

Youth Work Sector Qualifications Strategy

UK Qualifications and Skills



October 2011 V2

Draft for consultation

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Executive Summary

The Learning and Skills Improvement Service (LSIS) has been working with representatives from the youth work sector to develop a Youth Work Qualifications Strategy (SQS). This is a UK wide strategy document that sets out the vision and principles for future qualifications and training for the youth work sector. This document provides the background to the Youth Work SQS and sets out a series of recommendations. Following the consultation on the SQS an action plan will be developed that sets out how the SQS will be implemented.

This document includes information on:

- the nature of the workforce including the size and characteristics
- the current qualifications available
- the similarities and differences between the four nations of the UK
- features of the sector and the working environment
- consideration of future trends in the sector

This document will be the basis of a series of consultation opportunities across the four nations of the UK to verify, challenge, amend and ultimately approve the contents.

For this working document the key areas of the strategy are included in section 6 – and below. We welcome input into the document during this period of consultation in order to have a strong evidence based strategy from which we can move forward and best meet the needs of the youth work workforce.

The guiding principles of the youth work sector qualifications strategy

- The workforce is highly skilled, qualified and committed to continuing professional development
- The workforce is adaptable and flexible to meet the changing needs of young people and employers
- The workforce has, at its heart, a commitment to improving outcomes for young people
- The workforce reflects the diversity of young people and the communities it serves

Key objectives of the youth work sector qualifications strategy

- The strategy is based on a framework which defines the skills and competencies required to improve outcomes in the youth work sector. It will be informed by developments, in other sectors from across the nations – for example the Youth Work Manifesto, the Skills Development Framework developed in England, NOS for Learning and Development, and for Learning Development Support Services (LDSS) as well as the common core of skills for the young people's workforce as applicable to developments in each nation.
- The strategy will consider progression pathways into, across and out of youth work in each nation and across the UK.
- The youth work sector will be underpinned by an integrated continuing professional development framework; representing a best practice model for CPD.

- The strategy will be sufficiently flexible to support the changing skills needs and delivery models for the sector
- As well as emphasising the skills needs of those who support youth workers, there will also be a focus on the development of team, management and leadership skills, including the management of volunteer youth workers.
- Synergies with other sectors will be at the heart of the strategy – including for example teachers, tutors and trainers in lifelong learning, community development and careers guidance whether employed or in volunteer posts. These synergies will be designed to encourage career progression within youth work and to enable progression into and from other related sectors.
- The strategy will recognise the important role of validation and professional bodies within the sector, and will ensure that any qualifications or skills developed enable and/or encourage progression into youth worker roles.
- All qualifications and units emanating from the strategy shall be designed in line with the QCF/SCQF/CQFW and be aligned / articulated to the European Qualifications Framework to ensure transfer of skills and mobility across the four nations and beyond.
- The strategy will be underpinned by robust data on the characteristics of the sector, and ensuring that the promotion of equality and diversity, and challenging discrimination is at its heart.
- Nations are committed to working together to improve skills levels in the workforce, for mutual recognition of skills and training and to encourage mobility across the UK and beyond.
- Qualifications developed should be achievable, accessible and cost-effective for the workforce in the voluntary and faith sectors, for those in the private sector and for those in the local/national government workforces.
- In the longer term, qualifications framework including HE and pre-professional qualifications
- This qualifications strategy proposes that wherever possible, the development of SVQ qualifications and QCF qualifications should mirror one another in terms of overall structure, content and size while taking into account legal, education and enterprise systems in both systems. The aim being to avoid divergence between qualifications and to enable mobility across borders wherever possible.

1.1 Recommendations for future qualifications

Please note that this can include both accredited and non accredited options

- Values and core principles of youth work remain central to the strategy and working methodologies for the workforce.
- Qualifications will be based on the Youth Work National Occupational Standards
- Qualifications will include units from other relevant qualifications and sectors where appropriate – whilst ensuring that the core mandatory units are youth work units not those of another sector such as social care
- Qualifications will be included which are appropriate for apprenticeship/modern apprenticeship frameworks in England, Wales, Scotland and Northern Ireland
- Qualifications will offer progression to higher levels or to other roles within the sector
- Qualifications should draw on good practice in existing qualifications
- Qualifications should take account of key national developments, for example, Welsh language skills
- Qualifications should include optional units to reflect the different working contexts of the youth workforce
- Qualifications must be suitable for delivery in broad range of voluntary and statutory settings

The following specific requests have been received and will be included in the development of future qualifications as outlined in this strategy:

- Inclusion of optional units and progression routes to meet the needs of wider youth work practitioners (as examples for faith groups, health workers, arts officers, those who work with vulnerable young people)
- Multiple access points to the qualification structure exist together with clear progression routes and pathways across sectors as well as into management and leadership roles
- Applicability within the CLD competences framework (in Scotland)
- Exploration of vocational qualifications at higher levels than 3 as an alternative to higher education
- Mutual recognition of qualifications across UK and Ireland
- Small awards targeted at youth work volunteers
- Leadership award in youth work for young people
- Making use of the flexibility in qualification frameworks (QCF and SCQF) to package units /groups of units to meet specific employer and learner needs
- Availability of a Level 1 Award for young people as an entry point to the youth work progression routes. However, there is not a commonly agreed demand for this level of qualification and therefore further investigation of demand will be required.

2. Scope of the SQS – Sector Coverage

This is the Sector Qualifications Strategy for the youth work sector.

In the interest of clarity, please note that for this report, the youth work workforce covers the needs of:

- Those working in or towards a youth work role with qualifications (recognised through Joint Negotiating Committee for Youth and Community Workers (JNC)¹ arrangements in England, Wales, Scotland and Northern Ireland).
- Those who work with young people who may use youth work skills, knowledge and methodology but who are not qualified in youth work to degree level; this part of the workforce is not bound by the graduate/honours-graduate requirements in the youth work part of their role.
- Those who work with young people in the voluntary and faith sectors and who use youth work skills, knowledge and methodology and whose primary function is that of a youth worker. This part of the workforce may or may not be working in or towards a professional qualification.

While these parts of the workforce have their own requirements from the sector qualifications strategy, they are not mutually exclusive groups. Qualified youth workers may be working in a role where the primary function is not youth work, but where they use youth work skills, knowledge and methodology. Similarly, those who are not youth work qualified may have youth worker as their job title.

For ease, and only where necessary, we have used the term 'youth worker' to refer to those in JNC roles.

The term 'youth work practitioner' has been used to describe individuals who meet the wider definition for the youth work workforce as detailed in the second and third bullet points above.

The SQS action plan is based on the Youth Work National Occupational Standards (refreshed in 2011/12 and offering a range of qualification opportunities from level 1 to level 4 - including apprenticeships across the four nations of the UK. We have included consideration of qualifications above level 3 so that progression routes and pathways are available for the workforce within their roles and for continuous professional development (CPD) purposes.

The age range of young people served by this workforce varies according to the policy agenda in each nation of the UK and in local working practices. For the purpose of this Sector Qualification Strategy we have adopted the age range of 10-25, with the core age range served as being 13-19 years of age.

The qualifications addressed in this strategy are also intended to take steps to make provision for the inclusion of learners in the 14-16 age range (young people who are developing in a youth leadership role related to youth work) as well as those over 16 years of age. For example, the unit for Emergent Young Leaders" from OCN.

2.1 Definition

Youth workers enable the transition from childhood to independent adult life by helping young people learn about themselves, others and society through voluntary engagement. Youth workers aim to achieve this by facilitating participation through planned and spontaneous programmes of personal, social and political education, and informal opportunities for development which combine, enjoyment, challenge and learning.

There is a wide range of practice to meet the needs of young people, including youth clubs, uniformed (eg scouting and guiding) and non-uniformed organisations, faith groups, specialised centres for art or sport, counselling, information and guidance, voluntary service, detached, or outreach groups in schools and colleges.

¹ Professional qualifications in youth work (and Community Learning and Development in Scotland) that have been validated by the NYA's ETS, the Wales ETS committee, Ireland's North/South ETS committee and the Standards Council for Scotland confer professional qualified youth worker status in England, Wales, Northern Ireland and the Republic of Ireland. Scotland only recognises honours level professional qualifications.

Youth workers and youth work practitioners are engaged by local/national government employers, in the private sector or with the voluntary and community sector to work with young people and adults in a given community, either directly or by delegation through paid or volunteer staff, whom they manage.

There are a range of roles which form either part of the youth work sector, or which the youth work workforce works alongside.

The list below indicates some of these roles; however many of these roles have associated qualification strategies and specific National Occupational Standards (NOS), and sit within the remit of other standards setting bodies and organisations. Existing qualification strategies and NOS will therefore need to be considered to inform the youth work SQS.

- Youth engagement workers
- Youth information, advice, counselling and support services (YIACS)
- Sport and activity leaders
- Vulnerable young people workers
- Youth participation workers
- Truancy workers
- Managers and leaders

Individuals can be involved in youth work at a local level in a variety of ways. A recent report produced in Northern Ireland² developed three scenarios to illustrate these and are applicable across the UK:

- Volunteer
 - A volunteer working a few unpaid hours each week leading or running a local uniformed organisation, church-based youth club/group or community-based voluntary youth club.
 - A volunteer working a few unpaid hours each week helping in a local uniformed organisation, church-based youth club/group or community-based voluntary youth club.
 - A volunteer working a few unpaid hours each week helping in a community-based, church-based or controlled youth clubs which is run by one or more paid staff member.
- Full-time paid staff - A full-time youth worker or youth support worker running, or working in, a community-based, controlled or church-based youth club, open 13-16 hours (even up to 50 hours in some large centres) a week over perhaps four evenings
- Part-time paid staff
 - A part-time youth worker or youth support worker working in community-based, or controlled youth provision, open 13-16 hours a week over perhaps four evenings
 - A part-time youth worker or youth support worker in the voluntary sector running a community-based youth provision operating fewer evenings and hours.

The report notes that the reality is much more complex and diverse than these simple scenarios imply. Further details would be required, for example, on the extent and regularity of individual voluntary contributions within each club and how many volunteers are involved in governance. Unpaid board members play a vital and often overlooked voluntary role in the youth work sector.

2.2 Workforce estimates and national and regional distribution

National data sources estimate that there are over 110,000 youth and community workers employed in the UK. This is an under-estimate due to the way in which national datasets categorise youth workers. Youth work estimates in the Labour Force Survey (LFS) are based on a Standard Occupational Classification (SOC) code 3231: youth and community workers and youth workers as well as code 2449 youth worker, professional: youth & community worker (professional) and youth support worker (professional). LFS collects data on individuals' main or second job. Many youth workers give a little of their time to youth work activities (many voluntarily) and this is not captured in the LFS. There is no Standard Industrial Classification (SIC) code that includes youth workers. However, data from other sources estimate that there could be over 600,000 volunteers working across in the UK in the youth work sector.

² A Profile of the Youth Work Workforce in Northern Ireland, Courtney Consulting, 2011, http://www.ycni.org/downloads/youth_work_training/YW_WorkforceProfile.pdf

Recent reports suggest that in England, voluntary youth organisations employ a significant number of youth workers, as do faith organisations and together these account for over 500,000 volunteers (NYA website).

Additionally, the CWDC report³ on the workforce that work with children and young people identified a workforce of 912,000 with 5,271,000 volunteers (excluding some sectors but including data which may double count). Within that they identified the largest paid workforces as being sport and recreation (363,000), children’s health (153,000), playwork (110,000), creative and cultural industries (provisional estimate of 93,000) and youth work (85,000).

A study in Northern Ireland estimated that there were 28,759 youth workers operating in Northern Ireland, of which 23,893 (83 per cent) were volunteers⁴. “A Charter for the Voluntary Youth Sector” (Youthnet) highlights that 9 out of 10 workers in the NI youth sector is a volunteer aged 16+ every year many of whom remain as volunteers as they grow older.

Other studies estimate over 40,000 volunteers in Scotland (Lifelong Learning UK, 2011) and a similar number in Wales (Lifelong Learning UK, 2008).

Based on the above, we can estimate the total workforce of youth workers to be over 700,000 across the UK.

Table 1 shows a distribution of the workforce in the four nations of the UK. There are some variations in the data from national data sources (eg the Labour Force Survey) and nation specific reports. However, in general when viewed alongside the estimates of volunteers, the table gives a clear picture of the distribution of the workforce across the UK.

Table 1: National distribution of the workforce

Nation	Data from national data source/LFS (paid only)	Data from nation specific report (paid only)	Data on volunteers
England	96,725	8,273 ⁵ FTE	500,000
Northern Ireland ⁶	3,773	4,866	23,893
Scotland ⁷	8,212	8,000	40,000
Wales ⁸	1,920	2,600	40,000

Regional distribution of the workforce of youth workers is based on national data only and can be seen in Table 2. This suggests that of those employed in a paid-capacity in England, the largest concentration is in the North West (17.4%) and smallest in the East Midlands (5.6%).

Table 2: Regional distribution of workforce

Region	Number	Percentage
East Midlands	5,934	5.4
East of England	7,153	6.5
Greater London	13,073	11.8
North East	9,061	8.2
North West	19,204	17.4
South East	12,201	11.0
South West	11,480	10.4
West Midlands	10,022	9.1
Yorkshire and Humberside	8,597	7.8
England	96,725	

³ A picture worth millions – State of the young people’s workforce 2010. Update of all the changes since 2009. CWDC

⁴ Towards a youth work workforce development strategy, YCNI, 2011

⁵ <http://www.nya.org.uk/policy/annual-audit>

⁶ Towards a youth work workforce development strategy, Courtney Consulting, 2011

⁷ Lifelong Learning UK, 2011

⁸ Lifelong Learning UK, 2008

Source: Labour Force Survey, four quarter average 2010 (Office for National Statistics)

Please note that the estimates above relate to those working in or towards a youth work role. There are further estimates provided by the Children's Workforce Development Council (CWDC) which include the wider sector – ie those who use youth work skills, knowledge and methodologies but whose primary function may not that of youth work. This group includes roles such as youth workers; youth support workers, play workers, and information, advice and guidance workers.

On the inclusion of the wider sector the total estimates for the youth work workforce is significantly increased. A recent analysis of the workforce in England by CWDC⁹ found that it stood at over 6.2 million in April 2010, comprising 912,000 paid staff and the other 5.3 million volunteers. The largest paid workforces were sport and recreation (363,000), children's health (153,000), play work (110,000), creative and cultural industries (93,000) and youth work (85,000). The greatest concentrations of volunteers were in sport and recreation (3.4 million), the outdoors (1.15 million) and the youth voluntary sector (0.53 million). However, CWDC noted that data collection and reporting is inconsistent, with different agencies often using incompatible data sets, including some time-series data and some one-off data collection; and it warned of gaps and double counting.

2.3 Occupations covered

As described in the definition section, the youth workforce is a combination of youth workers and youth work practitioners.

Within the youth work sector, the key job titles are youth worker, youth support worker and youth and community worker as well as youth leader.

For the wider sector, members of the workforce may have a variety of job titles (which may include youth worker and youth support worker) depending on the focus of their role such as sexual health workers, sports youth leaders, play workers and dance leaders.

2.4 Workforce profile

This section provides some detail into the gender and age profile of the professional youth work workforce, based on nationally available data from the Labour Force Survey.

The workforce is predominantly female, as shown in the table below. This is very different from the 46 per cent female gender breakdown of the whole UK workforce (all in employment),

Table 3: Gender breakdown by nation (percentage)

	England	Wales	Scotland	Northern Ireland	UK Total
Male	30	44	23	38	30
Female	70	56	77	62	70
	100	100	100	100	100

Source: Labour Force Survey, four quarter average 2010 (Office for National Statistics)

The youth work workforce is relatively young compared to the whole UK workforce. Over one third of the youth work workforce is under the age of 35 and slightly less than a third are over the age of 45, as shown in the table below. More than 40 per cent of the whole UK workforce (all in employment) is over the age of 45.

Table 4: Age breakdown

	Number	Percentage
Under 25	12,043	10.9
25-34	29,076	26.3
35-44	22,044	19.9

⁹ A picture worth millions: state of the Young People's Workforce, CWDC, 2010

45-54	32,079	29.0
55-64	14,199	12.8
65 and over	1,189	1.1
Total	110,629	100.0

Source: Labour Force Survey, four quarter average 2010 (Office for National Statistics)

Table 5 Ethnicity

	Number	Percentage
White	98791	89.3
Mixed	887	0.8
Asian or Asian British	7778	7.0
Black or Black British	2450	2.2
Other ethnic group	723	0.7
Total	110629	100.0

Source: Labour Force Survey four quarter average 2010, (Office for National Statistics) broad ethnicity, UK wide, Youth and community workers

2.5 Differences and similarities between the four UK nations, and overlaps with other SSCs

Sector Skills Councils (SSCs) and Standard setting organisations (SSOs) play a key role in the development of the youth work and work with young people's workforce. The following SSCs and SSOs have worked together as clusters to combine activities where each of their footprints involve either youth workers or youth work practitioners.

- In England, SkillsActive, Creative and Cultural Skills, Skills for Health, Skills for Justice, Lifelong Learning UK (now LSIS) and Teacher Development Agency worked on for examples Common Core of Skills and Knowledge
- Skills Development Framework
- Shared QCF unit development

This shared work amongst SSCs and SSOs related primarily to the workforce that works with young people such as sports leaders or youth justice workers.

Within Scotland, ongoing development work shared with other SSCs is taking place on the common core of skills and knowledge for the children's workforce.

In Wales some shared development work towards a common core of skills for the children and young people's workforce has been undertaken.

2.6 Key priorities and the impact of policy

A comprehensive audit of skills and current training provision for youth work, undertaken as part of the wider Sector Skills Agreement for the lifelong learning sector (Lifelong Learning UK, 2007) and then ratified by the annual skills audits identified the following key priorities from the point of view of training provision:

- Develop more short courses, bite-sized training and on-line access for learners, while continuing to ensure staff have the skills to deliver and support these new methods.
- Continue to improve the quality of methods of identifying staff training and development needs – National Occupational Standards can be useful here.
- Focus on continuing professional development, despite the current economic situation, in order to keep pace with change and prepare the lifelong learning workforce to support the skills needs of the rest of the workforce and drive economic recovery of the UK as a whole.

For the purpose of this Sector Qualifications Strategy, the key aim is to ensure that all members of the workforce have the skills they need and the support infrastructure necessary.. Consultation feedback in the development of this sector qualifications strategy (2011) additionally highlighted the following as priorities:

- Maintaining and improving a coherent training and progression route
- Recognition that working with young people is a developmental process including achievable qualifications whatever the context

The key priorities for qualifications and other learning provision in the youth work sector have been influenced by a number of policy initiatives including the UN Convention on the Rights of the Child. The policy initiatives and their impact on the development of qualifications and learning provision are highlighted below.

England

Within England, activity for the wider workforce has until March 2011, been led by the Children's Workforce Development Council (CWDC). From April 2011-June 2012, national government funding for wider workforce development is through Catalyst. Catalyst is a consortium of four organisations working with the Department for Education (DfE) as the strategic partner for young people, The consortium is coordinated by National Council for Voluntary Youth Services (NCVYS) with three partners the National Youth Agency (NYA) who lead on the workforce strand, the Social Enterprise Coalition (SEC) and The Youth Foundation.

The two overarching themes of the workforce strand are:

- "Facilitating collaboration so that skills development is coherent and owned by the youth sector
- Developing sector skills so that all youth sector volunteers and professional are skilled (appropriate to their role and proportional to their responsibilities) to allow them to be effective in meeting the needs of a diverse range of young people."

Members of the Catalyst consortium have been involved as partners, steering group members and CLD and England panel members during the development of this youth work sector qualifications strategy. There are several key strands of this development work in England which entails researching the feasibility of and potential development of:

- A professional institute of youth workers (being led by the NYA) facilitating recognition of stages toward professional youth worker status
- Common Induction Framework
- Entry Level/Level 1 – identification of existing Entry Level/Level 1 workforce development programmes in the youth sector to support routes into youth work and map common elements of their provision with the view of creating a national accredited programme
- L2 and L3 Award/Certificate in working with Young People (working title)
- Skills development pathways – mapping accredited pathways for the youth sector workforce from Entry level to Level 4

Additional policy drivers in England which are impacting or likely to impact on the youth work workforce include:

- The government focus on "The Big Society" which is focusing attention on opportunities for volunteers to engage fully with all aspects of local services. While a wide range of youth work activities and roles are within the voluntary sector and may result in greater opportunities for involvement, it does place demands on organisations to offer appropriate training opportunities so that the service level to the users of youth services is not compromised by this shift in supplier.
- With the reducing volume of local authority general provision and the increase in targeted work, the voluntary and faith based sectors are becoming increasingly important in providing general youth work opportunities for all and supporting those people who are most vulnerable. This has meant a higher demand on specialised skills qualifications (or a part of qualifications) at levels 3

and 4. However, youth work qualifications still should remain the core foundation to provide the skills of youth work practice,

- The importance of linking together the provision of local services so that a young person does not have to access more than one entry point but is still able to receive all the support they require has led to a focus on the skills and knowledge needed for multi-agency or integrated working, eg information sharing. While these knowledge and skills as well as the skills of working with young people that this requires have been a welcome development, they are not a replacement for youth worker skills and knowledge, rather a set of skills and knowledge that a youth worker (as well as a sports worker, a health worker, a justice worker etc) may all also need to possess.
- Current policy drivers and economic constraint suggest the need to concentrate on supplying interventionist services at points of crisis rather than the provision of universal services, which can sometimes act as a preventative measure, putting a stop to the problems young people face and meeting their needs at an earlier stage. One of the impacts of such a shift is that the skills and knowledge of youth workers become narrowly focussed, rather than being allowed to develop organically and holistically.

To date it is unclear what the impact of the rise in the age of participation is likely to have on youth work and work with young people, but such a change in expectations and requirements for young people are likely to be felt during the life span of this youth sector qualification strategy and the flexibility to adapt to the changes will be necessary.

Scotland

Within Scotland, as part of the process of pre-legislative reform the release of the document *Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education* sets the parameters on which, following consultation, Scotland policy will be based.

“In Scotland, as elsewhere, an increasingly competitive global economy demands our people develop new and different skills. The financial difficulties we face as a result of the UK Government’s contraction of public spending also means we have to make difficult decisions on how best to provide and deliver post-16 education in the future.”

It lays a strong emphasis on working across the ‘whole system’:

“This pre-legislative paper sets out the ambitious steps we want to take in partnership with the universities, colleges, training providers, staff, learners, trades unions, business and others to achieve this vision.”

The paper seeks to place the learner at the centre:

The paper then seeks to consider developments in a range of areas including:

- Efficient, flexible learner journeys
- Widening access to post 16 learning
- Aligning non-advanced learning and skills with jobs and growth
- Maintaining Scotland as a global leader in university research
- Fair and affordable student support arrangements
- Effective and sustainable delivery
- Simplifying funding and increasing income generation
- Performance, governance and accountability

Within this pre-legislation work, consideration of qualifications is a key part of putting the learner at the centre as is the role of Community Learning and Development. These along with the Curriculum for Excellence, the focus on preventative work and the measurement of outcomes together impact on the needs of qualifications for the sector.

Wales

The “**Programme for Government**” in Wales provides an annually reviewed overarching document to set out high level aims, key actions, what means will be used to ensure the actions are on track,

The programme is split into 12 sections:

- Growth and sustainable jobs
- Public service in Wales
- Education
- 21st Century health care
- Supporting people
- Welsh homes
- Safer communities for all
- Equality
- Tackling poverty
- Rural communities
- Environment and sustainability
- The culture and heritage of Wales

Supporting people is the main area which contains policy for this sector qualifications strategy. The aim of the section is “high quality, integrated, sustainable, safe and effective people-centred services that build on people’s strengths and promote their well-being.” A refresh of the youth service strategy and attendant action plan will be available as part of the commitments in this section and activity under the previous workforce strategy and plan continue until the update is completed.

Additionally, youth service curriculum statements are in the process of being updated – due to complete March 2012.

Northern Ireland

The new curriculum – Youth Work: A Model for Effective Practice – replaces the annex to the 1987 policy statement which established a curricular framework for Youth Service activities for young people.

The curriculum identifies the central theme of youth work, three core principles which underpin the central theme and then thirteen curriculum programmes to achieve the central theme and the core principles.

Central theme

The personal and social development of young people which is central to all youth work. Youth work offers opportunities for young people to acquire and develop the knowledge and understanding, and the personal and social skills, which are necessary for them to relate effectively with others, and to participate fully in the life of their own community and beyond.

Core principles

- commitment to preparing young people for **participation**
- the promotion of **acceptance and understanding of others**; and
- the development of appropriate **values and beliefs**

Curriculum programme areas

The new curriculum is not intended to be prescriptive in regard to the programme content of youth organisations, but does offer suggestions under the following headings:

- Health Education
- Information, Guidance and Counselling
- Testing Values and Beliefs
- Creative Arts
- Outdoor Education
- Sport and Recreation
- Widening Horizons
- Community Involvement
- Community Relations
- Political Awareness and Active Citizenship
- Development Education
- Environmental Awareness
- Information Technology

Europe

Within Europe the European Commission is working collaboratively and has two objectives for the youth framework:

- more and equal opportunities for young people in education and in the labour market
- active citizenship, social inclusion and solidarity of young people

This framework then operates a range of initiatives in eight areas:

- Education and training
- Employment and entrepreneurship
- Health and well being
- Participation
- Voluntary activities
- Social inclusion
- Youth and the world
- Creativity and culture

This Resolution and the “Youth on the Move” initiative shows the prominence of youth affairs on the EU political agenda in improving education and training systems at all levels, stronger policy efforts for improving youth employment and more youth mobility for learning purposes and on the labour markets through concrete recommendations, new legislative initiatives and direct support to better information tools.

The EQF initiative is closely related to the qualifications framework for the European Higher Education Area : the two frameworks are compatible and their implementation is coordinated.

At the time of drafting and consulting on the youth work sector qualifications strategy is a period of quite fundamental changes which will impact on the lives of young people. The strategy must therefore have the necessary flexibility within it so that both youth workers and youth work practitioners have the means by which they can best serve that community.

3. Sector working environment

3.1 Special features or characteristics

Current financial constraints on budgets have had an immediate impact on the finances available for the supply of youth work services.

Within local authority provision in England this has led in many places to deep cuts in the number of posts available within the youth work service, or to the requirement for personnel to cover a wide range of roles as specialist staff roles are combined to try and maintain the widest possible offer to the users of services

Within the voluntary sector, budgetary restraints are impacting dramatically causing some organisations to have to limit their offer, the focus of their activity being on maintenance of the organisation while seeking new sources of funding reducing the potential support available for the volunteers.

Some of the key features or characteristics identified during consultation in September/October 2011 included:

- Change is shaping how professionals are able to do their job; future planning is essential
- Importance of seeing youth work as an effective early intervention with young people
- Media depiction of young people – portrayed as out of control thugs all involved in violence
- Differences between the 4 nations of the UK in how youth work is delivered and funded.
- Current review of priorities and policy in each nation of the UK
- Impact of socio economic climate:
 - Employer funding for staff to study for their professional qualifications in youth work has reduced dramatically – far fewer students have been starting on part time post graduate routes as a result and as a result some have had to withdraw from their training for this reason as well as job cuts
 - Demand for youth work far exceeds capacity to respond
 - Focus on the market is resulting in the demise of some local youth work organisations as they compete for work which may lead to reduction in innovative and responsive youth work
 - In the Christian faith based sector continuing work as always primarily using volunteers. Larger agencies and churches who employ youth workers are struggling with funding, majority of work undertaken by volunteers is remaining at around the same level

3.2 Sector working environment: future trends

There is no definitive information on the future trends of the youth work workforce from publically available sources; however in England the 'Progress' project in 2010 contributed significant data of the needs of the voluntary and community sector (VCS) in terms of workforce development.

Early indications of potential future trends are listed below – additional trends have been added as a result of consultation events in September/October 2011: of trends for inclusion in this listing are welcomed:

- Demographic of workforce
- Increased use of social media within young people's culture
- Impact on numbers employed in the workforce due to the economic climate prevailing in 2011
- Economic conditions impact on young people in for example unemployment, poverty, unrest

- Focus on early intervention and preventative measures
- Support and maintenance of JNC for youth and community workers
- Need for new ways of qualifying as costs of training increase – vocational and small courses may be demanded
- Multi-agency workforce including with youth support services and development of partnerships to make effective use of resources
- In Christian faith –based sector are continuing to do work have always done rather than changing focus and scope of activities
- Links to the south of Ireland and Europe
- Nation specific drivers including:
 - Catalyst programme as strategic lead in England for the next two years
 - For England move to commissioning of services and the need for partnership working and developmental needs of youth work relationships
 - University fees in England – will put workforce under pressure
 - Delayed transitions with such trends as a raised school leaving age in England
 - In England reduction in funding by grant to increasingly funding on contract-driven payment by results basis
 - Government priorities in England causing focus on employability and reduction in NEET figures may cause shift in focus of activity
 - Engagement of young people as co-creators of services potentially leading to increase in young people wishing to be youth workers
 - Everyone's language (consultation in Wales)
 - Convergence and ESA in Northern Ireland

4. Summary of current qualifications and other learning provision

4.1 Main types of qualifications

The purpose of this section is to summarise current provision in sufficient detail to put in context the proposals made in section 6.1 of this strategy. This will include higher education qualifications, regulated accredited vocational qualifications and non accredited qualifications across the four nations.

This section details the types of qualifications in Youth Work in each of the different nations that make up the United Kingdom. This chart does not include all qualifications offered in each of the nations, but is indicative of the types of qualifications offered at each level.

Level of qualification	Examples: A variety of titles are offered, some examples are given below
Pre- entry	Common Induction Framework (England 2011/12)
Entry and progression	Level 1 Certificate Introduction to Youth Work
QCF Vocational <ul style="list-style-type: none"> • Occupational competence • Knowledge and understanding 	Certificate in youth work practice (L2) Diploma in youth work (L3)
SVQ <ul style="list-style-type: none"> • Occupational competence 	Level 2 Youth Work Level 3 Youth Work
Apprenticeship frameworks across the UL	Youth Work Apprenticeships in England and Wales Youth Work Modern Apprenticeships in Scotland
Level 4 – Specialist Skills (CPD)	Specific L4 qualification eg. Working with Vulnerable Young People
Foundation Degree	Foundation Degree for Youth and Community Work Foundation Degree for Working Together for Young People
Higher National Certificate/Diploma	Higher National Certificate working with communities (Scotland)
Degree	Youth and Community Work Integrated youth and community work
Post Graduate Degree	PG Diploma in Youth and Community Work PG Dip/MA in Youth Work and Community Development (Distance Learning)

Details of recommendations to best fit the types of qualifications to employer needs are included in section 3.3.

3.1.1 Entry and Progression

There are a number of non accredited courses that will equip learners with the skills necessary to make a start towards a career in youth and community work. As examples:

- In Scotland there are clear links from courses such as the Youth and Community Work: An Introduction Certificate to HNC programmes in Working with Communities. Many local youth networks provide introductory courses to working with young people or work in partnership with the local authority youth service to provide courses.
- Young people aged 16 – 25 can get involved in Youth Steps, a Prince's Trust managed project, run in partnership with The National Youth Agency, YMCA and Wiltshire Youth Development Service. It is aimed at young people who have faced barriers and benefited in the past from personal development programmes and are now interested in becoming youth

leaders. The programme provides experience and a qualification (ABC Level 1 Certificate in an Introduction to Youth Work).

- Within the nations there are other specific developments to support induction and specialist skills, which are used for initial training and CPD purposes.

3.1.2 Vocational: QCF and SVQs

England, Wales and Northern Ireland

The QCF is a three nation regulated framework for England, Wales and Northern Ireland. It is a way of awarding credits to qualifications and units to enable learners to gain qualifications at their own pace along flexible routes. An outline of the key features of QCF is included as an appendix to this strategy.

Qualifications available at level 2:

- The Level 2 Award in Youth Work Practice (also suitable for young leaders, aged 14+). ^{*10} *Only the Level 2 Certificate constitutes a 'full' qualification classified as meeting the requirements for conferring occupational competence within the JNC framework for Youth Support Work roles.*

Qualifications available at level 3

- Level 3 Award in Youth Work Practice
- Level 3 Certificate in Youth Work Practice
- Level 3 Diploma in Youth Work Practice *Only the Level 3 Diploma constitutes a 'full' qualification classified as meeting the requirements for conferring occupational competence within the JNC framework for Youth Support Work roles.

A level 3 qualification may in some circumstances enable learners to progress to HE qualifications.

There are a number of professionally approved programmes below degree level. These provide community activists, volunteers and paid staff with nationally accredited training, and are an access route to degree level training, and enable training providers to devise programmes of training which reflect the skills necessary for learners to secure employment at a pre-degree qualifying level'.

SVQs in Youth Work

In Scotland there are SVQs in Youth Work SVQs at level 2 and 3 (Credit rated at SCQF level 5 and 6). This is a work based qualification for those working with young people. Learners are assessed in the workplace with a college tutor to mentor and assist the candidate to prepare a portfolio of evidence.

Also available are Professional Development Awards in Youth Work, at SCQF Level 6. These are delivered by several of Scotland's colleges.

The Level 2 SVQ and the Level 3 SVQ in Youth Work are based on the 2008 National Occupational Standards (NOS) and replace the previous SVQs in Youth Work at the end of 2010.

The Level 2 and 3 SVQs in Youth Work were developed in conjunction with an Expert Group drawn from across the Youth Work sector, statutory and voluntary, as well as consultation with practitioners in Scotland.

3.1.3 Apprenticeships/Modern Apprenticeships

Summary description (England)

This framework has been designed as a nationally recognised training programme that offers a route of entry into the Youth Work sector in England. It is appropriate for those looking to work in the private, public or voluntary and community sector.

The Framework requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role, including and the underlying skills to be able to operate as an effective employee in the Youth Work sector. More information can be found at

¹⁰ National Youth Agency website at <http://www.nya.org.uk/workforce-and-training/getting-qualified>

<http://www.lluk.org/standards-and-qualifications/apprenticeships/new-sasew-youth-work-apprenticeships/>

Aims and objectives of this framework (England)

The aim of the Framework is to contribute towards meeting the recruitment and retention issues faced by the sector in England and to tap into the talents and skills of the wider population to encourage more entrants into the Youth Work sector, including those from minority groups.

The objectives of the Framework are to:

- Provide the basis for developing a wide range of transferable skills, as well as contribute towards addressing specific skills gaps in youth work;
- Encourage more entrants into the Youth Work sector from under-represented groups, including under-represented minority groups; and
- Provide clear pathways for career progression within youth work and wider sectors of the UK economy;
- Contribute towards meeting skills priorities in England, as set out in Skills for Sustainable Growth published by the Department for Business Innovation and Skills in October 2010.

Intermediate Level (Level 2)

The framework is made up of 38 credits comprising of:

- 23 credits from the Level 2 Certificate in Youth Work Practice (QCF);
- 15 credits from Functional skills, Key Skills (or equivalents) in English, Mathematics and ICT.

Employee Rights and Responsibilities will be assessed through a unit which has 24 GLH and is worth 3 credits. Apprentices will need to achieve this unit in order to qualify for their apprenticeship completion certificate.

Advanced Level (Level 3)

The framework is made up of 59 credits comprising of:

- 44 credits from the Level 3 Diploma in Youth Work (QCF);
- 15 credits from Functional skills, key skills (or equivalents) in English, Mathematics and ICT.

ERR will be assessed through a **unit** which has 24 GLH and is worth 3 credits. Apprentices will need to achieve this unit in order to qualify for their apprenticeship completion certificate.

Summary of Personal Learning and Thinking Skills (PLTS)

Opportunities for demonstrating the application and achievement of PLTS have been mapped to units within the Level 2 Certificate and Level 3 Diploma in Youth Work Practice. For each qualification, the relationship between PLTS and this qualification has been mapped to indicate where evidence is most likely to occur. Although LSIS is satisfied that by achieving this qualification the requirements of PLTS will be met, learners may want to explore additional sources of evidence for demonstrating achievement, with guidance from their assessor/mentor.

Youth Work Apprenticeship Framework (Wales)

The youth work framework has been designed as a nationally recognised training programme that offers a route of entry into the Youth Work sector in Wales. It is appropriate for those striving to work in the private, public or voluntary and community sector.

The Framework requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role, including and the underlying skills to be able to operate as an effective employee in the Youth Work sector.

Aims and objectives of this framework (Wales)

The aim of this framework is to contribute towards meeting the recruitment and retention issues faced by the sector in Wales and to tap into the talents and skills of the wider population to encourage more entrants into the Youth Work sector from ethnic minority groups.

The objectives of the Framework are to:

- Provide the basis for developing a wide range of transferable skills, as well as contribute towards addressing specific skills gaps in youth work;
- Help bring about a more diverse workforce which reflects the community it serves, including the promotion of Welsh culture and use of the Welsh language;
- Encourage more entrants into the Youth Work sector from under-represented groups, including ethnic minority groups;
- Provide clear pathways for career progression within the specific youth work and wider sectors of the UK economy once the apprenticeship has been completed; and
- Contribute towards meeting the skills priorities in Wales, as set out in 'Skills that Work for Wales'.

Foundation Apprenticeship (Level 2)

The framework is made up of 44 credits comprising of:

- 23 credits from the Level 2 Certificate in Youth Work Practice (QCF); or the Level 2 Certificate in Youth Work
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT; and
- 3 credits from the Employer rights and responsibilities (ERR) unit.

Apprenticeship (Level 3)

The framework is made up of a minimum of 45 credits comprising of:

- 44 credits from the Level 3 Diploma in Youth Work (QCF) or 24 credits from the Level 3 Certificate in Youth Work;
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT; and
- 3 credits from the Employer rights and responsibilities (ERR) unit.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skills as part of their apprenticeship programmes as these skills are intrinsic to youth work and transferable to a wide range of different job roles.

Youth Work Apprenticeship Framework (Northern Ireland)

Level 2 Apprenticeship

This framework specifies the standards and the criteria for the delivery of a Level 2 Apprenticeship training provision to achieve qualified status within the Youth Work sector. Successful completion of the provision will lead to the award of a Level 2 qualification and recognition as a qualified person within the sector.

Competence based element – Level 2 Certificate in Youth Work Practice

Mandatory Essential Skills

Application of Number Level 1

Communication Level 2

Knowledge based element – Knowledge will be covered by completion of the Level 2 Certificate in Youth Work Practice

ERR will be assessed through the following unit – Understand employment responsibilities and rights in health, social care or children and young people's settings

Responsibilities: - It is the responsibility of the supplier to ensure that the requirements of this framework are delivered in accordance with Apprenticeship NI Operational Guidelines

Level 3 Apprenticeship:

This framework specifies the standards and the criteria for the delivery of a Level 3 Apprenticeship training provision to achieve qualified status within the Youth work sector. Successful completion of the provision will lead to the award of a Level 3 qualification and recognition as a qualified person within the sector.

Competence based element – Level 3 Diploma in Youth Work

Mandatory Essential Skills

Application of Number Level 2

Communication Level 2

Knowledge based element – Knowledge will be covered by completion of the Level 2 Certificate in Youth Work Practice

ERR will be assessed through the following unit – Understand employment responsibilities and rights in health, social care or children and young people's settings

Responsibilities: - It is the responsibility of the supplier to ensure that the requirements of this framework are delivered in accordance with Apprenticeship NI Operational Guidelines

Modern Apprenticeship in Youth Work (Scotland)

The Modern Apprenticeship in Youth Work offers those aged over sixteen paid employment combined with the opportunity to gain a qualification. Modern Apprenticeships are offered through employers, usually in partnership with a training institution. The learner must be employed in order to do the MA and exits with an SVQ3 (SCQF 6-7).

Also available is a Modern Apprenticeship in Childhood and Youth, which offers an interdisciplinary approach to the study of childhood and youth underpinned by a commitment to integrated practice. It was designed for graduates coming from a background in childhood and youth studies, sociology, health and social care, anthropology, psychology or education, and is for those candidates who already work with children and young people and wish to enhance their knowledge, as well as those that wish to enter the field.

In Scotland, a range of Open University courses are also available at SCQF Levels 7 through to 11. Most of these specify the requirement of paid or unpaid, face-to-face working with young people whilst the candidate is enrolled on the course.

3.1.4 Foundation Degree/HNC HND

The foundation degree became available in September 2001, and is a vocational, higher-level qualification focusing on a particular industrial sector. Foundation courses can be studied via the internet and distance learning or locally at further education colleges.

The first new higher education qualification for 25 years, the foundation degree takes two years to complete although there is some flexibility. Learners work towards gaining 240 credits with exemptions for relevant work experience. Successful learners will be awarded an FdA, FdSc or FdEng, validated by a university. A further 15 months - study can lead to an honours degree.

As well as learning about youth work itself, learners develop key transferable skills such as communication, team working, problem solving, application of number, use of information technology and improving learning and performance.

Foundation degrees have been designed in close conjunction with employers and employer organisations and are based on the relevant occupational standards. Work experience plays an important part in the qualification. School and college leavers do a placement as part of the course and if you are currently unemployed, previous knowledge and skills gained from jobs may count towards the degree.

However, it is important to recognise here the differences in Foundation Degree requirements, and the impact on Foundation Degree completers that professional validation of higher education programmes has for the youth work sector. For a Foundation Degree to enable access to a professionally validated degree, the requirements for supervised practice must also be met for the required number of hours as well as the content of the degree meeting the professional validation requirements, then this may not be the case. Learners would have to repeat the two years of the foundation degree in order to achieve JNC qualified status.

Separately from this, there has recently in England been developed a foundation degree framework for integrated youth support – this foundation degree framework has only recently been released but may provide a solid grounding for those who wish to work with young people.

A Higher National Diploma (HND) is a work-related course provided by higher and further education colleges in the UK. A full-time HND takes two years to complete while a part time HND takes three to four years. Generally a HND is equivalent to second year of university.

A full-time Higher National Certificate (HNC) takes one year to complete while a part time HNC takes over two years.

The benefit of HNCs and HNDs is that they are vocationally focussed and therefore can lead straight to a career. Moreover, they are a great stepping stone to a higher qualification in that with extra studies a HND or HNC can be converted to a bachelor's degree – HNCs can allow into the second year of a bachelors whereas HNDs can allow entry into the second or third year.

3.1.5 Degree/Post Graduate

Courses are available for both full and part time study and require completion of substantial field work placements. A few institutions offer distance learning programmes.

The programmes of study will only offer professional qualification if they have first been professionally validated.

Because youth workers and youth work practitioners work in a wide range of settings, Higher Education qualifications reflect different occupational needs, and have a range of titles, including youth and community, community and youth studies, childhood and youth studies, and informal and community education. A list of all the currently validated professionally qualifying programmes that are JNC recognised is available in appendix A for programmes in England, appendix B for Wales, appendix C for programmes in Scotland and appendix D for programmes in Ireland (North and South)

- The NYA professionally validates professional training programmes in England.
- The professional validation of courses in Northern Ireland and the Irish Republic is undertaken by the Youth Council for Northern Ireland
- The JNC recognition of courses in Wales is coordinated by the ETS Wales Advisory Committee at the Welsh Assembly Government.
- In Scotland, programmes of study leading to professional status are validated by CLD Standards Council for Scotland.

Professional (higher education) qualifications are recognised in England, Wales and Northern Ireland as long as the programme of study has been professional validated by the NYQ (England), ETS Wales or the joint ETS for Northern Ireland and Ireland. Different arrangements for professional training and qualifications apply in Scotland.

Professional validation - Education and Training Standards (ETS) in England

The NYA ensures the quality and development of professional youth work training in England. They achieve this through validation and annual monitoring of professional qualifications. (see Appendix A). The work is progressed and overseen by the NYA Education and Training Standards Committee (ETS) which makes recommendations on course recognition to the Joint Negotiating Committee for Youth and Community Workers.

Education and Training Standards (ETS) in Wales

The main purpose of ETS Wales is to ensure that programmes of training for youth workers are of a suitably high quality, relevant to the needs of employers, youth workers themselves and the young people with whom they work. It undertakes this work on behalf of the Joint Negotiating Committee for Youth & Community Workers (JNC). Appendix C lists the providers of youth and community work training and the programme titles which have been endorsed by ETS Wales.

The work of ETS Wales is supported by the Welsh Government.

Education and Standards (ETS) Committee for Youth Work in Ireland (“North-South Youth Work Education and Training Standards”)

Since 2006 and including representatives of youth work knowledge from voluntary and statutory sectors, higher education staff, youth work trainers and trade union interests the Committee sets standards for the professional formation of youth workers in Ireland. It works to offer professional endorsement of courses offered by Higher education Institutions (see Appendix D), but also plays a role in raising the standard of training at all levels.

The North-South dimension is involved in setting out requirements for the achievement of professional endorsement and in ensuring that the courses it endorses are sufficiently equipped to provide the education and training necessary for the professional formation of youth workers who will be equal to the demands of a youth work environment that is becoming increasingly challenging.

The North-South committee will contribute to ensuring high standards of training for youth work and will ultimately facilitate the creation of pathways for youth workers who may wish to progress by increments from basic training to professional qualifications.

Professional validation in Scotland

In Scotland a professional Community Learning and Development worker should have undertaken a CLD programme at degree or postgraduate level. The key qualification for professional youth workers is the generic Community Learning and Development BA or BA (Hons) degree. Youth Work is one of the three strands of CLD and is therefore part of the degree course. Degree and post-graduate programmes may be studied full time or through work-based distance learning options, depending on what a particular provider offers.

These entry routes may be through Personal Development Awards, HNCs, Modern Apprenticeships and other qualifications. Such training programmes have been developed locally and nationally in a range of formats. Further information is available from the CLD Standards Council for Scotland. www.cldstandardscouncil.org.uk

In Scotland the MEd, MSc or Postgraduate Diploma in Community Learning and Development programmes aims to provide for the continuing professional development needs of fully qualified professionals who wish to extend their roles, responsibilities and contribution. This capacity to make an extended contribution is especially important for mid-career professionals who face the need to re-construct current professional practice and knowledge to meet the challenge of ever-more rapid and significant change, and who work in situations where management is devolved or distributed and many are required to lead project-driven change aimed at the enhancement of practice.

There are also a number of professionally approved programmes below degree level. These provide community activists, volunteers and paid staff with nationally accredited training, and are an access route to degree level training, and enable training providers to devise programmes of training which reflect the skills necessary for trainees to secure employment at a pre-degree qualifying level.

There are also Professional development Awards at level 6 in the SCQF.

3.1.6 - CPD – Continued Professional Development

Ongoing development of skills and knowledge is a feature of the youth work workforce and the workforce who work with young people. Almost half of the workforce had received job related training or education in the last 3 months (in work) arranged or funded by their employer, compared to only a quarter of the whole UK workforce. This is based on data from the Labour Force Survey carried out by the Office for National Statistics for the UK and can be viewed in Table 8.

Table 8: Job related training across the UK

	Number	Percentage
Yes	53088	48.1
No	57307	51.9
Total	110395	100.0

Source: Labour Force Survey, four quarter average 2010 (Office for National Statistics)

4.2 Current volumes

This section provides data on the current volumes on accredited qualifications, based on available data. Data sources include the Higher Education Statistic Agency (HESA); the Labour Force Survey (LFS) the Scottish Qualifications Authority (SQA) and the Scottish Funding Council (SFC). Data is yet to be obtained from other sources such as the Skills Funding Agency (SFA) in England.

Data from the Labour Force Survey (LFS):

The LFS obtains data on all those currently studying on a taught course outside the compulsory education system. The data can be analysed by subject areas.

Of the 110,000 employed youth and community workers identified by the LFS (four quarter average 2010), just over 1,500 were currently enrolled on “Child care and youth services” courses.

In total, almost 24,800 individuals (from across all sectors) were enrolled on “Child care and youth services” courses. Just over 18,300 (or 74 per cent) of these individuals were in employment at the time.

Data from Scotland:

The numbers of registrations and certificates for Youth Work SVQs awarded at level 2 and 3 are shown in the table below:

Table 5: Scotland qualifications 2005-2010

	2005	2006	2007	2008	2009	2010	2011
Level 2 Registrations	0	30	14	19	8	18	0
Level 2 Certificates	0	0	14	9	10	1	0
Level 3 Registrations	7	11	30	13	19	27	4
Level 3 Certificates	0	0	5	6	16	13	6

Source: Scottish Qualifications Authority.

The number of certificates awarded at Level 2 has fallen overall in the last four years, whereas the number of certificates awarded at Level 3 has increased overall. Since 2005 there have been a total of 89 registrations leading to 34 certificates at Level 2 and 111 registrations leading to 46 certificates at Level 3.

Also available are Professional Development Awards in Youth Work, at SCQF Level 6. These are delivered by several of Scotland’s colleges.

Data from the Scottish Funding Council show that enrolments into youth work courses in Scottish colleges have increased from around a total of 82 in 2005-06 to around 195 in 2009-10.

The Youth Work Modern Apprenticeship has been available in Scotland since 2010. The enrolment figures are: 10 registered in 2010, 7 of which completed and; 5 registered in 2011, 3 pending registrations (Figures from LSIS – UK Qualifications and Skills team).

Within Higher Education institutions in Scotland, enrolments on qualifications relating to youth and social work, varied marginally over the period of 2007-08 and 2009-10, from 372 in 2007-08, to 399 in 2008-09 to 392 in 2009-10.

Data from City & Guilds of registrations and certifications since April 2011

Qualification Programme Number	Qualifications Programme	Number of Registrations	Number of Certifications
9268-21	Level 2 Award in Youth Work Practice	0	0
9268-22	Level 2 Certificate in Youth Work Practice	46	15
9268-31	Level 3 Award in Youth Work Practice	0	0
9268-32	Level 3 Certificate in Youth Work Practice	0	0
9268-33	Level 3 Diploma in Youth Work Practice	10	0

9268-92	Level 2 Youth Work	0	0
9268-93	Level 3 Youth Work	0	0

Data from the Higher Education Statistic Agency (HESA):

The HESA student record is collected across the UK in respect of all students registered at a reporting institution who follow courses that lead to the award of a qualification or institutional credit, excluding exchange students, students on sabbatical and those registered as studying wholly overseas. Postdoctoral students are not included in the HESA Student record.

Data is available on the number of students studying specific subjects. According to the HESA Student Returns, the number of students studying (L530) Youth Work was 3,800 in 2007/08 and 4,210 in 2008/09. Further students classified as studying (L500) Social Work subjects may also have been studying Youth Work¹¹. Numbers for all these students are summarised in Table 6:

Table 6: Higher Education student numbers

4 Digit JACS	Academic year	
	2007/08	2008/09
(L500) Social work	37480	35025
(L530) Youth work	3800	4210
Total	41280	39235

Source: HESA Student Returns. Numbers rounded to the nearest five.

According to the HESA Student Returns, the number of qualifiers who received a qualification in (L530) Youth Work was 1,535 in 2007/08 and 1,055 in 2008/09. It is not possible to say if this fall in numbers is part of a trend as data is not available prior to 2007/08 because of a change in the way the subjects were classified. Numbers for learners studying Social Work and Youth Work are summarised in the table 7:

Table 7: Higher Education student numbers

4 Digit JACS	Academic year	
	2007/08	2008/09
(L500) Social work	11665	10830
(L530) Youth work	1535	1055
Total	13200	11890

Source: HESA Student returns. Numbers rounded to the nearest five.

4.3 Match to employers' needs

The purpose of this section is to describe employers' needs and to identify the implications of these findings for the design of future qualifications for the sector. LSIS is consulting widely with stakeholders in the youth work sector, employers, awarding bodies and regulatory bodies during the development of this qualification strategy. An online questionnaire was posted on the LSIS website and the UK Qualifications and Skills team encouraged its networks to submit a response. The online consultation ran throughout September and into mid-October 2011.

Consultation carried out across England, Northern Ireland, Scotland and Wales in the development of youth work qualifications in 2010/11 provided early information on the needs of employers and volunteer organisations in the structure and purposes required from qualifications. This information was reflected in the youth worker qualifications completed in 2010/11 and has been used in the consultation processes carried out in the production of this youth work sector qualifications strategy.

¹¹ The level of data supplied by UCAS to institutions for the HESA returns is not fully representative of student numbers in subjects below Principal Subject Level at this time. In simple terms this may mean that some students studying a specific subject have actually been classified at a higher level grouping. e.g. some students studying L530 Youth Work may actually be classified as L500 Social Work.

Early feedback on 2011 qualifications and apprenticeships for inclusion in development of sector qualifications strategy highlights the following employer needs:

- Assessment strategy for the youth work qualifications doesn't include mention of Expert Witness statements – would be of value particularly in the range of units that are on offer
- Number of credits in the 2011 Diploma is substantially higher in hours required than the previous Level 3 qualifications. Potentially this results in the Diploma being unachievable for those in the voluntary and community sectors
- Units imported from CWDC's Children and Young People Diploma are causing questions/queries/concerns because of the mention of children within the content
- Inclusion of units from qualifications available for use in other sectors requires an agreed definition of "peer". This also impacts on the Rules of Combination in the certificate (and potentially in the longer term may mean that more optional units are required).
- Age range of learners who can undertake the units should be a key consideration – particularly important for those who are looking for something on an introductory basis – youth themselves looking to develop through the community to potentially be youth workers
- Differences between the size of the Apprenticeship in Wales and in England may cause confusion amongst employers and training providers – this is especially true for those who work across the border and for mobility amongst apprentices.
- Literacy skills including spoken English are a frequently raised need in conversations with employers.
- Decision making and the ability to intervene in difficult situations is a further requirement in the skill set of staff that is being requested by employers
- Clear progression routes and pathways and the recognition of Prior Learning (RPL) are needed to reflect the diverse nature of entrants
- Increased emphasis across all qualifications on the role of supervision and boundary setting for the youth work workforce.
- Inclusion of social networking skills and personal safety as a generic skill area for the workforce
- Inclusion of relevant learning and development, and learning delivery, qualification units as optional units
- In some places gaps in provision at level 1 and at post level 4/pre degree level have been identified. However, this is not a unanimously reported gap as some parties report the inappropriateness of these for the workforce.
- Currently gaps in qualifications in Scotland exist due to lack of an agreed framework and progression routes.
- Although it is recognised that level 2 and 3 youth work qualifications are comparatively new and need time to become embedded in training processes, there is some concern that these qualifications are not fit for purpose in some contexts.
- A concern that there are too many types of qualifications and titles of qualifications across the UK for employers to easily access
- For others, the range of qualifications is reported as being generally fit for purpose with good transferability and that there is a good range of higher education provision and opportunities for distance learning.

5. Other sector uses of qualifications

The use of the National Occupational Standards and the units of assessment are prevalent in other sectors particularly with the rationalisation of units of assessment through the advent of the Qualifications and Credit Framework in England, Wales and Northern Ireland.

The National Occupational Standards for Youth Work are at the heart of the validation standards and process used in recommendations for approval of qualifications for youth workers. In this way, the qualifications and National Occupational Standards are embraced in the professional standards of youth workers.

The use of units of assessment from other sectors within the Youth Work qualifications and similarly the inclusion of youth work units in other sector qualifications illustrates the applicability of youth work skills, knowledge and methodology for many workers.

For example within the QCF for England, Wales and Northern Ireland there are relevant qualification units available under the remit of other sector skills councils, such as the Working with Vulnerable Young People Award (under the remit of Skills for Justice), and the level 2 and 3 Catalyst qualifications in England.

6. How the sector will help realise its vision of the future

6.1 Vision of future qualifications

This section sets out the vision of future qualifications and other learning provision. It is important to recognise here that the consulted on and agreed recommendations will include both accredited and non accredited outcomes.

NOTE – the agreed values and principles of youth work are included as appendix F and are as key to the development of qualifications as to all other uses of National Occupational Standards.

The guiding principles of the youth work sector qualifications strategy

- The workforce is highly skilled, qualified and committed to continuing professional development
- The workforce is adaptable and flexible to meet the changing needs of young people and employers
- The workforce has, at its heart, a commitment to improving outcomes for young people
- The workforce reflects the diversity of young people and the communities it serves

Key objectives of the youth work sector qualifications strategy

- The strategy is based on a framework which defines the skills and competencies required to improve outcomes in the youth work sector. It will be informed by developments, in other sectors from across the nations – for example the Youth Work Manifesto, the Skills Development Framework developed in England, NOS for Learning and Development, and for Learning Development Support Services (LDSS) as well as the common core of skills for the young people's workforce as applicable to developments in each nation.
- The strategy will consider progression pathways into, across and out of youth work in each nation and across the UK.
- The youth work sector will be underpinned by an integrated continuing professional development framework; representing a best practice model for CPD.
- The strategy will be sufficiently flexible to support the changing skills needs and delivery models for the sector
- As well as emphasising the skills needs of those who support youth workers, there will also be a focus on the development of team, management and leadership skills, including the management of volunteer youth workers.
- Synergies with other sectors will be at the heart of the strategy – including for example teachers, tutors and trainers in lifelong learning, community development and careers guidance whether employed or in volunteer posts. These synergies will be designed to encourage career progression within youth work and to enable progression into and from other related sectors.
- The strategy will recognise the important role of validation and professional bodies within the sector, and will ensure that any qualifications or skills developed enable and/or encourage progression into youth worker roles.
- All qualifications and units emanating from the strategy shall be designed in line with the QCF/SCQF/CQFW and be aligned / articulated to the European Qualifications Framework to ensure transfer of skills and mobility across the four nations and beyond.
- The strategy will be underpinned by robust data on the characteristics of the sector, and ensuring that the promotion of equality and diversity, and challenging discrimination is at its heart.
- Nations are committed to working together to improve skills levels in the workforce, for mutual recognition of skills and training and to encourage mobility across the UK and beyond.

- Qualifications developed should be achievable, accessible and cost-effective for the workforce in the voluntary and faith sectors, for those in the private sector and for those in the local/national government workforces.
- In the longer term, qualifications framework including HE and pre-professional qualifications
- This qualifications strategy proposes that wherever possible, the development of SVQ qualifications and QCF qualifications should mirror one another in terms of overall structure, content and size while taking into account legal, education and enterprise systems in both systems. The aim being to avoid divergence between qualifications and to enable mobility across borders wherever possible.

6.2 Recommendations for future qualifications

Please note that this can include both accredited and non accredited options

- Values and core principles of youth work remain central to the strategy and working methodologies for the workforce.
- Qualifications will be based on the Youth Work National Occupational Standards
- Qualifications will include units from other relevant qualifications and sectors where appropriate – whilst ensuring that the core mandatory units are youth work units not those of another sector such as social care
- Qualifications will be included which are appropriate for apprenticeship/modern apprenticeship frameworks in England, Wales, Scotland and Northern Ireland
- Qualifications will offer progression to higher levels or to other roles within the sector
- Qualifications should draw on good practice in existing qualifications
- Qualifications should take account of key national developments, for example, Welsh language skills
- Qualifications should include optional units to reflect the different working contexts of the youth workforce
- Qualifications must be suitable for delivery in broad range of voluntary and statutory settings

The following specific requests have been received and will be included in the development of future qualifications as outlined in this strategy:

- Inclusion of optional units and progression routes to meet the needs of wider youth work practitioners (as examples for faith groups, health workers, arts officers, those who work with vulnerable young people)
- Multiple access points to the qualification structure exist together with clear progression routes and pathways across sectors as well as into management and leadership roles
- Applicability within the CLD competences framework (in Scotland)
- Exploration of vocational qualifications at higher levels than 3 as an alternative to higher education
- Mutual recognition of qualifications across UK and Ireland
- Small awards targeted at youth work volunteers
- Leadership award in youth work for young people
- Making use of the flexibility in qualification frameworks (QCF and SCQF) to package units /groups of units to meet specific employer and learner needs
- Availability of a Level 1 Award for young people as an entry point to the youth work progression routes. However, there is not a commonly agreed demand for this level of qualification and therefore further investigation of demand will be required.

Skills needs at the heart of youth support work

Each of the nations has a slightly different approach to the roles supporting the youth work workforce, but at the heart of practice the following apply:

At Level 2

- Group work
- Helping young people to keep themselves secure
- Participation
- Communication (two way)
- Understanding the legislative context
- Trust and relationships
- Ethical practice

At Level 3

- As above PLUS
- Supporting face to face and individual working
- Partnership working/developing relationships
- Evaluating youth work
- Safeguarding/risk assessment

7. Past and future dialogues

As part of the production of this initial draft of the Sector Qualifications Strategy, LSIS has worked in partnership with:

- National Youth Agency (NYA) in England
- CLD Scotland
- YB NI
- Joint National Committee for youth and community workers
- Welsh Government
- National Council for Voluntary Youth Services (NCVYS)

7.1 Practical help

The purpose of this section is to outline the practical help that other partners and stakeholders can expect from LSIS towards realising its vision.

7.2 Future evolution of the SQS

Over the 6 months of development of the Sector Qualifications Strategy, stakeholders worked in partnership with the UK Qualifications and Skills team at LSIS to develop and plan for implementation of activities towards achieving the priorities of this strategy.

Individual providers, their national representatives in each of the UK nations and national partners have contributed to this sector qualifications strategy.

As a result of consultation with the sector alongside the refresh of the National Occupational Standards, this strategy document will give all an understanding of the workforce needs in order to inform future planning. This work will be presented as a time bound action plan to accompany this strategy document.

The ongoing efforts to improve the skills of and contribute to the development of new recruits to the sector, reflects the enthusiasm for the professionalism and standing of the practitioner workforce.

The sector qualifications strategy is ambitious, but the challenges it presents are those agreed as required by the workforce and continuing to work together should put its achievement within reach.

This strategy helps employers and stakeholders to formulate their own plans to achieve the priorities and support their workforces through the changes that will enable us to achieve the priorities included here.

It is hoped that the strategy will be refreshed annually in order to continue to reflect the needs of the workforce and to ensure that the priorities reflected are those required in the ongoing demand for increasing levels of knowledge, skills, qualifications and professionalism required by and of the sector.

The next 12 months will see further developments in Institute for Youth Work, amended priorities in each of the nations with new administrations and all against a backdrop of financial constraints. Within such an environment, the skills, knowledge, qualifications and professionalism of the workforce is key to best serving young people and the communities in which they live.

The youth work sector needs to be able to respond to the many economic and social challenges that this country faces, to build on the existing strengths of the workforce, and to enhance the development of a highlight professional and expert workforce for the future.

Appendix A - JNC-Recognised youth work qualifications in England – August 2011:

(includes degrees, graduate certificates and post graduate diploma/masters programmes)

Anglia Ruskin University – www.anglia.ac.uk

BA (Hons) in youth and community work

Bradford College – www.bradfordcollege.ac.uk

BA (Hons) in youth and community work

Postgraduate diploma in youth and community development

Brunel University – www.brunel.ac.uk

BA (Hons) in youth and community work

Postgraduate diploma in youth and community work

Centre for Youth Ministry – www.centreforyouthministry.ac.uk

BA (Hons) in youth and community work and practical theology (England and Ireland)

MA in youth and community work and applied theology

Chester, University of – www.chester.ac.uk

BA (Hons) in Christian youth work

Coventry University – www.coventry.ac.uk

BA (Hons) in youth work

Cumbria University – www.cumbria.ac.uk

BA (Hons) in youth and community work

BA (Hons) in youth and community work (work based)

BA (Hons) in youth work (in the outdoors)

Graduate diploma youth and community work

De Montfort University, Leicester – www.dmu.ac.uk

BA (Hons) in youth and community work

Postgraduate diploma/MA in youth work and community development (distance learning)

Postgraduate diploma/MA in health and community development (distance learning)

Durham University – www.dur.ac.uk

MA in youth and community work

Edgehill University – www.edgehill.ac.uk

MA in youth and community work

Goldsmiths College, University of London – www.gold.ac.uk

BA (Hons) in applied social science, community development and youth work

MA applied anthropology and youth work

Greenwich University – www.gre.ac.uk

BA (Hons) in youth and community work

Havering College of Further and Higher Education – www.havering-college.ac.uk

BA (Hons) in youth and community work

Leeds Metropolitan University – www.leedsmet.ac.uk

BA (Hons) in youth and community development

Postgraduate diploma in community and youth work studies

London Metropolitan University – www.londonmet.ac.uk

BSc (Hons) in youth work

Manchester Metropolitan University – www.mmu.ac.uk

BA (Hons) in youth and community work

Postgraduate diploma/MA youth and community work

Middlesex University – www.mdx.ac.uk

BA (Hons) in youth work (The College of Haringey, Enfield and North East London)

BA (Hons) in integrated youth work and support (Barnet)

Moorlands College, Dorset – www.moorlands.ac.uk

BA (Hons) in applied theology (youth and community work)

Postgraduate diploma in youth and community work

Nazarene Theological College – www.nazarene.ac.uk

BA (Hons) in theology, youth work and ministry

Newman University College – www.newman.ac.uk

BA (Hons) in youth and community work with Christian, Muslim and secular pathways

MA/Postgraduate diploma in youth and community work

Oasis College of Higher Education – www.oasiscollege.ac.uk

BA (Hons) in youth work and ministry

Postgraduate diploma in youth and community work and applied theology

Open University – www.open.ac.uk

BA (Hons) in youth work

Ruskin College – www.ruskin.ac.uk

BA (Hons) in youth and community work

Sheffield Hallam University – www.shu.ac.uk

Graduate diploma in youth and community work

BA (Hons) in youth and community work

St Helens College – www.sthelens.ac.uk

BA (Hons) in youth and community work

University College, Birmingham – www.ucb.ac.uk

Postgraduate diploma in youth and community work

University College Plymouth, St Mark and St John – www.marjon.ac.uk

BA (Hons) in youth and community work

Postgraduate in youth and community work

University of Bedfordshire – www.beds.ac.uk

BA (Hons) in youth and community studies

University of Bolton – www.bolton.ac.uk

BA (Hons) in youth and community work

University of Brighton – www.brighton.ac.uk

BA (Hons) in youth work

University of Derby – www.derby.ac.uk

BA (Hons) in applied community and youth work studies

University of East London – www.uel.ac.uk
BA (Hons) in youth and community work
Postgraduate diploma in youth and community studies

University of Gloucestershire – www.glos.ac.uk
BA (Hons) in youth and community work

University of Huddersfield – www.hud.ac.uk
Diploma in professional studies (youth and community work)
Postgraduate diploma in youth and community work
BA (Hons) in youth and community work

University of Hull – www.hull.ac.uk
MA in youth and community work

University of Manchester - www.manchester.ac.uk
BA (Hons) in applied community and youth work studies

University of Sunderland – www.sunderland.ac.uk
BA (Hons) in youth and community studies

University of Teeside – www.tees.ac.uk
BSc (Hons) in youth studies and youth work
MA professional qualification in youth work

University of Worcester - www.worc.ac.uk
BA (Hons) in youth and community work

YMCA George Williams College
BA (Hons) in informal education (youth work and community learning and development)

Appendix B – Programmes in Scotland – October 2011

A professional Community Learning and Development worker should have undertaken a CLD programme at degree or postgraduate level.

There are also a number of professionally approved programmes below degree level. These provide community activists, volunteers and paid staff with nationally accredited training, with an access route to degree level training, and enable training providers to devise programmes of training which reflect the skills necessary for trainees to secure employment at a pre-degree qualifying level.

A range of other programmes are also available at entry level, either to support volunteers or for those new to aspects of CLD work

Aberdeen College - www.abcol.ac.uk
HNC working with communities

The University of Aberdeen - www.abdn.ac.uk
Postgraduate diploma community learning and development

Aberdeen City Council - www.aberdeencity.gov.uk
Core Youth Work Training Programme

University of Dundee - www.dundee.ac.uk
Post Graduate Diploma in Community Learning and Development
BA / BA (Hons) in Community Learning and Development

Bfriends - www.bfriends.org.uk
Volunteer Induction Programme

Jewel & Esk Valley College - www.jec.ac.uk
HNC Working with Communities

The Moray House School of Education, The University of Edinburgh - www.education.ed.ac.uk/
Post Graduate Diploma in Community Education
BA / BA (Hons) Community Education

Falkirk Council - www.falkirk.gov.uk
Core Youthwork Course

Anniesland College - www.anniesland.ac.uk
HNC Working with Communities

University of Glasgow - www.gla.ac.uk/departments/adulteducation
BA Community Development

International Christian College - www.icc.ac.uk
BA Youth Work with Applied Theology

John Wheatley College - www.jwheatley.ac.uk
HNC Working with Communities

University of Strathclyde - www.strath.ac.uk
BA (Hons) Community Education

Adam Smith College - www.adamsmithcollege.ac.uk
Working with Communities Programme (Including HNC Working with Communities)

The Boys' Brigade - www.boys-brigade.org.uk
King George VI Officer Cadet Course

North Lanarkshire Council - www.northlanarkshire.gov.uk
Training for Work with Children and Young People

Linked Work & Training Trust - www.lwtt.org.uk
BA Community Learning and Development

Open University in Scotland - www3.open.ac.uk/near-you/scotland//p3.asp
Certificate in Working with Young People
BA (Hons) Youth Work

YMCA - George Williams College - www.ymca.ac.uk/
Certificate in supervision studies
Certificate in Youth and Community Work Level 2
Diploma in Youth Work, Informal Education and Community Learning
BA (Hons) Informal Education (Youth Work and Community Learning and Development)

West Dunbartonshire Council - www.west-dunbarton.gov.uk/education-and-learning/community-learning-and-development/
Introduction to Community Work

University of Aberdeen - <http://www.abdn.ac.uk/pldc/programmes/cacl.php>
BA (Hons) in Community Learning and Development
Certificate in Adult and Community Learning

University of Glasgow -
<http://www.gla.ac.uk/faculties/education/graduateschool/taughtprogrammes/pgdipmedcommunitylearningdevelopment/>
Post Graduate Diploma in Community Learning and Development

Appendix C - ETS endorsed courses in Wales (in operation in 2011)

Glyndwr University

BA (Hons) in youth and community work

Glyndwr University (Formerly North East Wales Institute, Wrexham – NEWI)

Postgraduate diploma in youth studies leading to MA youth and community studies

University of Wales, Newport (UWN)

BA (Hons) youth and community work

BA (Hons) youth and community work (sport)

BA (Hons) youth and community work (youth justice)

University of Wales Trinity Saint David

BA (Hons) youth and community work

Postgraduate diploma in youth and community work leading to MA youth and community work

University of Wales Institute Cardiff (UWIC)

DipHE in community education – part-time attendance

BA Community education – full-time attendance

Postgraduate diploma in community professions (youth and community work) leading to MA in the community professions

Open University (joint validation/endorsement coordinated by England ETS)

BA (Hons) in youth work

Appendix D – Programmes in Northern Ireland/Ireland as endorsed by North-South Youth Work Education Training and Standards (NSETS) – October 2011

Dundalk Institute of Technology (DkIT)

BA (Hons) in youth work

University of Ulster (UU)

BSc (Hons) Community youth work

Postgraduate diploma community youth work

National University of Ireland Maynooth (NUIM)

Diploma community and youth work

Postgraduate diploma community and youth work

BA (Hons) community and youth work

Centre for Youth Ministry Ireland (CYMI)

BA (Hons) youth and community work and practical theology (joint validation)

University College Cork (UCC)

BSocSc youth and community work

Open University

BA (Hons) Working with young people/youth work (joint validation)

Appendix E - Key features of the Qualifications and Credit Framework (QCF)

The QCF is a three nation regulated framework for England, Wales and Northern Ireland. It is a way of awarding credits to qualifications and units to enable learners to gain qualifications at their own pace along flexible routes.

The new QCF is intended to present qualifications that are easier for employers to understand and measure.

Credit and level

Every unit and qualification in the framework has a credit value – that is the number of credits that will be awarded to a learner for the achievement of the unit and is an estimate of the time it will take to learner to achieve the unit.

One credit represents 10 notional learning hours which can include direct teaching, self-directed study, blended learning, e-learning etc.

Sizes of qualification

There are three sizes of qualification in the QCF:

- Awards (9 to 12 credits)
- Certificates (13 – 36 credits)
- Diplomas (37 credits or more)

The title award, certificate or diploma refers to the size of the qualification not the level. Awards for example may be offered at levels 1 – 8.

Qualification titles will always include:

The level of the qualification such as 2 or 3 or 4

The size of the qualification (expressed as Award, Certificate or Diploma)

Details including the content of the qualification

Level descriptors (information taken from the QCDA website):

Level 2 summary

Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

Level 3 summary

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods or skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives within an area of study or work.

Level 4 summary

Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non routine. It also includes taking responsibility for overall courses of action, as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Appendix F – Youth work values

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- • The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- • Youth work seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,
- • Youth work treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- • Youth work respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- • Youth work is underpinned by the principles of equity, diversity and interdependence,
- • Youth work recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- • Youth work works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- • Youth work is concerned with how young people feel, and not just with what they know and can do,
- • Youth work is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live,
- • Youth work recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,
- • Youth work safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues