

BSC (HONS) YOUTH WORK

Institute of Health

Academic Level:	6	Credits:	360
Apprenticeship Standard:	Youth Worker		
Apprenticeship Standard and Assessment Plan:	https://www.instituteforapprenticeships.org/apprenticeship-standards/youth-worker-v1-0 Assessment Plan The QAA Characteristic Statement for Apprenticeships can be found here .		
LARS Code of the Apprenticeship Standard:	675	LARS Code of the University Award	TBC
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	36 months		
Mode of Delivery:	Distance Learning		
Pattern of Delivery:	Full Time		
	Delivery pattern:	1 week Block delivery (this will be either face to face or online depending upon employer and university requirements) on campus followed by online sessions	
	Standard semester dates:	No	
Placement:	Placement will take place in year 2 and will consist of 160hrs in an alternative setting		
PSRB:			
	Date of accreditation:	Accreditation period: Performance Review in	
Employer Organisation:	Various publicly funded, not-for-profit and commercial organisations		

End Point Assessment:	Integrated
End Point Assessment Organisation:	University of Cumbria
External Quality Assurance Body:	OFSTED – Teaching quality QAA – Integrated EPA
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/apprenticeships/youth-work-degree-apprenticeship/

Entry Criteria

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be in employment,
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the ESFA rules.

Employer selection criteria

Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting. This must have the employing trust denoted and cover Child & Adult Workforce and both the Children's and Adult Barred Lists and be dated within 3 years of the day the course starts.

University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate

will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding.

Detailed criteria for admission to this programme can be found on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/youth-work-degree-apprenticeship/>

English & Maths

Apprentices on this programme must have a minimum of Level 2 qualifications in English and Maths as a pre-entry requirement.

Disclosure and Barring Service (DBS) and Medical Clearance

All apprentices entering onto a JNC registered programme must undertake DBS and Health assessment. Below are the links to the university DBS and Medical Clearance Policy:

[Disclosure & Barring Service \(DBS\) guidance for new students](#)

[Medical Clearance](#)

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme you will be able to:

1. Engage in a supportive and responsive learning environment, some of which is integrated with other programmes, that will enable you with varied experiences to develop a flexible and transferable youth work skills
2. Engage you with a variety of learning experiences that build on skills and knowledge at each of the three levels of the programme to facilitate the development of a critical understanding of youth work
3. Develop the skills, knowledge and understanding to qualify as JNC qualified youth worker
4. Confidently engage with and support the development of young people in the wider children's workforce
5. Plan, deliver and evaluate projects and interventions that support social action and social justice
6. Understand and locate themselves within the local, national and global children's workforce
7. Engage you in traditional and contemporary debates in youth work with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge

Programme Outcomes

The programme provides opportunities for you to develop and demonstrate the following:

Level 4: After 120 credits of study you will be able to demonstrate -

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to Youth Work and deploy a range of Youth Work National Occupational Standards, cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of Youth Work and communicate outcomes in a structured and clear manner.
3. Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of Youth Work
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Youth Worker
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Youth Worker
6. Demonstrate a limited range of digital literacy

Level 5: After 240 credits of study you will be able to demonstrate -

7. Apply and evaluate key concepts and theories within and outside the context of Youth Work National Occupational Standards.
8. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in Youth Work and in the generation of ideas effectively communicate information and arguments in a variety of forms.
9. Accept responsibility for determining and achieving personal outcomes in the field of Youth Work.

10. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of Youth Work.
11. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Youth Worker.
12. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Youth Worker.
13. Demonstrate a developed range of digital literacy.

Level 6: After 360 credits of study you will be able to demonstrate -

14. Critically review, consolidate and extend a systematic and coherent body of knowledge related to Youth Work National Occupational Standards.
15. Critically evaluate concepts and evidence in the area of Youth Work from a range of resources.
16. Transfer and apply Youth Worker, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
17. Communicate solutions, arguments and ideas clearly and in a variety of forms.
18. Exercise considerable judgement in a range of situations.
19. Completion of 360 credits which are directly mapped onto the Apprenticeship Standard for Youth Worker.
20. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Youth Worker.
21. Demonstrate a complex range of digital literacy.

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Youth Worker have been designed by employers in the youth work sector.

The Degree Level Apprenticeship for the occupation youth worker at the University of Cumbria leads to the academic award of BSc (Hons) Youth Work.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

Apprenticeships combine university study and workplace learning to enable apprentices to develop full occupational competence in their profession. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016)

Key features of the programme

Blended learning ensures flexibility allowing a good balance of work-based learning, face to face teaching and online learning and support.

Tutors have a wealth of experience in the field of youth work and most will hold a JNC qualification.

Brief overview of what will be studied each year:

Level 4

At level four you will have the opportunity to develop academic and reflective practice alongside your skills delivering face to face youth work. You will professionally and academically explore the importance of building and maintaining positive relationships, your personal and professional values and principles and how these impact on your own practice. You will have the opportunity to carry out some analysis of relevant social; and political practices that impact on the youth work sector, and consider development of informal education and the relevance it has in relation to youth work.

Level 5

During the second year you will secure an alternative placement for a minimum of 160 hours, this placement will be separate to your current role. We will support you to identify this alternative placement. You will expand your face-to-face delivery skills and develop your practice delivering a youth work curriculum During year two you will build upon your academic skills by undertaking research in a negotiated learning module. You will also research relevant contemporary issues within youth work and examine impacts and outcomes of youth work. Review of Collective Action and group Youth Work as well as equality, diversity and equity in practice with application to practice.

Level 6

In final year there is a shift towards you as a manager and leader, whilst continuing to develop the face to face and curriculum knowledge and skills. Year three will allow you to further develop your academic and research skills, you will explore management and leadership theory and apply to your own practice as well as creating your own funding bid to understand and participate in realistic sector tasks. It during level 6 that you will complete the modules associated with the end point assessment.

Links to academic discipline and professional practice:

[Youth Work National Occupational Standards](#)

[QAA Framework for Youth and Community Work](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

Delivery Arrangements and Attendance

The delivery arrangements for this programme will take a blended learning approach to learning.

The programme is broken down into the following components;

Each year will begin with a week-long induction on campus with face-to-face teaching for each module during that week. Following you will attend weekly sessions, 24 online and 5 face to face on campus.

During semester 3 you will undertake work-based learning and be expected to participate in 3 x 2 hour meetings to review and support your progress.

You are expected to achieve 100% attendance for all delivery, which includes the face-to-face learning and distance learning. For face-to-face delivery, attendance will be monitored daily by the module leader. Your distance learning will include a multitude of resources specific to the module being studied on your Virtual Learning Environment. Your module lead will monitor your engagement on the Virtual Learning Environment, to ensure your attendance refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice.

Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is

evidenced by the apprentice submitting monthly reports for on the job (OTJ) hours completed in the apprenticeship management system (APTEM) which will be assessed and approved by University Staff.

At each level you typically have 41 days (246 contact hours per year) this will be delivered as 1 five-day block and 24 weekly online sessions and 5 weekly face to face sessions.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. Independent self-directed study does not count towards Off the Job learning hours.

Teaching Staff

We have many staff across our apprenticeship team with varying levels of experience and roles in the youth work sector with the majority staff holding recognised JNC accreditation. Our teams come from a variety of different youth work services and other organisations which builds a substantial breadth and depth of experience. All staff are either working towards or have gained fellowship with the Higher Education Academy. We have research interests across the team on leadership, transformative learning, digital teaching, mentoring and practice development. We have experienced academics on the team and many of our staff hold external roles with other Higher Education providers and external bodies and organisations.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. To meet nationally set criteria, a minimum of 6 hours a week active learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the actual amount of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for recording hours each month, allowing them to evidence they have completed the minimum set out in the commitment statement before they will be allowed to pass gateway for end point assessment.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths (grade 4 or higher), these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

British Values, Prevent and Safeguarding

British Values, Prevent and Safeguarding is embedded within the curriculum. These topics are integral to the modular content throughout the programme and will facilitate your personal development by developing and deepening your understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress towards meeting KSB's, NOS and professional practice, setting targets for ongoing learning. There will be a minimum of two reviews each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer.

Assessment

Year 1

Oral assignments, written assignments, project work and portfolios of evidence.

Year 2

Project work, report writing, portfolio, written assignments.

Year 3

Portfolio, report, project and funding plan, written assignments.

Feedback

We ensure consistency of marking and feedback by using marking rubrics for each assessment. These vary in style and format depending on the assessment type. All feedback given to you is in line with practices advocated by our colleagues in the Centre for Academic Practice Enhancement (CAPE) and consistent with the University of Cumbria's Curriculum Design Framework.

We operate on seven key principles when providing feedback for learners: Nicol and Macfarlane-Dick (2006) identified seven principles of good feedback practice

- Facilitates the development of self-assessment
- Encourages student/lecturer dialogue
- Helps clarify good performance
- Provides opportunity to 'close the gap'
- Delivers high quality information about learning
- Encourages positive beliefs and self esteem
- Provides information to lecturers about teaching

Summative and Formative Assessment

In each module, you have the opportunity to engage in summative and formative assessments. Summative assessment refers to work submitted for module and programme credit and is used to assess whether you have achieved the relevant learning outcomes in a module. Summative assessment is captured in the overall mark awarded for each module. Formative assessments occur in each of the modules to scaffold future summative assessments. Formative assessment is an integral part within each module and formative feedback is a developmental tool providing the opportunity for you to obtain advice, comment and opinion at an early stage in the assessment process enabling you to participate in and develop your ideas and strategies.

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship

programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are making suitable progress.

Formative assessment is an important feature within the programme and is a required element of engagement in all modules. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment(s) for each respective module. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple-choice tests. Peer and self-assessment are also used to give you timely feedback on formative tasks; the personal tutoring process will guide this. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates apprentices' ability to make judgements about the quality of work and to take responsibility for your own development and learning, responding to constructive feedback.

The programme ensures summative assessments are designed to provide a creative and balanced strategy throughout the programme, challenging you to meet the requirements of the module learning outcomes accordingly. The programme team will ensure a fair balance of modular assessment guidelines throughout each academic year, to ensure you can plan, prepare and submit your assessments and to avoid overload. The format of modular assessment has been strategically considered to ensure the learning outcomes are assessed in the most according manner to complement the requirements of the module; leading to efficient and timely feedback.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeship depends on meeting the criteria for the end point assessment to gain the honours degree award. This means that where apprentices fail to meet the gateway criteria for such an integrated end point assessment, they will not be able to complete the university's academic award.

Before starting EPA, an apprentice must meet the gateway requirements, which are as follows:

- the employer must be content that the apprentice is working at or above the occupational standard
- achievement of 330 credits of the BSc (Hons) integrated degree in Youth Work from the on-programme apprenticeship, formally confirmed prior to the gateway progression. (The final 30 credits of the BSc (Hons) degree will be attributed to the end-point assessment).
- English and mathematics at Level 2
- Off-The-Job-Hours achieved and evidenced
- Presentation prepared and agreed for End Point Assessment
- Portfolio prepared for and agreed End Point Assessment

The End Point Assessment Organisation (EPAO) is the University of Cumbria. Once you have passed the End Point Assessment which is 30 credits you gain and are awarded the BSc (Hons) Youth Work.

The EPA consists of three assessment methods, the grades available for each EPA are:

Assessment method 1:

Observation of practice with questions

- fail
- pass

Assessment method 2:

Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

Assessment method 3:

Presentation and questioning

- fail
- pass
- distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

For observation of practice with questions:

- no specific requirements

For presentation:

- the presentation subject and scope are to be agreed between the apprentice and employer at the gateway and will be signed off by the EPAO.

For professional discussion underpinned by a portfolio the apprentice will be required to submit:

- a completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion
- the portfolio of evidence will typically contain at least one discrete piece of evidence
 - evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - o workplace documentation/records, for example workplace policies/procedures, records
 - o witness statements
 - o annotated photographs (must include consent or redacted images)
 - o video clips (maximum total duration 12 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway.
- For the observation with questions and professional discussion underpinned by a portfolio of evidence the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO.

End-point assessment methods the apprentice will be assessed against the KSBs assigned to the assessment methods outlined in the End-point assessment plan for the Youth Worker apprenticeship standard document:

https://www.instituteforapprenticeships.org/media/5747/st0522_youth-worker_l6_ap_for-publication_10122021.pdf

Graduate Prospects

Youth Work offers a wide range of employment prospects. Graduates may work in a range of distinct youth work organisations, or in integrated settings within education, social care, health and wellbeing, sport and culture, crime and justice. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services.

This provides you with a wide range of employment options for graduates. We know from conversations with youth work Alumni that our previous graduates have gone on to work in a wide variety of organisations as front-line staff and project managers. As a result, the programme design, content, teaching and learning activities and assessments need to be broad enough to encompass this breadth of progression opportunities and highly applied in nature to advantage our you in recruitment processes.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
YWDA4000	Developing Academic Writing and Reflective Practice	20	Core
YWDA4001	The Relational Youth Worker	40	Core
YWDA4003	Informal Educational Principles	20	Core
YWDA4006	Values and Principles in Youth Work	20	Core
YWDA4008	Social and Political Influences on Policy and Practice	20	Core

Year 2 (120 credits)			
Code	Title	Credits	Status
YWDA5000	Contemporary Issues: Targeted and Universal Curricula in Youth Work	40	Core
YWDA5002	Impact and Outcomes in Youth Work	20	Core
YWDA5004	Equality, Diversity and Equity in Practice	20	Core
YWDA5005	Collective Action and Group Work	20	Core
YWDA5008	Negotiated Learning	20	Core

Year 3 (120 credits)			
Code	Title	Credits	Status
YWDA6001	Youth Work as a Collaborative Practice	20	Core
YWDA6002	Leadership and Change	20	Core
YWDA6007	Funding Youth Work: Value and Values	20	Core
YWDA6009	Managing Self and Others	20	Core
YWDA6010	Professional Development	10	Core
EPAG9010	Youth Worker Apprenticeship Gateway	0	Qualificatory
YWDA6011	End Point Assessment	30	Core
Students exiting at this point with 360 credits would receive a BSC (Hons) Youth Work			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.

Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. On this programme, the QPU must be passed before an apprentice can commence the end point assessment 30 credit module at Level 6. If the QPU is failed, the apprentice will exit the programme with 330 credits.
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Timetables

Timetables are normally available no less than four weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as apprentice friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows;

You will be allocated a Mentor, who will be a qualified JNC youth worker, designated by the employer to provide vocational and pastoral support for you, this may or may not be your line manager. Support will be provided for work-based learning assignments, reflective supervisions and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, you and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTEM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships The organisation would need to ensure that the apprentice has access supervision supported by a JNC practitioner.

You are required to maintain your own personal record of off the job learning within your portfolio and make this available to your employer and the University.

You will have an assigned workplace mentor who will be responsible for your reflective practice and workplace development. You will have access to JNC supervision throughout your programme. You will have a named personal tutor from the University of Cumbria. Personal Tutoring is a proactive academic role, and a mainstream activity for all students to engage with. The Personal Tutor is normally an academic teaching on the student's programme of study, with a strong understanding of the academic and professional requirements of the programme. The Personal Tutor can also advise on University Regulations, procedures and systems, drawing on advice from professional services where needed.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)

- [Library](#)
- [Money Matters](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as

"learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the commitment statement a separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum of 20% for the duration of the apprenticeship.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Youth Worker higher level apprenticeship standards.

The apprenticeship standards for Youth worker require the End-point assessment to be a 30 credit module therefore at level 6 there is a 30 credit module and a 10 credit module which alongside four 20 credit modules make up the full 120 level 6 credits.

The 30 credit End Point Assessment module contains 3 pieces of summative weighted assessments which is a requirement of the Youth Worker Apprenticeship Standards.

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Youth Work <https://www.instituteforapprenticeships.org/apprenticeship-standards/youth-worker-v1-0>
[Assessment Plan](#)

Other external reference points may include:

- [Youth Work National Occupational Standards](#)
- [QAA Framework for Youth and Community Work](#)

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.