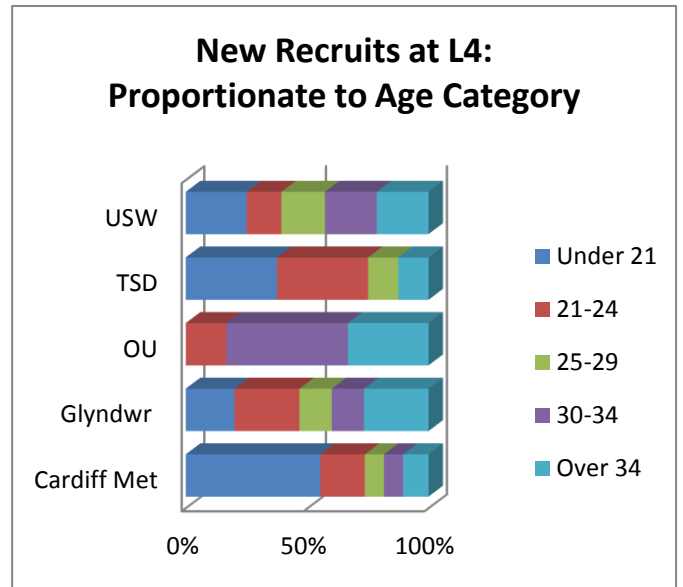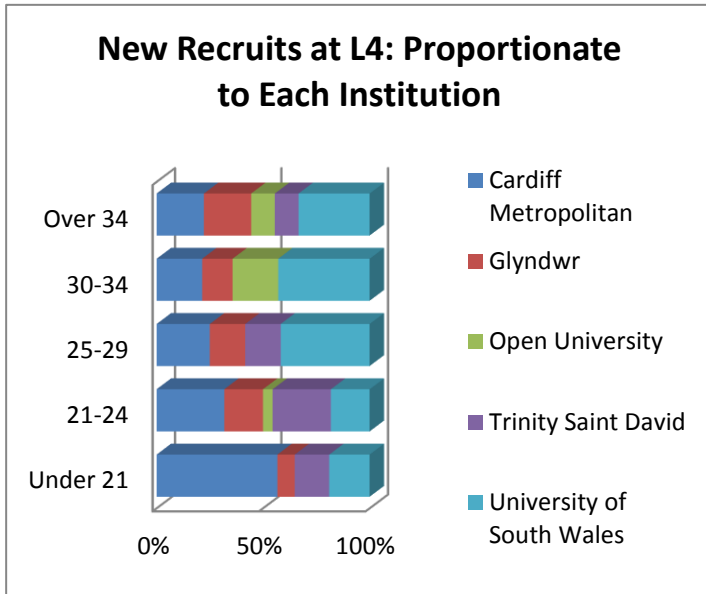
New Recruits at L4 in Relation to Age Group

The age range profile given for Cardiff Met students was slightly different to that shown above

Although there is a similar peak in 2014-15 monitoring for Cardiff Met for students in the under 21 category, there is a much broader split of the remaining students across all other age ranges within this year. This is particularly evident within the USW programme where there is a spread of between 4 to 7 students across every age grouping. In contrast, over 30 students at Cardiff Met are under 24 years of age.
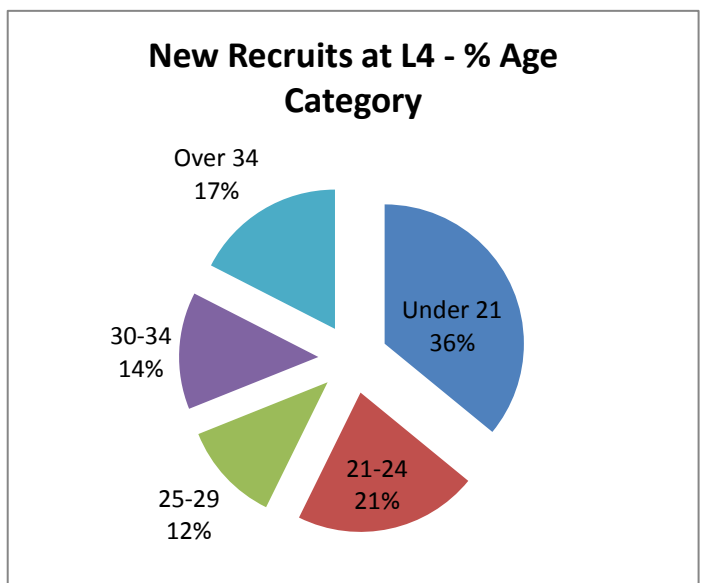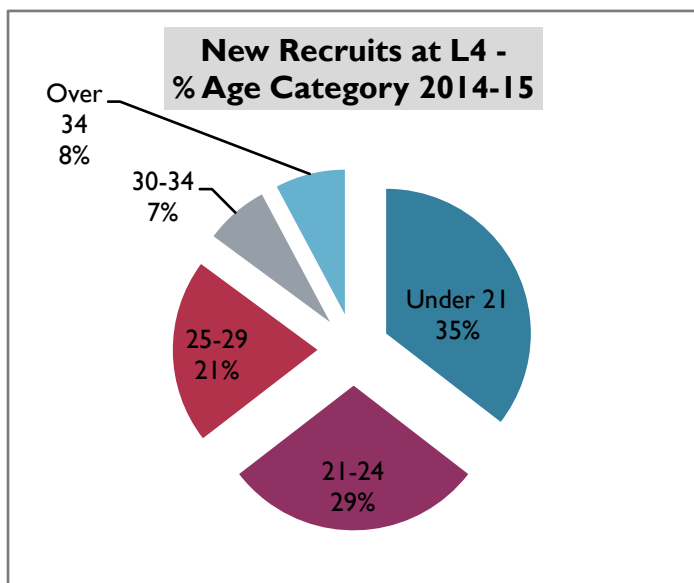
This can be better seen within the proportion comparison across each group.

New Recruits at L4: Proportionate to Each Institution 2014-15

New Recruits at L4: Proportionate to Age Category 2014-15

New Recruits at L4: Proportionate to Each Institution

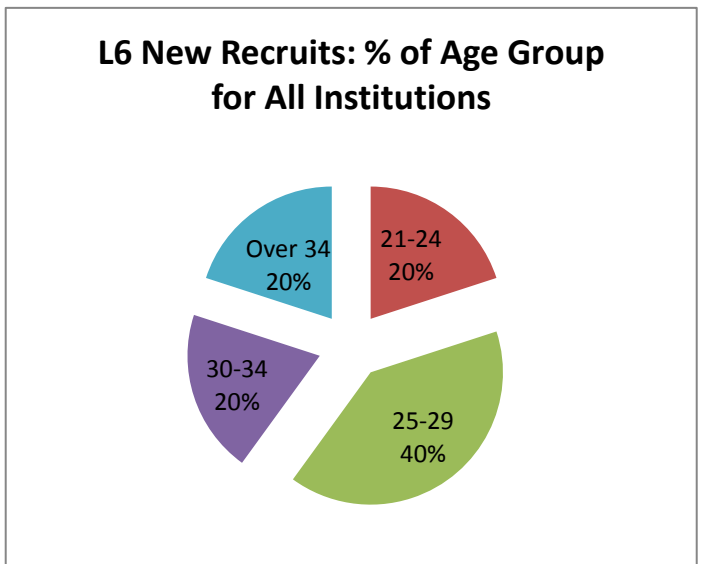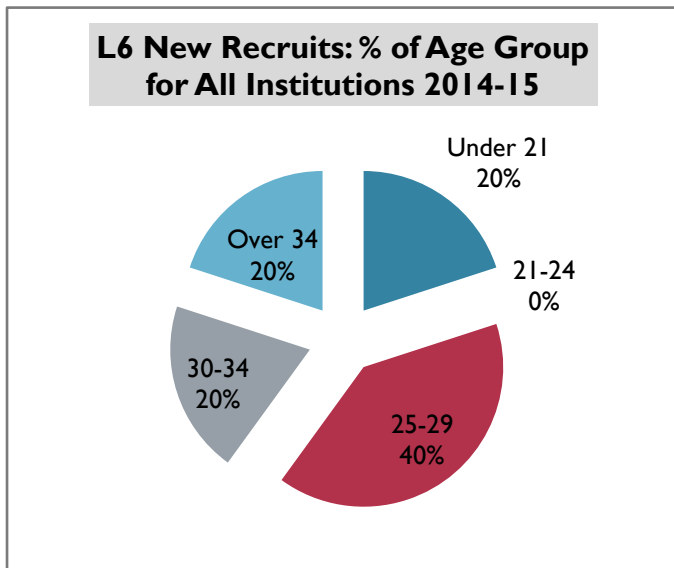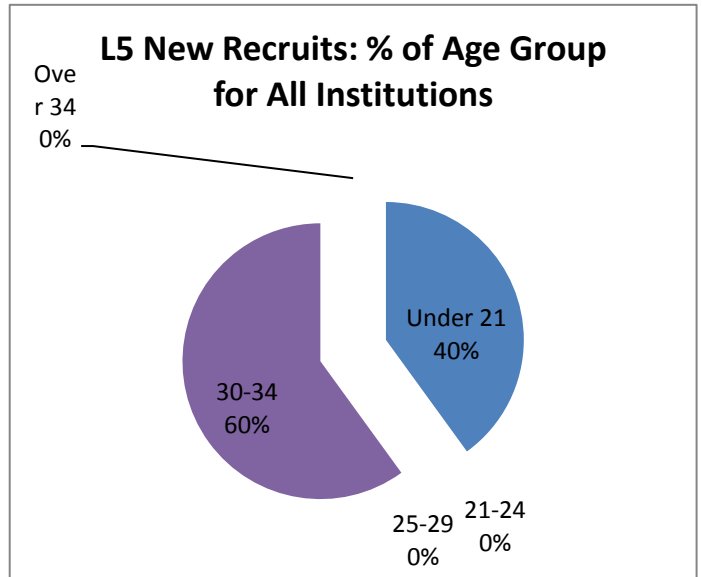**New Recruits at L4: Proportionate to Age Category**

As previously we can see clearly see the spread of the age categories with a more even spread for USW and that of Glyndwr University. It is also clear that there are a larger proportion of students within the under 24 year age group category.

The following charts track the changes within the overall position since the previous monitoring period.
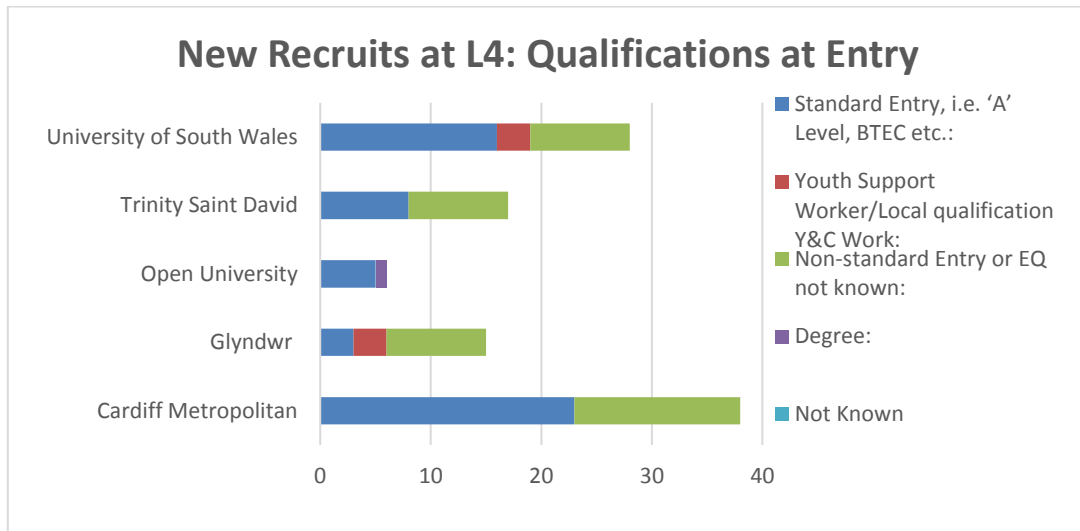
New Recruits at L4 - % Age Category 2014-15

New Recruits at L4 - % Age Category

L5 New Recruits: % of Age Group for All Institutions

Over 34 0%

Under 21 40%

30-34 60%

25-29 0%

21-24 0%

In 2014-15 all L5 students were in the 30-34 age group.

L6 New Recruits: % of Age Group for All Institutions 2014-15

Under 21 20%

21-24 0%

25-29 40%

30-34 20%

Over 34 20%

L6 New Recruits: % of Age Group for All Institutions
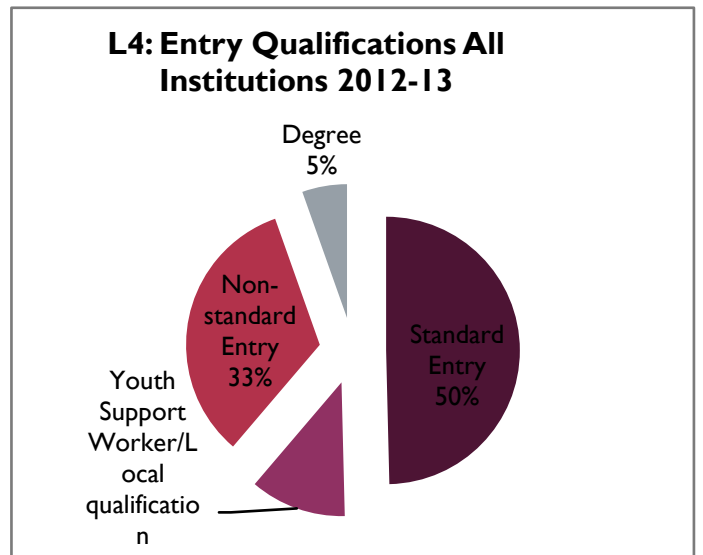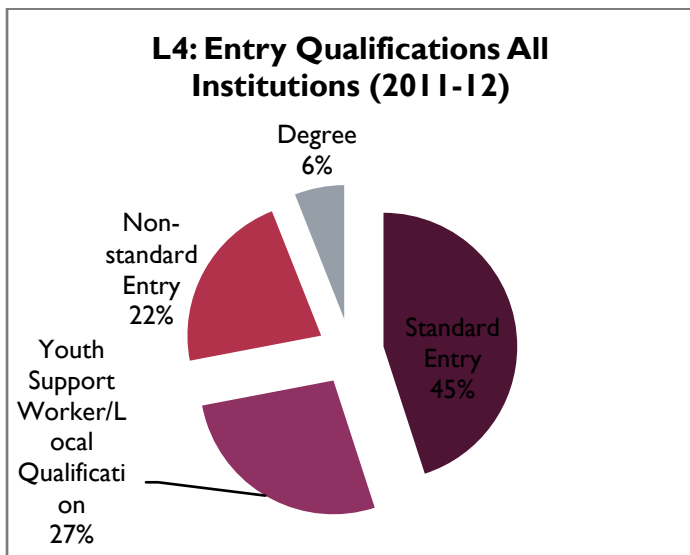
21-24 20%

25-29 40%

30-34 20%

Over 34 20%

In 2014-15 at level 4, 64% of the new recruits were under 24 years of age but within this monitoring year it has dropped to 57% of new recruits. The percentage of new recruits at level 6 remains at 80% for students who are 25 years or over but, as shown previously, this relates to very low numbers.

Qualifications Breakdown: Turning now to the qualifications on entry of students recruited to the programmes.

New Recruits at L4: Qualifications at Entry

Legend:
- Standard Entry, i.e. 'A' Level, BTEC etc.:
- Youth Support Worker/Local qualification Y&C Work:
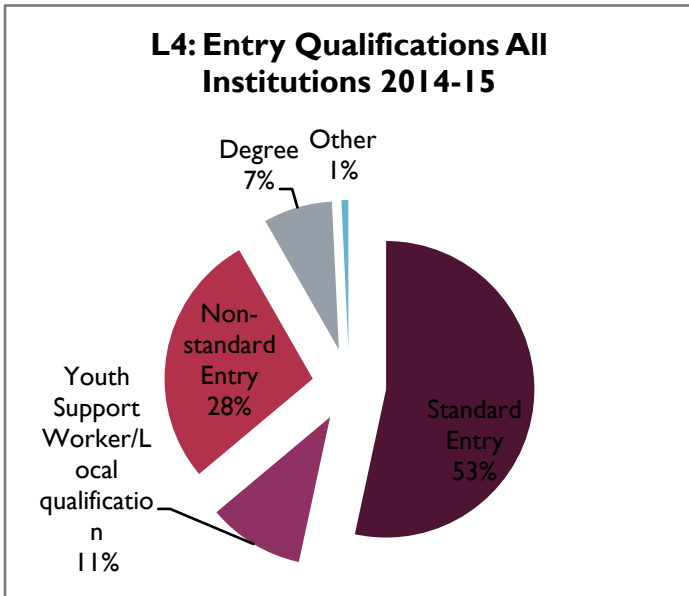- Non-standard Entry or EQ not known:
- Degree:
- Not Known

There are now only a few students gaining access to the programme through a youth support worker type qualification.
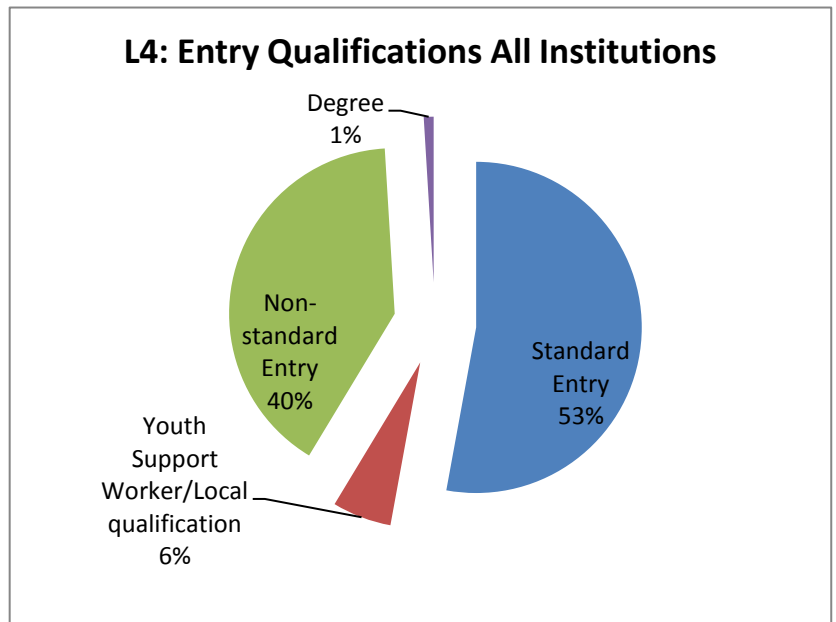
Comparing these charts to the previous years:

L4: Entry Qualifications All Institutions (2011-12)

- Degree 6%
- Non-standard Entry 22%
- Youth Support Worker/Local Qualification 27%
- Standard Entry 45%

L4: Entry Qualifications All Institutions 2012-13

- Degree 5%
- Non-standard Entry 33%
- Youth Support Worker/Local qualification
- Standard Entry 50%

Initially, the Youth Support Worker or local qualification made up a sizeable proportion of the qualifications used to gain entry to the programme.

L4: Entry Qualifications All Institutions 2014-15

- Degree 7%
- Other 1%
- Non-standard Entry 28%
- Youth Support Worker/Local qualification 11%
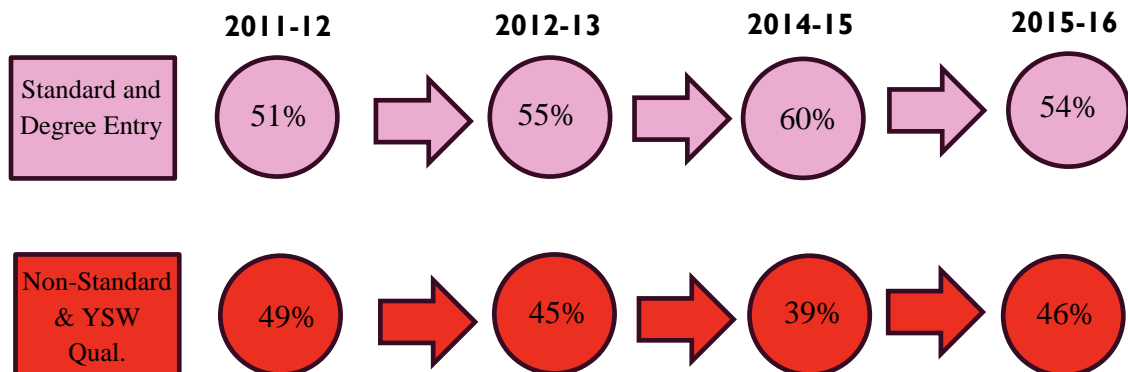- Standard Entry 53%

In the previous monitoring periods there has been a shift towards academic entry requirements with 60% of the new entrants meeting the standard entry requirements or having a degree.

However, within this monitoring year, the proportion of students gaining entry through a degree and meeting the standard entry requirements has fallen to 54% with a large increase in non-standard entry places from 28% to 40%.

L4: Entry Qualifications All Institutions

- Degree 1%
- Non-standard Entry 40%
- Youth Support Worker/Local qualification 6%
- Standard Entry 53%

The Shifting Face of Entry Qualifications since 2011-12 is evident in the following diagram:

	2011-12	2012-13	2014-15	2015-16
Standard and Degree Entry	51%	55%	60%	54%
Non-Standard & YSW Qual.	49%	45%	39%	46%

Further Analysis of New Recruits to Programmes

Turning next to the level of disability of students recruited, the following information has been made available.

### New Recruits in Relation to Disability
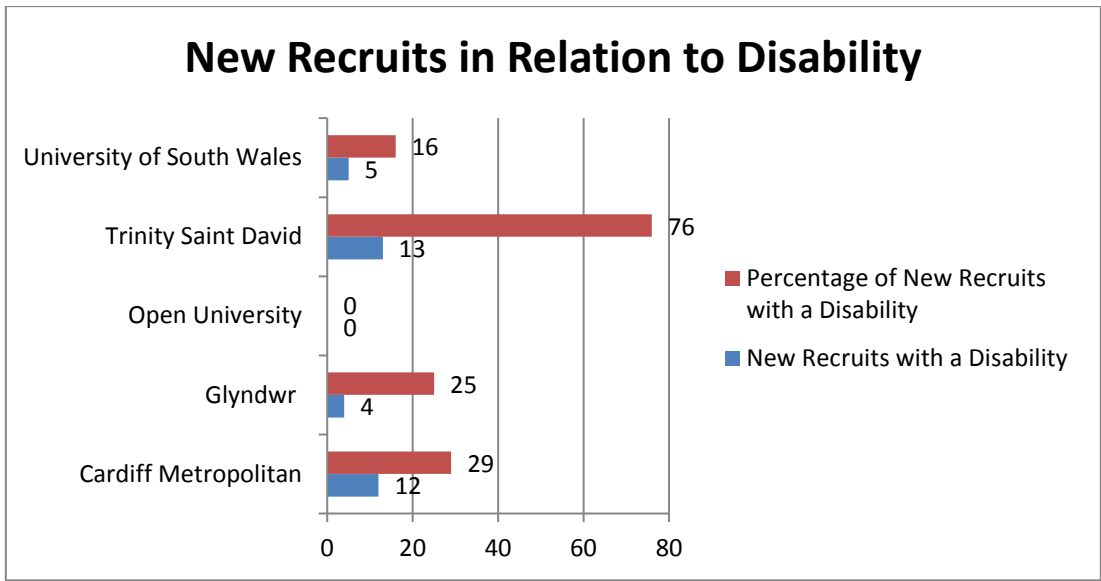
The OU indicated that there was one student identified with a disability but as there is no clarity on the number of students in Wales, this has not been included.

For nearly all the universities the numbers of new students indicated as having some form of disability has been relatively stable in relation to the 2014-15 academic year. However, in the case of Trinity Saint David, the numbers have increased three-fold with three-quarter of new recruits at level 4 recognised as having some form of disability.

This still relates to a sizeable proportion of new recruits from all programmes. The range and extent of the disabilities are not recorded or how this may enhance or impact on the programme.

For ethnicity, the following charts provide a clearer position on access by minority ethnic groups to each of the programme. The first chart, like last year, showing that only a relatively small number of students are drawn from a minority ethnic group.

Ethnicity of All New Recruits
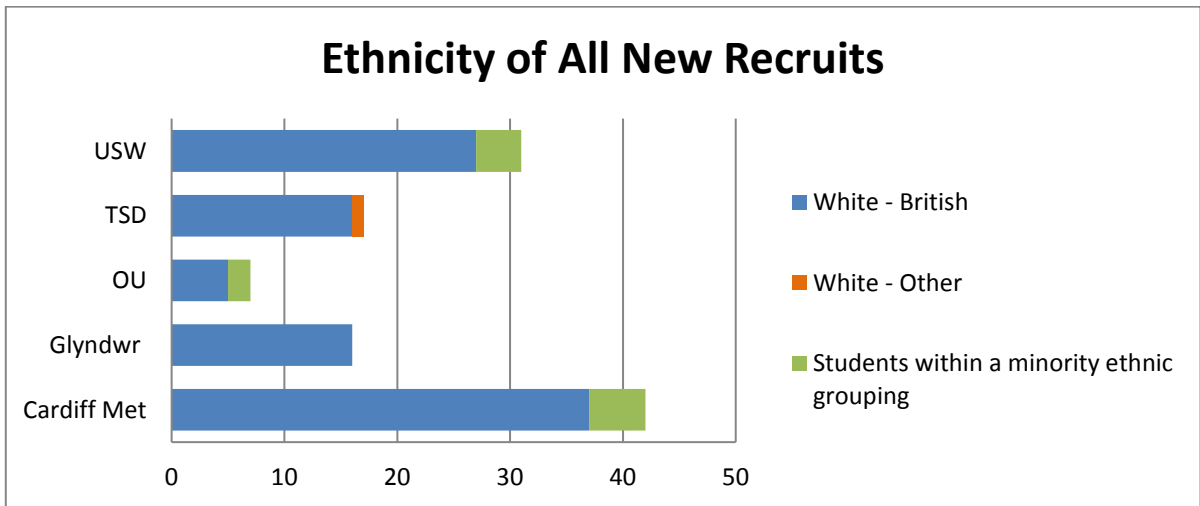
Even though the numbers are relatively small, as the pie charts below show, this is a slightly bigger proportion of students than last year within the minority ethnic category. However, there were two fewer students within the minority ethnic grouping this year.
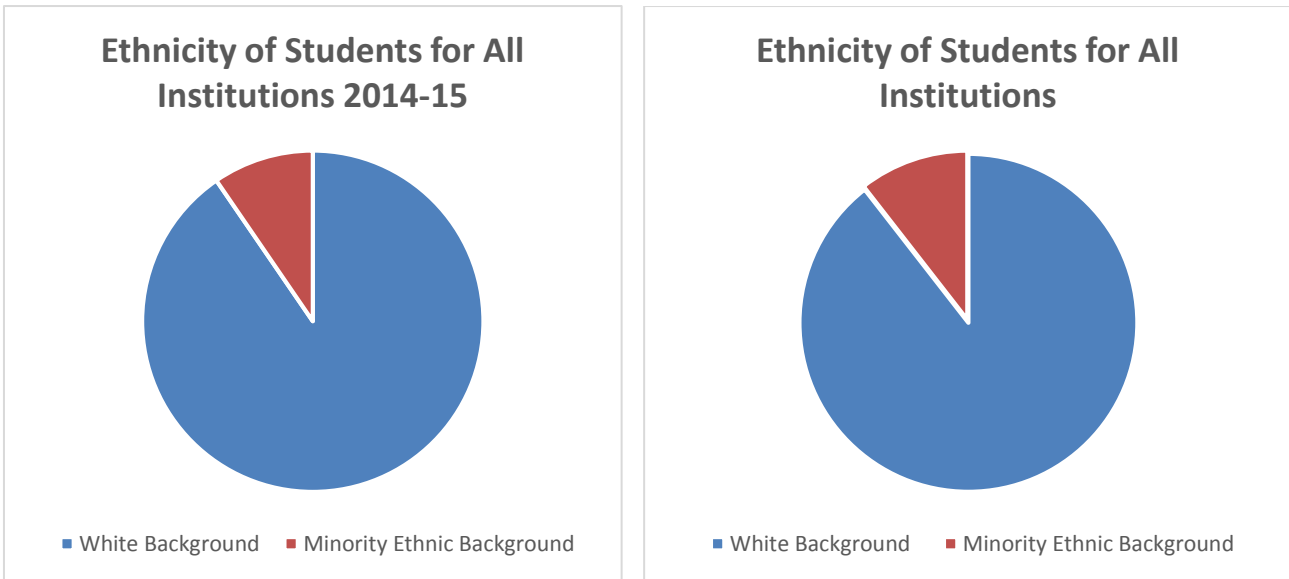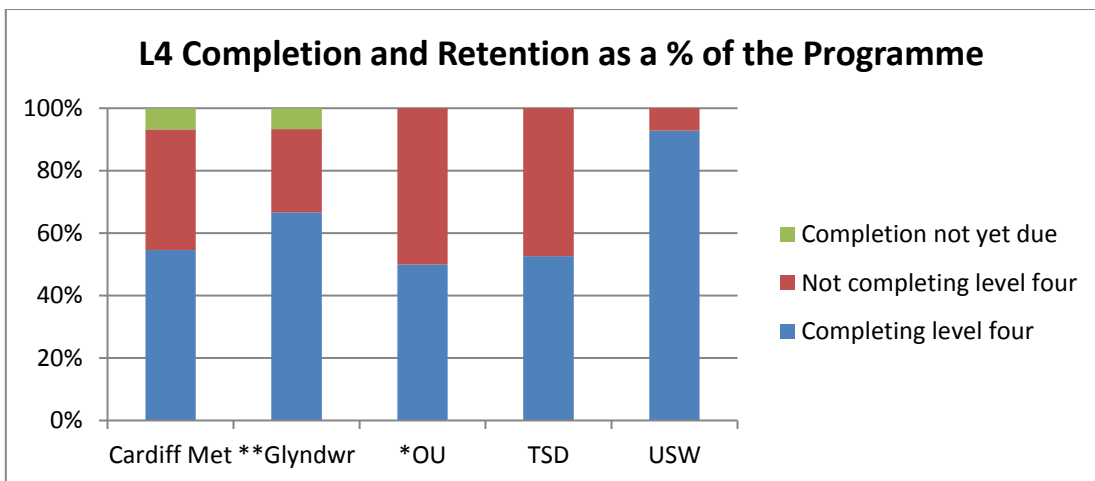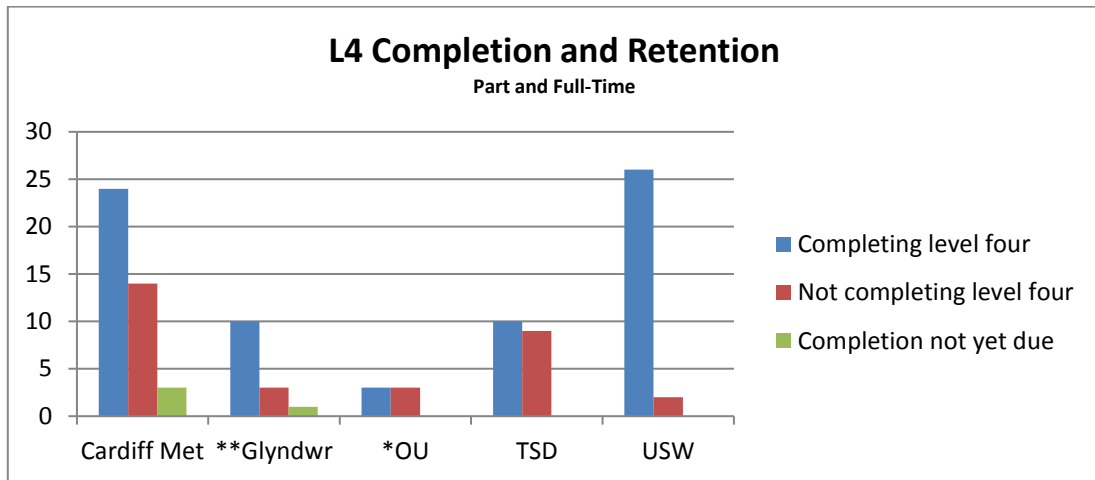

The ethnic background of the students on the programme are shown on the following chart. These were the only categories used by the institutions and represents a narrower range of groups than the previous year.
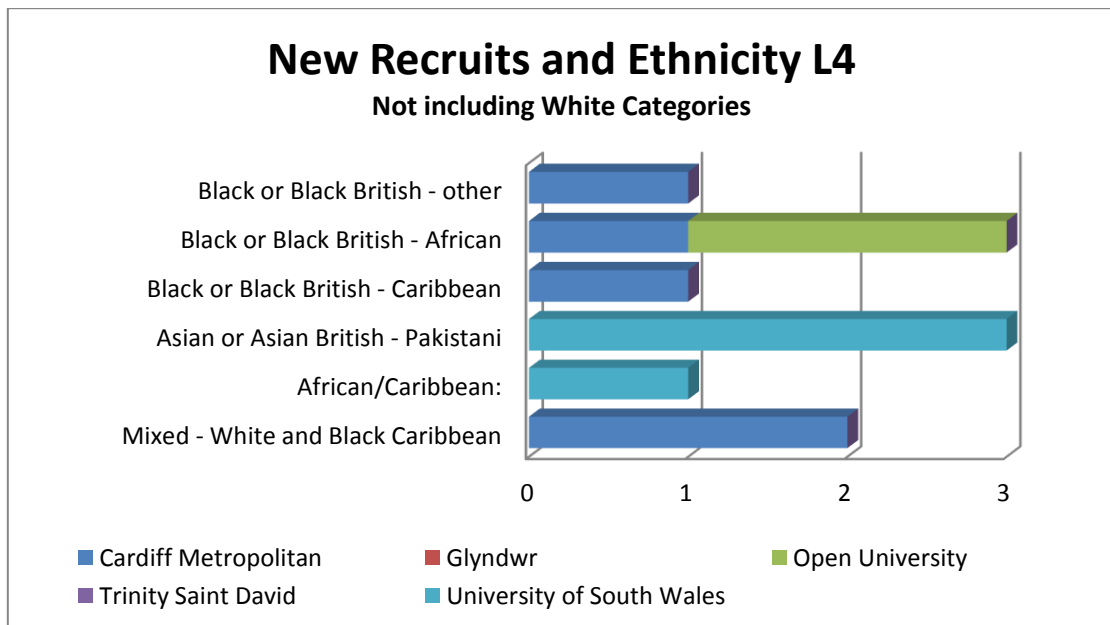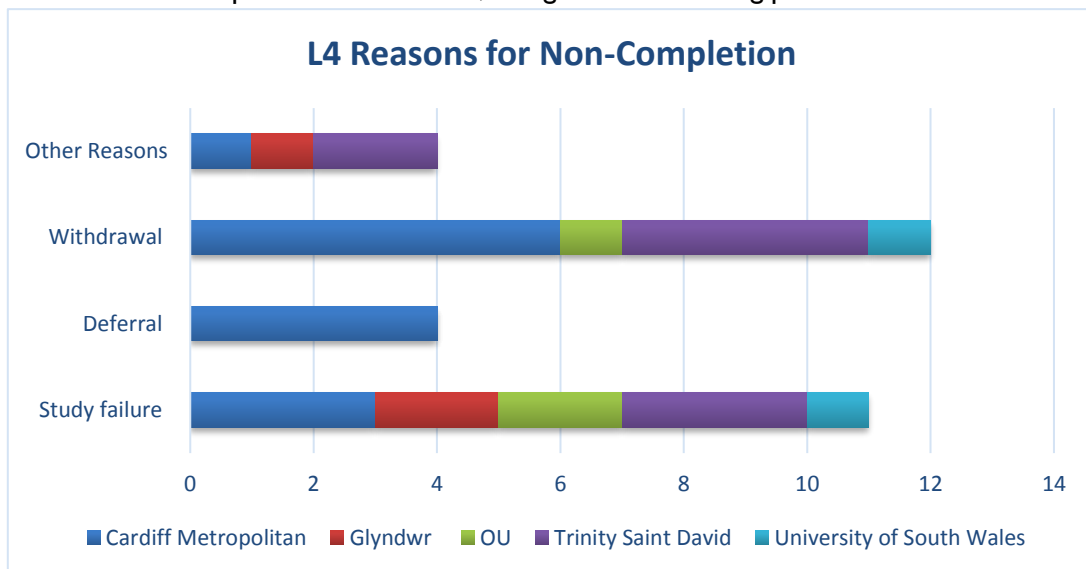
Retention and Completion of Students

Level 4

*OU can only produce figures as provided. Mismatch data. **Total students does not agree with previous figure

If only the reasons for non-completion is considered, this gives the following picture.

The Open University were unable to provide a breakdown for Wales so these figures were not included.

Level 5

L5 Completion and Retention
Part and Full-Time

- Completing level five
- Not completing level five
- Completion not yet due

L5 Completion and Retention as a % of the Programme
Part and Full-Time

- Completion not yet due
- Not completing level five
- Completing level five
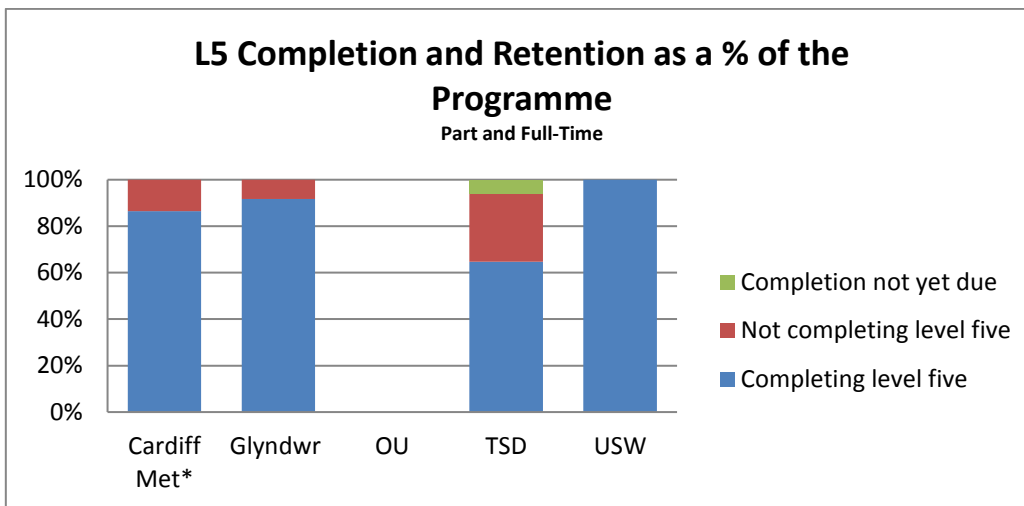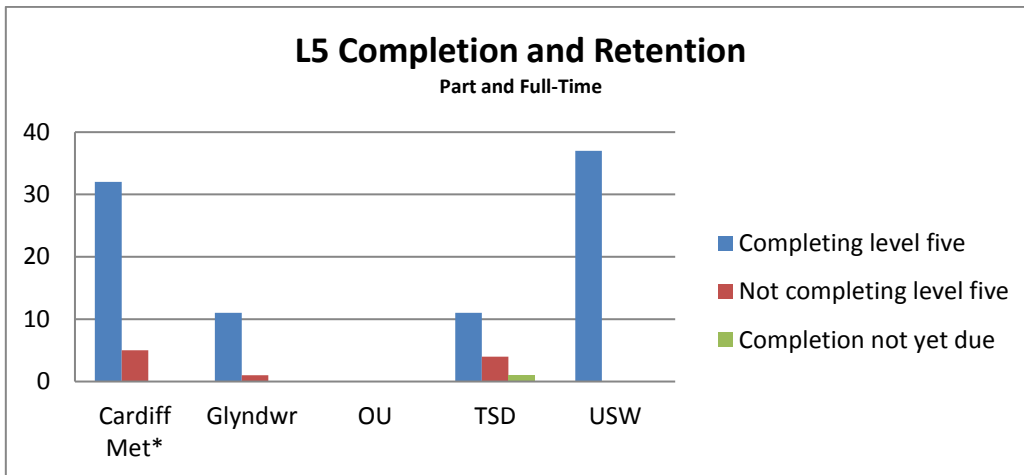
*There was a small error in the numbers indicated

L5 Reasons for Non-Completion

- Cardiff Metropolitan
- Glyndwr
- TSD
- USW
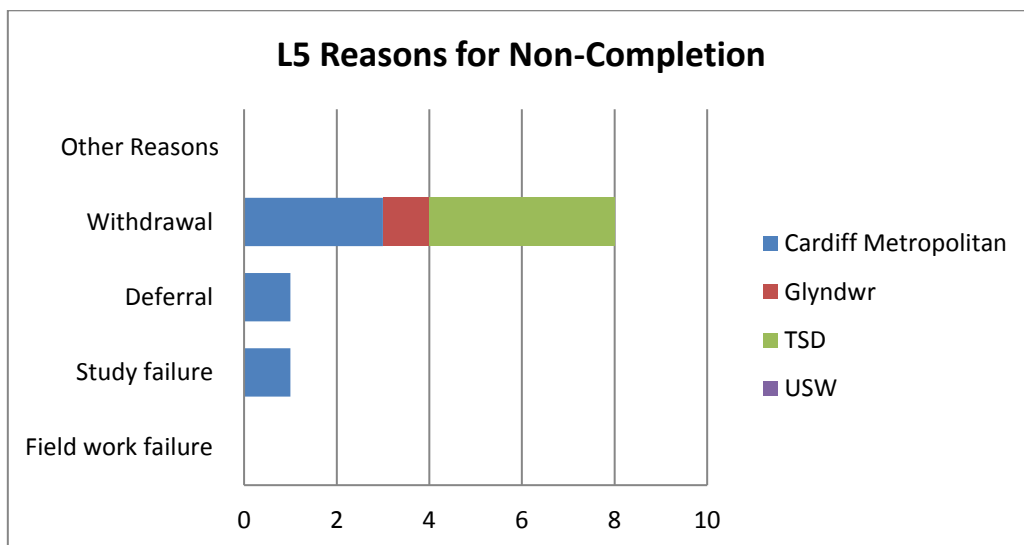
No breakdown available for the Open University

Level 6
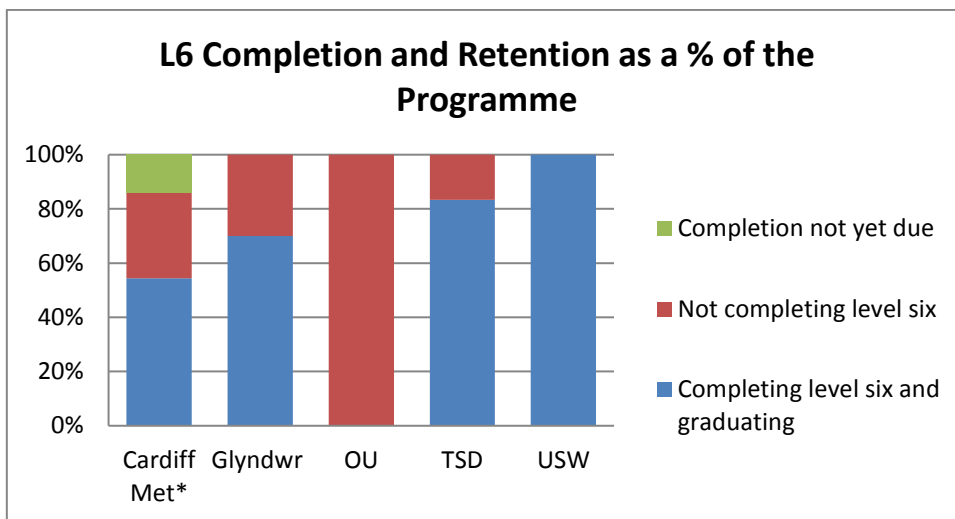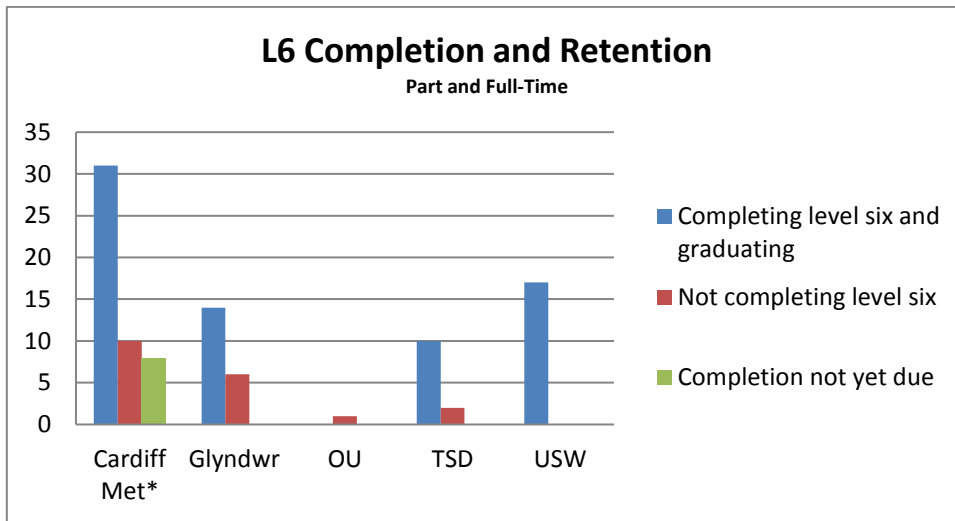
*The figures from Cardiff Met showed a totalling error related to the total of students shown and the actual number of students at level 6.

Withdrawal and Deferral of Students

	2011-12	2012-13	2014-15	2015-16
Withdrawals	19	23	11	23
Deferrals	9	17	7	18
Total	27	40	18	41
Study Failure			14	13

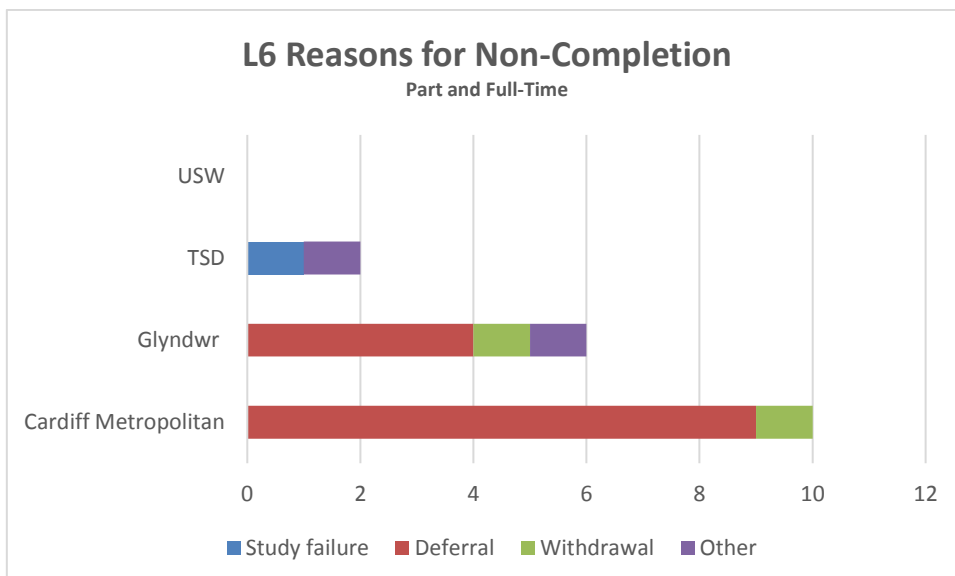| 2015-16 Breakdown by Level	Withdrawals	Deferrals
Level 4	12	4
Level 5	8	1
Level 6	3	13
Total	23	18

During the previous monitoring year there was a large decline in the number of students having to withdraw and defer, however this year it has increased considerably. Why this has risen from 18 students to 41 students during one year is not evident as there are no correlating factors. Would the correlation between the higher numbers of students accessing the programme with a non-standard entry be a factor to be considered alongside the support that is currently made available?
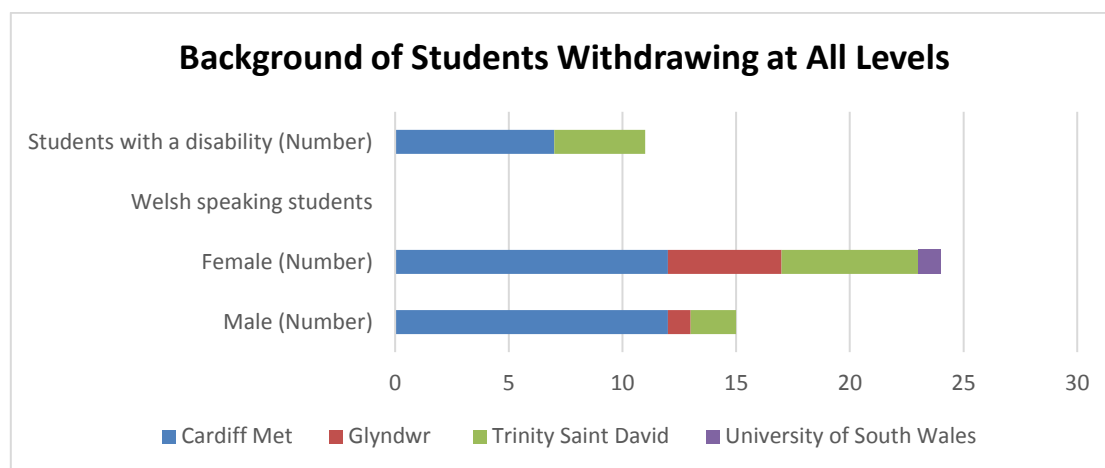
The chart below gives a broad indication for the reasons why students may have left the course during the academic year 2015-16 which is based on numbers as well as the personal perspective of the institution. Green shows a low category, amber medium and red a high category.

	Cardiff Met	Glyndŵr	OU BA	TSD BA	USW BA
Work/life balance	green	amber	red	green	red
Health issues	green	red	amber	amber	amber
Financial reasons	amber	green	green	green	red
Employment changes	green	amber	red	green	green
Demands of a caring role	amber	amber	green	green	green
Other	red	green	green	red	green

There is a suggestion that work/life balance and health play the largest factors for students having to leave a programme. However, the reasons for students leaving tend to be complex and are often down to multiple factors which come into play.

Completion of the Full Programme

Awards provided at Level 6 were distributed as follows:

Distribution of Awards within Institutions
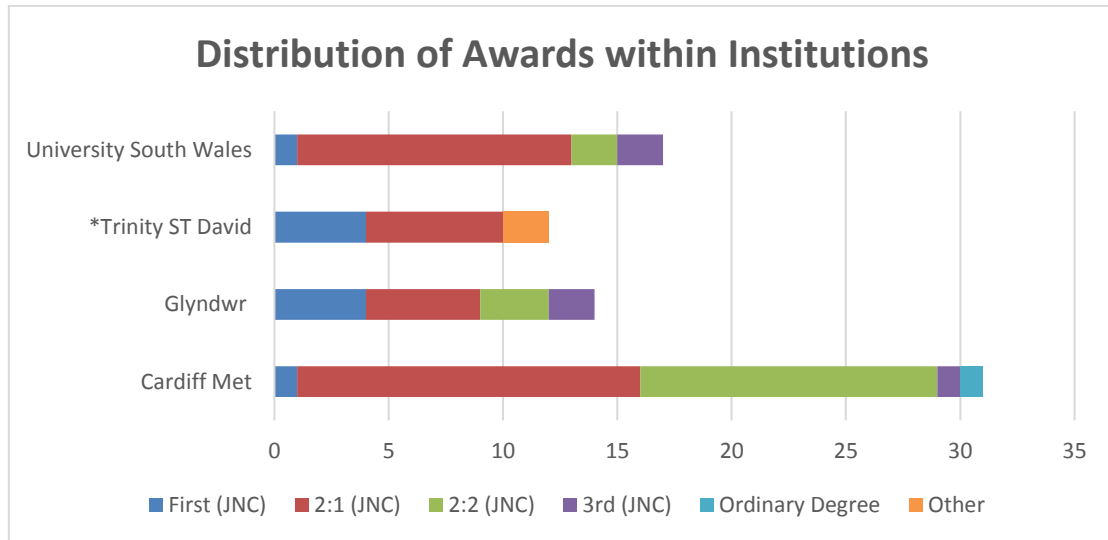
*2 students within the other category involved one failing and the other one provided extenuating circumstances with the opportunity to recover the award.

The Open University indicated no students as having achieved an award at level 6.
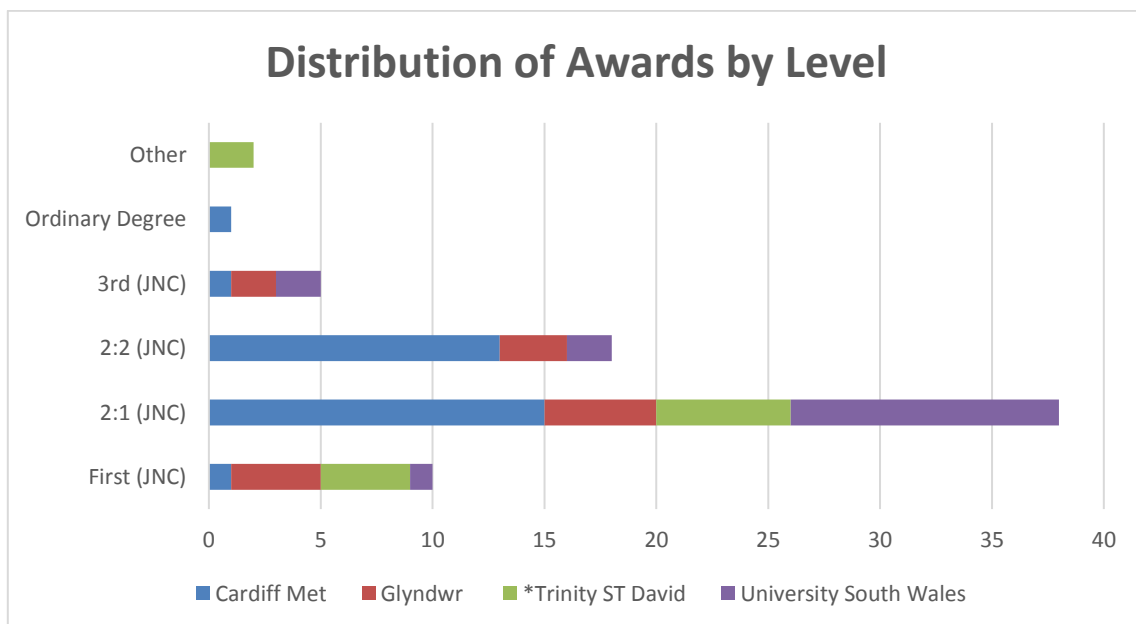

Distribution of Awards by Level

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.

2011-12 Distribution of Awards

- Dip HE (JNC)* 4%
- 1st (JNC recognised) 9%
- Ordinary Degree (Not JNC) 11%
- Pass (Not JNC) 3%
- 3rd (JNC recognised) 8%
- 2:2 (JNC recognised) 30%
- 2:1 (JNC recognised) 35%

2012-13 Distribution of Awards

- Dip HE (JNC) 3%
- Ordinary Degree 12%
- Pass (Not JNC) 1%
- 3rd (JNC) 6%
- First (JNC) 9%
- 2:2 (JNC) 29%
- 2:1 (JNC) 40%

2014-15 Distribution of Awards

- 3rd (JNC) 5%
- Pass (Not JNC) 4%
- First (JNC) 12%
- 2:2 (JNC)* 28%
- 2:1 (JNC) 51%

Distribution of Awards

- Ordinary Degree 1%
- Other 3%
- 3rd (JNC) 7%
- First (JNC) 14%
- 2:2 (JNC)* 24%
- 2:1 (JNC) 51%

The figures on achievement are to be commended again. The pie charts show the progressive increase in the highest achievable grades. In 2011-12 44% of all students achieved a first class and 2:1 honours degree which has grown to 63% in 2014-15. If this was difficult to surpass, then this has increased to 65% in the current monitoring year.

Examiners Reports and Reviews

Institutions were asked to provide key points from their Examiners' reports as well as providing the reports in full. In most cases these key points were provided as requested and are presented within the tables below. Please note that some editing had to take place has some sections were overlong. However, the full text is provided to the ETS through the spreadsheet submitted and within the reports themselves.

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	The programme meets the requirements for professional standards and the outcomes of the NOS

The programme curriculum is very current and reflects the needs of the field.

The programme offers a diverse range of methods to enhance students learning and equip them with the appropriate knowledge and skills required.

The programme offers a very impressive comprehensive base of work placement opportunities for students in a wide range of settings and organisations.

Relationships and communication between the staff team and students is excellent. | Standards on the programme are high in line with other institutions

The standard for the JNC professional qualification and preparation for working with young people has been achieved

Feedback to students was of a high standard

Assessment methods adequate for the level of delivery | External examiner reports have not raised any significant issues with the qualification's constituent modules in the context of academic standards. External examiner's reports in relation to academic standards are overwhelmingly positive. | The strength of the programme is the way that students are able to engage with policy analysis.

The team are always keen to engage with External Examiners and make changes according to recommendations. Students are engaged in more critical discussion in their reflective recordings.

The structure, organisation, design, links to learning outcomes and marking; the consistency and rigour of marking; and the appropriateness of the assessment strategies were all very satisfactory.

The students were able to experience a variety of placements during their programme of study, it was evident that valuable experiences and new skills were developed during their time in placement. | Students are good at relating their work to the National Occupational Standards

It was good to see an array of updated policy information not always easy to keep up to date but this course appears to.

Staff keep up to date with the work and have a clear understanding of the role of a professional youth worker – thus ensuring the students gain that knowledge ready for the world of working.

Most students are capable of linking written assignments to theory |

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development	Student feedback identified a request for the assistance with study skills. I understand that this is something the course staff are aware of and are looking at ways to address this

To its credit the programme continues to recruit well and excellent support is provided for students. However, such quality and detail of the feedback provided for students by the staff team could be at risk with the demand for staff time such high quality work creates

The team of staff work well together and are extremely busy. They did seem stretched and under pressure on occasions. | Encourage students to see themselves as colleagues in practice as opposed to "trainees" or "just students"

Ensure that students are clear about the differentiation between management supervision and professional supervision. | As in previous years, External Examiners across the qualification comment on students referencing, particularly the use of a limited number of sources. This is due to the fact that students refer to the relevant module materials, rather than each original source within them, as per The Open University Library's guidance. Work has been done to ensure that students are advised of referencing source materials. | To maintain and develop the rounded and integrated perspective of the programme. There is room to expand on the students' understanding of the philosophical, historical and sociological context of youth work.

The Y & C Work programme has now moved to a 20 credit module (research project), rather than 40 credit dissertation. Whilst the work was consistently marked and internally moderated, it was obvious that the word limit was too limiting as students were unable to write a critical piece of work that met all learning outcomes fully.

There is room to consider increasing the content that is constructively and critically concerned with policy matters in the youth field.

Opportunities exist to further promote students key understanding of linking theories to their practice. | The professional validation for this award requires students to link theory to practice. In a sample of portfolios this could have been stronger

Some issues with the level 5 students in terms of attendance

Range of evidence of students not proofing their work, both in assignments and portfolios which sometimes makes them difficult to read

Learning outcomes were within the assignments but these could be strengthened and personalised within the portfolios.

Further discussion is needed with the course team on practice supervisors marking the portfolios as there are consistency issues in applying criteria. |

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	Yes	Yes	Yes	Yes	Yes
Positive Areas	Clear articulation with the University's goals and mission statement. Evidence of constructive alignment of the curriculum. Evidence of good practice in relation to student assessment and feedback. Evidence of good practice in relation to student support mechanisms. Evidence of partnership in engagement with external stakeholders and students in provision of placements.	100% student satisfaction on NSS and significant improvement in other areas also Personal tutorial system to provide support to students throughout their time at university Improved quality of teaching based on the values and principles of informal education	Revisions are being made to modules intended to keep the curriculum up-to-date and relevant for practitioners working in a changing external environment.	Seeing the final year students showcase their newly learned skills and their video diaries at the end of Semester 2 was a powerful way of demonstrating their learning journeys across the whole programme. Students spent part of each lecture at the allotment where sustainable living theories were put into practice. External funding was secured to support this development. This is an excellent example of added value for the students' learning experience.	The number of 'Common' modules previously shared with other courses has been curtailed in order to allow more focus on the specific area of youth & community work. Academic Enhancement activity - The team secured funding from CELT to run a L5 residential activity (pre-enrolment) that focussed on ways in which to improve academic writing, research skills and to look at ways in which a 5-10% improvement in grades might be achieved in final year.

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Positive Areas Continued				The weekly 'Experiential Learning Activities' sessions, introduced in the 13-14 academic year - continue to provide students with excellent employability skills Students attended a variety of conferences during the academic year Three Placement Progression Meetings were introduced as a pilot to Level 4 students to ensure the smooth running of the fieldwork element of the programme	Extracurricular enrichment - European YW activity - all 3 levels of the course took part in a four day Intercultural Learning Exchange Programme (ILP). Undertaking a series of workshops and activities around intercultural learning and exploring differences and similarities between youth work in UK and youth work in Belgium Feedback from the External for practice was very positive in relation to our ethos as workers. Quote from EE report - 'Youth Work staff "model the core values and principles of the course they deliver" The appointment of the Placement Coordinator has been the single most successful action within the programme over the past year.

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Areas for Development	The panel strongly recommends that the degree and pathway titles more fully reflect the professional endorsement associated with them. More clearly articulate how staff research underpins the taught programmes More clearly articulate the environmental aspect of the sustainability agenda and to address the implications for the Future Generations Act 2015. To reduce the volume of module aims and learning outcomes. Consider offering further externally accredited, relevant qualifications e.g. restorative practice, first aid, etc.	Improve retention and continuation Improve recruitment figures improve enrolment process for CPD stand-alone modules	The issue of low HE levels prior to entry has been picked up within the Programme Action plan and we hope to work with our SST teams to help to identify possible actions in this respect. There is a fall in progression rates and the reasons for this are being reviewed.	To explore the feasibility of arranging a short study visit for students to Finland To develop a new Integrated Master's programme, offering professional qualifications – at Level 7 – in both youth work and in community development Work with the Faculty Marketing Officer to develop a robust marketing campaign for the BA Youth and Community Work and BA Gwaith Ieuenctid a Chymuned programmes to increase applications and conversion rates Continue to increase NSS scores	YW team were concerned that current facilities available with student services at Caerleon will not be replicated at City campus e.g. Library provision for youth work texts, learning support assessment of learning difficulties City Campus does not have any suitable Personal Tutorial space for staff to use with students and access to tutors will be restricted due to the office areas for 'staff only'. Students have reported discontent with levels of distraction and interruption from fellow class mates e.g. the use of phones Additional 3 way meetings needed requested by placement co-ordinator. Need to increase number of JNC supervisors supporting placements and quality placements for students.

	Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
Overall Progress	To continue to push for FT staff to address the shortfall of 1.5 FT staff. The introduction of a L4 preparation for study and practice module and additional inputs at L5 and L6. A comprehensive CPD programme, including accredited training, across all levels of study. The inclusion of JNC in the programme titles was investigated but not allowed under university regulations.	The programme is developing well and has seen a significant improvement in student satisfaction. The programme believe that this is linked to improved quality of teaching, and dedicated personal tutors to provide additional pastoral support. Recruitment figures in the next academic year have already improved, and we are now seeing a positive trend in terms of recruitment.		Delivering the new Level 6 programme for the first time has provided students with the opportunity to engage in new modules and new approaches to assessment. For module SJYW6015 Supervision and Support Skills, MA Youth Work students studying the equivalent module at Level 7 attended a full day lecture with the undergraduate students. This proved to be a successful day with both cohorts of students learning together and from each other. The Experiential Learning Activities sessions, which run weekly and are held at a local youth centre, continue to provide students with the opportunity to up-skill. Enhancing student engagement continues to be a priority, and is evident through the programme's off-site activities, which included visits to outdoor education centres, Brechfa forest, and to the Senedd. The programme has good links with Camosun College, British Columbia, and Humak University of Applied Sciences, Finland,	At what is now a difficult time for the youth work profession under the austerity of current policy, we are positive that our course is in good health and will continue to recruit good quality youth work students onto the professional programme. Although our numbers have declined somewhat over the past 5 years we are confident that we are still running a robust and academically rigorous course. The recent employment of a Placement Co-ordinator to manage practice elements of the programme has meant that the rest of the team are able to provide appropriate and relevant support to students. Teaching is contemporary and up to date with 3 out of the 5 team members still actively practising their youth work. Our new move to City Campus has given the subject area a boost in terms of visibility as a discipline and in now being embedded in the heart of Newport community where many local youth organisations, youth service provisions and other agencies supporting young people are situated. We look forward to continuing to work in partnership

				where Study Abroad opportunities can be offered to students. In relation to the 2016 NSS results, we are happy with the Overall Satisfaction of 90, which shows good progression in comparison to the last three years (80 in 2015, 62 in 2014).	with ETS and other stakeholders in Wales to make sure that we are providing the very best training possible for our students and ultimately, the very best workers to support young people in Wales with their personal and social development.
	Cardiff Met BA	**Glyndŵr BA**	**Open University BA**	**Trinity St. David BA**	**Univ. South Wales BA**
Other Relevant Information	None provided	Within the academic year 20515/2016 the department underwent a staffing restructure. However, this has enabled the remaining staff team to make necessary changes to the programme in terms of module delivery and placement processes and the programme is now in a strong position for revalidation and re-endorsement in 2016-2017 academic year	None provided	None provided	USW would like to draw the attention of ETS to section 6 of the Programme Review attached in the appendices (AME 2014-15). We continue to work in close partnership with stakeholders and employers of the South East Wales region and beyond. We are proud of the testaments given to us from senior local employers across a range of settings for youth work and we will continue to build new links with emerging organisations in the Voluntary and 3rd sector as well as consolidating old links with traditional partners from local authorities. Thanks also to ETS for their continuing collegiate support at what is a difficult time for the profession.

ANNEX – **Dissertation Titles**

Cardiff Met BA	Glyndŵr BA	Open University BA	Trinity St. David BA	Univ. South Wales BA
None provided. Further request has been made.	An outline of the background of the titles were provided. • The role of youth work when working with young people with complex additional needs. • Youth crime, its causes and youth work as a tool for prevention • The importance of welsh language youth work in wales, a practitioner's perspective. • What are young people's views on the impact of smart phones on their emotional wellbeing. • What are the barriers to participation in physical activity for young women aged 12-25 living in a community first area.	*"The BA (Hons) in Youth Work at the OU does not require students to complete a dissertation. Students are required to develop a research proposal, including a literature review, and to complete a pilot study, which is assessed in E318."*	• What are the benefits of doing a youth work degree? • Would Employing a Full-time Faith-based Youth Worker Benefit the students at the University of Wales Trinity St David Carmarthen Campus? • How do youth work opportunities, through outdoor activities, contribute to positive engagement in formal education? A case study of practice. • Is there a need for a drop-in centre on campus? • Young Adult Carers and the role of the Youth Worker. • An evaluation of a health promotion initiative: Promoting healthy relationships with young people. • Do young mums benefit from engaging in youth work?	• Physical activity + nutrition with young people who are NEET • What are the barriers to young black people joining police force • Accreditation in youth work settings – is it appropriate? Influence of media on the self-body image of 14-16yr old girls • A comparative study of Sex Ed in UK and Belgium – link to STI and pregnancy rates. • Links between childhood trauma/sexual abuse and BPD • Young people with ALN and/or disabilities and behaviour/safeguarding • Barriers to engaging young people who are NEET or racism • Gender specific youth work

Cardiff Met BA	Glyndŵr BA (cont'd)	Open University BA	Trinity St. David BA (cont'd)	Univ. South Wales BA
			• What do youth offenders gain from Youth Work? • Beth yw dylanwad y gweithiwr ieuenctid ar bobl ifanc wrth iddynt wneud dewisiadau ynglyn ag addysg uwch neu yrfa a sut all hyn effeithio ar ddilyniant iaith?	• BME young people and gang influences • The effect of music on young people's wellbeing LGBT - sufficient provision for young people? • The impact of school holidays on families eligible for fsm. • Wellbeing and youth work Traditional models of education and the effect of these on some young people • Alt. Ed. and soft outcomes • Resettlement of young men following custody • Links between offending and school exclusion