

## Liverpool John Moores University

Title: INFORMAL EDUCATION AND COMMUNITY LEARNING  
Status: Definitive  
Code: **4504YCBAP** (116712)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: St Helens College

Team	Leader
Kat Cartmell	Y

**Academic Level:** FHEQ4  
**Credit Value:** 24.00  
**Total Delivered Hours:** 48.00  
**Total Learning Hours:** 240  
**Private Study:** 192

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20.000
Seminar	8.000
Tutorial	5.000
Workshop	15.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Presentati	Group Presentation	50.0	
Essay	Essay	2000 word reflective essay	50.0	

### Aims

- 1. To gain knowledge of the concepts of formal and informal education in theory and practice.*
- 2. Acquire skills and knowledge of Youth and Community Work, it's aims, purposes, structures, methodologies and range of practice.*
- 3. To look at the professional nature of youth and community work.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise informal education in professional youth and community work practice
- 2 Recognise the range of settings and informal nature of Youth and Community Work.
- 3 Discuss and apply Youth and Community Work values
- 4 Design and deliver a piece of curriculum with student colleagues and evaluate it through reflection on experiential learning.
- 5 Apply the skills of one to one work and group work in the development of a curriculum - based approach to youth and community work.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Group Presentation	4	5			
Reflective Essay	1	2	3	4	5

## Outline Syllabus

### *1. Informal education in theory and practice*

*Learning from experience (Kolb 1984, Gibbs 1988)*

*Review starting points and build on skills and knowledge for professional practice.*

*Use of self in youth and community work.*

*Supporting learners, overcoming barriers (Honey & Mumford, 1982)*

*Critical thinking and reflective practice.*

### *2. Youth and Community Work*

*Values, principles and philosophy of youth and community work;*

*National Occupational Standards for Youth Work; skills and knowledge of youth and community work:*

*Frameworks for planning, delivering and evaluating practice (SMART, NAOMIE)*

*Needs analysis (Maslow, Pringle, Alderfer, Button)*

*Introduction to youth and community methods (TIM, Tuckman, Heron);*

*Exploration of settings and range of provision including detached youth work, global youth work, school-based youth work, young refugees, etc*

## Learning Activities

Lectures, Seminars; individual and group exercises; simulations; tasks and discussion

## References

<b>Course Material</b>	Book
<b>Author</b>	Freire, P

<b>Publishing Year</b>	1972
<b>Title</b>	Pedagogy of the Oppressed
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Harmondsworth: Penguin
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Ingram, G & Harris, J.
<b>Publishing Year</b>	1996
<b>Title</b>	Delivering good youth work
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Russell House: Lyme Regis
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Jeffer, T & Smith, M
<b>Publishing Year</b>	1996
<b>Title</b>	Informal Education
<b>Subtitle</b>	Conversation, Democracy and Learning
<b>Edition</b>	
<b>Publisher</b>	YMCA George Williams College
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Ord, J
<b>Publishing Year</b>	2008
<b>Title</b>	Youth work process, product and practice
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Russell House: Lyme Regis
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Richardson, L.D. & Wolf, M
<b>Publishing Year</b>	2001
<b>Title</b>	Principles and Practice of Informal Education
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Routledge: London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Young, K
<b>Publishing Year</b>	1999
<b>Title</b>	The Art of Youth Work

<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Russell House: Dorset
<b>ISBN</b>	

---

## Notes

### Assignment – further information

Students will work in groups of 4 or 5 to design and deliver a small curriculum based activity to student colleagues either on the programme or in the university that offers an example of informal education in practice. The project could look at an issue related to equality of opportunity or enhancing the student university experience, etc.

The group will usually deliver the curriculum project with their peers in class time at the beginning of semester 2. If students undertake the activity with students elsewhere in the university, they need to provide a full presentation explaining their project in the time slot allocated.

Students are expected to apply youth and community principles and values in their project, enabling the active participation of learners, being responsive to learners' needs and show ability to negotiate ways forward.

All group members are required to actively contribute to the design and delivery of their curriculum project. Some time will be allocated in class sessions to support the development of the curriculum project. Evidence of each contribution needs to be recorded and submitted with the written work at the end of the module.

The curriculum activity will receive peer group feedback.

The written assignment requires students to use the experiential learning cycle to reflect on their personal learning from the curriculum project and module and how this is shaping their professional practice.

Task 1: Group activity: Design and delivery of piece of informal education with active participation of learners to class (50%)

Task 2: Reflective account 2000 words (50%)