Values, Policy and Practice in Youth Work (TMM1487)

Module Level:	4
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	To provide a foundational understanding of the professional values and policies of youth work.
	To explore the methodologies of working with young people in a range of contexts.
	To reflect on the values and practices of youth work from the perspective of the Christian faith.
Content:	The broader context of youth work – for example, UN Convention on the Rights of the Child, Positive for Youth etc.
	Youth work professional standards, principles and values.
	Legal and policy frameworks, for example, safeguarding, duty of care, health and safety, risk assessment etc.
	Opportunities to reflect on issues related to management of self in a professional context.
	Theological reflection on contemporary practices and principles of youth work.

Learning Outcomes:	By the end of this module students will be able to:

Subject Knowledge [SSK 3]

Articulate key contexts and aspects of the professional disciplines of working with young people.

Discuss knowledgeably some theological perspectives on contemporary practices and principles of youth work, and the questions to which they give rise.

Subject Skills [SSS 2, 3]

Identify professional, ethical and legal requirements and work within relevant agency guidelines, policies and procedures.

Theologically reflect on the principles and values underpinning youth work practice and demonstrate these in a ministry context.

Theologically reflect on their own beliefs and values, how these have been shaped and their impact on practice.

Key Skills [KS 1, 3, 4]

Identify, gather and evaluate source materials for a specific purpose.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Recognise key issues in their own personal and professional development, including development of effective self-management skills.

Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.
Learning Hours:	Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.