

# Certificate of Higher Education in School Chaplaincy and Youth Ministry

Children, Young People and Families Practitioner Apprenticeship

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

The Archdiocese of Southwark

### Type of collaborative arrangement (if applicable)

The programme will initially be taught at St Mary’s via blended learning. There is precedent in the Institute of Education for such collaborative provision by way of its Masters in Education offer, and part-franchise arrangement with School Centred Initial Teacher Training providers. It is intended that students will be able to participate in the programme via blended learning and Zoom webinars.

### Name and level of final award title

Certificate in Higher Education in School Chaplaincy and Youth Ministry (Children, Young People and Families Practitioner Apprenticeship)

### Interim award(s) with award titles (if specific titles have been designated)

N/A

### Faculty or Institute with responsibility for the programme

 [Institute of Education,](https://www.stmarys.ac.uk/education/about.aspx) St Mary’s University

### Language of study

English

### Joint Honours combinations

N/A

### UCAS/Programme code

UG4CYMXSNGL

### JACS and HeCos codes

* JACS Code: L531 would align with Child and Youth Studies.
* Principle Subject code L5 (Social Work). HeCos code 131 (Social Policy)

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

Upon successful completion candidates will be awarded the Award Title(s): Certificate of Higher Education in Working with Children, Young People and Families Practitioner Apprenticeship.

### QAA subject benchmark(s) or other relevant external reference points

Level 4 Standard reference: ST0088. Standard accessible at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/children-young-people-and-families-practitioner/>

### Normal completion time and maximum duration of study

2 years, maximum duration 2 years

### Mode of study and normal start month

Blended with Cohort 1 to commence in January 2022

Blended with Cohort 2 to commence in September 2022

### Mode of delivery

Apprenticeship model is 80% on site training and 20% academic input over a 30-35 hour week. This time can be used by the university to deliver the knowledge, skills and behaviours from the standard and CCRS modules. Face-to-face sessions equivalent of 2 days a month, 2 days a month directed tasks. These will predominantly be taught online to students who will meet in diocesan/area hubs together with directed tasks.

Online teaching and tutorial support throughout the academic year.

### Date approved and name of authorised body

Academic Development Committee, St Mary’s University, 21 December 2021.

### Valid cohorts, commencing study in (month/year)

**January 2022-23 cohort:**

* Induction: week commencing 24 January 2022
* Teaching: week commencing 31 January 2022

**September 2022-23 cohort:**

* Induction: week commencing 19 September 2022
* Teaching: week commencing 26 September 2022

### Additional Programme Costs

Specialist knowledge module convenors in children and young people’s development + reflective practice to help teach relevant core modules.

Catholic life/Chaplaincy to be covered by CCRS modules including specialist chaplaincy modules.

The End Point Assessment incurs a cost of between 10-20% of the total training costs paid for by St Mary’s (the training provider) on behalf of the Employer.

Students: Most core texts will be available via the Summons Library search although students may wish to purchase some copies of books for reference. It is not envisaged that there will be any extra costs for students.

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The Archdiocese of Southwark approached St Mary’s to develop the programme. This has extended to consultation with other stakeholder Dioceses and working relationships with key education employers in the region, e.g. The Archdiocese Southwark Education Commission (Brentwood, Arundel & Brighton and Westminster).

This academic award is specifically designed for those who are working (or planning to work) with young people in the fields of School and College Chaplaincy and Youth Ministry. This programme is aimed at deepening theoretical formulation and evidence-informed approach to practice. This is a professional standard for successful candidates to gain an entry level qualification to Chaplaincy with the option of post apprenticeship studies to degree and post-graduate qualifications in the Ministry of Chaplaincy. Those applying to this programme would include teachers, teaching assistants, school chaplains, youth ministers and pastoral workers.

School Chaplaincy and Youth Ministry in the Catholic Church and other Christian denominations has become increasingly important in recent years in this country and many other parts of the world. Those involved in ministry increasingly take on greater responsibilities in line with their abilities hence it is essential that they are effectively trained and have an underpinning sound in theological education. The Bishops of England and Wales and the Church of England Diocesan Board of Schools expect those who are working in School Chaplaincy/Youth Ministry to have a good theological grounding in the Catholic Identity and Mission of Schools and Colleges. Chaplaincy is integral to the Catholic Life and Mission within the Section 48 religious inspection framework as well as the Statutory Inspection of Anglican and Methodist Schools (SIAMS). It is needful therefore to provide a high level of formation in these areas of ministry, and this programme endeavours to support this.

Hence the purpose of this course is to enable those working with young people in education and youth ministry to develop and deepen their theological and pedagogical literacy and thus support the pastoral care of young people. As St. Mary’s has a notable stake in teacher education and historically has offered a degree programme in this area, it is already resourced in terms of library and staffing expertise well placed to offer this qualification.

The apprenticeship will cover the skills and theological understanding to provide support and leadership of liturgical events and develop resources to animate the spiritual, religious and liturgical life of the school and lead appropriate liturgies.

It is essential practice to ensure Chaplains are aware of safeguarding responsibilities and the intersectional experiences of equality and diversity and have the necessary pedagogical training to promote the welfare of children and young people within school. The occupation covered by this apprenticeship standard is that of a practitioner supporting the learning and development of children and young people and their families 0-19 years.

### Aims of the programme

Main educational aims of programme are:

* To help students explore the institutional and theological contexts of school chaplaincy and youth ministry and school chaplaincy.
* To familiarise students with learning skills and resources for scholarly activity.
* To promote reflection on the student’s own professional practice.
* Promote an understanding of the major research and developments in the field of education, chaplaincy, theology and youth culture.
* To familiarise students with selected models of reflective practice.
* To explore new ways of addressing old issues within School Chaplaincy and Youth Ministry within the proper ecclesial and educational context.
* Develop a range of skills and strategies and approaches for work with young people.

**Core Aims of the Apprenticeship Standard**

By the end of the apprenticeship, practitioners will demonstrate a passion to care for and about children, young people and families. They will be skilled in recognising and assessing the complex needs that children, young people and families often present. They will have an equal voice with the child, young person or family any specific interventions or referrals. The approach will be one of respectful curiosity that challenges and supports children, young people and families to achieve their potential and stay safe. Practitioners will develop competency in three stages of development, early-childhood, middle-childhood and adolescence. They will work alongside other professionals and organisations to share the responsibility for improving outcomes. Each piece of work with a child or family will be different and practitioners will exercise judgement on a range of evidence-based approaches to inform practice. Practitioners will regularly evaluate the effectiveness of their actions. Regular supervision with an experienced practitioner will encourage reflection on practice.

Adopting a constructivist view of knowledge, the programme will offer students a range of tutor and peer-led opportunities to facilitate transfer and re-creation of knowledge and will afford the opportunity to create communities of practice. The aims of the programme are to:

* Provide an educational framework that prepares students to acquire and apply a range of generic and transferable intellectual and practical skills appropriate to the study of children and young people
* Create autonomous and self-directed learners who are able to sustain and advance their knowledge to meet their personal and professional requirements within the children’s and young people’s service sector
* Develop students’ critical thought, analysis and appraisal skills to enable them to make innovative use of an evidence-based practice for high level decision-making and problem-solving for practice
* Develop students’ knowledge and understanding to improve practice within the context of integrated working
* Prepare students in aspects of leadership and management to take on wider responsibilities within their chosen field of practice
* Provide flexible learning opportunities for study on a part-time basis.

### Criteria for admission

#### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx).

* Apprentice has met the required standards and entries specified by Employer, e.g. be employed as an apprentice by a school, parish, diocese, relevant organisation. References are to be taken up by the employer
* Apprentice holds a current DBS Certificate, provided and verified by the Employer.
* Level 2 Maths and English or equivalent is preferred if not already previously achieved. However, consideration will be given to those who do not hold these qualifications.

**Applications for Advanced Standing or Credit Transfer**

Where appropriate, applicants may apply for admission for exemption from particular modules based on study undertaken at another institution. All such applications will be considered by the Admissions, Strategic Planning and the Head of Registry Services, on the recommendation of the Employer and Programme Director. For further details, please refer to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

### Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8).

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| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 120 | 10% |
| Placement/work-based learning hours | 800 | 80% |
| Guided learning hours | 120 | 5% |
| Independent study time | 160 | 5% |
| TOTAL\* | **1200** | **100%** |

\*A typical 3-year undergraduate programme has a total of 3600 hours

### Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement; the learning outcomes broadly fall into four categories:

#### Knowledge and Understanding: On completion of the programme students would be able to demonstrate

1. A clear understanding of key aspects of child/ teenage development, including knowledge acquisition informed by scholarship, research and praxis at the forefront of the discipline.
2. An ability to deploy analytical techniques of enquiry within the child/ youth studies field, in order to extend their knowledge and understanding.
3. An ability to consolidate and extend their knowledge by judicious application of theoretical information in a practical context.
4. A clear understanding of core components of theological anthropology in the Catholic tradition through systematic study of the Old and New Testaments as well as Sacramentality and Ethics.

#### Cognitive (thinking) skills: On completion of the programme students would be able to demonstrate:

1. Awareness of how knowledge necessarily includes uncertainty, ambiguity and limits.
2. Critical evaluation of argumentation, identification of assumptions and the evidence gathering necessary to frame appropriate questions and discover solutions to problems.
3. Personal judgements in relation to the subject, informed by work, thinking, research and scholarship.

#### Practical skills: On completion of the programme students would be able to demonstrate:

1. Maturation of judgement through learning and development of qualities and transferable skills essential for employment. These include facilitating the exercise of initiative, appropriate reflexivity in relation to decision making in unpredictable contexts and providing the tools necessary for further professional training.

#### Key / transferable skills: On completion of the programme students would be able to demonstrate

1. The ability to adopt productive learning patterns, to evaluate scholarly reviews and to analyse primary sources in their development of subject expertise.
2. The ability to communicate knowledge, ideas, problems and possibilities to both specialist and non-specialist audiences.

### Programme structure and module requirements

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year; postgraduate students study 180 credits per year. Programme structures can be subject to change each academic year following feedback from a variety of sources.

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#### FHEQ Level 4 Modules - students must acquire 120 credits at HE Level 4, including core modules.

#### Cohort 1: Commences in January 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status | SITS |
| CYM4000 | Developing Pastoral and Academic Practice | 20 | SEM2 | Core | Jan - March 2022 (Year 1) |
| CYM4001 | The Development of Children and Young People’s Development in a Pastoral Context | 20 | SEM2 | Core | April - June 2022(Year 1) |
| CYM4002 | SEND and Inclusion at the Heart of Pastoral Care | 20 | SEM1 | Core | Sept – Dec 2022(Year 1) |
| CYM4003 | Health, Wellbeing and Spirituality of Children and Young People | 20 | SEM2 | Core | Jan - April 2023(Year 2) |
| CYM4004 | Ethical and Policy Considerations in Pastoral Leadership | 20 | SEM2 | Core | April – June 2023(Year 2) |
| CYM4005 | Managing Behaviour: Educational and Pastoral Perspectives | 20 | SEM1 | Core | Sept - Dec 2023(Year 2) |

**Cohort 2: Commences in September 2022**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status | SITS |
| CYM4000 | Developing Pastoral and Academic Practice | 20 | SEM1 | Core | Sept – Dec 2022 (Year 1) |
| CYM4001 | The Development of Children and Young People’s Development in a Pastoral Context | 20 | SEM2 | Core | Jan – March 2023(Year 1) |
| CYM4002 | SEND and Inclusion at the Heart of Pastoral Care | 20 | SEM2 | Core | April – June 2023(Year 1) |
| CYM4003 | Health, Wellbeing and Spirituality of Children and Young People | 20 | SEM1 | Core | Sept – Dec 2023(Year 2) |
| CYM4004 | Ethical and Policy Considerations in Pastoral Leadership | 20 | SEM2 | Core | Jan – March 2024(Year 2) |
| CYM4005 | Managing Behaviour: Educational and Pastoral Perspectives | 20 | SEM2 | Core | April - June 2024(Year 2) |

\***CCRS**

The [Catholic Certificate in Religious Studies](https://www.stmarys.ac.uk/short-courses/catholic-education/ccrs.aspx) (CCRS) is accredited separately by the Catholic Education Service and will be available to students seeking this enhancement to their learning. These non-credit bearing modules are in addition to the 120 credits, they are entirely optional and outside of the scheduled learning time. Apprentices will not be charged for these modules.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRS4012 | School Chaplaincy & Youth Ministry in Context (CCRS)\* | CES\* | SEM123 | Available |
| CRS4013 | Catholic Life (CCRS)\* | CES | SEM123 | Available |
| CRS4014 | Theological Literacy (CCRS)\* | CES | SEM123 | Available |

### Work placements or study abroad

It is a programme requirement that a student is employed as an apprentice by a school/Multi Academy Trust/Diocese to enrol on the course. 80% of the student’s time is to be spent on placement.

The employer will identify an appropriately experienced professional mentor who supports the apprentice in practice.   The Mentor is:

* To act as a critical friend in practice
* To hold weekly meeting with the apprentice
* To undertake regular observations
* To help the apprentice identify and set appropriate professional development targets

Students will be required to produce a portfolio of reflective evidence over three terms or an academic year, together with development of a portfolio of prayer and liturgy resources in line with the Liturgical Years and Feasts.

Safeguarding must be carried out by the employer and therefore certificated. This also includes Female Genital Mutilation and Prevent Training. This will be underpinned by the course learning delivered by the University.

An observation of practice will take place as part of the End Point Assessment which will be held at the apprentice’s workplace.

### Links to industry and employability

#### Employability

As a key priority at the University, employability requirements have been taken into consideration in the design and pedagogical pattern of the programme. Transferrable skills such as initiative, organization of own learning, decision making etc. are applicable in current and future employability contexts and are a constituent feature.

Since the apprentice is already in employment, the relevant Standard (currently under review) directly relates to the situation (<https://www.instituteforapprenticeships.org/apprenticeship-standards/children-young-people-families-practitioner/> ). Although their individual work pattern, facilities and resourcing may differ, the successful outcome of an apprenticeship is that all students develop their knowledge, skills and experience to be able to evidence the successful attainment against the apprenticeship standard, thereby showing that their employability has been developed to the requisite level to undertake this particular profession. The student will also be supported through CPD in the workplace to monitor their professional development.

### Programme awards

This programme conforms to the current [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx) at L4 which will be adapted to include a section specific to Apprenticeship Awards.

For further details, please refer to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

**Research-Enriched Teaching and Learning**

The team teaching designing and delivering the sessions are at the forefront of their fields. Active in areas such as faith transmission, gender education and Youth Studies, religious literacy, the team are helping to set the agenda for the next generation of practitioners. Passionate about their discipline, core staff have worked in a variety of educational settings working with children, young people and families as well as being familiar empirical quantitative and qualitative studies.

**Teaching and Learning Strategies**

Campus learning allows apprentices to combine theory and practice in a situated learning environment. Course tutors can tailor sessions to reflect issues, enabling a flexible and responsive curriculum. On-the-job learning is supported via face-to-face, one to one contact from Professional Mentors and University personal tutors. Reflective practice demands that apprentices review their performance in their working environment, applying and analysing their use of theory to enhance effective working in sessions with university staff. This instances employment as a learning mode, a key aspect of strategic pedagogy.

Personal study undertaken in the apprentices’ own time is facilitated by guided learning. This is supported by the University's Virtual Learning Environment (VLE) where reading and resources and learning tasks are made available. Independent and peer-supported strategies, which draw heavily on professional experiences in the workplace, will be evident in the set tasks.

Inter-disciplinary disposition is also deliberately cultivated since practitioners working with children, young people and families are expected to work collaboratively across professional and subject boundaries. As a corollary, fostering transferable nature of skills and developing a proactive approach to thinking flexibly is allied to the idea of collaboration. Indeed, the creation of a community of learning is a key component since it not only improves outcomes for the individual, it accelerates the dissemination of good practice.

### Programme assessment strategy

**Assessment Strategy**

Assessment points will help develop reflective practice, including observations, evaluation and reflection on practice. Formative assessment will include feedback opportunities including support and guidance from your university personal tutor and from your on-the-job mentor. In addition, there will be opportunity for apprentices to engage in peer-to-peer assessment professional development opportunities.

Summative assessments will be via a variety of methods including essays, portfolio’s, online group discussion. These will link directly to experience as a Chaplain/Youth Minister as well as academic reading and research. Employers must complete an End Point Assessment Gateway Declaration Form with the apprentice).

St Mary’s in its partnership arrangement with the employers ensure that the student has opportunities to complete the end point assessment. While Essays and Presentations are the main modalities for End Point Assessment, Portfolios and Logbooks complement them and formative tasks undertaken such as the critical appraisal of materials and peer review are facilitated through discussion directed on the VLE.

The assessment timetable is as follows:

* January 2022 – March Module 1:  submission April
* April – June Module 2:  submission July
* September – November Module 3 observation/tripartite review: submission December
* January 2023 – March Module 4:  submission April
* April – June Module 5:  submission July
* September – November Module 6 observation/tripartite review: submission December
* January 2024 - End Point Assessment (End Point Assessment) Portfolio of Evidence (2,000 words summary report, 80-90 minutes observation of practice 50%, Competence Interview 55-60 minutes 50%)

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

### Quality Management arrangements

This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

* Five yearly cycle of revalidation
* Interim review for collaborative provision
* System of Moderators for collaborative provision
* Ongoing monitoring through the Programme Review process
* Programme Boards
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with programme student representatives.