Book of Modules for Programme

YOUTCYF_1.0 - BA (Hons) Childhood, Youth & Families in Practice (Youth Worker Apprenticeship)

Thursday, 08 August 2024

Version: 1

BISHOP GROSSETESTE UNIVERSITY

BA (Hons) Childhood, Youth & Families in Practice (Youth Worker Apprenticeship)

Short Programme Title	.
Version	1.0
Programme Type	Degree Apprenticeships
Category	Integrated EPA (Degree)

Awards

No Programme Award Assigned

Programme code	YOUTCYF_1.0
Total Number of Years/Months of Course	3 Years
FHEQ Level	Level 6
QAA Subject Benchmark	Youth and Community Work (2019 BA)
Credit Points	360
CATS credit value (ECTS credit value)	180
Semester Duration	15 Week(s)
Effective Date	2024 September

Programme Dates

No dates assigned

Lead Subject Area	Professional Practice (C&Y)
Programme Leader(s)	Rachael Fell-Chambers, Nyree Nicholson

Teaching Responsibility

Subject Area	Percentage
Professional Practice (C&Y)	34
Professional Practice (EC)	33
Professional Practice (Education)	33

Professional Body

Professional Body	Recognition Status	Effective From	Expiry date of PSRB Approval	Date of last PSRB approval/accreditation	Professional Bodies	Contact Person	Evidence	Location	Outcome of last PSRB approval/accreditation
National Occupational Standards (Youth Work)	Active	01/09/2024	31/08/2029	25/06/2024		Alia Pike			Validated.
Institute for Apprenticeships & Education (Youth Worker)	Active	01/09/2024	31/08/2029	25/06/2024					

QAA Subject Benchmarks Description	This Statement is intended to support the academic community that designs and delivers courses of study leading to bachelor's degrees in youth and community work. It is deliberately broad in design in order to provide a framework able to reflect the diversity and changing nature of practice and policy contexts within which this academic community operates. Relevant associated and emerging policy contexts and course areas include: youth work (in Northern Ireland); community education and community learning and development (in Scotland); children and young people's services (in England); youth work strategy and youth support services (in Wales); and voluntary and community services, community development, community engagement and cohesion across the UK. The direction of policy in these areas may change as a result of political imperative. https://nya.org.uk/wp-content/uploads/2024/02/subject-benchmark-statement-youth-and-community-work.pdf

External Code (UTT and UCAS)	**Code**	**Type**

Programme Collaborations

No collaborations listed	
Semester per Year - Pick 1 Calendar	Calendar A
Programme Specific Admission Requirements	Our apprenticeship prospectus, both hard copy and online copy, highlights the course details and admissions process. Typically, apprenticeship students will be working 30 hours per week. • In exceptional cases, it might be appropriate to recruit learners directly from a Level 3 apprenticeship or other programmes where it can be demonstrated that there is a significant element of professional practice. • Apprentices must have completed a minimum of 100 hours of practical work with young people and/or communities prior to commencement on a programme. • We encourage applications from mature learners and recognise that their experience or qualifications may differ from those mentioned previously. • Providing safe supervision of, and a healthy and safe working environment is a key responsibility within the apprenticeship training plan which is signed and dated by the employer. • In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities. • Evidence of Maths and English at grade C/4 or above if already achieved. Apprentices who commence the programme without Maths and English at Grade C/4 will be required to undertake and pass a level 2 functional skills test in Maths and English over the duration of the apprenticeship.
Programme Aim	The BA (Hons) Childhood, Youth and Families in Practice (Youth Worker Apprenticeship) programme aims to: • Provide apprentices with the skills, knowledge and insight to enable them to make a contribution to the learning, the development and support of the children, young people, and communities with which they work. • Present opportunities for apprentices to develop personally and professionally to meet their future and current aspirations. • Prepare apprentices for further study as part of BGU's commitment to 'Extend opportunities through more flexible modes of delivery' (BGU Five Year Strategy 2019-2025). • The BA (Hons) Childhood, Youth and Families in Practice (Youth Worker Apprenticeship) aims to provide graduates with the knowledge, skills, and aspiration to be lifelong learners by nurturing a research–informed, intellectually challenging learning experience in accordance with the BGU Five Year Strategy.
Consultation Notes	.
Brief summary (for marketing purposes)	The Level 6 Youth Worker Apprenticeship is for those who are working with young people to facilitate personal, social and educational development. In this occupation and context, 'youth' refers to young people aged 11–19, or up to the age of 25 for those with additional needs. Youth Workers can be found in a range of settings where young people are present, including (but not limited to) youth projects, educational settings, health environments and the faith sector. The settings may be informal, such as youth clubs, activity-based or social action projects, or more formal, such as Local Authority Children's Services, hospitals, schools, alternative education provisions or youth custody. This degree programme meets the requirements for professional validation by the National Youth Agency and is therefore recognised by the JNC conferring professional qualification status in youth and community work. The JNC is a nationally recognised 'gold standard' professional accreditation for the Youth Work sector. Apprenticeship students will achieve the national accreditation alongside the BA (Hons) Childhood, Youth & Families in Practice degree.
Secondary Subject Area	- Not Set -

Additional Awards (if not indicated above)	JNC Professional Status

Awarding institution	Bishop Grosseteste University

Alignment with University Credit Framework	Undergraduate

Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications

Progression routes with Foundation Degree or Top-up	.

Available Full-time?	No

Available Part-time?	Yes

Additional Programme Costs for Student	None

QAA Characteristic Statements	Higher Education in Apprenticeships

Curriculum Design	Apprentices will be granted an account with Onefile, the Apprenticeship specific e-portfolio, where the quarterly progress reviews and Off-the-job training are recorded. Progression against the KSBs is recorded via this system, where apprentices can upload their assessments which are then mapped to the KSBs. Progress is closely monitored by the ASO, escalating any

concerns through to the Head of Apprenticeship and the Apprenticeship oversight group which oversees the governance and quality of the apprenticeship provision at BGU. Onefile is used to support Apprentices to develop their portfolio for Gateway and EPA.

The Joint Negotiating Committee (JNC) provides a professional accreditation which is embedded across the Youth Worker apprenticeship programme. The Youth Work NOS are central to the JNC professional qualification pathway and are embedded within Blackboard as an e-portfolio where apprentices may reflect on, audit, and build their professional competences against these.

The curriculum has been developed to adhere to the institutional 15/30 credit system, with a balance of 30 and 15 credit modules. All modules are compulsory to gain the BA (Hons) award. Modules are taught by tutors with specific sector expertise and experience. Modules are taught in blocks of eight weeks. The aim of the curriculum is to provide students with a 'hybrid work-based learning' approach that delivers a defined methodology unique to practice-based learning.

Hybrid Work based Model	
Scheduled University Based Learning (OTJ)	Learner(s) and tutor(s) come together for timetabled lectures, seminars, workshops, tutorials, presentations etc...
Required work-based Learning	Apprentices will be required to undertake 30 hours per week.
Independent study	Self-study time using guided learning materials and/or self-selected materials. Self-managed projects/assessments

This pedagogical approach embeds a 'hybrid' of practice based and structured learning at the University with independent study time all underpinned by BGU's Virtual Learning Environment. The combination of various 'learning sites' scaffolds the hybrid work-based learning approach. Employment and personal commitments support the need for non-traditional contact hours on campus, afternoon until evening, to minimise disruption to apprentices working role and facilitate the consideration of continuous access to the network of support services and the virtual learning environment, as is the case with BGU students. Apprentices will be required to undertake their study during their normal working hours. The teaching strategies reflect the work-based learner's professional development and professional formation as a Youth Worker via studying the BA (Hons). A further distinctive feature of the programme is that specific and focused support with the JNC professional accreditation is included within the programme at all levels.

The curriculum for apprentices must also allow for the study and achievement of English and Maths at level 2 to achieve the apprenticeship. This is unless apprentices have previously achieved, on entry, Maths and English at grade C/4 or above. The DfE provide a list of suitable exemptions which will be checked at application. Where apprentices have not previously achieved Maths and English at this level, or cannot locate certificates within 12 weeks of the start date, BGU deliver Functional skills at level 2 awarded by Pearson Edexcel. Teaching and learning is delivered through the BKSB platform (where initial assessment and diagnostic assessment is conducted at enrolment) and through bespoke workshops delivered by the ASO's. All apprentices must complete the initial assessment and all are encouraged to undertake the diagnostic so every apprentice has their starting point taken into account for delivery of the whole programme. Apprentices will be signposted to 'upskill' opportunities throughout the apprenticeship.

Transition sessions are organised by the academic team to be delivered between years of study before each academic year commences to facilitate the transition between levels and to help assimilate apprentices. The sessions include topics such as research skills, utilising library systems, advanced searching, and learning expectations at level 5/6. Apprentices are reminded of all the support networks (e.g. VLE, library, Student Advice, BGU Futures, e-portfolio and the Centre for Enhancement of Learning and Teaching) given by BGU in addition to the programme team during these sessions. The programme outcomes are aligned with the FHEQ (2024) level 6 benchmark statements for knowledge and comprehension, intellectual and transferrable abilities. The subject-specific abilities are compared to the applicable QAA subject-specific material. It is important to note that all the QAA topic specific criteria have been similarly matched with the FHEQ's level 6 expectation (2024).

Throughout the summer apprentices will be supported by the academic team with study skills and reflective tasks, along with the apprenticeship team who will offer support with each apprentice's e-portfolio collation and when applicable, preparation for EPA.

Learning and Teaching Strategies	- Practice-based learning is fully integrated throughout all modules, and apprentices benefit from their practice setting's support. Students must spend at least 360 hours throughout the academic year in a related work setting (approximately 30 hours per week for apprentices). Throughout the programme, apprentices are expected to make links between their practice and theory, these are supported through the interactive elements embedded into each taught session where apprentices can share and discuss their practice. Module assessments are also designed to enable links between theory and practice. - Modules are taught by tutors with specific sector expertise and experience. - All modules have been mapped against the NOS and apprentices are encouraged to signpost the NOS at the end of each assignment. This encourages apprentices to reflect on informal and non-formal principles and practice. - Guest/fractional lecturers from across the university, from other HEIs and from local and national statutory, private, and voluntary organisations to support currency and exposure to specialist knowledge may also be utilised where appropriate to do so. - Taught sessions are scheduled on one day a week for a minimum of six hours. - A hybrid work-based learning combines practice experience with taught sessions and is underpinned with the use of online Virtual learning Environments (VLE's). - In the Critical Issues module, we work with sector specialists and HEI colleagues to enhance the student/apprentice experience, as part of the timetable, synchronous online sessions may be offered to better facilitate engagement from externals. - Modules will be taught in blocks of seven or eight weeks. - Tutors employ a range of teaching strategies that include interactive lectures, seminars, tutorials, and use web-based tools to support blended learning such as blogs, wikis, Collaborate, Padlet, social media platforms and Microsoft Teams to enable learners to engage with discussion while on and off campus about module content and issues related to assessments and to support Teaching and Learning. Tutors use BGU VLE extensively to share module materials and directed reading to support assessments. - Apprentices are further supported through individual and small group tutorial sessions that are embedded into each module. - Apprentice cohorts enter the course with a range of experiences, skills, and/or qualifications. To support the differences of learners and their varied professional contexts, the practice experienced programme and core team differentiate and contextualise key concepts through discussions relating to practice and practical activities. - Each module summary in the module specifications discusses the relevant pedagogical strategies used within that module. This differs between modules as different skills are assessed throughout the programme to support the development of a wide range of graduate skills. - For apprentices, the EPA module will be formed through the collation of practice based 'evidence' into an e-portfolio. The evidence is based on the Youth Work National Occupational Standards and KSBs. Much of the criteria involves activities that practitioners would do throughout the course of their professional role and this module acts as a framework for collating the evidence. - Within the BA (Hons) Childhood, Youth and Families in Practice (Youth Worker Apprenticeship) programme, teaching and learning will combine lectures, seminars, and tutorials within modules. Where possible and applicable, the programme team will utilise opportunities to teach apprentices in whole group situations to enable students to gain knowledge and understanding from a range of work-based contexts that contribute to the uniqueness and rich learning opportunities of the course. In this case, students/apprentices bring a wealth of practical experiences and become learning resources to one another through whole group discussions in class and through the virtual learning environment. - Further enhancement is provided by engaging with apprentices when they are not on campus through the use of course social media pages that are followed by the course alumni, current and prospective students. Apprentices are encouraged to engage in debate through articles that are posted relating to the sector. Content is also included from sessions and students/apprentices are provided with opportunities to comment. Each comment is responded to, aiding the student/course/lecturer relationship. - Apprentices are frequently asked to provide feedback on all aspects of the course provision to ensure that all learning needs are attended to. *"Tutors, apprenticeship support officers, and staff within the centre for enhancement in teaching and learning develop very positive relationships with apprentices. This supports apprentices very well with their studies and helps them to progress."* (Ofsted, 2023)
Assessment Strategies	The balance of assessment types within and across modules has been carefully considered throughout the programme to provide learners with a variety of assessment methods in each year of study. The modes of assessment combine to draw and assess apprentices' practical work-based knowledge and theoretical understanding of the module content with the aim of developing transferable skills including the acquisition of academic literacies. External employers were contacted throughout the design process to

	gather comments on the course design. Additionally, alumni were surveyed and focus groups were held to collate comments on the suggested design. This feedback, along with that of our External Examiners, was included into the design of the course and assessment. The assessments will, therefore, combine practical assessments such as, but not limited to, presentations, discussions, debates, and poster presentations. Coursework will include, but is not limited to, essays, portfolios, case studies, reflections, and an e-portfolio. The e-portfolio is required for apprentices and students working towards the JNC. This enables them tto build on their personal strengths and develop clear communication skills to share their knowledge and understanding in different ways. This varied approach supports the development of transferable skills into the workplace (see BGU Graduate Attributes) and provides opportunities for apprentices to develop confidence through engagement and independent learning. Students were consulted about the assessment strategies and feedback suggested that they felt the varied approach helped them to scaffold and develop their skills. Typically, two assessment components are undertaken for each 30-credit module and one assessment component for each 15-credit module. Personal tutoring will be an important and core component of the learning and teaching strategy, ensuring that learners are fully supported in contextualising how courses may improve their future career.

Inclusive Practice and Personal Development Planning	BGU (2019) is committed to inclusive practice and "developing an environment that is inclusive, fair, open, and welcoming to individuals from diverse groups," and "is committed to being an inclusive community that fosters an ethos of mutual respect, trust, and care". These fundamental concepts define and direct the BA (Hons) Childhood, Youth and Families in Practice programme. The initial transition session serves as an orientation for students/apprentices, introducing them to a variety of support services and opportunities available at BGU. Employers are made aware of the need to support apprentices with additional learning needs through the placement agreements and regular communication. Employers of apprentices agree that they have suitable EDI policies and procedures in place, which is signed and dated as part of the training plan and contract for services. For the Level 6 Integrated Degree Apprenticeship institutions must demonstrate how both off-the-job and on-the-job learning is used to confer competence in the occupational duties as detailed in the Youth Worker Apprenticeship Standard. This should follow the funding guidance for calculating minimum off-the-job learning time. BGU have a robust initial assessment process involving a skills scan (part of Onefile) to ascertain the apprentice's current knowledge, skills and behaviours. This is best completed in collaboration with the employer/line manager. This assessment allows BGU to negotiate adjustments to the provision to meet specific apprentice and employer requirements, and to draw up bespoke individual learning plans for apprentices. Apprentices are introduced to our Student Advice team at induction and the services that they provide, which include help and advice on a variety of topics that may affect a apprentice's ability to study. As an example, consider housing, funding, and benefits. They are also accessible to assist learners with special access requirements, apprentice's who are care experienced. The BGU CELT team is able to assist apprentice's both within lectures to guide and improve their academic writing, as well as online and in person bookable appointments to support and build their writing abilities and to assist students with any digital development support they may need. Throughout teaching and learning apprentices are supported to develop anti-oppressive practices in their professional practice. For example, one module has a learning outcome to assess students' ability to: 'Critically appraise potential barriers faced by groups at risk of discrimination, marginalisation and/or exclusion'. The library also provides online and in-person bookable appointments to assist students in navigating library systems and locating reading materials to support their studies. BGU has a Chaplaincy department that works to ensure that apprentices feel safe and protected during their time with us. The Chaplaincy "consists of members with a mixture of outlooks on religion and affiliations – from atheists to Evangelicals, from Muslims to "Spiritual but Not Religious", and quite a few stations in between." The BG Futures team is another service available to students, and they will assist apprentices with career counselling, employability, and enterprise. The Student Union can also help and advise students through a variety of wider issues, such as "housing, academic concerns, student grievances, and more. Personal development planning is aided in a variety of ways. The e-portfolio is used to track the progress of learners pursuing a JNC professional qualification route. The Apprenticeship Team are there to support apprentices with development planning. The team review the needs of cohorts after each module and embed study skills sessions to support learning. The team is conscious that, due to the variety and demographics of cohorts who may have come directly from college or opted to pursue a degree as a mature apprentice, inclusive practice is critical to supporting access and participation. To meet the requirements of all apprentices, the team use a variety of teaching and learning strategies, as well as practice experience, to ensure that lectures and materials are accessible to all students. This encompasses verbal, textual, audio-visual, digital, practical, and interactive ways to convey and clarify ideas and expectations throughout the many learning locations; on campus and in practice. The team seek to provide opportunities for apprentices in a safe environment to explore and analyse anti-oppressive practice. The team recognise that in order to promote inclusive practice, the learning community must foster an ethos of reflection and discussion of values and beliefs, as well as the impact this can have. Reasonable adjustments are made to accommodate learners when appropriate and in accordance with BGU policy. Two of the BA (Hons) Childhood, Youth and Families in Practice academic team have been working on the decolonisation of our reading lists as part of BGU's commitment to widening participation. By actively seeking out inclusive resources, or by ensuring a plurality of narratives in our curriculum offer, all apprentices can explore different cultural histories as part of their learning. This work is not about removing all of the white, male authors from our reading lists, it is an opportunity to question where we assign epistemic authority and ensure diverse voices are heard. This is ongoing work in progress.

Technology Enhanced Learning	Teaching rooms are shared across all degree programmes, however robust timetabling ensures all courses are allocated suitable teaching spaces. All teaching rooms boast ICT resources that enable interactive teaching. Whilst on campus apprentices will have full access to the range of resources: • A well resourced and welcoming library, (including ICT suites, social spaces and private rooms). • Student Advice services (offering financial and personal advice) • Learning development team (study skills, academic progress and support for access needs) • Canteen facilities • A well equipped gymnasium and sports centre with qualified instructors • An active students union and relaxing bar lounge • The University Chaplaincy • IT Helpdesk • Student common room.

	Electronic support is available for all apprentices through the Virtual Learning Environment (VLE) (web-based virtual learning environment) and email. Increasing use is being made of Blackboard including the use of 'wikis' and 'podcasts' to promote continuous learning when off-campus. Module Tutors ensure directed reading and recommended reading available to students through TALIS, our module resource platform, and areas for reflection are available to promote reflective practice. Areas for students/apprentices to support each other during modules, 'blogs', are tailor-made for each year group and monitored by the Programme Lead.
	Apprentices and employers are allocated an Apprenticeship Support Officer (ASO) who is responsible for conducting the contractual quarterly progress reviews with the apprentice and their employer. The ASO typically manages a caseload of 1:50 apprentices and supports the readiness for EPA, including the building of the portfolio, and signposting apprentices to wider BGU support services. The ASO will support students over the summer period with their e-portfolio work reducing any break from learning.
	In addition, a full range of resources, some of which are tutor guided, are available in the library and on-line, these promote and facilitate directed study and contribute to providing a structured yet flexible progressive experience for apprentices. Furthermore the library and the quality of on-line materials used to support the programme are recognised and deemed as a strength of the provision. The University Library has invested in assistive technology commonly recommended by Assessment Centres in order to give continuity between the equipment students use at home and on campus. IT Services also has audio/visual equipment that is available for apprentices to use (by prior arrangement). The Library is wheelchair accessible and offers user guides in audio and large print formats on request. A 24/7 IT suite is located on the ground floor of the Library, though it is possible for students to access University e-mail accounts and the Library's on-line resources, remotely.
	Apprentices are encouraged to use all support services as part of their studies and anecdotal evidence from the team outlines that they do access Student Advice, Learning Development and the Library. These services are in addition to programme tutor support. The EE for CYW comments "*The skills and knowledge developed through the programme content and the assessment strategy are transferable and relevant within the field of children, young people and families services and enhance students' employability (2022)*". Regular signposting to services is undertaken verbally, in taught sessions and through assessment feedback where the need arises. Periodically modules are highlighted through module evaluations (AMRs) as in need of further library resources which are addressed with the Library Liaison and as part of an enhancement strategy at subject level. Library staff regularly engage with students on the programme at induction and for Transition sessions (at levels 5 and 6). Learning Development staff work closely with the programme in the implementation of study skills across all levels of study.

Work-related Learning and/or Placement	The BA (Hons) Childhood, Youth and Families in Practice (Youth Worker Apprenticeship) programme is a work-based degree and forms part of the hybrid work-based learning approach. All modules are based around students' practice/employment and assessment learning outcomes across modules at all levels requiring apprentices to make links between theoretical and work-based practices.
	As already outlined, apprentices will be employed for 30 hours a week, undertaking work-related practice experience within a relevant setting with children, young people, families and/or communities. 50% of the time will be spent in contact work with young people between the ages of 11-25 years.
	BGU is fully committed to ensuring apprentices are supported to develop a work, life and study balance, and will assist learners flexibly where possible and relevant alongside providing the relevant support to develop academic skills and effective time-management. Apprentices who are unable to fulfil their work-related learning hours due to maternity leave or prolonged sick leave for example, are required to inform the Programme Leader. Changes in work- setting are commonplace for a range of reasons, for example, re-location, and apprentices changing to a different setting are required to inform the University.
	An alternative experience during the three years which ensures apprentices experience different youth work settings, organisational cultures and management styles will be sourced by the student for a minimum of 160 hours. This alternative experience is managed by the apprentice in negotiation with their personal tutor. Support will be offered through our employer partners for securing an alternative experience if a student is having difficulties, or securing an alternative experience within their current employment is acceptable. Across the programme, their practice will enable them to demonstrate each element of the National Occupational Standards for Youth Work.
	Our apprentices will be working in a diverse range of settings therefore work-based learning is a distinctive feature of this degree. Additionally, all JNC students undertake an alternative experience to demonstrate their ability to work effectively with young people in more than one setting. The arrangements will be fully compliant with the provisions of the University Code *of Practice for Work-based Learning*. This means that academic knowledge, skills and understanding are clearly integrated and contextualised within the student's individual role. Tutor-led directed tasks within the workplace will facilitate the contextualisation, evaluation and reflection on University-based work thus ensuring that academic study is applied and supported throughout the course.
	The academic assessment tasks are designed to be closely related to the work-place situation. Apprentices are able to apply models of theory and practice in their own settings and assess their relevance in their placement settings. The practice-based character of the programme offers a developmental career path for practitioners in the workplace. The combination of work and HE study provides experienced and competent practitioners with a route towards career progression that is otherwise frequently closed to them due to personal/financial circumstances.
	In order to meet the diverse needs of the apprentice group and make the most effective use of contact time with tutors, a wide range of learning and teaching strategies will be used within the taught sessions to encourage collaborative and individual learning (see programme and module specifications for details). The continued use of the virtual learning environment (Blackboard), will facilitate the setting of learning tasks and assessment as well as enabling effective communication via email between tutors and apprentices.
	Apprentices will upload assessments and record off the job through the e-portfolio Onefile. This system enables apprentices to build their portfolio in readiness for EPA.
	The annual Work Planner supports apprentices to use effective time management to keep on top of their portfolio collation.

Employability	Childhood, Youth and Families apprentices work in a variety of contexts, and the degree assists them in developing their own professional practice and professional identity, with some apprentices going on to establish their own youth groups and provision for young people. A number of apprentices hold senior roles managing complex cases of vulnerable families and the degree supports their professional formation. Consequently, it is critical that our stakeholders consider curriculum design. Stakeholders were consulted regarding the Professional Practice revalidation and their views taken into account during the design and content of the programme to meet the needs of the sector.
	Personal and professional development modules for Childhood, Youth and Families apprentices give possibilities to strengthen their professional skills. Apprentices will be able to export their e-portfolio and use it as a progress record to take to prospective employers, which will help them build employability skills. The curriculum design is flexible, with an emphasis on supporting apprentices toward certain objectives, such as a professional qualification but it also encourages apprentices who may select a different path. The BG Futures team is also available to help apprentices with career advice.
	Through co-taught modules, apprentices get the opportunity to collaborate with experts in a variety of roles across the sector. This enhances career development opportunities since apprentices can broaden their thinking in respect to working with children and young people. Furthermore, it introduces apprentices to a variety of job opportunities that they may not have explored earlier.
	As a team we encourage ongoing contact with our alumni through the use of our social media platforms. Additionally, because apprentices are required to be in a work setting, they are frequently the best sources of information about job opportunities and may either post them on the sites or email us to have them advertised on the VLE. Many of our apprentices and graduates own businesses, which they are encouraged to advertise on their social media sites, further encouraging employability.

Other Requisites (Free-text)	

Programme Specific Management Arrangements	The Programme Leader for the Professional Practice programmes will lead and manage the programme. The programme will be taught by Professional Practice module leaders and tutors, while hourly paid lecturers may undertake work placement observations. Visiting speakers will be used as an enhancement to modules for currency and sector specific content.

Staff Responsibilities	The module material is delivered by the Professional Practice team, who have the required knowledge and expertise. Module leadership will be assigned to team members who have a specific interest or expertise in module content, particularly if this aligns with staff research interests. Modules will be taught primarily by sector specialists, however, content that may cross related courses will be taught by the most appropriate team member. Two of the Professional Practice team hold the JNC Professional Qualification and are Personal Tutors of all Youth Worker apprentices.

Programme Specific Academic Student Support	Support is embedded within each module at all levels for all apprentices. Specific support is provided for each module and contextualised to the assessments to support apprentice's understanding of the expectations of the module. There is a heavy focus on work-based practices and apprentices are encouraged to support and learn from one another to further contextualise the content within sessions. As such apprentices must complete and submit a 'services agreement' and complete an individual learning plan. In addition, the team will work with the employer and wider professional services, including the specific library liaison tutor, (CELT) to enhance this provision. Tutorial support is also embedded within each module. Prior to the commencement of each year, all apprentices attend a transition event. This entails increasing apprentices' knowledge and comprehension of study skills, BGU systems, and pertinent codes of conduct. Additional support is offered to incoming apprentices at BGU to assist them in navigating the university's systems and campus. Wherever feasible, apprentices are referred to the programme's social media pages, which provide resources to assist them in adjusting to BGU prior to formally beginning the course. This includes information on how to improve study skills, how to make the most of literature and tools that might be useful in developing academic writing.

Programme Specific Student Evaluation	The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. Programme Specific Evaluation Module reviews are conducted at the conclusion of each module in accordance with current policy, and the results are utilised to inform preparation for the following teaching cycle. Furthermore, the course encourages the use of both internal and external student surveys in the process of generating Annual Monitoring Reports (AMRs) and defining program-specific enhancement objectives. The course team values apprentice feedback, and ongoing opportunities for informal feedback are offered via the personal tutor system. Students are consulted about programme development choices through surveys. The team respond to all feedback in an open and transparent way so that students can see how their feedback has been received and acted upon.

File Manager	

Awards

Year 1

Exit Award Programme Learning Outcomes	• Demonstrate knowledge and understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities. • Demonstrate knowledge of analysis and evaluate concepts and the application both to and outside their immediate context of working with children, young people, families, and communities.
Permissible Awards	
Certificate of Higher Education	

Year 2

Exit Award Programme Learning Outcomes	Knowledge & Understanding (KU) KU1: Demonstrate detailed knowledge and critical understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities. KU2: Critically analyse, synthesise, and evaluate a range of concepts and apply it both to and outside their immediate context of working with children, young people, families, and communities. KU3: Through work-based practice and through reflection on practice, demonstrate skills and understanding as reflective practitioners. KU4: Evaluate evidence, arguments and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity and limits of knowledge; recognising the importance of citations. Childhood and Youth Subject-Specific and Professional Skills (Aligned with QAA Benchmark Statements for Youth and Community Work, 2019) Subject-specific & Professional Skills (SPS) SPS(CY)1: Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. SPS(CY)2: Demonstrate a strong knowledge and understanding of the identification discrimination, oppression and/or exclusion and be strategic in developing interventions to address these and promote inclusion and to recognise powerful social policy and media discourses shaping practice, in order to work in the interests of young people and community group members. SPS(CY)3: To practice ethically, recognising the complex, contested and essential nature of ethical practice in this discipline. SPS(CY)4: Demonstrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. Intellectual Skills (IS) IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families and communities. IS2: Demonstrate effectively the communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively. IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view. Transferable Skills (TS) TS1: Demonstrate and acquire key professional skills, competencies, practices and values and understand how these influence analysis and interpretation of learning in the workplace. TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve through synthesis, evaluation, and analysis of problems and solutions. TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary and present the information to others in appropriate forms, including having a sense of audience. TS4: Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.
Permissible Awards	
Diploma of Higher Education	

Year 3

Exit Award Programme Learning Outcomes	KU1: Demonstrate conceptual and systematic knowledge and understanding of key theoretical and policy issues related to working with and/or educating children, young people, families, and/or communities, as well as their application in shaping evidence-based practice. KU2: Demonstrate knowledge and understanding of the complexities of ethical principles and concerns by making informed decisions on complex ethical and professional issues and acting appropriately considering applicable professional and ethical codes of practice. KU3: Demonstrate research knowledge and professional understanding by reflecting on methodologies, theories, data applications, as well as their theoretical, practical, and methodological implications and limitations. KU4: To ensure students can evaluate evidence, arguments, and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity, and limits of knowledge; recognising the importance of citations. SPS(CY)1: Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work. SPS(CY)2: Demonstrate a strong knowledge and understanding of the identification discrimination, oppression and/or exclusion and be strategic in developing interventions to address these and promote inclusion and to recognise powerful social policy and media discourses shaping practice, to work in the interests of young people and community group members. SPS(CY)3: To practice ethically, recognising the complex, contested and essential nature of ethical practice in this discipline. SPS(CY)4: Demonstrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families, and communities. IS2: Effectively demonstrate the communication of information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively. IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view. TS1: Demonstrate and acquire key professional skills, competencies, practices, and values and understand how these influence analysis and interpretation of learning in the workplace. TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve

through synthesis, evaluation, and analysis of problems and solutions. TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis, and summary and present the information to others in appropriate forms, including having a sense of audience. TS4: Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.

Permissible Awards
Bachelor's Degree
Integrated Degree Apprenticeship

Programme Outcomes

On successful completion of this Programme the learner will be able to :

#	Description	Graduate Attributes
PLO1	KU1: Demonstrate conceptual and systematic knowledge and understanding of key theoretical and policy issues related to working with and/or educating children, young people, families, and/or communities, as well as their application in shaping evidence-based practice.	GA5 GA1
PLO2	KU2: Demonstrate knowledge and understanding of the complexities of ethical principles and concerns by making informed decisions on complex ethical and professional issues and acting appropriately considering applicable professional and ethical codes of practice.	GA2 GA5
PLO3	KU3: Demonstrate research knowledge and professional understanding by reflecting on methodologies, theories, data applications, as well as their theoretical, practical, and methodological implications and limitations.	GA3
PLO4	KU4: To ensure students can evaluate evidence, arguments, and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity, and limits of knowledge; recognising the importance of citations.	GA1
PLO5	SPS(CY)1: Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work.	GA1
PLO6	SPS(CY)2: Demonstrate a strong knowledge and understanding of the identification discrimination, oppression and/or exclusion and be strategic in developing interventions to address these and promote inclusion and to recognise powerful social policy and media discourses shaping practice, to work in the interests of young people and community group members.	GA1
PLO7	SPS(CY)3: To practice ethically, recognising the complex, contested and essential nature of ethical practice in this discipline.	GA1
PLO8	SPS(CY)4: Demonstrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.	GA1
PLO9	IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families, and communities.	GA6
PLO10	IS2: Effectively demonstrate the communication of information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.	GA1 GA4
PLO11	IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.	GA1
PLO12	TS1: Demonstrate and acquire key professional skills, competencies, practices, and values and understand how these influence analysis and interpretation of learning in the workplace.	GA5
PLO13	TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve through synthesis, evaluation, and analysis of problems and solutions.	GA1
PLO14	TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis, and summary and present the information to others in appropriate forms, including having a sense of audience.	GA1 GA3
PLO15	TS4: Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.	GA5 GA1 GA6

Graduate Attributes

1. GA1 - Academic Literacies
2. GA2 - Global Citizenship
3. GA3 - Information Literacy
4. GA4 - Digital Fluency
5. GA5 - Employability
6. GA6 - Being Enterprising
7. NA - Not Mapped to GA

FHEQ Learning Outcomes Descriptors		Programme Outcomes AQF Level 6
Knowledge & Understanding	Level 4 PLO	
	Level 5 PLO	
	Level 6 PLO	PLO1 KU1: Demonstrate conceptual and systematic knowledge and understanding of key theoretical and policy issues related to working with and/or educating children, young people, families, and/or communities, as well as their application in shaping evidence-based practice. PLO2 KU2: Demonstrate knowledge and understanding of the complexities of ethical principles and concerns by making informed decisions on complex ethical and professional issues and acting appropriately considering applicable professional and ethical codes of practice. PLO3 KU3: Demonstrate research knowledge and professional understanding by reflecting on methodologies, theories, data applications, as well as their theoretical, practical, and methodological implications and limitations. PLO4 KU4: To ensure students can evaluate evidence, arguments, and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity, and limits of knowledge; recognising the importance of citations.

	Level 7 PLO		
	Level 8 PLO		
Subject-specific & Professional Skills	Level 4 PLO		
	Level 5 PLO		
	Level 6 PLO	PLO5	SPS(CY)1: Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work.
		PLO6	SPS(CY)2: Demonstrate a strong knowledge and understanding of the identification discrimination, oppression and/or exclusion and be strategic in developing interventions to address these and promote inclusion and to recognise powerful social policy and media discourses shaping practice, to work in the interests of young people and community group members.
		PLO7	SPS(CY)3: To practice ethically, recognising the complex, contested and essential nature of ethical practice in this discipline.
		PLO8	SPS(CY)4: Demonstrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.
	Level 7 PLO		
	Level 8 PLO		
Intellectual Skills	Level 4 PLO		
	Level 5 PLO		
	Level 6 PLO	PLO9	IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families, and communities.
		PLO10	IS2: Effectively demonstrate the communication of information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
		PLO11	IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.
	Level 7 PLO		
	Level 8 PLO		
Transferable Skills	Level 4 PLO		
	Level 5 PLO		
	Level 6 PLO	PLO12	TS1: Demonstrate and acquire key professional skills, competencies, practices, and values and understand how these influence analysis and interpretation of learning in the workplace.
		PLO13	TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve through synthesis, evaluation, and analysis of problems and solutions.
		PLO14	TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis, and summary and present the information to others in appropriate forms, including having a sense of audience.
		PLO15	TS4: Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.
	Level 7 PLO		
	Level 8 PLO		

Structure Framework

Title	Description	Modules	
		Min	Max

Programme Deliveries

Year 1 / Semester 1

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	PRP40122	Tools for Learning: Learning in Higher Education [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	0.00	100.00	0.00
	PRP40222	Tools for Learning: Supporting Children and Young People [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	100.00	0.00	0.00
	PRP40322	Key Thinkers Past and Present [Approved]	Nyree Nicholson	Yes	3.0	30	Level 4	126.00	50.00	50.00	0.00

Year 1 / Semester 2

Core											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	PRP40422	Individual in Society [Approved]	Nyree Nicholson	Yes	3.0	30	Level 4	126.00	50.00	50.00	0.00
	PRP40522	Empowering Relationships [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	100.00	0.00	0.00
	PRP40622	Supporting Health and Well-being [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	0.00	100.00	0.00

Year 2 / Semester 1

	Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	CYF50122	Informal Pedagogy and Practice [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	50.00	50.00	0.00
	PRP50122	Inclusion and Participation [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	50.00	50.00	0.00

Year 2 / Semester 2

	Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	CYF50222	The Reflective Practitioner: Challenging Self with Children, Young People and/or Families [Approved]	Nyree Nicholson	No	2.0	15	Level 5	63.00	50.00	50.00	0.00
	PRP50222	Professional Development: Working in Practice [Approved]	Nyree Nicholson	Yes	2.0	15	Level 5	63.00	0.00	100.00	0.00
	PRP50322	Practitioner Research [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	0.00	100.00	0.00

Year 3 / Semester 1

	Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	PRP60122	Independent Study Part 1: Introduction to Research at Level 6 [Approved]	Nyree Nicholson	Yes	2.0	15	Level 6	63.00	100.00	0.00	0.00
	PRP60222	Critical Issues in Professional Practice [Approved]	Nyree Nicholson	Yes	2.0	15	Level 6	63.00	0.00	100.00	0.00
	PRP60322	Professional Practice and Leadership [Approved]	Nyree Nicholson	Yes	3.0	30	Level 6	126.00	50.00	50.00	0.00

Year 3 / Semester 2

	Core										
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	CYF60122	Reimagining Work with Children, Young People and Families [Approved]	Nyree Nicholson	Yes	2.0	30	Level 6	126.00	50.00	50.00	0.00
End Point Assessment (EPA)											
Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
	CYF603_1.0	End Point Assessment (Youth Worker) [Approved]	Nyree Nicholson	Yes	1.0	30	Level 6	0.00	100.00	0.00	0.00

Programme Deliveries

Year	Study Period	Delivery Type	Delivery Range	Code	Title	Owner	Allow Mapping	Version	Credits	Module Level	All	Practical	Coursework	Written
1	Semester 1	Core		PRP40122	Tools for Learning: Learning in Higher Education [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	0.00	100.00	0.00
1	Semester 1	Core		PRP40222	Tools for Learning: Supporting Children and Young People [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	100.00	0.00	0.00
1	Semester 1	Core		PRP40322	Key Thinkers Past and Present [Approved]	Nyree Nicholson	Yes	3.0	30	Level 4	126.00	50.00	50.00	0.00
1	Semester 2	Core		PRP40422	Individual in Society [Approved]	Nyree Nicholson	Yes	3.0	30	Level 4	126.00	50.00	50.00	0.00
1	Semester 2	Core		PRP40522	Empowering Relationships [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	100.00	0.00	0.00
1	Semester 2	Core		PRP40622	Supporting Health and Well-being [Approved]	Nyree Nicholson	Yes	2.0	15	Level 4	63.00	0.00	100.00	0.00
2	Semester 1	Core		CYF50122	Informal Pedagogy and Practice [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	50.00	50.00	0.00
2	Semester 1	Core		PRP50122	Inclusion and Participation [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	50.00	50.00	0.00
2	Semester 2	Core		CYF50222	The Reflective Practitioner: Challenging Self with Children, Young People and/or Families [Approved]	Nyree Nicholson	No	2.0	15	Level 5	63.00	50.00	50.00	0.00
2	Semester 2	Core		PRP50222	Professional Development: Working in Practice [Approved]	Nyree Nicholson	Yes	2.0	15	Level 5	63.00	0.00	100.00	0.00
2	Semester 2	Core		PRP50322	Practitioner Research [Approved]	Nyree Nicholson	Yes	2.0	30	Level 5	126.00	0.00	100.00	0.00
3	Semester 1	Core		PRP60122	Independent Study Part 1: Introduction to Research at Level 6 [Approved]	Nyree Nicholson	Yes	2.0	15	Level 6	63.00	100.00	0.00	0.00
3	Semester 1	Core		PRP60222	Critical Issues in Professional Practice [Approved]	Nyree Nicholson	Yes	2.0	15	Level 6	63.00	0.00	100.00	0.00
3	Semester 1	Core		PRP60322	Professional Practice and Leadership [Approved]	Nyree Nicholson	Yes	3.0	30	Level 6	126.00	50.00	50.00	0.00
3	Semester 2	Core		CYF60122	Reimagining Work with Children, Young People and Families [Approved]	Nyree Nicholson	Yes	2.0	30	Level 6	126.00	50.00	50.00	0.00
3	Semester 2	End Point Assessment (EPA)		CYF603_1.0	End Point Assessment (Youth Worker) [Approved]	Nyree Nicholson	Yes	1.0	30	Level 6	0.00	100.00	0.00	0.00

LO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CYF50122 Informal Pedagogy and Practice (v2.0)															
LO1 Demonstrate a knowledge and critical understanding of the principles of informal learning, conversation and critical dialogue.	/	/			/	/			/	/	/	/	/	/	/
LO2 Select and apply strategies and approaches for informal learning, and justify these decisions.	/	/			/	/			/	/	/	/	/	/	/
LO3 Implement the principles of reflective practice to demonstrate personal learning and professional development.	/	/			/	/			/	/	/	/	/	/	/
LO4 Evaluate the values and ethics of working with children, young people and families in relation to inclusive professional practice.	/	/			/	/			/	/	/	/	/	/	/
LO5 Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/			/	/			/	/	/	/	/	/	/
CYF60122 Reimagining Work with Children, Young People and Families (v2.0)															
LO1 Demonstrate a systematic understanding of key concepts and principles of alternative approaches to children's and young people's education and learning.	/	/		/	/	/		/	/	/	/	/	/	/	/
LO2 Examine issues of identity, discrimination and oppression and the effect on children and young people's lives in a local, national and global context.	/	/		/	/	/		/	/	/	/	/	/	/	/
LO3 Critically evaluate and respond to complex issues both systematically and creatively in professional contexts.	/	/		/	/	/		/	/	/	/	/	/	/	/
LO4 Critically analyse how the changing social and cultural constructions of childhood and youth impact on lived realities in diverse and differing contexts.	/	/		/	/	/		/	/	/	/	/	/	/	/
LO5 Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/		/	/	/		/	/	/	/	/	/	/	/
CYF603_1.0 End Point Assessment (Youth Worker) (v1.0)															
LO1 Apply an in-depth understanding of knowledge selecting relevant and specialist theories, including conceptual frameworks in youth and community work.	/	/	/		/	/	/				/				
LO2 Identify and apply a range of relevant youth work principles, concepts, theoretical frameworks and approaches to a range of contexts.	/	/	/		/		/		/		/				
LO3 Demonstrate a systematic and critical understanding of managing themselves, staff, projects and facilities.	/	/					/	/							
LO4 Communicate information professionally, devise, and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/			/					/	/			/	/	/
PRP40122 Tools for Learning: Learning in Higher Education (v2.0)															
LO1 Demonstrate knowledge and understanding of theories of learning.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO2 Recognise the adult's involvement in the development of learning.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO3 Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/	/	/	/		/		/	/	/	/	/	/	/
PRP40222 Tools for Learning: Supporting Children and Young People (v2.0)															
LO1 Recognise where underlying theory relates to professional practice.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO2 Apply knowledge and understanding to analyse approaches to supporting learning.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO3 Communication information, devise and sustain arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/	/	/	/		/		/	/	/	/	/	/	/
PRP40322 Key Thinkers Past and Present (v3.0)															
LO1 Demonstrate knowledge and understanding of key thinkers of education, as appropriate to the work sector and area of study.	/	/		/					/	/	/	/	/	/	/
LO2 Apply knowledge of key thinkers to professional practice with children, young people and/or families.	/	/		/					/	/	/	/	/	/	/
LO3 Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment, recognising the importance of citations.	/	/		/					/	/	/	/	/	/	/
PRP40422 Individual in Society (v3.0)															
LO1 Evaluate approaches of how to support a child or young person's development in practice.	/	/		/	/			/	/	/	/	/	/	/	/
LO2 Demonstrate critical understanding of theories, principles and policy in practice.	/	/		/	/			/	/	/	/	/	/	/	/
LO3 Demonstrate knowledge and understanding of the influences of development.	/	/		/	/			/	/	/	/	/	/	/	/

LO4	Demonstrate knowledge and understanding of the influences of development.	/	/		/	/			/	/	/	/	/	/	/	/
LO5	Communicate information, devise and sustain arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/		/	/			/	/	/	/	/	/	/	/

PRP40522 Empowering Relationships (v2.0)

LO1	Demonstrate knowledge and understanding of professional roles and responsibilities to safeguard children, young people and their families.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO2	Demonstrate ability to effectively employ appropriate knowledge, skills and values to work within professional practice settings.	/	/	/	/	/		/		/	/	/	/	/	/	/
LO3	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations	/	/	/	/	/		/		/	/	/	/	/	/	/

PRP40622 Supporting Health and Well-being (v2.0)

LO1	Demonstrate a knowledge and understanding of factors influencing health and well-being in children, young people and/or families.	/	/	/	/	/			/	/	/	/	/	/	/	/
LO2	Apply knowledge and understanding in order to evaluate and analyse theories and models of children and/or young people's health and well being.	/	/	/	/	/			/	/	/	/	/	/	/	/
LO3	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/	/	/	/			/	/	/	/	/	/	/	/

PRP50122 Inclusion and Participation (v2.0)

LO1	Evidence knowledge and critical understanding of the theories and concepts of inclusion, participation and entitlement.	/	/			/	/	/	/	/	/	/	/	/	/	/
LO2	Critically appraise potential barriers faced by groups at risk of discrimination, marginalisation and/or exclusion.	/	/			/	/	/	/	/	/	/	/	/	/	/
LO3	Reflect critically on the role of the practitioner and strategies that support inclusion, participation and respect for diversity.	/	/			/	/	/	/	/	/	/	/	/	/	/
LO4	Demonstrate an awareness of key initiatives, policies and legislation linked to inclusion, participation and entitlement.	/	/			/	/	/	/	/	/	/	/	/	/	/
LO5	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citation.	/	/			/	/	/	/	/	/	/	/	/	/	/

PRP50222 Professional Development: Working in Practice (v2.0)

LO1	Develop a critical knowledge and understanding of the sector professional occupational standards/competencies.	/	/	/		/		/	/	/	/	/	/	/	/	/
LO2	Examine theoretical concepts around professional practice and how they are applied in the workplace.	/	/	/		/		/	/	/	/	/	/	/	/	/
LO3	Utilise the concepts of reflection to articulate personal strengths, weaknesses and areas for professional development.	/	/	/		/		/	/	/	/	/	/	/	/	/
LO4	Communicate information, devise and sustain arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/	/	/		/		/	/	/	/	/	/	/	/	/

PRP50322 Practitioner Research (v2.0)

LO1	Evidence detailed knowledge of a topic related to their work supporting children and young people.	/	/						/	/	/	/	/	/	/	/
LO2	Demonstrate detailed knowledge and make informed choices concerning topic selection, data collection methods and analytical techniques.	/	/						/	/	/	/	/	/	/	/
LO3	Apply appropriate frameworks and principles and take a critical approach to research design.	/	/						/	/	/	/	/	/	/	/
LO4	Critically evaluate appropriate primary and secondary data.	/	/						/	/	/	/	/	/	/	/
LO5	Communicate information, devise and sustain arguments effectively, for specialist and non-specialist audiences; recognising the importance of citations.	/	/						/	/	/	/	/	/	/	/

PRP60122 Independent Study Part 1: Introduction to Research at Level 6 (v2.0)

LO1	Identify a relevant and feasible area of research in relation to professional practice and for the purpose of individual investigation.		/	/	/	/		/		/	/	/	/	/	/	/
LO2	Critically apply research approaches and methods in the design and planning of a research proposal.		/	/	/	/		/		/	/	/	/	/	/	/
LO3	Demonstrate comprehensive understanding of ethical principles that underpin the research process.		/	/	/	/		/		/	/	/	/	/	/	/
LO4	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment, recognising the importance of citations.		/	/	/	/		/		/	/	/	/	/	/	/

PRP60222 Critical Issues in Professional Practice (v2.0)

LO1	Demonstrate a comprehensive knowledge and critical understanding of a critical issue in the chosen field of study.	/			/	/	/	/	/	/	/	/	/	/	/	/
LO2	Identify and critically evaluate the impact of a critical issue on personal, professional practice.	/			/	/	/	/	/	/	/	/	/	/	/	/
LO3	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.	/			/	/	/	/	/	/	/	/	/	/	/	/

PRP60322 Professional Practice and Leadership (v3.0)

LO1	Demonstrate a systematic and conceptual understanding of theories and principles of leadership and management.		/			/		/	/	/	/	/		/	/	/
LO2	Critically evaluate the role of practitioners in working collaboratively and effectively to support a partnership approach in practice.		/			/		/	/	/	/	/		/	/	/
LO3	Demonstrate a systematic understanding of professionalism appropriate to the field of study.		/			/		/	/	/	/	/		/	/	/
LO4	Critically reflect and analyse professional practice and experience.		/			/		/	/	/	/	/		/	/	/
LO5	Communicate information, devise and sustain and arguments effectively, for specialist and non-specialist audiences, as appropriate to the mode of assessment; recognising the importance of citations.		/			/		/	/	/	/	/		/	/	/

Editors or Collaborators

Staff Member	Staff Number
Sacha Mason	
Rachael Fell-Chambers	

Availabilities

Delivery Period	Self Enrol?	Delivery mode	Teaching Period Key Date	Availability start date	Is deferral allowed?	External Availability Code	Active?
2024 September	No	In Person		June 30 2024	No	n/a	Yes

Links

#	URI and Description
1	**https://www.instituteforapprenticeships.org/apprenticeship-standards/youth-worker-v1-0** Youth Worker Apprenticeship (ST0522)
2	**https://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/youth-work-nos/** Community Learning & Development Standards Council (ref NOS for Youth Work)

Programme Status Log

Initial Status	End Status	User	Date	Comment
QAC	AEC	Fran Croydon	08/Aug/2024 12:37	N/A
University Event Chairs Group	QAC	Fran Croydon	08/Aug/2024 12:33	University Validation ROD approved by QAC (Chair's Action) 07.08.2024
Quality	University Event Chairs Group	Fran Croydon	08/Aug/2024 12:32	University Validation ROD approved 07.08.2024
Draft	Quality	Fran Croydon	08/Aug/2024 12:30	University Validation date scheduled for 16 July 2024.
Stage 1 Event	Draft	Fran Croydon	17/May/2024 12:19	Post Stage 1 amendments by PL
Faculty	Stage 1 Event	Fran Croydon	15/May/2024 16:10	
Draft	Faculty	Rachael Fell-Chambers	15/May/2024 15:44	Draft ready for stage one.
	Draft	Rachael Fell-Chambers	14/May/2024 13:21	A copy of Programme 'BA (Hons) Childhood, Youth and Families in Practice (Youth Work with JNC)' has been created id:2402

Professional Competency Mapping

Graduate Attributes	Programme Learning Outcome	Competencies

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
	1. KU1: Demonstrate conceptual and systematic knowledge and understanding of key theoretical and policy issues related to working with and/or educating children, young people, families, and/or communities, as well as their application in shaping evidence-based practice.	• **Professional Body**
		  National Occupational Standards (Youth Work)
		• **Competency Framework**
		  JNC Youth Work National Occupational Standards
		
		  • Duty 10 Manage provision within relevant legislative frameworks.
		  • Duty 2 Establish, manage and develop different youth work provisions.
		  • Duty 3 Manage and develop staff, projects and facilities.
		  • Duty 4 Work with other agencies to develop services across a community.
		
		• **Professional Body**
		  Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		  IfATE - Duties
		
		  • 2 Establish, manage and develop different youth work provisions. K4; S3, S4, S5; B1, B3, B4, B7.
		  • 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9.
		  • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10.
		  • 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		
		• **Competency Framework**
		  IfATE - Knowledge, Skills & Behaviours
		
		  • K.10 National and local plans and strategies relevant to youth work and young people.
		  • K.17 Models for inclusive and active participation and barriers to participation.
		  • K.18 International, national and local factors impacting on young people's engagement in decision making, including legislation (e.g. UNCRC) and local and national participation strategies.
		  • K.31 Principles of child development and human growth applicable to behaviours likely to be observed in youth activities.
		  • S.15 Evaluate, demonstrate and report on the impact of youth work.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA2 - Global Citizenship (This is about understanding the global context in which you live, study and work)
	2. KU2: Demonstrate knowledge and understanding of the complexities of ethical principles and concerns by making informed decisions on complex ethical and professional issues and acting appropriately considering applicable professional and ethical codes of practice.	• **Professional Body**
		  National Occupational Standards (Youth Work)
		• **Competency Framework**
		  JNC Youth Work National Occupational Standards
		
		  • Duty 4 Work with other agencies to develop services across a community.
		  • Duty 6 Lead on rights-based youth work, and voice and influence strategies.
		  • Duty 8 Engage in continuous professional development.
		  • Duty 9 Demonstrate professional youth work values and ethical practice.
		
		• **Professional Body**
		  Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		  IfATE - Duties
		
		  • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10.
		  • 6 Lead on rights-based youth work, and voice and influence strategies. K17, K18; S16, S17, S18, S19, S20, S21; B1, B2, B3, B4, B6, B7, B8, B9.
		  • 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10.
		  • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5.
		
		• **Competency Framework**
		  IfATE - Knowledge, Skills & Behaviours
		
		  • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.
		  • B.5 Be a reflective practitioner.
		  • B.7 Promote the values of justice, fairness and equality.
		  • K.24 The importance of critical reflection and continuous professional development for youth work practice.
		  • K.27 Principles of anti-oppressive and anti-discriminatory practice.
		  • S.7 Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues.
		  • S.25 Monitor own practice and use supervision to identify areas for continuing professional development and improvement.
		  • S.26 Apply appropriate supervision models to support the development of colleagues.
		  • S.27 Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)	3. KU3: Demonstrate research knowledge and professional understanding by reflecting on methodologies, theories, data applications, as well as their theoretical, practical, and methodological implications and limitations.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards • Duty 8 Engage in continuous professional development. • Duty 9 Demonstrate professional youth work values and ethical practice. • **Professional Body** Institute for Apprenticeships & Education (Youth Worker) • **Competency Framework** IfATE - Duties • 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10. • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5. • **Competency Framework** IfATE - Knowledge, Skills & Behaviours • B.1 Work in an anti-oppressive, anti-discriminatory manner. • K.21 Evaluation and impact processes and strategies. • K.23 Theories, models and principles for reflective practice. • K.24 The importance of critical reflection and continuous professional development for youth work practice. • S.1 Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, nonverbal, written and electronic methods. • S.5 Utilise appropriate methods and tools for planning, monitoring and evaluating youth work. • S.12 Select and use appropriate methods and tools when planning youth work programmes and activities. • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development. • S.15 Evaluate, demonstrate and report on the impact of youth work. • S.19 Select and apply appropriate participation models to overcome barriers to participation. • S.24 Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	4. KU4: To ensure students can evaluate evidence, arguments, and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity, and limits of knowledge; recognising the importance of citations.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards • Duty 1 Establish relationships with young people, communities and partners. • Duty 8 Engage in continuous professional development. • **Professional Body** Institute for Apprenticeships & Education (Youth Worker) • **Competency Framework** IfATE - Duties • 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. • 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10. • **Competency Framework** IfATE - Knowledge, Skills & Behaviours • K.3 Communication styles and methods, including barriers to communication and ways to overcome these. • S.1 Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, nonverbal, written and electronic methods.
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	5. SPS(CY)1: Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards • Duty 1 Establish relationships with young people, communities and partners. • Duty 10 Manage provision within relevant legislative frameworks. • Duty 5 Design, lead, implement and evaluate a youth work curriculum. • Duty 6 Lead on rights-based youth work, and voice and influence strategies. • Duty 7 Lead project development, implementation and evaluation. • Duty 9 Demonstrate professional youth work values and ethical practice. • **Professional Body** Institute for Apprenticeships & Education (Youth Worker) • **Competency Framework** IfATE - Duties

		1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. 5 Design, lead, implement and evaluate a youth work curriculum. K13, K14, K15, K16; S12, S13, S14, S15; B1, B3, B4, B5, B6, B7, B8, B9. 6 Lead on rights-based youth work, and voice and influence strategies. K17, K18; S16, S17, S18, S19, S20, S21; B1, B2, B3, B4, B6, B7, B8, B9. 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5. 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10. **Competency Framework** IfATE - Knowledge, Skills & Behaviours - B.1 Work in an anti-oppressive, anti-discriminatory manner. - B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. - B.5 Be a reflective practitioner. - B.6 Respect young people's rights to make their own decision about involvement with youth work. - B.7 Promote the values of justice, fairness and equality. - B.8 Take a positive interest in young people's concerns, ideas and interests. - B.9 Promote the development of political and social education for and with young people. - B.10 Compliance with relevant policies and procedures. - K.1 The importance of building trust and rapport, and methods for achieving this. - K.4 Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital. - K.13 Theories and models of informal and non-formal education and their application in practice. - K.14 Theories and models for programme planning, development, delivery and evaluation. - K.15 Policies and strategies related to the national and local youth work curriculum. - K.16 Contemporary models for impact and evaluation of youth work. - K.17 Models for inclusive and active participation and barriers to participation. - K.18 International, national and local factors impacting on young people's engagement in decision making, including legislation (e.g. UNCRC) and local and national participation strategies. - K.19 Models to undertake appropriate situational needs analysis. - K.21 Evaluation and impact processes and strategies. - K.23 Theories, models and principles for reflective practice. - K.24 The importance of critical reflection and continuous professional development for youth work practice. - K.25 The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society. - K.26 Cultural and community competency in good youth work practice. - K.27 Principles of anti-oppressive and anti-discriminatory practice. - K.28 Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead. - K.29 Safer recruitment and staff management processes (including for volunteers). - K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership. - K.31 Principles of child development and human growth applicable to behaviours likely to be observed in youth activities. - S.2 Maintain professional boundaries in relationships with young people and colleagues. - S.3 Select and use suitable youth work models for the needs of young people they are engaging with. - S.14 Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum. - S.16 Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues. - S.17 Create and evaluate effectiveness of inclusive and participatory learning environments. - S.19 Select and apply appropriate participation models to overcome barriers to participation. - S.21 Identify and challenge oppressive attitudes, behaviours and situations.
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	6. SPS(CY)2: Demonstrate a strong knowledge and understanding of the identification discrimination, oppression and/or exclusion and be strategic in developing interventions to address these and promote inclusion and to recognise powerful social policy and media discourses shaping practice, to work in the interests of young people and community group members.	**Professional Body** National Occupational Standards (Youth Work) **Competency Framework** JNC Youth Work National Occupational Standards - Duty 1 Establish relationships with young people, communities and partners. - Duty 10 Manage provision within relevant legislative frameworks. - Duty 2 Establish, manage and develop different youth work provisions. - Duty 5 Design, lead, implement and evaluate a youth work curriculum. - Duty 6 Lead on rights-based youth work, and voice and influence strategies. - Duty 7 Lead project development, implementation and evaluation. - Duty 9 Demonstrate professional youth work values and ethical practice. **Professional Body** Institute for Apprenticeships & Education (Youth Worker)

		• **Competency Framework** IfATE - Duties
		• 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. • 2 Establish, manage and develop different youth work provisions. K4; S3, S4, S5; B1, B3, B4, B7. • 5 Design, lead, implement and evaluate a youth work curriculum. K13, K14, K15, K16; S12, S13, S14, S15; B1, B3, B4, B5, B6, B7, B8, B9. • 6 Lead on rights-based youth work, and voice and influence strategies. K17, K18; S16, S17, S18, S19, S20, S21; B1, B2, B3, B4, B6, B7, B8, B9. • 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5. • 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.1 Work in an anti-oppressive, anti-discriminatory manner. • B.2 Act as an ambassador for young people and youth work. • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment. • B.6 Respect young people's rights to make their own decision about involvement with youth work. • B.7 Promote the values of justice, fairness and equality. • B.9 Promote the development of political and social education for and with young people. • B.10 Compliance with relevant policies and procedures. • K.1 The importance of building trust and rapport, and methods for achieving this. • K.2 Professional relationship boundaries and the implications of these for youth workers. • K.3 Communication styles and methods, including barriers to communication and ways to overcome these. • K.8 The importance of staff development. • K.9 Resource, financial and facilities management, including relevant legislation and regulations that need to be followed. • K.10 National and local plans and strategies relevant to youth work and young people. • K.11 Roles, remit and responsibilities of key stakeholders. • K.15 Policies and strategies related to the national and local youth work curriculum. • K.17 Models for inclusive and active participation and barriers to participation. • K.24 The importance of critical reflection and continuous professional development for youth work practice. • K.25 The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society. • K.26 Cultural and community competency in good youth work practice. • K.27 Principles of anti-oppressive and anti-discriminatory practice. • K.28 Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead. • K.29 Safer recruitment and staff management processes (including for volunteers). • K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership. • S.2 Maintain professional boundaries in relationships with young people and colleagues. • S.3 Select and use suitable youth work models for the needs of young people they are engaging with. • S.4 Work in partnership with young people to develop suitable services. • S.9 Utilise a range of sources of information to inform service development. • S.10 Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors. • S.11 Advocate for young people and youth work in policy and service development. • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development. • S.14 Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum. • S.15 Evaluate, demonstrate and report on the impact of youth work. • S.16 Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues. • S.17 Create and evaluate effectiveness of inclusive and participatory learning environments. • S.19 Select and apply appropriate participation models to overcome barriers to participation. • S.20 Support young people to make their voice heard to influence change on issues affecting them. • S.21 Identify and challenge oppressive attitudes, behaviours and situations. • S.27 Ensure professional ethical standards are developed, promoted and maintained across the youth work environment. • S.28 Demonstrate and promote a person-centred approach to youth work.
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	7. SPS(CY)3: To practice ethically, recognising the complex, contested and essential nature of ethical practice in this discipline.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards

		- Duty 1 Establish relationships with young people, communities and partners. - Duty 3 Manage and develop staff, projects and facilities. - Duty 6 Lead on rights-based youth work, and voice and influence strategies. - Duty 8 Engage in continuous professional development. - Duty 9 Demonstrate professional youth work values and ethical practice.

		- **Professional Body**
		  Institute for Apprenticeships & Education (Youth Worker)
		- **Competency Framework**
		  IfATE - Duties

		- 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. - 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9. - 6 Lead on rights-based youth work, and voice and influence strategies. K17, K18; S16, S17, S18, S19, S20, S21; B1, B2, B3, B4, B6, B7, B8, B9. - 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10. - 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5.
		- **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		- B.1 Work in an anti-oppressive, anti-discriminatory manner. - B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. - B.5 Be a reflective practitioner. - B.6 Respect young people's rights to make their own decision about involvement with youth work. - B.7 Promote the values of justice, fairness and equality. - B.10 Compliance with relevant policies and procedures. - K.24 The importance of critical reflection and continuous professional development for youth work practice. - K.25 The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society. - K.26 Cultural and community competency in good youth work practice. - K.27 Principles of anti-oppressive and anti-discriminatory practice. - K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership. - S.2 Maintain professional boundaries in relationships with young people and colleagues. - S.7 Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues. - S.8 Apply different leadership styles appropriate to the needs of colleagues. - S.25 Monitor own practice and use supervision to identify areas for continuing professional development and improvement. - S.26 Apply appropriate supervision models to support the development of colleagues. - S.27 Ensure professional ethical standards are developed, promoted and maintained across the youth work environment. - S.28 Demonstrate and promote a person-centred approach to youth work.

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	8. SPS(CY)4: Demonstrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.	- **Professional Body**
		  National Occupational Standards (Youth Work)
		- **Competency Framework**
		  JNC Youth Work National Occupational Standards

		- Duty 1 Establish relationships with young people, communities and partners. - Duty 2 Establish, manage and develop different youth work provisions. - Duty 3 Manage and develop staff, projects and facilities. - Duty 4 Work with other agencies to develop services across a community. - Duty 5 Design, lead, implement and evaluate a youth work curriculum. - Duty 7 Lead project development, implementation and evaluation. - Duty 9 Demonstrate professional youth work values and ethical practice.

		- **Professional Body**
		  Institute for Apprenticeships & Education (Youth Worker)
		- **Competency Framework**
		  IfATE - Duties

		- 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. - 2 Establish, manage and develop different youth work provisions. K4; S3, S4, S5; B1, B3, B4, B7. - 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9. - 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10. - 5 Design, lead, implement and evaluate a youth work curriculum. K13, K14, K15, K16; S12, S13, S14, S15; B1, B3, B4, B5, B6, B7, B8, B9. - 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. - 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5.

		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.2 Act as an ambassador for young people and youth work.
		• B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.
		• B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment.
		• K.1 The importance of building trust and rapport, and methods for achieving this.
		• K.2 Professional relationship boundaries and the implications of these for youth workers.
		• K.3 Communication styles and methods, including barriers to communication and ways to overcome these.
		• K.4 Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital.
		• K.5 Theories of management and leadership e.g. inter-professional and inter-disciplinary working.
		• K.6 Human resources procedures, e.g. professional development, disciplinary, grievance.
		• K.7 Youth work supervision models.
		• K.8 The importance of staff development.
		• K.9 Resource, financial and facilities management, including relevant legislation and regulations that need to be followed.
		• K.11 Roles, remit and responsibilities of key stakeholders.
		• K.12 Strategies to build and manage professional partnerships.
		• K.13 Theories and models of informal and non-formal education and their application in practice.
		• K.16 Contemporary models for impact and evaluation of youth work.
		• K.19 Models to undertake appropriate situational needs analysis.
		• K.20 Project management tools and processes, including assessing and managing risk.
		• K.21 Evaluation and impact processes and strategies.
		• K.22 Commissioning and funding processes.
		• K.23 Theories, models and principles for reflective practice.
		• K.25 The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.
		• K.28 Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead.
		• K.29 Safer recruitment and staff management processes (including for volunteers).
		• K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership.
		• S.1 Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, nonverbal, written and electronic methods.
		• S.2 Maintain professional boundaries in relationships with young people and colleagues.
		• S.4 Work in partnership with young people to develop suitable services.
		• S.5 Utilise appropriate methods and tools for planning, monitoring and evaluating youth work.
		• S.6 Complete, store and retain accurate administrative and financial records.
		• S.8 Apply different leadership styles appropriate to the needs of colleagues.
		• S.9 Utilise a range of sources of information to inform service development.
		• S.10 Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors.
		• S.11 Advocate for young people and youth work in policy and service development.
		• S.12 Select and use appropriate methods and tools when planning youth work programmes and activities.
		• S.18 Support young people to plan, organise and deliver youth-led activities and programmes.
		• S.20 Support young people to make their voice heard to influence change on issues affecting them.
		• S.23 Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.
		• S.24 Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
		• S.28 Demonstrate and promote a person-centred approach to youth work.
		• S.29 Implement, identify and report safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a young person discloses information.
		• S.30 Carry out risk assessments, plan activities, visits, and manage situations to mitigate risks to ensure the safety of all young people, depending on the setting and the environment they are working in.
GA6 - Being Enterprising (This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation)	9. IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families, and communities.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards
		• Duty 1 Establish relationships with young people, communities and partners.
		• Duty 10 Manage provision within relevant legislative frameworks.
		• Duty 3 Manage and develop staff, projects and facilities.
		• Duty 4 Work with other agencies to develop services across a community.
		• Duty 7 Lead project development, implementation and evaluation.
		• Duty 9 Demonstrate professional youth work values and ethical practice.

		• **Professional Body** Institute for Apprenticeships & Education (Youth Worker) • **Competency Framework** IfATE - Duties
		• 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. • 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9. • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10. • 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5. • 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment. • K.1 The importance of building trust and rapport, and methods for achieving this. • K.2 Professional relationship boundaries and the implications of these for youth workers. • K.12 Strategies to build and manage professional partnerships. • K.14 Theories and models for programme planning, development, delivery and evaluation. • K.15 Policies and strategies related to the national and local youth work curriculum. • K.25 The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society. • S.2 Maintain professional boundaries in relationships with young people and colleagues. • S.10 Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors. • S.22 Conduct and use information from situational needs analysis to develop projects. • S.28 Demonstrate and promote a person-centred approach to youth work.
GA4 - Digital Fluency (These are the skills and practices of using digital technology effectively for learning, working and participating in society) **GA1** - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	10. IS2: Effectively demonstrate the communication of information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.	• **Professional Body** National Occupational Standards (Youth Work) • **Competency Framework** JNC Youth Work National Occupational Standards
		• Duty 5 Design, lead, implement and evaluate a youth work curriculum. • Duty 7 Lead project development, implementation and evaluation. • Duty 9 Demonstrate professional youth work values and ethical practice.
		• **Professional Body** Institute for Apprenticeships & Education (Youth Worker) • **Competency Framework** IfATE - Duties
		• 5 Design, lead, implement and evaluate a youth work curriculum. K13, K14, K15, K16; S12, S13, S14, S15; B1, B3, B4, B5, B6, B7, B8, B9. • 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5.
		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.1 Work in an anti-oppressive, anti-discriminatory manner. • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment. • B.5 Be a reflective practitioner. • B.6 Respect young people's rights to make their own decision about involvement with youth work. • B.7 Promote the values of justice, fairness and equality. • B.8 Take a positive interest in young people's concerns, ideas and interests. • B.9 Promote the development of political and social education for and with young people. • B.10 Compliance with relevant policies and procedures. • K.13 Theories and models of informal and non-formal education and their application in practice. • K.14 Theories and models for programme planning, development, delivery and evaluation. • K.15 Policies and strategies related to the national and local youth work curriculum. • K.16 Contemporary models for impact and evaluation of youth work. • K.19 Models to undertake appropriate situational needs analysis. • K.20 Project management tools and processes, including assessing and managing risk. • K.21 Evaluation and impact processes and strategies. • K.22 Commissioning and funding processes.

		• S.12 Select and use appropriate methods and tools when planning youth work programmes and activities. • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development. • S.14 Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum. • S.15 Evaluate, demonstrate and report on the impact of youth work. • S.22 Conduct and use information from situational needs analysis to develop projects. • S.23 Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders. • S.24 Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	11. IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.	• **Professional Body**
		 National Occupational Standards (Youth Work)
		• **Competency Framework**
		 JNC Youth Work National Occupational Standards
		
		  • Duty 8 Engage in continuous professional development.
		
		• **Professional Body**
		 Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		 IfATE - Duties
		
		  • 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10.
		
		• **Competency Framework**
		 IfATE - Knowledge, Skills & Behaviours
		
		  • B.1 Work in an anti-oppressive, anti-discriminatory manner.
		  • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.
		  • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment.
		  • B.5 Be a reflective practitioner.
		  • B.6 Respect young people's rights to make their own decision about involvement with youth work.
		  • B.10 Compliance with relevant policies and procedures.
		  • K.23 Theories, models and principles for reflective practice.
		  • K.24 The importance of critical reflection and continuous professional development for youth work practice.
		  • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development.
		  • S.14 Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum.
		  • S.15 Evaluate, demonstrate and report on the impact of youth work.
		  • S.22 Conduct and use information from situational needs analysis to develop projects.
		  • S.23 Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.
		  • S.24 Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
		  • S.25 Monitor own practice and use supervision to identify areas for continuing professional development and improvement.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)	12. TS1: Demonstrate and acquire key professional skills, competencies, practices, and values and understand how these influence analysis and interpretation of learning in the workplace.	• **Professional Body**
		 National Occupational Standards (Youth Work)
		• **Competency Framework**
		 JNC Youth Work National Occupational Standards
		
		  • Duty 10 Manage provision within relevant legislative frameworks.
		  • Duty 3 Manage and develop staff, projects and facilities.
		  • Duty 4 Work with other agencies to develop services across a community.
		  • Duty 9 Demonstrate professional youth work values and ethical practice.
		
		• **Professional Body**
		 Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		 IfATE - Duties
		
		  • 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9.
		  • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10.
		  • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5.
		  • 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		
		• **Competency Framework**
		 IfATE - Knowledge, Skills & Behaviours

		• B.1 Work in an anti-oppressive, anti-discriminatory manner. • B.2 Act as an ambassador for young people and youth work. • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment. • B.7 Promote the values of justice, fairness and equality. • B.10 Compliance with relevant policies and procedures. • K.28 Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead. • K.29 Safer recruitment and staff management processes (including for volunteers). • K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership. • K.31 Principles of child development and human growth applicable to behaviours likely to be observed in youth activities. • S.29 Implement, identify and report safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a young person discloses information. • S.30 Carry out risk assessments, plan activities, visits, and manage situations to mitigate risks to ensure the safety of all young people, depending on the setting and the environment they are working in.

GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)	13. TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve through synthesis, evaluation, and analysis of problems and solutions.	• **Professional Body**
		   National Occupational Standards (Youth Work)
		• **Competency Framework**
		   JNC Youth Work National Occupational Standards
		
		   • Duty 8 Engage in continuous professional development.
		
		• **Professional Body**
		   Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		   IfATE - Duties
		
		   • 8 Engage in continuous professional development. K23, K24; S25, S26; B1, B3, B4, B5, B6, B10.
		
		• **Competency Framework**
		   IfATE - Knowledge, Skills & Behaviours
		
		   • B.1 Work in an anti-oppressive, anti-discriminatory manner.
		   • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.
		   • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment.
		   • B.5 Be a reflective practitioner.
		   • B.6 Respect young people's rights to make their own decision about involvement with youth work.
		   • B.10 Compliance with relevant policies and procedures.
		   • K.23 Theories, models and principles for reflective practice.
		   • K.24 The importance of critical reflection and continuous professional development for youth work practice.
		   • S.25 Monitor own practice and use supervision to identify areas for continuing professional development and improvement.
		   • S.26 Apply appropriate supervision models to support the development of colleagues.

GA3 - Information Literacy (This is about being about to search for, locate, utilise and manage information effectively and ethically)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
	14. TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis, and summary and present the information to others in appropriate forms, including having a sense of audience.	• **Professional Body**
		   National Occupational Standards (Youth Work)
		• **Competency Framework**
		   JNC Youth Work National Occupational Standards
		
		   • Duty 10 Manage provision within relevant legislative frameworks.
		   • Duty 3 Manage and develop staff, projects and facilities.
		   • Duty 4 Work with other agencies to develop services across a community.
		   • Duty 5 Design, lead, implement and evaluate a youth work curriculum.
		   • Duty 6 Lead on rights-based youth work, and voice and influence strategies.
		   • Duty 7 Lead project development, implementation and evaluation.
		
		• **Professional Body**
		   Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		   IfATE - Duties
		
		   • 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9.
		   • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10.
		   • 5 Design, lead, implement and evaluate a youth work curriculum. K13, K14, K15, K16; S12, S13, S14, S15; B1, B3, B4, B5, B6, B7, B8, B9.
		   • 6 Lead on rights-based youth work, and voice and influence strategies. K17, K18; S16, S17, S18, S19, S20, S21; B1, B2, B3, B4, B6, B7, B8, B9.
		   • 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10.

		• 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.1 Work in an anti-oppressive, anti-discriminatory manner. • B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. • B.5 Be a reflective practitioner. • B.6 Respect young people's rights to make their own decision about involvement with youth work. • B.7 Promote the values of justice, fairness and equality. • B.8 Take a positive interest in young people's concerns, ideas and interests. • B.9 Promote the development of political and social education for and with young people. • K.5 Theories of management and leadership e.g. inter-professional and inter-disciplinary working. • K.6 Human resources procedures, e.g. professional development, disciplinary, grievance. • K.8 The importance of staff development. • K.9 Resource, financial and facilities management, including relevant legislation and regulations that need to be followed. • K.20 Project management tools and processes, including assessing and managing risk. • K.21 Evaluation and impact processes and strategies. • K.22 Commissioning and funding processes. • S.1 Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, nonverbal, written and electronic methods. • S.5 Utilise appropriate methods and tools for planning, monitoring and evaluating youth work. • S.6 Complete, store and retain accurate administrative and financial records. • S.9 Utilise a range of sources of information to inform service development. • S.12 Select and use appropriate methods and tools when planning youth work programmes and activities. • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development. • S.15 Evaluate, demonstrate and report on the impact of youth work. • S.22 Conduct and use information from situational needs analysis to develop projects. • S.23 Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders. • S.24 Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects. • S.25 Monitor own practice and use supervision to identify areas for continuing professional development and improvement. • S.26 Apply appropriate supervision models to support the development of colleagues. • S.29 Implement, identify and report safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a young person discloses information. • S.30 Carry out risk assessments, plan activities, visits, and manage situations to mitigate risks to ensure the safety of all young people, depending on the setting and the environment they are working in.

GA5 - Employability (This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life)
GA6 - Being Enterprising (This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation)
GA1 - Academic Literacies (This covers the range of academic skills that you develop through undertaking university-level study.)
	15. TS4: Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.	• **Professional Body**
		    National Occupational Standards (Youth Work)
		• **Competency Framework**
		    JNC Youth Work National Occupational Standards

		• Duty 1 Establish relationships with young people, communities and partners. • Duty 10 Manage provision within relevant legislative frameworks. • Duty 3 Manage and develop staff, projects and facilities. • Duty 4 Work with other agencies to develop services across a community. • Duty 7 Lead project development, implementation and evaluation. • Duty 9 Demonstrate professional youth work values and ethical practice.

		• **Professional Body**
		    Institute for Apprenticeships & Education (Youth Worker)
		• **Competency Framework**
		    IfATE - Duties

		• 1 Establish relationships with young people, communities and partners. K1, K2, K3, K31; S1, S2; B1, B2, B3, B4, B6, B7, B8, B10. • 3 Manage and develop staff, projects and facilities. KS, K6, K7, K8, K9; S6, S7, S8; B1, B2, B3, BS, B6, B7, B8, B9. • 4 Work with other agencies to develop services across a community. K10, K11, K12; S9, S10, S11; B1, B2, B3, B4, B10. • 7 Lead project development, implementation and evaluation. K19, K20, K21, K22; S22, S23, S24; B3, B4, B7, B8, B9, B10. • 9 Demonstrate professional youth work values and ethical practice. K25, K26, K27; S27, S28; B1, B2, B3, B4, B5. • 10 Manage provision within relevant legislative frameworks. K28, K29, K30; S29, S30; B1, B2, B3, B4, B7, B10.
		• **Competency Framework** IfATE - Knowledge, Skills & Behaviours
		• B.1 Work in an anti-oppressive, anti-discriminatory manner. • B.2 Act as an ambassador for young people and youth work.

		• B.3 Leads and manages by example, demonstrating inclusive and participatory behaviours in their work. • B.4 Work collaboratively for the benefit of young people by personal example, encouraging and facilitating cooperation, trust and commitment. • B.5 Be a reflective practitioner. • B.6 Respect young people's rights to make their own decision about involvement with youth work. • B.7 Promote the values of justice, fairness and equality. • B.8 Take a positive interest in young people's concerns, ideas and interests. • B.9 Promote the development of political and social education for and with young people. • B.10 Compliance with relevant policies and procedures. • K.1 The importance of building trust and rapport, and methods for achieving this. • K.2 Professional relationship boundaries and the implications of these for youth workers. • K.3 Communication styles and methods, including barriers to communication and ways to overcome these. • K.9 Resource, financial and facilities management, including relevant legislation and regulations that need to be followed. • K.10 National and local plans and strategies relevant to youth work and young people. • K.11 Roles, remit and responsibilities of key stakeholders. • K.12 Strategies to build and manage professional partnerships. • K.20 Project management tools and processes, including assessing and managing risk. • K.22 Commissioning and funding processes. • K.26 Cultural and community competency in good youth work practice. • K.27 Principles of anti-oppressive and anti-discriminatory practice. • K.30 Boundaries of professional accountability and responsibility for self, staff and project leadership. • S.4 Work in partnership with young people to develop suitable services. • S.7 Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues. • S.8 Apply different leadership styles appropriate to the needs of colleagues. • S.11 Advocate for young people and youth work in policy and service development. • S.13 Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development. • S.17 Create and evaluate effectiveness of inclusive and participatory learning environments. • S.18 Support young people to plan, organise and deliver youth-led activities and programmes. • S.19 Select and apply appropriate participation models to overcome barriers to participation. • S.21 Identify and challenge oppressive attitudes, behaviours and situations. • S.27 Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.