

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons): Integrated Degree Apprenticeship
1.5 FHEQ Level:	4, 5, 6
1.6 Programme Title:	Youth Work
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	School of Education
1.9 HECoS Code:	100466
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	N/A
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). A DBS check and an interview is required. Applicants should have sufficient practical experience prior to commencement of the course (i.e. 100 hours). For Apprentices with an EHCP or legacy statement, the minimum requirement is Entry L3; BSL qualification is required for those whose primary language is BSL. International apprentices will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	National Youth Agency
1.14 QAA Subject Benchmarking Group(s):	Youth and Community Work 2019
1.15 Other External Points of Reference:	Youth Worker Occupational Standard
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Assessed professional practice is an integral part of the apprenticeship programme and is assessed within normal working practice in the apprentice's workplace at every level of the programme through tripartite reviews and completion of specific modules: CP4, DP5 and HP6.

1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	April 2023
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By August 2029

2. Programme Outline

The Level 6 Integrated Degree Apprenticeship in Youth Work is a work-based programme that supports employees and employers in the Youth Work sector. The curriculum has been designed to align with Occupation duties for the Apprenticeship and the National Occupational Standards (NOS) for Youth Work, following guidance from the NYA (National Youth Agency), which is the PSRB (Professional, Statutory and Regulatory Body) for Youth and Community Work. In response to consultation of stakeholders, the curriculum aligns to current and anticipated workforce needs and developments. This includes the co-delivery of specialist modules, bringing in experts from local organisations, further strengthening Marjon's links into the community.

Youth & Community Work is a practice of informal education that involves the development of democratic and associational approaches, which promote learning and development in the communities or individuals who choose to take part in the programmes that youth & community workers facilitate and support. It is focused on work with adolescents and adults, with groups as well as individuals, and with personal development in the context of the development of wider social networks and collective engagement with issues of social justice.

The apprenticeship programme provides a high-quality work-based educational experience, which offers apprentices significant and challenging opportunities for personal, professional and academic development through the collaborative tripartite agreement between apprentice, employer and university. The balance of learning in the workplace and academic learning, formalised in the Individual Learning Plan, enables apprentices to develop as effective reflective practitioners, with the understanding and skills required to work effectively as informal educators with young people and communities, and as critically reflective practitioners able to practise collaboratively with other professionals in the context of the inter-disciplinary workforce. Regular tripartite meetings facilitate a review of progress leading up to the final end point assessment in year 3 of the programme.

2.1 Integrating Sustainability into the Curriculum

The programme's curriculum and pedagogy seek to enhance apprentices' capabilities to contribute to sustainable and just societies as individuals and as professional practitioners. The programme's aims support the development of democratic and inclusive practice, and the central location of values enables apprentices to acquire the skills and knowledge that allow them to make a lasting contribution to sustainable communities and environments. The assessed professional practice elements of the programme provide relevant experience and improve sustainability skills for apprentices. This link between campus and the community enables the University to contribute to sustainable development beyond the campus.

The programme team aims to lead by example, enabling apprentices to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. Across the programme, we reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We promote apprentice wellbeing and develop

resilience, in the self and others. Additionally, there is an emphasis on encouraging apprentices to ask critical questions of themselves, others and our global community, which enables them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

The primary focus of this programme is the professional formation of youth & community workers through completing an Integrated Degree Apprenticeship (IDA). Youth & Community Work is a distinctive body of professional practice held together by a commitment to a set of shared values: participation, inclusion, empowerment, partnership and learning. The task of youth work is to plan, provide, manage and evaluate appropriate experiences of learning, challenge and reflection. The knowledge, skills, behaviours and attitudes to deliver this work form the bedrock of this course. Professional practice is a key element of what makes this professional programme distinct. Apprentices' ability to apply academic theory to their direct work with young people and communities is crucial to their achievement of professional status. Additionally, the pedagogy employed on the programme is, as far as possible, congruent with the educational processes that apprentices are using in community settings, whilst recognising the formal and assessed nature of the degree.

Academic learning usually consists of one full day on campus, generally 6 hours a week, split between lectures and activity-based seminars, with some online study and 1-2-1 tutorials that can be arranged to suit the apprentice's needs. Throughout the academic year, there is usually a consistent day on campus each week to provide the core curriculum, allowing apprentices to benefit from the full range of Plymouth Marjon University's digital and information resources and facilities.

Assessed Professional Practice occurs in the workplace over the course of the calendar year and is negotiated on an individual basis with each employer and apprentice. Tripartite reviews will usually be held every 12 weeks (as a minimum) involving apprentice, work-based supervisor and practice tutor. The tripartite meetings will take place at the start of each academic term (September, January and March/April) and at the end of the academic year. The aim of the meetings is to review and update your Individual Learning Plan (ILP), which contains information about your expected learning including: a delivery plan with key milestones, activities that will benefit both you and your employer, and support that should be provided to you, as agreed with your employer.

The course has been designed collaboratively with local employers to help apprentices achieve their best possible results, with an extended academic year of three terms, enabling modules to be taught in a way that paces the assessment and learning load, and allowing apprentices to develop skills without feeling overwhelmed. Apprenticeship programmes recognise the importance of continued development of functional skills, including English, Maths and ICT, and this programme will enable that development through the formal and informal learning opportunities offered throughout the modules.

Assessed professional practice totalling 800 hours (minimum) takes place within 3 academic modules across the year (this can be within the same organisation or as part of an agreed exchange-process with another organisation, to be agreed upon with employers) and is supported by professional practitioners as Practice Tutors and Work-based Mentors/Supervisors. Professional practice is assessed against the National Occupational Standards. In the final year,

apprentices are supported to prepare to submit and complete an End Point Assessment (EPA). This leads to both an academic award and the professional qualification in youth work (JNC).

4. Programme Aims

- Enable apprentices to develop a competent level of knowledge and understanding and independent learning ability commensurate with an Honours degree level award and professional practitioner status.
- Promote understanding of young people and communities in the context of difference and inequality through which apprentices develop inclusive and anti-oppressive practice.
- Promote understanding of youth and community work characterised by its attention to values, principles, purposes and processes, and enable apprentices to develop an educational practice compatible with these.
- Encourage apprentices to be reflexive and reflective practitioners in order that they have confidence in their ability to explore complex professional dilemmas from an ethical base.
- Enable apprentices to develop a strong sense of their own professional identity, enabling them to engage critically with a variety of policy contexts and with complex fields of accountability.

5. Programme and Level Learning Outcomes

Level 4 and 5 learning outcomes are used within the assessment of coursework. There is no exit award at these levels as this is a Level 6 qualification.

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level apprentices should be able to demonstrate:

1. Knowledge and understanding of the key concepts and principles relevant to youth & community work practice.
2. Awareness of ethical issues in youth and community work, with an ability to discuss these in relation to the lives of individuals and communities.
3. Understanding of the role of the youth & community worker as informal educator and of different models, approaches and methods of practice.
4. Awareness of their professional role, including the understanding of values, ethics and critical reflective practice.

Intellectual skills:

By the end of this level apprentices should be able to demonstrate:

5. Ability to analyse using given classifications/principles.
6. Ability to synthesise ideas and information in a predictable and standard format.
7. Confidence to use their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to apply tools/methods accurately and carefully to a well-defined problem relevant to youth & community work and begin to appreciate the complexity of issues.

Practical skills:

By the end of this level apprentices should be able to demonstrate:

9. Ability to operate in predictable, defined contexts using a range of techniques.

10. Ability to select, plan and deliver appropriate approaches from a range of intervention methods to facilitate individual and collective learning.
11. Confidence to manage self, including a commitment to continuing professional development.
12. Ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours.

Transferable / key skills:

By the end of this level apprentices should be able to demonstrate:

13. Ability to communicate in a variety of forms, working effectively with others as a member of a group and meet obligations to others.
14. Ability to select and manage information using appropriate ICT.
15. Ability to evaluate their own strengths and weaknesses within criteria largely set by others.
16. Ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Level 5 Learning Outcomes

Knowledge & understanding:

By the end of this level apprentices should be able to demonstrate:

1. Detailed knowledge of major theories relevant to youth & community work practice.
2. Awareness of wider social and environmental implications of youth and community work practice in the lives of individuals and communities.
3. Awareness of their professional role within partnership, integrated teams and multi-professional practice.
4. Ability to debate issues in relation to more general ethical perspectives.

Intellectual skills:

By the end of this level apprentices should be able to demonstrate:

5. Ability to analyse a range of information using given classifications/principles and to compare alternative methods and techniques for obtaining data/information.
6. Ability to reformat a range of ideas and information in relation to youth and community work.
7. Confidence in using their knowledge and understanding to locate and justify a personal position in relation to their role.
8. Ability to design a research study within an ethical research framework relevant to youth and community work.

Practical skills:

By the end of this level apprentices should be able to demonstrate:

9. Skills necessary to facilitate democratic and inclusive practice and understanding of wider developments of youth & community work practice.
10. Ability to develop interpersonal and intervention work with individuals and groups.
11. Confidence to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.

12. Awareness of how to operate as a reflective practitioner, awareness of professional actions and behaviours and be able to make informed judgements on ethical and professional issues.

Transferable / key skills:

By the end of this level apprentices should be able to demonstrate:

13. Ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.
14. Ability to select and use appropriate quantitative and qualitative techniques for data collection and presentation.
15. Ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.
16. Ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity.

Programme Level (L6) Outcomes

Knowledge & understanding:

By the end of this programme apprentices should be able to demonstrate:

1. Detailed knowledge of the key concepts and theoretical frameworks relevant to youth & community work practice.
2. Awareness of the interpersonal, intrapersonal and the cultural and structural aspects of power relationships and the impact of injustice and inequality on the lives of individuals and communities.
3. Comprehensive understanding of the role of the youth & community worker as informal educator and of different models, approaches and methods of practice.
4. Awareness of their professional role and their contribution to partnership, integrated teams and multi-professional practice.
5. Appreciation of the centrality of values, ethics and critical reflective practice.

Intellectual skills:

By the end of this programme apprentices should be able to demonstrate:

6. Ability to analyse policies and practices in the light of a range of theoretical perspectives.
7. Confidence to articulate and defend the criteria on which intellectual and professional judgements are made in relation to youth and community work.
8. Confidence and flexibility in using their knowledge and understanding critically to locate and justify a personal position in relation to their role.
9. Ability to conduct research within an ethical research framework relevant to youth & community work.

Practical skills:

By the end of this programme apprentices should be able to demonstrate:

10. Skills necessary to foster democratic and inclusive practice and contribute to wider developments of youth & community work practice.
11. Skilful interpersonal and intervention work with individuals and groups.
12. Ability to select, plan and evaluate appropriate approaches from a range of intervention methods to facilitate individual and collective learning and development.

13. Ability to manage self, staff and resources, including a commitment to continuing professional development in response to change.
14. Confidence to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours and be able to make informed judgements on complex ethical and professional issues.

Transferable / key skills:

By the end of this programme apprentices should be able to demonstrate:

15. Ability to communicate effectively in a variety of forms.
16. Ability to work effectively as a member of a team and select leadership responsibility where appropriate.
17. Ability to select and manage information using appropriate ICT.
18. Ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
19. Confidence to challenge received opinion and engage in professional debate.
20. Ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

In addition to meeting the programme outcomes above, apprentices will be expected to:

1. Demonstrate competency of the Duties (KSBs) identified by the Youth Worker Occupational Standard
2. Evidence meeting the National Occupational Standards (NOS) for Youth Work
3. Evidence achievement of L2 in English and Maths (or equivalent – see entry requirements).
4. Complete the End Point Assessment for the Youth Worker Apprenticeship Standard (ST0522/AP01).

6. Learning and Teaching Methods

A range of learning and teaching approaches is utilised on the programme to enable flexible, apprentice-centred learning. Considerable emphasis is placed on critical enquiry and dialogue to model the practice apprentices employ in their youth & community work practice. The teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate. Emphasis is placed on working in small groups, starting from strengths and encouraging active participation and in some modules, apprentices act as co-producers. We aim to develop approaches to learning that will support reflection and analysis, aiding the application of theory to practice and developing a critical awareness of the multi-dimensional influences on working with young people and communities.

Apprentices are encouraged to develop confidence in using their professional practice as a site of analysis and to enable discussion and enhance their own and others' learning. Work-based learning is central to the programme and is supported by regular tripartite reviews between Visiting Lecturers/Practice Tutors and Work-based Mentors/Supervisors. This 3-way support is central to apprentices' learning and professional development in their role, to assist them with the task of relating and integrating theory and practice.

Glossary of Learning and Teaching Modes

Method	Description
Assessed Professional Practice	Focused reflection on aspects of work, through a specific lens e.g. modules CP4, DP5, HP6 or specific elements of practice in the workplace.
Briefing	The provision of relevant information relating to a specific topic usually associated with research or guided learning.
Directed Study	Time set aside by the lecturer for apprentices to study a particular subject.
Discussion/Critical Conversation/Critical Review	Formal discussion on a particular matter in which a range of perspectives is explored.
E-Learning/Electronic Material/Blended learning	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions.
End Point Assessment (EPA)	The final assessment for the Integrated Degree Apprenticeship, which apprentices undertake once academic work has been completed, assessed and confirmed by the exam point. The EPA consists of a presentation, and observation of practice and a professional discussion.
Enquiry-Based Learning / Problem-based Learning	A research-based learning method in which apprentices are encouraged to solve practical problems which are set in a real-world framework, supported by the lecturer.
Groupwork	Apprentices work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
Lecture	Subject introduced and delivered by the lecturer in a specific time which shares information.
Practical	Apprentices work in small groups to achieve a goal or carry out a task. It involves individuals or small groups researching, preparing and presenting information/activities peers. It can include leading sessions or developing practical resources for use elsewhere. There is usually a feedback session and a chance to disseminate the results within the wider community of practice.
Seminar	A group of people developing an area that has already been introduced on the course. Generally it involves reading, review or observation of resources followed by discussion and feedback.
Tripartite Review	Meetings between apprentice, Work based Supervisor and Practice Tutor, where the apprentice actively engages in dialogue in relation to their work in order to gain constructive feedback to enable development.
Tutorial – individual, or module	Tutorials offer guidance, supervision and support and can be conducted F2F or via telephone, email or Teams.
Work-Based Mentors/Supervisors	Formative process between apprentice and work-based supervisor to support the development of reflective practice.

Workshop	Learning which is normally delivered via a practical activity in which a group of learners undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.
-----------------	---

6.1 Learning Enhancement

Apprentices will actively engage in a ‘community of practice’, for example through the development of learning resources for the wider field, through participation in blogs, and through presenting their work at an annual conference for practitioners. This engagement will support their networking knowledge, understanding and skills. Apprentices may be taught alongside students on BA (Hons) Youth & Community Work and BA (Hons) Community, Youth & Families. They will also have the opportunity to participate in a series of ‘Master classes’ alongside postgraduate students and practitioners, again supporting their networking skills and professional identity development.

6.2 e-Learning

E-learning and digital literacy development are central components of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will at least provide information and links to literature and other resources on the University’s virtual learning environment. Most of the modules will utilise a blended learning approach via the VLE in which e-learning activities support the face-to-face interaction and learning environment as well as provide the apprentices with opportunities to further enhance and apply their knowledge and practice. Apprentices are also directed to the wide range of e-based learning tools offered by the University.

7. Modes of Assessment

The purpose of assessment is to demonstrate to apprentices and staff the achievement of individuals in specific areas of work according to the criteria developed in relation to the requirements of the National Youth Agency and in relation to the level of the programme. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. The programme is assessed in accordance with the University’s Assessment Regulations and Procedures and moderation by two External Examiners enables a wider reference point of the standards attained.

A range of assessment methods is used on the programme in recognition of the impact assessment has on apprentice learning and approaches to learning. The teaching team is committed to engaging with the emerging innovations in assessment, particularly in relation to recognising and valuing the variety of learning styles within any given cohort and the importance of taking into account apprentices’ academic and professional learning needs. Consideration is given to the development of particular key skills which may be developed through assessment, for example presentation skills and collaborative working skills. There is a mixture of controlled (e.g. presentation) and open assessment (e.g. essays or assignments) at all levels.

Formative assessment is used in YCWC51 to support apprentices’ transition to higher education. Self-assessment is used in assessed professional practice modules to support apprentices to develop their skills in reflective practice and collaborative assessment is used in YCWDP5. An overview of each year’s assessment details with dates is provided on the virtual learning

environment. Module Outlines, or their equivalent, provide the details of individual assessment tasks.

Assessment of Professional Practice

Apprentices must pass assessment of practice and the associated academic tasks associated with the module in order to pass the module.

The criteria for assessment of professional practice in the workplace can be summarised as follows:

1. Participation in tripartite reviews.
2. Evidence of competence in line with the National Occupational Standards
3. Evidence of consideration of Youth Work values and ethical practice

Supervisors/Workplace Mentors receive a briefing on the criteria, including a focus on assessment issues. The final recommendation on assessed professional practice to the Exam Board is the responsibility of the University tutor, who utilises:

- Report from Supervisor/Workplace Mentor
- Evidence from discussions at tripartite reviews, any evidence from observations of practice, and any further discussion with apprentices
- Apprentice's online Apprenticeship Record including reflective diary and relevant evidence
- External Examiner (Fieldwork)'s comments, if appropriate.

Glossary of Assessment Methods

Method	Description
Apprenticeship Record	An online record containing individual learning plan, reflective diary and evidence of tripartite meetings, and other associated assessment requirements.
Critical Review	A critique of a selected text or activity or conversation.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Learning Resource	A resource made to use in a practice setting or within the community of practice.
Portfolio / Research Portfolio	A tutor-specified collection of assessments covering the learning outcomes of the module, which usually takes several different forms such as essays, reports, evaluations, presentations or tasks utilising various media formats.
Poster	A visual explanation of ideas for a specified audience.
Practical Project	A piece of practical work undertaken, by an individual or a group, which may include the production of a resource. This will include creativity, problem-solving, and innovation.
Presentation (individual / group)	Clearly structured verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates knowledge and analysis.
Project	A piece of creative/practical work which might include the production of a teaching environment or resource.
Reflective Recording	A piece of writing rooted in own practice, utilising a reflective practice epistemological approach and appropriate methods/tools/ techniques.
Research Proposal	A detailed proposal to design a small-scale research study.
Self-Assessment	A critically reflective account of development of self, usually set against identified learning needs
Structured Assignment	A tutor-specified format usually related to an extended piece of research and / or own reflective practice.

8. Exemptions to University Regulations

The L6 Integrated Degree Apprenticeship in Youth Work is a work-based programme that leads to both an academic award and a professional qualification and hence there are specific regulations that apply. To qualify for entry to the End Point Assessment the apprentice must:

- Pass all professional practice modules with an overall grade of 40% or above.
- Meet the attendance requirements as described below Apprentice Attendance.
- Meet the requirements specified by the Youth Worker Standard for Apprentices.

The programme has a minimum requirement of 80% attendance necessary to ensure professional formation. Attendance on-site is recorded and apprentices' use of the VLE is also recorded electronically. Data is accessed for monitoring purposes by Module Leaders and the Programme Leader. The system flags any apprentice whose engagement drops, supporting the Work-based Mentor and Practice Tutor / Programme Leader to make appropriate interventions in order to identify and support the apprentice to address the cause.

Apprentices on this programme are required to develop an ethical approach to practice, guided by the Youth Work Values (YW00 Youth Work National Occupational Standards), the Ethical Conduct BA Youth & Community Work v8.2 in Youth Work (NYA 2004), the Code of Ethics (Institute of Youth Work) and the University's 'Assessment of Fitness for Professional Practice'.

The academic award and the professional status are inextricably linked and cannot be conferred separately. Apprentices successfully graduating from the course will receive certification / transcripts that clearly state that the programme meets the requirement for professional validation by the National Youth Agency and is therefore recognised by the Joint Negotiating Committee conferring professional qualification status in Youth & Community Work in England.

9. Work-Based Learning

Assessed Professional Practice takes place through tripartite reviews throughout the programme, and through academic modules at each level as shown in the table below:

Level	Term	Module Code	Credits
4	2	YCWCP4	20
5	3	YCWDP5	40
6	2	YCWHP6	20

The focus of each level of assessed professional practice is intrinsically linked to the associated taught modules in that level to support apprentices to apply their academic learning to their professional practice, see NOS Mapping Matrix for detail.

Apprentices may be based in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally and internationally. Workplace Supervisors/Mentors are provided with a Handbook that outlines the requirements, assessment processes and supervision requirements and annual briefings are held to provide inform, update and share learning between the field and the University.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YWC55	Engaging with Learning: Youth & Community Work	20	40% practical 60% coursework	1	Compulsory	Condonable
YWC51	Intro to YCW: Principles and practices	20	100% coursework	1	Compulsory	Condonable
YWC52	Interpersonal communication	20	100% coursework	2	Compulsory	Condonable

	and relationship skills					
YCWCP4	Professional Practice L4	20	100% coursework	2	Compulsory	Non-condonable
YCWC53	Diversity, inclusion and social justice	20	50% coursework 50% practical	3	Compulsory	Condonable
YCWC54	Issues and Interventions	20	50% coursework 50% practical	3	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWD51	Policy & Practice	20	60% coursework 40% practical	1	Compulsory	Condonable
YCWD53	Developing and leading projects	20	30% coursework 70% practical	1	Compulsory	Condonable
YCWD52	Youth & Community Practice in the Digital World	20	60% coursework 40% practical	2	Compulsory	Condonable
YCWD54	Practitioner Research	20	50% coursework 50% practical	2	Compulsory	Condonable
YCWDP5	Professional Practice L5	40	40% coursework 60% practical	3	Compulsory	Non-condonable

Level 6

Module Code	Module Title	Credits	Assessment	Term	Compulsory	Condonable/ Non-Condonable
YCWH51	Organising, Leading & Managing Practice	20	100% practical	1	Compulsory	Condonable
YCWH53	Working in and with communities	20	50% practical 50% coursework	1	Compulsory	Condonable
YCWH52	Changing Practice: contemporary controversies and dilemmas	20	70% coursework 30% practical	2	Compulsory	Condonable
YCWHP6	Professional Practice L6	20	100% practical	2	Compulsory	Non-condonable

YCWH54	My Professional Identity	10	100% coursework	3	Compulsory	Condonable
YCWH50	END POINT ASSESSMENT	30	(1) observation of practice; (2) prof discussion and portfolio of evidence; (3) presentation with Q & A	3+	Compulsory	Non-condonable

The University's Educational Gain Model provides 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the apprentices. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on upcoming modules. The 'threads' act as a mechanism for apprentices to see how the learning links together in meaningful way and will be made explicit to apprentices throughout the programme.

1. Research & enquiry
2. Global citizenship with a particular focus on education for sustainable development
3. Data literacy
4. Leadership & influence
5. Creative & critical thinking
6. Subject expertise
7. Linking theory and practice through reflection

Threads Level 4

Module Code	Module Title	Thread
YCWC55	Engaging with Learning: Youth & Community Work	3, 5, 6, 7
YCWC51	Intro to YCW: Principles and practices	2, 6, 7
YCWC52	Interpersonal communication and relationship skills	1, 5, 6, 7
YCWCP4	Professional Practice L4	1, 3, 4, 6, 7
YCWC53	Diversity, inclusion and social justice	1, 2, 3, 6, 7
YCWC54	Issues and Interventions	1, 3, 4, 5, 6, 7

Threads Level 5

Module Code	Module Title	Thread
YCWD51	Policy & Practice	1, 3, 4, 6, 7
YCWD53	Developing and leading projects	1-7
YCWD52	Youth & Community Practice in the Digital World	1, 3, 4, 5, 6, 7
YCWD54	Practitioner Research	1-7
YCWDP5	Professional Practice L5	1, 3, 4, 6, 7

Threads Level 6

Module Code	Module Title	Thread
YCWH51	Organising, Leading & Managing Practice	1-7
YCWH53	Working in and with communities	1, 4, 5, 6, 7
YCWH52	Changing Practice: contemporary controversies and dilemmas	1-7
YCWHP6	Professional Practice L6	1, 3, 4, 6, 7
YCWH54	My Professional Identity	1-7
YCWH50	End Point Assessment	1-7

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

- The National Youth Agency.
- Institute for Apprenticeships and Technical Education.

12. Professional Advisory Group

The Professional Advisory Group (PAG) comprises of representatives from local organisations and alumni from Plymouth Marjon Youth and Community Work programmes. They contribute to the programme through an annual meeting with a focus on placements, and to programme reviews and revalidations.

In addition to this, the University recognises the importance of ongoing partnership with the field in the development of its youth and community work courses. Staff members have extensive links with a range of organisations and groups locally, nationally and internationally.

The engagement of a wide range of practitioners and employers in the field is facilitated through formal and informal meetings that help ensure the courses remain relevant in terms of current practice, and aware of regional developments. The University sees it has a significant role to play in developing a 'community of practice' and apprenticeship participation is an integral part of this.

13. Academic Progression Opportunities

Graduates can progress on to postgraduate study at Marjon or other institutions. Programmes may include:

- MA Youth & Community
- MA Social Policy
- Coaching & Mentoring
- MRes

14. Employability and Career Progression Opportunities

The pedagogical underpinning of this professional education programme, the skills, knowledge, behaviours and values that apprentices develop, enable them to find and gain employment in the service of others, in particular within assessed professional practice modules, and holistically through the programme, notably where the threads of Leadership & influence (4) and Linking theory to practice through reflection (7) are evident; please see threads table in Section 10.

Successful completion of the programme signals to employers advanced professional scholarship and practice experience. Apprentices make use of university-wide available resources to support them to continue their career journey pre and post-graduation.

Graduates progress to a range of careers in areas of work with young people and communities, for example, youth work, community development, work with families, youth justice, school inclusion, housing and public health. Examples of the roles graduate progress to include Youth Worker, Children & Families Worker, Outreach Worker, Early intervention Worker, Youth Mentor and Project Worker. In whatever career they choose, they bring a practice grounded in the theory and practice of community-based informal education.

Employability skills developed on the programme include:

- Analytical thinking and innovation – apprentices are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – apprentices are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – apprentices are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Apprentices develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - apprentices have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

- Complex problem-solving – apprentices are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - apprentices are able to motivate others to act towards achieving a common goal
- Emotional intelligence – apprentices are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – apprentices are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – apprentices are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills developed on the programme include:

- ICT Proficiency and Productivity – apprentices are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – apprentices are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – apprentices have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – apprentices are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – apprentices are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – apprentices understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Apprentices and for Apprentice Learning

The University recognises the value of the whole apprentice experience within Higher Education and apprentices have full access to the University's facilities for academic and pastoral support and guidance. The Apprentice Support team offers a confidential and comprehensive service to guide and support apprentices through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Apprentice Counselling and Well-being
- Apprentice Volunteering

Apprentice support and guidance is further promoted by the following:

- Personal Development Tutor for every apprentice in the University. For apprentices, this is built into the Tripartite reviews.
- Academic tutorial staff, including programme leaders, module leaders and tutors.
- Extensive library, and other learning resources, and facilities.
- Library and study skills guidance material.
- Programme handbooks, and module guides.
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

16. Apprentice Feedback Mechanisms

The programme team seeks to develop positive relationships with apprentices through ongoing and continuous dialogue and regular communication. Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel.

17. Other Stakeholder Feedback

Employers and fieldwork practitioners (many of whom are alumni) provide feedback through discussions with University Tutors at workplace visits, at the briefing and where possible at events hosted by the University. The 'e-community of practice' platform enables on-going dialogue between apprentices, practitioners, employers and the University.

18. Quality and Enhancement Mechanisms

The quality of the apprentice experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Apprentice achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate apprentice feedback mechanisms at both modular and the programme level reported formally through the

University's annual monitoring and reporting cycle.

Quality Assurance of your apprenticeship

Organisations providing apprenticeships are monitored by Ofsted, to ensure apprentices are receiving high quality training and support. Ofsted require the university to support apprentices with other skills and behaviours, that may not be specific to your apprenticeship standard. As an apprentice, you should continue to develop and display other behaviours, such as punctuality and attendance. Apprentices should also develop personal behaviours within the workplace such as:

- leadership traits including role modelling and the ability to motivate others
- Time management
- Attention to detail
- Empathy to colleagues
- Duty of care
- Decision making
- Humility towards customers and colleagues
- Financial awareness
- Ethical approaches
- Risk assessment and awareness

British Values

Throughout your apprenticeship, you will also be required to learn and demonstrate the knowledge, skills and behaviours of how we promote British values; to ensure you understand the importance of mutual respect and that you leave your studies fully prepared for life in modern Britain. In 2014 the government set out the basic definitions of British Values as follows:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance for those of different faiths and beliefs

Democracy

You will develop an understanding and experience of democracy through:

- Student Feedback and Questionnaires
- Programme Voice Panels
- Student representatives at Committees such as the Student Engagement and Outcomes Panel, Senate and the Student Experience Council
- Student Union Membership, Elections and activities
- Student Assessment

Rule of Law

You will develop an understanding and experience of the rule of law through:

- Course registration and Induction
- The learning agreement
- Assessment procedures
- Plymouth Marjon University regulations
- Plymouth Marjon University policies and procedures

- Student Union representatives and Programme Voice Panel meetings

Individual Liberty

You will develop an understanding and experience of individual liberty through:

- The curriculum where you will be encouraged to explore ideas around personal identity and freedom of expression.
- Safeguarding, and University policy and procedures
- Equality and Diversity (EDI) policy
- Celebrating and rewarding student success
- Student Union representation
- Access to student support, counselling, advice and guidance
- Access to learning support and study skills sessions
- Disability and mental health support

Mutual Respect and Tolerance

You will learn about different faiths and beliefs through:

- Group work and peer-learning
- Building relationships with staff and students across the wider University through formal and informal collaborations and sharing of resources
- Course curriculum and project themes where you will be encouraged to explore ideas around cultural diversity and social/economic differences
- Volunteering and work experience through Futures
- Team work and peer-group activities in the curriculum
- University policies such as UDL, EDI, Student Safeguarding & Welfare
- The University chaplaincy team.

