

Key staff

Dr Tim Bateman has an extensive background in youth justice policy and practice and is a recognised expert in this field. His research interests include youth crime and justice, discrimination within the justice system, patterns of sentencing and the use of custody for children, and effective practice with children in conflict with the law.

Dr Isabelle Brodie's research interests include child welfare; children and young people in care; the education of children in need and in care; and inclusion and exclusion in education.

Dr Cherilyn Dance has research interests in the delivery of services for children in need and family support, placement options and outcomes for children in care - including adoption and other forms of permanent family placement. She has also conducted research into the educational experiences of young people in residential care and residential education settings.

Fiona Factor has an extensive background in youth work as a practitioner, trainer and researcher. Her more recent publications have focussed on harder to reach young people. She is a consultant for the National Youth Agency and is particularly interested in the training and education of professionals in the field and models of good practice from outside the UK.

Professor Donald Forrester's research interests include parental substance misuse and discovering what works in child and family social work. He is currently working with the Welsh Assembly Government on a major reform of services in Wales and leads several

research projects focussed on developing evidence based approaches in social work.

Professor Ravi Kohli's research interests include children and young people seeking asylum in Europe, resettlement and refugees, social work with refugees and asylum seekers.

Dr Margaret Melrose's research interests include young people, poverty and informal economic activity; young people and sexual exploitation; young people and drug use; trafficking in human beings; and the process of exiting from sexual exploitation and/or drug use.

Dr Suzella Palmer's research interests include young black people's experiences of crime and victimisation, the experiences of black people in the criminal justice system and youth justice.

Professor Jenny Pearce is Director of the Institute of Applied Social Research. She works with the Council of Europe, central UK government agencies and national children's charities to develop research and service delivery for sexually exploited and trafficked young people. She chairs the NSPCC/ Home Office Child Trafficking Advice and Information Line Advisory Group. Her teaching and research interests focus on young people's agency, participation and resilience.

Professor John Pitts undertakes research in the areas of youth crime, youth justice and community safety. He has recently completed studies of violent youth gangs in three London boroughs and is currently evaluating a national programme of targeted youth work interventions in gang-affected neighbourhoods.

For further information and to discuss entry requirements for the Master's courses, please contact:

Fiona Factor

fiona.factor@beds.ac.uk
+44 (0)1582 743774

For further information and to discuss entry requirements for the Professional Doctorate, please contact:

Tim Bateman

tim.bateman@beds.ac.uk
+44 (0)1582 742486

You can also download an application form at:
www.beds.ac.uk/howtoapply/course/postgraduate

The University of Bedfordshire's IASR is located with the Department of Applied Social Studies. It is at the forefront of applied social research in the UK. Highlighted as 'world-leading' in the Government's *Research Assessment Exercise (RAE) 2008*, the work of the institute has a powerful influence on government policy and professional practice with children and young people in need and in trouble.

The IASR has developed a range of innovative research methods which enable a clearer understanding of the lives of the children, young people and parents who survive on the social margins. It is also home to 'Making Research Count', a national initiative involving social welfare agencies and universities, which aims to disseminate cutting-edge research findings to practitioners in the field.



www.beds.ac.uk



University of Bedfordshire The Institute of Applied Social Research (IASR)

NEW Postgraduate Opportunities



Do you want to join world-leading experts to develop research, policy and practice in the delivery of effective services for children, young people and families?

The Institute of Applied Social Research (IASR) at the University of Bedfordshire is introducing a portfolio of new Master's and Doctoral courses which analyse the challenges for organisations across all sectors as authorities re-structure, develop and implement new policy directives, and as new commissioning arrangements reshape service delivery.

The UK policy agenda for children and young people has undergone rapid change in recent years. Since the launch of the Government's *'Every Child Matters: Change for Children'* programme in 2003, the task has been to bring together services in new partnership arrangements and organisational structures to enhance the outcomes for children and young people.

Taught by accomplished practitioners and researchers in the field, these new postgraduate courses provide the opportunity to study the most up-to-date research and to develop your own research profile. Whether you are a graduate practitioner delivering services to children, young people and/or their families, a recent graduate looking to enhance your career prospects in this field, or an experienced practitioner looking to return to higher education and gain a postgraduate qualification, you are sure to benefit from our relevant IASR provision.



New postgraduate opportunities at the IASR for September 2010

MA Applied Public Policy: Children's and Young People's Services (2 years part-time)

By analysing in depth the current policy context for work with children and young people, this Master's course is relevant to those working in this field.

The course focuses on the theories underpinning policy and practice, addresses the current political and policy perspectives on marginalised children, young people and their families, alongside dealing with methods of social enquiry and research.

Core areas of study

| |
|---|
| Comparative politics, policy and service development for children and young people – a trans-national perspective |
| The conceptual framework – theories shaping public policy for children's and young people's services |
| Models and methods of social investigation |
| Dissertation |

Optional units include:

Work with socially excluded young people • Young people and illicit drug use in the UK • Current issues in youth justice • The trafficking and sexual exploitation of children and young people • Children and young people in society

MA Comparative European Perspectives on Youth Work and Social Disadvantage (2 years part-time, subject to validation)

This unique course has a trans-European focus and is jointly delivered with Humak University of Applied Sciences, Helsinki, Finland and the University of Tartu, Kultuur Academy, Estonia.

The degree will bring together practitioners delivering youth work services and interventions in the lives of young people to develop a critical debate on models and methods of youth work practice and their effectiveness in the current social, political and economic climates.

Core areas of study

| |
|--|
| European perspectives on youth policy: Nordic, Estonian and UK |
| European perspectives on models of work with young people |
| <ul style="list-style-type: none">• Socially excluded young people: education, training and employment (UK)• Civic engagement and preventative work (Finland)• Theories of experiential learning (Estonia) |
| Models and methods of social investigation |
| Dissertation |

Optional units include:

Young people, group offending and violent crime • Young people and illicit drug use in the UK • NGO's and youth work • Adventure education • Drama • Multi-agency work

Professional Doctorate Leadership in Children's and Young People's Services (including Youth Justice pathway) (3 years part time)

The Professional Doctorate is an applied alternative to a PhD for senior practitioners and managers, equipping them with a knowledge-base and theoretical grounding to make a significant original contribution to knowledge in their own field at the highest level. This course allows students to follow one of three pathways depending upon their area of practice expertise:

- Leadership in Children's Services (new for September 2010)
- Leadership in Young People's Services (new from September 2009)
- Leadership in Youth Justice

These pathway units are supplemented by core areas of study

| |
|--|
| Children, young people and public policy: a trans-national perspective |
| Models and methods of social investigation |

Developed collaboratively by the IASR with Nacro's Youth Crime section, Barnardo's Children's Charity and the Brathay Trust, this Doctoral course builds upon the success of the Professional Doctorate in Youth Justice which has been running for four years. Stage one consists of one taught year of study and is completed by an 8,000 to 10,000-word article of publishable quality. Stage two runs over two years and is completed by a thesis or research-based project.

Entry requirements

The requirement for the Master's degrees is the following:

- A relevant Bachelor's degree awarded with First or Upper Second Class Honours by a UK university or other recognised awarding body
- Relevant work/professional experience
- An equivalent academic qualification

The requirement for the Professional Doctorate is the following:

- A relevant Bachelor's degree awarded with First or Upper Second Class Honours
- A relevant Master's degree
- An equivalent academic qualification
- Substantial professional experience in a relevant discipline

Attendance

As busy professionals we recognise the difficulties of accessing relevant educational opportunities and as a result have designed the teaching of each of the above degrees to maximise convenience for you. The curriculum is taught in three blocks of five days and two blocks of two days throughout the year. Additional face-to-face and virtual tutorial support is offered throughout the term. Further details about the timetable are available on request.

Please note: In addition to the attendance specified above, on the **MA Comparative European Perspectives on Youth Work and Social Disadvantage** the teaching will start with a block week in September where you will explore key themes and share practices with students from Finland and Estonia. Further mobility between student groups will be encouraged as well as the employment of a range of new e-learning technologies and classroom-based activity.