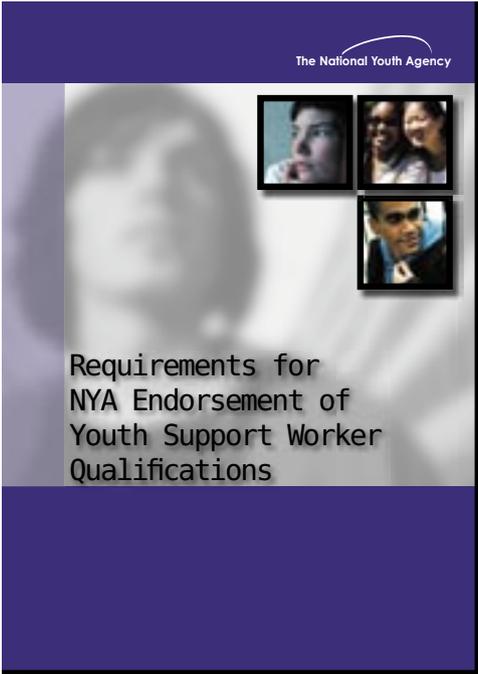


Requirements for NYA Endorsement of Youth Support Worker Qualifications



PUBLISHED BY



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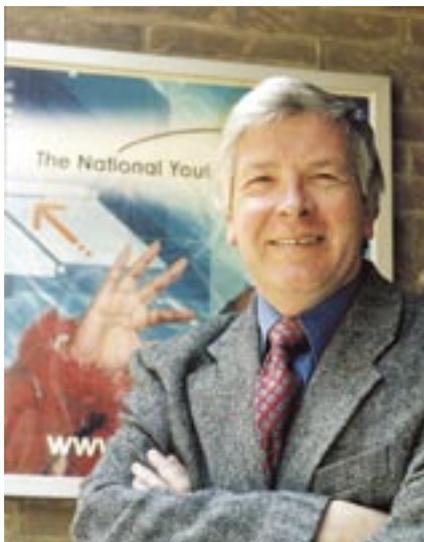
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Chief Executive's Introduction



These are demanding times for those who work for the development of young people. It is vital that their training and continued professional development for such work is of the highest order.

The central task of training is the preparation of personnel for effective youth support work but the field of employment is itself diversifying and changing. Many different kinds of employers see merit in recruiting qualified workers and those involved in education and training for the profession are keen to ensure that their students can find employment in a range of settings.

The National Youth Agency (NYA) regularly updates the criteria it uses for the endorsement of such training and the consequent recognition, by the Joint Negotiating Committee for Youth and Community Workers, of the qualifications of individuals.

This version of the *Requirements* takes account of the specific development of new training arrangements for youth support work and the careful thought and continued commitment of those who volunteer to serve on the Agency's Education and Training Standards (ETS) Committee. The new requirements are effective from January 2005.

The emphasis towards ensuring that the *Requirements* are explicit and stringent so that the professional competence of practitioners derives from secure, initial formation, relates to the agreed characterisation of National Occupational Standards (Paulo, 2001) and promotes ethical conduct (The NYA, 2000).

Tom Wylie

Chief Executive, The National Youth Agency

Introduction

Introduction to the Requirements

These *Requirements* describe the basis on which qualifications for Youth Support Workers at First and Second Level will be endorsed by The National Youth Agency. The *Requirements* also set out a process through which The National Youth Agency, bodies and institutions offering qualifications and the Youth and Community Work field engage together on an annual basis to scrutinise and enhance the quality of the content and procedural aspects of the qualifications themselves, and the training programmes that support them.

Section One outlines the nature of NYA endorsement and the role of the different agencies involved through partnership with The NYA, in the endorsement process. **Section Two** sets out how individuals who work with young people will be engaged in training from the outset of that work, and how qualifications relate to status as Youth Support Worker. It explains progression routes from qualification as Youth Support Worker to professional qualification as Youth and Community Worker (hereafter referred to as Youth Worker) via programmes that are recognised, by The NYA, as conforming to The NYA's *Requirements for Professional Validation of Higher Education programmes which are recognised by the Joint Negotiating Committee as conferring nationally qualified status as Youth Worker in England*. **Section Three** details the criteria for NYA endorsement of Youth Support Worker qualifications. **Section Four** describes the steps in the quality assurance (annual monitoring) process for the content and procedural aspects of the Youth Support Worker qualifications and the training programmes offered locally to support them. The annual monitoring process is organised on a regional basis, and the field in the regions take a central role in the process. Relevant paperwork and supplementary documents are contained in the Appendices.

The Nature and Purpose of Youth Work

- i. The purpose of the work undertaken by Youth Support Workers and Youth Workers is to facilitate and support young people's growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice, influence and place in their communities and society. Youth Work offers both planned and spontaneous opportunities for people to learn through experience about self, others and society. Youth Work occurs when young people learn by interacting with their peers and others, share a range of new experiences which extend, challenge and excite the individual, and have opportunities for reflection, planning and action. The distinctive educational methodology is adapted across a variety of settings and approaches.
- ii. The task of the Youth Support Worker, in collaboration with a Youth Worker, is to plan and

provide appropriate experiences of learning, challenge and reflection, to take advantage of opportunities for learning, challenge and reflection that arise spontaneously, and to foster the benefits of these experiences by employing a range of interpersonal skills such as counselling, advocacy and group work. Relevant themes and issues such as health, housing and employment are incorporated as appropriate. This task, and the knowledge, skills and attitudes needed to deliver it, forms the bedrock of all education and training programmes for Youth Support Workers and Youth Workers.

- iii. Such work is the principal concern of The NYA. It has responsibility to ensure that individuals who work as informal educators with young people are properly trained and prepared. The NYA's responsibility is enshrined within the *Requirements for NYA Endorsement of Youth Support Worker Qualifications* and the *Requirements for Professional Validation of Higher Education programmes which are recognised by the Joint Negotiating Committee as conferring nationally qualified status as Youth Worker in England*. The NYA's criteria and processes for endorsement of Youth Support Worker qualifications and professional validation of Youth Work qualifications focus on the fitness for purpose of programmes for the development of the knowledge, skills and attitudes needed to carry out the core task.

Underlying Principles and Values

- iv. The values underpinning work with young people are reflected in two statements: *Ethical Conduct in Youth Work* (The NYA; 2000) and Youth Work Values (Appendix One; DfES, 2003).
- v. During the Autumn of 1999 The NYA initiated a consultation on 'Ethics in Youth Work'. From it emerged *Ethical Conduct in Youth Work*, a statement of values and principles. Following wide consultation and consideration the statement was adopted by The NYA's Executive Board and published. It is a clear, consensual and strongly supported statement of ethical principles and professional orientations, and provides a sound basis in which to ground training programmes in work with young people at all levels of qualification.

Ethical Principles

All those engaged as Youth Workers and Youth Support Workers have a commitment to:

- treat young people with respect, valuing each individual and avoiding negative discrimination;
- respect and promote young people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened;
- promote and ensure the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities; and,
- contribute to the promotion of social justice for young people and in society generally, towards encouraging respect for difference and diversity and challenging discrimination.

Orientation to work with young people

All those engaged as Youth Workers and Youth Support Workers:

- recognise the boundaries between personal and professional life and are aware of the need to balance a caring and supportive relationship with young people with appropriate professional distance;
- recognise the need to be accountable to young people, their parents or guardians, colleagues, funders, wider society and others with a relevant interest in the work, and recognise that these accountabilities may be in conflict;
- develop and maintain the required skills and competence to do the job – at whatever level they are working; and,
- strive for conditions in employing agencies where these principles are discussed, evaluated and upheld.

Youth Work Values

- vi. In 2003 the DfES published a policy review (DfES, 2003) which contained the following definition of Youth Work Values.
- Young people choose to be involved, not least because they want to relax, meet friends and have fun.
 - The work starts where young people are – with their view of the world and their interests.
 - It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them and supporting their exploration of new ideas, interests and creative ability.
 - It takes place because young people are young people, not because they have been labelled or categorised as deviant.
 - It recognises, respects and is actively responsive to the wider networks of peers, communities and cultures which are important to young people.
 - Through these networks it seeks to help young people achieve stronger relationships and collective identities – for example as black people, women, men, disabled people, gay men or lesbians – and through the promotion of inclusivity, particularly for minority ethnic communities.
 - It is concerned with how young people feel and not just with what they know and can do.
 - It is concerned with facilitating and empowering the voice of young people.
 - It is concerned with ensuring young people can influence the environment within which they live.
 - It respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change.
 - It works with other agencies which contribute to young people's social and personal development.
 - It complements and supports school and college-based education by encouraging and providing other opportunities for young people to achieve and fulfil their potential.
- vii. The ethical and professional principles and set of values imply that the ethical Youth Support Worker and Youth Worker will demonstrate a clear understanding of, and commitment to, equality of opportunity and the importance of choice, freedom, responsibility and justice. It follows that the educational programmes created by Youth Support Workers and Youth Workers will reflect the understanding and commitments set out in the preceding paragraphs.

Equal Opportunities

- viii. Youth Workers and Youth Support Workers are committed to the principle of equal opportunities. Their work recognises that there is widespread, unjust, direct and indirect discrimination against many individuals and groups of people. Many individuals and groups experience this discrimination as oppression – a systematic process whereby more powerful individuals, groups and institutions unjustly limit the lives, experiences, opportunities, choices and material wellbeing of those with less power. Effective Youth Work can play a part in redressing such disadvantage and discrimination.
- ix. A diverse society, committed to social justice, should aim to ensure equality of opportunity for people, protected or not by legislation, against discrimination on the grounds of their gender, ethnicity, age, impairment, sexual orientation, religion and class.
- x. Current Human Rights legislation, The Disability Discrimination Act, The Special Education Needs Disability Act, the Race Relations Act and UN Declarations on the Rights of the Child give added emphasis to the concerns of Youth Work.
- xi. Moreover, Youth Work and Youth Support Work values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for Youth Work and Youth Support Work is committed to challenging oppression and unjust discrimination, and to promoting equality of opportunity for all involved.

Training and Employment

- xii. Qualifications for Youth Support Work and Youth Work are available on a national basis. Both voluntary and employed workers will be required to hold, or to be working towards, one of these qualifications. Qualifications at different levels entitle the holder to work with different levels of responsibility and independence. Employers will expect a new worker to achieve qualifications appropriate to their status as Youth Support Worker. More senior and management posts are available to individuals who have progressed to professional qualification as Youth Worker. The programmes leading to qualifications in Youth Support Work and Youth Work vary greatly, both in name and type. Guidance on the range of available programmes can be found on The NYA's website at www.nya.org.uk. All the programmes are assessed for level against the National Qualifications Framework (see Section One, paragraphs 12 – 13 and Appendix 1). Each level of the National Qualifications Framework (NQF) accords with the nomenclature used to describe level of qualification. Programmes of education and training offered at levels 2 and 3 of the NQF equate to First Level and Second Level Youth Support Worker qualifications. Programmes at level 4 and above of the NQF equate to professional qualification as Youth Worker.
- xiii. Professional qualification as a Youth Worker at level 4 of the NQF therefore involves completion of a programme of higher education. Until 2010 the minimum level of study will be a two year (or part time equivalent) Diploma of Higher Education or Foundation Degree. After 2010 the minimum level of study will be an Honours Degree. All programmes commenced by 31 August 2010 will be valid as professional qualifications and no supplementary study will be necessary. No Foundation Degree or Dip HE programme will hold professionally validated status for new enrolments after 31 August 2010. It is possible this range of professional qualifications will be

extended by the introduction of an NVQ4 in Youth Work; this qualification would be completed in the workplace but will still involve higher education level academic study, and after 2010 the NVQ4 will also need to be supplemented by conversion to an Honours Degree, within a programme that has been professionally validated as a three year Honours Degree structured programme.

- xiv. The learning process must recognise, incorporate and promote a set of principles. These are expressed as follows:
- Work with young people within the Youth Work and Youth Support Work sphere is primarily an educational process, entered into voluntarily and delivered informally across a wide range of settings.
 - Learning is a lifelong developmental process of observation, listening, reflection, analysis and action.
 - All practice is informed by theoretical, research, experiential, practical, emotional and biographical knowledge. The effective practitioner is therefore reflective and able to critically synthesise the differing influences on their work and thus determine appropriate action.
 - Prior learning and experience must be valued within the learning process.
 - Participants in the learning process must be actively involved at all points of the learning process.
 - A range of models, styles and approaches for work with young people and adults should be addressed.
 - Those models of practices that encourage positive action leading to greater equality and social justice are to be valued.
- xv. Qualification as Youth Support Worker and Youth Worker can enable an individual to work with young people in a wide range of occupational settings. Depending on their specialist knowledge, experience and supplementary qualifications, individuals can take on specialist roles – for example, in youth justice and youth offending teams, health authorities, leisure and arts departments and an extremely diverse range of voluntary sector organisations. Training programmes leading to qualifications at all levels of youth work will demonstrate cognisance of the occupational demands of the variety of settings. The primary concern of The NYA is that work with young people is of high quality. The two sets of *Requirements* for NYA approval of the available qualifications for Youth Support Workers and Youth Workers both reflect and support this concern.

Section 1

The Nature of NYA Endorsement and NYA Professional Validation

The Role of the Joint Negotiating Committee for Youth and Community Workers

1. The Albemarle Committee reviewed the Youth Service in 1960 and recommended the establishment of a Joint Negotiating Committee for Youth Leaders (JNC). In 1965 the JNC changed its title and scope to become the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens. Following a major review of the JNC Grading Matrix, the report was renamed the JNC for Youth and Community Workers in 1987.
2. The formation of the JNC represented a landmark in the emergence of Youth and Community Work as a profession. It combined a commitment to securing high quality provision of training and qualifications, with a responsibility for negotiating salaries and terms and conditions of service related to those qualifications. The JNC's first report in 1961 set out the various qualifications recognised as leading to the award of professionally qualified status and it is the JNC that still holds the ultimate responsibility for professional validation of programmes leading to this award. The JNC has now incorporated into its negotiating process a means of formally recognising the salaries, terms and conditions of service, and eligibility for work of Youth Support Workers. These *Requirements* have been designed in line with this development so that there is in place a proper system for determining which qualifications can be recognised as conferring status as Youth Support Worker and which conferring professional qualification as Youth Worker.

The Role of The National Youth Agency

3. From 1961 to 1982 the JNC not only agreed the categories of qualification for recognition, it also scrutinised the programmes offered by the various higher education institutions and other bodies providing awards. After 1982 the detailed scrutiny of awards on behalf of the JNC passed to the Council for Education and Training in Youth and Community Work (CETYCW) and, in 1991 to The National Youth Agency.
4. The NYA's Education and Training Standards Committee considers and recommends (or not) professional validation of professionally qualifying programmes of study (Dip HE, Foundation Degree, NVQ4 (in development)). Those programmes that are granted professional validation are included in the JNC report. In a similar way, qualifications for Youth Support Workers are now included in the JNC report.

Principles of Endorsement and Quality Assurance

5. The NYA sets out the criteria and operates the process for professional validation or NYA endorsement and quality assurance of qualifications. However, the criteria, process and subsequent engagement in the associated work is progressed in collaboration with a cross-section of stakeholders in and representatives of the Youth and Community Work field. The principle of collaboration ensures that standards of training achieved are agreed, supported and comparable across the country, and ensures that there is collective responsibility and accountability for the formation of Youth Support Workers and Youth Workers.
6. For the purposes of NYA endorsement of qualifications for Youth Support Workers The NYA also works in partnership with other bodies involved in the accreditation of qualifications. This avoids duplication of management and quality assurance processes, draws on the strengths of all bodies involved, and uses available resources to maximum advantage.

Partners

7. The **Qualifications and Curriculum Authority** acts as the guardian of standards in education and training. It works, with others, to accredit and monitor qualifications offered in schools, colleges and at work. The QCA accredits qualifications against a national framework; one of the purposes of the framework is to indicate pathways of progression from one level of qualification to another (see paragraphs 16-20). The QCA continuously reviews the 2,000 qualifications within the framework to ensure that they are all needed and of high quality. The QCA's regulatory work with the 150 bodies that are entitled to award qualifications ensures that the administration, marking and awarding procedures of qualifications all run smoothly. It carries out specific reviews of qualifications to ensure that standards remain consistent year-on-year. The QCA also funds the development of National Occupational Standards. The QCA regulations provide a framework for building in scrutiny of qualifications by, and on behalf of, the professional field. A body or institution offering a qualification may only design and introduce a new qualification under licence from the QCA, and the licence is conditional on the observance of the QCA Code of Practice and quality assurance processes.
8. In 1999 The NYA, with other partners, helped to establish **PAULO**, the National Training Organisation for Community-based Adult Learning, Community Education, Community Work, Youth Work and Parenting Education and Support. PAULO represents and works with employers, The NYA, trade unions and educational institutions, drawing on sector knowledge and information. Up until its disbandment and replacement by the Sector Skills Council structures, it provided a strategic overview of skills priorities in the sector and took action to meet them. It is now the Sector Skills Council for Lifelong Learning that has major responsibility for defining the Youth Work sector's skills agenda, in securing multi-party commitment to raising the relevance, quality and amount of training provided, and for regular review of progress against these goals.
9. PAULO organised the production of the **National Occupational Standards in Youth Work**. National Occupational Standards (NOS) seek to capture and define the skills, knowledge and competences used within a work sector. The QCA expects all the qualifications within the National Qualifications Framework to be referenced to the relevant NOS. The NOS in Youth Work have been produced as a result of wide consultation and collaboration with the field,

including practitioners, managers, educators, academics, consultants, trainers and young people. They form an agreed set of aspects, units and elements that are used to describe what Youth Work entails in terms of understanding, skill and competence levels. The NYA expects the NOS to be used to inform the design of all qualifications for individuals who work with young people. The NOS may also be used in drawing up job descriptions, development and monitoring of practice, contract specification and a means of developing and evaluating training. All qualifications should also take into account the DfES 'Common Core' of Knowledge, Skills and Competencies for all sectors with children and young people.

10. The QCA currently charges the Sector Skills Councils with the responsibility for working with the bodies that award vocational qualifications on a strategy for the assessment of those qualifications. The assessment strategy for the vocational qualifications for Youth Support Workers stipulates a set of standards and minimum requirements for the supervision and assessment of candidates. These standards and requirements must be enforced in practice by the bodies that award the qualifications. The National Assessment Strategy is set out in Appendix 3.
11. The QCA also obliges each body that awards vocational qualifications to work with employers, professional bodies and the relevant SSC in the design, delivery and review of each qualification. The bodies that currently award qualifications for Youth Support Workers have collaborated with representatives across the Youth Work field, including The NYA, in the design and implementation of the qualifications and the design and implementation of criteria for The NYA endorsement and quality assurance processes.
12. One of the purposes of NYA Endorsement of qualifications for Youth Support Workers is to bring this level of training within the National Qualifications Framework (NQF). The aims of the NQF are to:
 - promote access, motivation and achievement in education and training and therefore strengthen international competitiveness;
 - promote lifelong learning by helping people to understand clear routes of progression;
 - avoid unnecessary duplication and overlap of qualifications whilst ensuring all learning needs are covered; and
 - promote public and professional confidence in the integrity and relevance of national awards.
13. The NQF is used by learners, employers, bodies that design and provide qualifications, parents, schools, colleges and universities. The NQF is shown in Appendix 1.

Terms of Cooperation

14. Bodies and institutions that offer qualifications in Youth Work and Youth Support Work need to collaborate with the field in developing their qualifications. This will ensure that the qualifications have currency in the field. The NYA works in partnership with institutions and bodies that award Youth Work and Youth Support Worker qualifications and shares a common purpose with them in ensuring that the qualifications are fit for the purpose for which they have been designed.
15. Institutions that award professionally qualifying programmes for Youth Workers, and NYA endorsed programmes for Youth Support Workers have representation on The NYA's Education and Training Standards Committee.

Section 2

Youth Support Worker Qualifications and Beyond

Pathways, Progression and Continuous Professional Development

16. The NYA expects all workers to undertake training throughout their careers in order that they keep up to date with the contemporary demands of Youth Work and the changing nature of their own roles. The NYA expects training to be available to all workers as soon as they start either voluntary or paid work with young people. However, qualifying as a Youth Support Worker is only the starting point on an upward spiral of continuous professional development in Youth Work.
17. Initial training leading to a Youth Support Worker qualification enables the worker to assist in work with young people under direction from a more experienced Youth Support Worker and/or a Youth Worker. A new Youth Support Worker would gradually take on a greater range of responsibilities using some initiative and independent action whilst remaining under supervision by more senior Youth Support Workers and/or Youth Workers. In order to work independently and in management, the Youth Support Worker will need to begin training for a professional qualification as Youth Worker.
18. Whilst training will support the Youth Support Worker in taking on this gradually increasing level of responsibility, the qualifications achieved along the way must be both suited to the academic ability of the worker at the time and also enable progression onto further levels of qualification. Many people beginning work with young people, and starting to undertake the Youth Support Worker qualifications may be unused to, or may lack confidence in their ability to study. However, each level of qualification, and the training programmes supporting them will not only progress skill and understanding in Youth Work, but also develop the student's ability and confidence in study.

The First Level Youth Support Worker qualification is expected to support progression onto a Second Level Youth Support Worker qualification. The initial qualification can be regarded as a stepping stone rather than full formation for Youth Support Workers: it can provide a pathway into training for those that want to progress gradually.

19. The expectation of an upward spiral of continuous professional development in Youth Work must be underpinned by a qualifications system that enables such upwards progression. Therefore it is crucial that qualifications in Youth Work have national currency. Qualifications that have national currency will be recognised as sufficient for progression onto other levels of qualification, and in turn, for entry onto higher education programmes. The qualifications in Youth Support Work and Youth Work must be recognised on the National Qualifications Framework (NQF).

20. The Youth Support Worker qualifications endorsed by The NYA are part of the NQF. Some Youth Services in the statutory and voluntary sector use in-house or other training programmes to certify a required minimum level of competence. However, many of these programmes lead to awards that are not recognised on the NQF. The NYA does not wish to rule out qualifications other than the NVQ and VRQ, but will insist that all Youth Support Worker qualifications have currency within the NQF because of our desire to support continuous professional development. Therefore The NYA encourages all Youth Services to develop training programmes and qualifications that can be recognised on the National Qualifications Framework.

Section 3

The Protocol for NYA Endorsement of Youth Support Worker Qualifications

Criteria for NYA Endorsement of Youth Support Worker Qualifications

21. In judging a submission for NYA Endorsement of a Youth Support Worker qualification, The NYA will evaluate the congruence between the documentation provided by the proposing body and the criteria set out in this section.

QCA Approval of Qualifications

22. The proposing body must provide evidence by letter of application and completion of The NYA proforma (see Appendix 4) that the qualification has been recognised by the QCA. The proforma will ask for confirmation of QCA recognition, that the proposing body is therefore subject to the QCA Code of Practice and that the qualification is part of the NQF. The proforma will also seek confirmation of compliance with the National Assessment Strategy within the proposing body's procedures for the assessment and conferring of qualifications.

Dialogue with The NYA

23. The proforma will seek confirmation of the proposing body's commitment to further and continual dialogue with The NYA via its Education and Training Standards Committee and any SSC structure for bodies awarding vocational qualifications. Such dialogue will include participation in the quality assurance procedures The NYA has in place to secure field evaluation and scrutiny of the qualifications. Dialogue will focus on the fitness for purpose of qualifications in terms of their content, standards achieved, their operating structures and observance of the assessment strategy.

Notification of Approved Centres/ Delivery Locations

24. The letter of application must confirm that, as one condition of continuing NYA endorsement, on an annual basis the body or institution awarding The NYA endorsed qualification agrees to provide The NYA with a list of approved assessment centres or locations where the qualification is available.

Confirmation of NYA Endorsement

25. The letter and proforma from the body or institution applying for NYA endorsement of Youth

Support Worker qualifications will be considered by The NYA Education and Training Standards Committee at the meeting that follows receipt of the application at The NYA. Once approved by the ETS Committee, the proposing body will be sent formal notification that the qualification carries NYA endorsed status.

Publicity

26. Once the body or institution has been notified of NYA endorsement, this party is entitled to state in any publicity for the qualification that the qualification carries that endorsement.

Section 4

The Quality Assurance (Annual Monitoring) of Youth Support Worker Qualifications and the training programmes that support them

27. The NYA has responsibility for ensuring that all endorsed or professionally validated qualifications operate to, and achieve, high standards, and that the field has confidence in the continuing fitness for purpose of the qualifications. The standards expected are enshrined in the respective *Requirements*, and are governed and monitored by the variety of stakeholders involved in the youth work field with whom The NYA collaborates.
28. The NYA will therefore require evidence that the qualification continues to operate within the terms of the *Requirements* for endorsement or professional validation, and will secure such evidence through a quality assurance process.

The Quality Assurance Process

29. For professionally validated programmes in Youth Work, the quality assurance process operates centrally through The NYA. For NYA endorsed qualifications for Youth Support Workers, the quality assurance process operates on a regional basis. Both processes are hereafter referred to as 'annual monitoring'.
30. The annual monitoring process allows documentation and analysis of field views on the quality of qualifications as implemented in practice.

The role of the field

31. Field satisfaction with the Youth Support Worker qualifications, and with the training programmes that support them will be canvassed on a regional basis via a standardised NYA proforma. The proforma will be sent to the heads of Youth Services using the qualifications in both statutory and voluntary sectors, and ask for comment on their satisfaction with training within the remit of their service.

The role of the regions

32. The NYA proforma will be sent to the field by the Regional Youth Work Units/Advisers.
33. Regional Advisers, and/or the Regional Training Group will collate and analyse the returns from Youth Services.
34. Each Regional Unit/Training Group will produce a report based on analysis of the collated returns. This report serves two purposes. Firstly it will direct Regional Units in their

development and support work, and identify issues that need to be addressed by parties involved in the qualifications and the training programmes. One party will be the body that awards the qualification. Secondly, the report will be sent to The NYA, translated into a national annual monitoring report, and presented to The NYA ETS Committee.

35. At the time the report is submitted to The NYA the Regional Adviser can also notify The NYA of any issues identified in the annual monitoring process that are not possible to resolve on a regional basis. These can then be taken up at The NYA ETS Committee and will be addressed there and via the member of the ETS Committee representing the bodies and institutions awarding NYA endorsed qualifications.

The role of The NYA

36. The NYA ETS Committee will receive a paper collated from the reports sent by each region on the outcomes of their annual monitoring process.
37. The NYA ETS Committee will receive and consider reports from the regions on issues that have proven difficult to resolve on a regional basis.
38. The NYA ETS Committee will address these issues through Lifelong Learning UK (LLUK) or other appropriate Sector Skills Councils, and via the member of the ETS Committee who represents the bodies and institutions that offer NYA endorsed qualifications. The representative may take action through the relevant SSC forum for such bodies/institutions.
39. The NYA ETS Committee will monitor progress towards resolution of the problematic issues and, if action is unsatisfactory, will reconsider its position regarding The NYA Endorsed status of the Youth Support Worker qualifications as a whole, or the qualification offered by an individual body or institution.

Criteria for use in judgment of the quality of training and qualifications.

40. The NYA has developed a set of criteria to assist the field in their judgment of the quality of Youth Support Worker qualifications and the training programmes that support them. The criteria have been incorporated into the questions used in the proforma for annual monitoring. Stakeholders may also consult the National Assessment Strategy and the NOS for Youth Work as further aids in reaching judgment.

Recommended criteria for reaching judgment of training programmes and qualifications in Youth Support Work

- i. Key staff delivering training are qualified and experienced Youth Workers.
- ii. Where possible, Assessors and Verifiers are qualified and experienced Youth Workers and, at minimum hold qualifications acceptable within the regulations for occupational expertise set out in the National Assessment Strategy (see Appendix 3).
- iii. Work-based learning elements are integrated within the overall training programme structure.

- iv. Work-based learning elements are in youth work settings, both statutory and voluntary, and involve work with young people aged 11 to 25, with at least 50 per cent in the 13 to 19 age range.
- v. The work must involve guided practice during which the candidate's learning is supervised and supported by appropriately qualified and experienced staff.
- vi. The training programme is endorsed by the local authority youth service in consultation with the voluntary youth sector, and/or by the regional youth service unit.

Appendix one: National Qualifications Framework

Level of qualification	General		Vocationally-related	Occupational
	5		Higher-level qualifications BTEC Higher Nationals	
4				
3 advanced level	A level	Free-standing mathematics units level 3	Vocational A level (Advanced GNVQ)	Level 3 NVQ
2 intermediate level	GCSE grade A*- C	Free-standing mathematics units level 2	Intermediate GNVQ)	Level 2 NVQ
1 foundation level	GCSE grade D-G	Free-standing mathematics units level 1	Foundation GNVQ)	Level 1 NVQ
Entry level	Entry level certificate			

Appendix two: The JNC Framework

The following guidance is taken from two circulars issued by the JNC in April 2004 and describes the September 2003 agreement.

**JOINT NEGOTIATING COMMITTEE
FOR YOUTH AND COMMUNITY WORKERS**
Guidance Developed Jointly with the Association of Principal Youth and
Community Officers

LINKING SKILLS, COMPETENCIES AND QUALIFICATIONS WITHIN THE JNC FRAMEWORK

Introduction

The Joint Negotiating Committee for Youth and Community Workers (JNC) and the Association of Principal Youth and Community Officers (APYCO) have a joint commitment to retain and develop JNC terms and conditions as the most appropriate to youth and community work. This guidance draws on the grading criteria within the new JNC framework and the National Occupational Standards for Youth Work (PAULO 2001) in order effectively to link the skills and competencies required to fulfil a post with the JNC recognised higher education (HE) qualifications in youth and community work, and the youth work qualifications in the National Qualifications Framework approved by the Qualifications and Curriculum Authority (QCA). The guidance also supports the Government's Transforming Youth Work agenda, which challenges the Service to review workforce development in the profession, in order to build a stronger link between skills, competencies and qualifications.

Linking the JNC framework and qualifications

The following table links the key grading criteria in the new JNC framework with the criteria for determining Levels within the NVQ/VRQ qualifications.

JNC FRAMEWORK	MINIMUM QUALIFICATION
<p>Youth and Community Support Worker Range. This range provides the salary grades for youth and community support workers. There are two levels:</p> <p>The First Level is for staff appointed to undertake duties under direction. Initiative and independent action will be limited in these posts</p>	<p><u>Employer based induction</u> and introduction to youth work programmes followed by <u>NVQ/VRQ Level 2</u>: Competence that involves the application of knowledge and skills in a significant range of varied work activities in a range of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility and autonomy.</p>

JNC FRAMEWORK	MINIMUM QUALIFICATION
<p>The Second Level is for staff who have operational youth work responsibility for a local youth club/project-wide responsibility for an area of curriculum or service development. Staff will be line managed by professional youth and community workers who will provide strategic leadership and operational guidance.</p>	<p><u>NVQ/VRQ Level 3</u>: Competence that involves the application of knowledge and skills in a broad range of varied activities performed in a wide variety of contexts most of which are complex and non-routine. Considerable responsibility and autonomy.</p>
<p>Professional Range. This range provides the salary grades for professional youth and community workers who carry strategic and operational responsibility for service delivery and development.</p>	<p><u>NVQ/VRQ Level 4 or Higher Education equivalent</u>: Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy.</p>

The key concept here is that a post holder appointed to a post within a particular range must be able to demonstrate that they can deliver to the appropriate national occupational standards. For example, in order to be appointed to a post at Second Level of the Youth and Community Support Worker grade, a post holder must be able to prove their ability to deliver competencies at NVQ/VRQ Level 3.

Recognised Qualifications

The National Youth Agency (NYA) and the Wales Youth Agency, through their respective Education and Training Standards (ETS) committees operate a process of professional validation of Higher Education (HE) diploma and degree courses approved by the JNC as conferring professionally qualified status in youth and community work. *(NB. The current list of approved courses is an annex to the latest JNC Report. NVQs at Level 4 are currently being planned).*

The introduction of the new salary ranges with the link to NVQ/VRQs provides an opportunity for the ETS committees to endorse these non-HE courses as appropriate levels of qualification for youth and community support workers. In future, therefore, employers will be able to assess whether a youth and community support worker has an appropriate qualification on the basis of whether the course they have successfully completed has been endorsed by ETS.

Conclusion

The adoption of this new framework will make effective use of the new Level 2 and 3 qualifications, and enable staff to see the value in achieving them and the higher level qualifications currently known as 'nationally qualified' at Level 4 and above.

Employers will need to take care in drawing up job descriptions to ensure that the skills and expertise required of workers match the requirements of the national occupational standards for each level of qualification.

GUIDANCE ON ALLOCATION TO RANGES

This guidance aims to assist local discussions on criteria for allocating workers to particular salary range. It needs to be received in conjunction with guidance of competencies and qualifications within the JNC Framework.

Youth and Community Support Worker Range

The **First Level** (3 x 4 point scales) is for staff appointed to undertake duties under direction. Initiative and independent action will be limited in these posts. Key Duties will include:

- Working directly with young people to develop their social education by providing programmes of activities, services and facilities;
- Establishing contact with and guiding young people as part of local programmes;
- Assisting in the provision of advice and support to local community groups and agencies;
- Assisting in the motivation, retention, developing and support of staff and volunteers;
- Assisting with service development by contributing to planning, delivery and monitoring of local provisions;
- Day to day administration to ensure smooth running of services.
- Implementing equal opportunities policies.

The **Second Level** (8 x 4 point scales) is for staff who have operational youth work responsibility for a local youth club/project, or who carry project-wide responsibility for an area of curriculum or service development. Staff will be line managed by professional youth and community workers who will provide strategic leadership and operational guidance. Key duties will include:

- Performing all duties in the First Level;
- Establishing and maintaining relationships with young people and community groups;
- Maintain quality of service provision including giving directions to other workers;
- First line management responsibility for workers and volunteers, including recruiting, developing and initial disciplining of staff;
- Initiating and monitoring developments of services, particularly with other agencies;
- Performing and ensuring the discharge of administrative duties (including budget control, records keeping and health and safety);
- Contributing to ensuring implementation of equal opportunity policies.

Professional Range (17 x 4 point scales)

This level provides the salary grades for professional youth and community workers who carry strategic and operational responsibilities at a senior level for service delivery and development. Key duties will include:

- Performing all the duties in the First and Second Levels for Youth and Community Support Workers;
- Managing and developing a range of services;
- Developing staff and facilities;
- Working with other agencies to develop services across the community;
- Leading project development and implementation;
- Management responsibility for staff.

Appendix three: **The National Assessment Strategy**

Assessment strategy for the NVQ/SVQ Framework for Youth Work

External Quality Control of Assessment

The awarding body will be required to make suitable arrangements for the independent assessment of one of the mandatory units at both Levels 2 and 3. An assessor not directly involved with the training, management and/or supervision of the candidate will carry out assessment.

Workplace Assessment

The main principles upon which this Strategy is based are that:
The workplace will be the primary assessment location

and

Nationally occurring workplace evidence (activities and products produced in normal working conditions) will provide the primary evidence source;

Assessment evidence, although demonstrating competence across the performance and knowledge should, wherever possible, be holistic, ie rather than collecting individual pieces of evidence for each element and performance criteria, candidates should gather evidence to illustrate competence;

Across elements and units that naturally link together in terms of whole job operations Where self-evaluation and working with others is required, the evidence may be collected for the job function but also provide evidence for the core and optional units;

Performance evidence should be gathered wherever possible from naturally occurring evidence collected in the work place.

Use of Simulation

Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of each unit, unless otherwise specified within that unit.

Occupational Expertise of Assessors and Verifiers

Assessors

Must hold a Youth Work or related qualification and/or three years experience of working in this area, recognised by the relevant body in one of the four countries, eg youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within voluntary community sector;

Must be working in the occupational area they are assessing and have a minimum of three years experience in a level 3 post or above;

Have a sound understanding of the National Occupational Standards for Youth Work;

Have a sound understanding of N/SVQ systems;

Satisfy the qualification requirements for assessors of N/SVQs specified by the regulatory authorities;

Have direct or related relevant experience in assessment;

Be committed to further training and development.

Internal Verifiers

Will hold a Youth Work or related qualification and/or three years experience of working in this area, recognised by the relevant body in one of the four countries, eg youth work, youth and community work, community education or be able to demonstrate an equivalent level of training/experience within voluntary community sector;

Have recent experience (within the last three years) and for a minimum of three years within the occupational area they are verifying;

Have a sound understanding of the National Occupational Standards for Youth Work.

Have a sound understanding of N/SVQ systems;

Satisfy the qualification requirements for assessors of N/SVQs specified by the regulatory authorities.

Have direct or related relevant experience in assessment and verification;

Be committed to further training and development.

External Verifiers

Must hold a youth work qualification or equivalent (as above);

Must have worked in the occupational area that is being verified for a minimum of three years **or** be currently employed in the sector covered by PAULO (minimum of three years duration);

Have a sound understanding of the National Occupational Standards for Youth Work;

Have a sound understanding of N/SVQ system;

Satisfy the qualification requirements for assessors of N/SVQs specified by the regulatory authorities;

Have direct or related relevant experience in assessment and verification;

Be committed to further training and development.

Appendix four: Proforma application for NYA Endorsement of Youth Support Worker Qualifications

Application Process

This proforma must be supplemented by a letter of application from the Awarding Body or Proposing Institution and sent to The National Youth Agency Quality Standards Team for subsequent consideration by The NYA ETS Committee at the meeting subsequent to receipt of paperwork at The NYA. The letter of application must confirm that as one condition of continuing NYA Endorsement, on an annual basis, the body or institution awarding an NYA endorsed qualification agrees to provide The NYA with a list of approved assessment centres or locations where the qualification is available.



The National Youth Agency

Application for NYA Endorsement of Youth Support Worker Qualifications

Name of Awarding Body / Proposing Institution:

Address of Awarding Body / Proposing Institution:

.....
.....

Lead Contact for the Qualification at the Awarding Body / Proposing Institution

Name:

Contact Details:

Type of Award (Name and Level):

Date Operational (*delete as appropriate*):

Currently Available/Available from

The Award Status (*delete as appropriate*):

The award is recognised by the QCA: YES/NO

(If yes, please attach available certification of recognition)

The Awarding Body / Proposing Institution is therefore subject to the QCA Code of Practice for the purposes of this award: YES/NO

The award is eligible for recognition on the National Qualifications Framework: YES/NO

Compliance with the Assessment Strategy for vocational qualifications in Youth Work (*delete as appropriate*)

The assessment mechanisms and quality assurance processes operated by the Awarding Body / Proposing Institution are compliant with the designated Assessment Strategy for vocational awards in this field: YES/NO

Authorisation

Signature of mandated official:

Date:

Appendix 5: Proforma for Quality Assurance (Annual Monitoring) of Youth Support Worker Qualifications and the Training Programmes that Support them

The proforma is standardised so that information generated can be collated readily at a national level.

The proforma may be supplemented by an additional questionnaire or request for other paperwork in order to address specific issues arising in the individual region.



The National Youth Agency

Annual Monitoring of Youth Support Worker Qualifications and the Training Programmes that Support Them

This proforma is sent by NYA Regional Advisers / Regional Training Units on an annual basis to representatives of the field in their region to canvass views on the quality of Youth Support Worker Qualifications and the training programmes that support them.

In addition to the proforma, please supply the following information:

1.
2.
3.

The proforma and the other requested paperwork should be returned to:

Name:

Address:

by Date:

Returned paperwork will be analysed and addressed initially on a regional basis. A report will be compiled and submitted to The NYA nationally, for consideration by its Education and Training Standards Committee. The Regional Adviser / Regional Training Unit will also inform the Committee about any issues arising in the region that have proven difficult to resolve at that level. The NYA ETS Committee will address these issues through its representative from the bodies that award qualifications for Youth Support Workers. Willingness and capacity on the part of the Awarding Bodies /Proposing Institutions to address these issues is one condition of continuing NYA Endorsement of the qualification operated by the Awarding Body/ Proposing Institution.

ANNUAL MONITORING PROFORMA

Part 1: Organisation context

1. Name of Youth Service/ Voluntary Organisation/ Connexions Partnership
.....
2. Name and Job Title of person completing the questionnaire
.....
3. How many Youth Support Workers do you employ in paid positions?
.....
4. How many Youth Support Workers do you employ as volunteers?
.....
5. How many Youth Support Workers (paid and voluntary) work in the area covered by your Youth Service / Connexions Partnerships / umbrella voluntary youth organisation?
.....
6. How many of your paid and voluntary staff are currently undertaking First Level Youth Support Worker qualifications?
.....
7. How many of your paid and voluntary staff are currently undertaking Second Level Youth Support Worker qualifications?
.....
8. How many staff in your organisation are involved in the delivery of Youth Support Worker qualification programmes in the following ways?
(please indicate the number in each relevant category)
 - Tutors
 - Assessors
 - Verifiers
 - Moderators
 - Fieldwork Supervisors

9. What proportion of these staff are professionally qualified youth workers (with JNC recognition)?
- All
 - More than 50 per cent
 - Between 25 per cent & 49 per cent
 - Less than 25 per cent
10. How many of those involved in delivery hold the following qualifications?
- Level 4 teaching qualification
 - Assessors Award (A1/A2)
 - Verifiers Award (V1/V2)
11. How many of your staff are currently working towards the following qualifications?
- Level 4 teaching qualification
 - Assessors Award (A1/A2)
 - Verifiers Award (V1/V2)
12. Please describe any measures taken in the past year to build capacity for training delivery, assessors and verifiers.
-
-
13. Please indicate if you feel your organisation is able to:
- sustain its current level of engagement in the delivery of youth support worker training YES/NO
 - increase its capacity in this area YES/NO
14. Please comment on any issues that affect this aspect of your work.
-
-

Part 2: The qualification programmes you use

15. What qualification(s) do you currently use for:

- First Level Youth Support Workers (*please list the programmes currently undertaken by paid and voluntary staff in your organisation*).....

.....

.....

.....

- Second Level Youth Support Workers (*please list the programmes currently undertaken by paid and voluntary staff in your area*)

.....

.....

.....

16. What is the recognised centre for delivering the programmes you use?
(*tick as appropriate*)

- First Level Youth Support Workers Programme/s
 - Local Authority Youth Service
 - Local FE College
 - Local Authority adult learning service
 - Voluntary Organisation
 - Other (please specify)

- Second Level Youth Support Workers' Programme/s
 - Local Authority Youth Service
 - Local FE College
 - Local Authority adult learning service
 - Voluntary Organisation
 - Other (please specify)

17. Is funding for the programme/s provided through the Local Learning and Skills Council?
Please list programmes and delete as appropriate:

..... YES/NO

..... YES/NO

..... YES/NO

..... YES/NO

..... YES/NO

..... YES/NO

18. Does this funding cover the full costs of the programme? YES/ NO

If NO, please state what proportion of the costs are covered by funding, if known:

.....

19. Are participants charged a fee by the provider? YES/NO

If YES, please give details of the amount of fee per person for each programme:

.....

Part 3: Quality of the qualification programme: is it fit for purpose?

Please complete a separate Part 3 for each programme you have listed above as used by your staff and volunteers

Programme title:.....

Awarding Body / Proposing Institution:

Delivery Centre/Organisation:

20. Is the content of the qualification appropriate to the needs of your organisation? YES/NO

21. Please give reasons for your answer.....

.....

.....

22. Is the *level* of the qualification appropriate to the needs of your organisation? YES/NO

23. Please give reasons for your answer.....

.....
.....

24. Do the standards of competence achieved by participants on the programme meet your organisation's requirements? YES/NO

25. Please give reasons for your answer

.....
.....

26. Is the taught element of the programme appropriate to the needs of your organisation? YES/NO

27. Please indicate how this taught element could be improved

.....
.....

28. What proportion of the key staff delivering the programme, including assessors and verifiers are professionally qualified youth workers with JNC recognised qualifications? *(circle as appropriate)*

- All
- More than 50 per cent
- 25 per cent-49 per cent
- Less than 25 per cent

29. Do all participants on the programme have access to work settings that are appropriate to their learning and assessment needs? YES/NO

If NO, please indicate any problems in this area.....

.....
.....

30. How many of your staff and volunteers are currently participating in this programme?

.....

31. How many of those who began the programme successfully completed all aspects of it within the intended period?

.....

32. What percentage of those who began the programme successfully completed all aspects of it within the intended period?.....

.....

33. Please let us know of examples of good practice or any concerns you have about the programme and its delivery that have not been covered above.

.....

.....

.....

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.....

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.....

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.....

.....

PS. Please let us know if this questionnaire could be improved in any way, specifying section and any proposed changes. Thanks.

Many thanks for your assistance in completing this form. Please return it to The NYA by the date stated on the covering letter.

Requirements for NYA Endorsement of Youth Support Worker Qualifications



The National Youth Agency

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Website: www.nya.org.uk**