Cardiff School of Education and Social Policy

Cardiff Metropolitan University

‘It’s where we send the naughty kids’.

A comparative analysis of youth worker and teacher perceptions of each other, in five secondary school settings in South Wales.

Julia Swallow Edwards

Master of Arts in Education:

Policy and Practice.

The project is being submitted in partial fulfilment of the requirements of candidature for the degree of M.A. (Education).

Date of submission: 02nd December 2021.

DECLARATION

This work is being submitted in partial fulfilment of the requirements for the degree…Masters of Arts in Education: Policy and Practice…and has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed ..J Swallow Edwards ... (candidate)

Date ……..01.12.2021.....

STATEMENT 1

This work is the result of my own work and investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly indicated. Other sources are acknowledged by footnotes giving explicit references. A Reference Page is appended.

Signed .....J Swallow Edwards ..... (candidate)

Date ……..01.12.2021.....

***Either* STATEMENT 2(i)**

I hereby give consent for my work, if accepted, to be available for photocopying and for interlibrary loan, for deposit in Cardiff Metropolitan University's e-Repository, and that the title and summary may be available to outside organisations.

Signed ..... (Student)

Date .....

***Or* STATEMENT 2(ii)**

I hereby give consent for my work, if accepted, to be available for photocopying and for interlibrary loans, and for deposit in Cardiff Metropolitan University's e-Repository **after expiry of a bar on access**

Approved by Cardiff Metropolitan University.

Signed . ..... (Dissertation Supervisor)

Date .....01.12.2021……

Abstract

The aim of the study was to undertake a small scale comparative analysis of youth worker and teacher perceptions of each other, in five secondary school settings in South Wales. The objectives of the research were to gain an insight into, and better understand the views and lived experiences of both teachers and youth workers practicing in state run secondary school provisions, in order to improve project effectiveness and contextualise youth worker contributions within formal education settings.

The study was designed to undertake 'Practitioner Research', adopting a constructivist paradigm. Qualitative methods were used, in order to focus on and articulate the thoughts, feelings, attitudes and perceptions of the research participants. Semi-structured interviews were favoured, as these enabled research participants to influence the depth, pace and direction of the interviews, in a nuanced and responsive way.

Three key themes emerged from the research. Both teachers and youth workers recognised the importance of funding security, to provide consistency and continuity of delivery. However, perceptions of youth work contributions to Wales New Curriculum (WNC) by the two professions were markedly different. Whilst youth work participants recognised their role as totally aligned to WNC, teachers had failed to consider the role of youth workers, positioning the profession as something separate to education.

This was reinforced in the study, as despite Welsh Government recognition of youth work through Education Workforce Council registration, there was consensus amongst research participants that many teachers failed to recognise the

professionalization of youth work, positioning practitioners as subordinate. The research highlighted how teachers' perceptions and understanding of young people, influenced their views and engagement with youth work in schools.

Despite teacher respondents stating they value youth works contribution to schools, it was disappointing that the research highlighted ongoing barriers to effective partnership working. The failure of teachers to acknowledge youth workers based in schools as equal partners, rather than a supplementary external service, has resulted in ongoing issues with information sharing, timely access to young people and the provision of a safe, appropriate place for youth workers to practice.

Acknowledgments

I wish to express my deepest gratitude to my supervisor Doctor Jo Aubrey, for her continuous support and patience throughout the research process. I am also so grateful to key staff in the Youth and Community Team at Cardiff Metropolitan University, for their belief in me over the last 2 years.

A special thank you to my gatekeeper and service manager for her guidance, in addition to the support from members of the management team. Not only do they work tirelessly to support young people, they have been a regular sounding board throughout this process.

I am grateful to the youth workers and teaching staff who shared their thoughts, feelings and experiences with me. Without them, this research would not have been possible.

I must thank my family. My husband, who has entertained our young twin boys every weekend for the last year and my sixteen-year-old son, who has provided endless cups of tea.

Finally, to my Mum and Dad – this one is for you.

Contents:

Word Count: 13188

Chapter 1: Introduction

'It's where we send the naughty kids'. A comparative analysis of youth worker and teacher perceptions of each other in five secondary school settings in South Wales.

The aim of this research is to gain an understanding of the perception of youth work in schools, by comparing the thoughts, feelings and experiences of teachers and youth workers in a Local Authority (LA) in Wales.

Youth Workers employed by LA's in Wales to undertake a Youth and Community Work (YCW) role, must be degree qualified and registered with the Education Workforce Council (EWC). The profession supports young people aged between eleven and twenty-five, in a wide range of settings, including open access youth centres, street-based provision, prisons and young offender institutes. Youth Work is a value-based profession, meaning it is underpinned by a set of key principles and purposes. These include voluntary engagement, active participation and being needs led by young people (Youth Work in Wales Review Group - YWWRG, 2018). Youth Work is defined by the National Occupational Standards (NOS) in Youth Work (CLD standards Council – CLD, 2019, p. 4) as:

> *Enabling young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.*

Similarly, teachers in Wales must be degree qualified to practice and registered with EWC. Smith (2016) defines teaching as 'the process of attending to people's needs, experiences and feelings, and intervening so they learn particular things.' Teachers adhere to a set of professional standards, which include influencing, recording, reporting and assessing learners (Education Wales, 2018a). Unlike youth work, which

is voluntary, statutory schooling commences at age four and ends at age sixteen in Wales currently, with young people transitioning into Secondary School at age eleven.

'Youth work has been wrapped up with schooling since its early days… it grew in part out of people trying to develop schooling initiatives' (Kotinksy, 2019). Whilst the development of both professions can be traced back to the early nineteenth century, they took opposite trajectories. Teaching became compulsory and 'formal', whereas youth work was associated with young peoples' recreation time, focusing on the provision of informal learning opportunities (YWWRG, 2018).

Despite these clear differences in the two professions approaches, both labour and conservative government ideologies over the last century are grounded in people taking on the role of consumers, human resources and human capital. To put it bluntly, people have an obligation to work (Tomlinson, 2005) and formal education is a way of preparing young people for it. With the latest figures for sixteen to twenty-four years olds in the United Kingdom (UK) who are Not in Education, Employment or Training (NEET) currently at 10.6% (Office for National Statistics - ONS, 2021) and YCW being pulled into an array of 'targeted' based work since the 1980's, it is of little surprise youth workers find themselves being funded to work in schools, alongside teachers.

An example of this is European Social Funding (ESF). 298 million euros was provided between 2014 – 2020 (extended until 2022), for a Wales wide project to support young people with employment and attainment (Welsh Government, 2020). An element of this funding was used by several LA's, to employ school-based youth workers, in line with recommendations made in Welsh Governments Youth Engagement and Progression Framework (YEPF). Not only did this policy (published in 2013 and currently being reviewed) lay out the expectations on all LA's to identify and track young people at risk of becoming NEET, it also identified youth workers as part of the

workforce taking on the role of ‘Lead Worker’ – providing support to these young people (Department for Education and Skills - DES, 2013).

Although previous research has been undertaken regarding youth work in schools (this was utilised to inform the literature review), the views of both teachers and youth workers do not appear to have been compared. Rogers (2016) evaluated youth work in schools from the perspective of teaching professionals, whilst Arad (2015) focused on Principle Youth Officers (PYO’s) and voluntary sector services. To gain an insight into the perspective of youth work in schools currently, both youth workers practicing in school, and teachers who are involved in hosting youth workers at their establishments should be consulted. The researcher aimed to gain an understanding into the lived experiences of the research participants, comparing their views and attempting to understand the complexities and tensions that can arise when two such different professions, with often contradictory approaches and motives, attempt to work synchronously.

The researcher’s motivations were initially to better support her staff on a current European Social Funded (ESF) project. Having managed a team of school linked youth workers for the last four years and experiencing first-hand many of the problems already identified in previous research, including ‘challenges in developing and sustaining partnerships’ (Arad, 2015, p. 53) and differences in professional codes of conduct’ (Rogers, 2016, p.7), the research aimed to probe deeper into these issues. Gaining an insight in to why they may occur through the eyes of teachers and youth workers, may enable some solutions to be sought and new ways of working developed as a result. However, since the research commenced, Westminster has released information regarding ‘Prosperity Funding’ (Senedd Research, 2021). It is expected this will replace at least elements of ESF in Wales. This study has been welcomed by

the Youth Service Manager in the LA where the researcher is employed, with the conclusions and recommendations being considered when developing any future school linked youth work projects.

To undertake this research, a literature review was completed (Chapter 2). In addition to providing the historical context for both youth work and teaching, key themes were identified. Referred to as ‘The Five P’s’, these are Policy, Practice, Perception, Professionalization and Partnerships.

The methodological process was analysed, to ensure the most appropriate one was used (Chapter 3). As the research was concerned with peoples lived experiences, qualitative semi-structured interviews were utilised. Participants were provided with a copy of their transcripts and initial data presentation for feedback as suggested by Guba and Lincoln (1989). As part of data analysis, the primary research data was triangulated with the literature review and fieldwork notes (Chapter 4). Finally, conclusions were suggested, and recommendations made (chapter 5).

Chapter 2: Literature Review

This section summarises the literature review exploring existing research on youth work in mainstream, state run (LA maintained) secondary schools. Beginning with the historical context and moving on to explore the nature of both professions, this chapter will consider formal and informal education, multi-agency working and the benefits and challenges of placing youth workers in schools.

Historical Context

To provide insight into the perception of youth work in schools across the wider education workforce, it is key to understand the historical context of both formal and informal education. 'Youth workers and teachers have a profound effect on young people's lives' (National Youth Agency - NYA, 2013, p. 3). Whilst both professionals would identify themselves as 'Educators', the two approaches are pedagogically different (Corney, 2006) and both have distinctive historical contexts.

Formal Education: School

Formal schooling began towards the end of the 19th century. The Industrial Revolution saw swathes of the population move from rural areas into the cities to seek work in the new factories and mills. Mokyr (2011, p.10) argues that 'these new workers who had always spent their day in a domestic setting, had to be taught to follow orders, to respect the space and property rights of others', in short to be 'punctual, docile and sober'. Bright (2015) concurs and adds that the development of educational policies was a way of controlling the masses and preventing revolution as had been experienced in France to the horror of the worlds aristocrats and wealthy.

The 1833 education grant was the first sign of the government taking a vested interest in education and since their conception, schools, teachers and the state education of

children and young people have been subject to countless policy developments underpinned by the ideologies of successive governments, all of which have contributed to the landscape of education in the 21st century, which is tightly controlled, and heavily scrutinised.

Informal Education: Youth Work

As the 'formal' education system continued to gather momentum throughout the latter half of the 19th century, a growing number of children were accessing the Ragged Schools. These were attended by the poorest children, who were excluded by their 'lack of suitable clothes, shoes or the "collection" penny' (Mair, 2019, p. 21). Generally accepted in the literature as the origins of 'Youth Work' (Smith, 2013, Bright, 2015) and mirroring Sunday Schools, these informal provisions offered a lighter approach, 'with a clear focus [on] creating a freer and more relaxed environment than that could generally be found in other forms of schooling' (Doyle and Smith, 1999). Despite their demise from 1870 onwards (they failed to meet the standards laid out in the 1870 Education Act), 'developments in night schools, youths' institutes and clubs, around the social welfare needs of children and young people were appearing' (Smith, 2013). Described by Bradford (2015, p. 24) as a 'heterogeneous network of voluntary organisations and programmes', youth work's approaches spread fortuitously.

Early youth workers described their work as emancipatory, challenging systems of oppression (Bright, 2015). Concerns around the exploitation of young women at work, led to the formation of girls' clubs (Smith, 2001). The YMCA was set up for young men 'seeking to escape from the hazards of life on the streets' (YMCA, 2018) and uniformed clubs (Boys Brigade, Scouts etc.) focused on association, regardless of class (Smith, 2001). This interest in young people, being responsive to their needs and caring for

their welfare, underpinned by the notion of ‘voluntary engagement’, is what we now refer to as ‘informal education’ in youth work (Smith, 2013).

Current Context

The historical context of both formal school and youth work reflects the modern-day practice of both occupations, Over the 20th and 21st centuries education has been subject to policy developments and changes which have tightened control through such mechanisms as league tables, competition, standardised national curricula leading to a data-driven culture of testing; measurable and heavily scrutinised by Ofsted (England), Estyn (Wales), Education Scotland and Education Training Inspectorate (Northern Ireland).

Conversely until the latter stages of the 20th Century, youth services were not compulsory and governed by the principle of voluntary engagement. Young people were not compelled to engage and provision was informal and holistic, in clubs or street-based venues where youth workers provided a range of activities which included political and social education; always determined by the needs and interests of the group or individual. Latterly, however like the ragged schools, youth work has become much more targeted; focusing on young people who are deemed ‘at risk’, living in areas of social and economic disadvantage and subject to increasing levels of scrutiny.

> *The neoliberal state’s interest in education and youth policy is [now] primarily economic: the training of creative and compliant workers, the promoting and normalising of entrepreneurial values and thinking among young people, and the outsourcing of education and youth services. (St Croix, 2016, p. 27).*

Focus and Themes

The focus of this research is concerned with youth workers employed to work in formal education (state funded secondary schools) in a LA in South Wales and as such, the next section explores the often contradictory values and practices of youth work and formal education. The researcher will focus on themes, referred to as 'The five P's' - Policy, Practice, Perception, Professionalization and Partnerships.

Policy and Practice

Exploring the policy and practice landscape that shapes and influences both formal and informal education across Wales is central to positioning wider education workforce perceptions of youth work. Formal education (school) and youth work are both 'universal' entitlements for young people in Wales, but the current legislation guiding the provision of these services is different. The Education Act 1996 places a duty on LA's to provide adequate school spaces for all children and young people aged 5 to 16. (Welsh Government, 2016). School Funding (Wales) Regulations 2010 places a legislative duty on LA's to provide funding to schools, based primarily on pupil numbers (Education Wales, 2018a) with £2.566 billion spent on state schools in Wales between 2018 and 2019 (Welsh Government, 2018).

The Learning and Skills Act 2000 is the current legislative basis for youth work in Wales. Described by the Interim Youth Work Board (IYWB) as 'weak and open to interpretation' (2021, p. 22), funding is not currently ring-fenced, meaning youth work is often the first service to be cut in times of austerity (Grunhut et al., 2021, p. 46). This is because LA's are able to divert the funding to meet shortfalls in other statutory priority areas, that are considered 'Youth Services' (libraries, leisure services etc.).

With 630 full time staff and £29.6 million being the reported total spend for statutory youth work in Wales in 2018 -19 (Welsh Government, 2019), the IYWB has stated

whilst they support the ‘universal’ entitlement definition, ‘the sector is not capable of delivering it given the capacity restraints the youth work sector is working within’ (2021, p. 21). Sercombe (2010) suggests whilst teaching has a purpose that aligns itself with the state’s agenda, youth work is more ambiguous. ‘Policy makers… saw a direct correlation between education and general economic prosperity’ (Chitty and Dunford, 1999, p. 22), which was compounded by the Thatcher years (1979 – 1991) and the ideology underpinning the Blair Administration’s (1997 – 2007) education policy that ‘Young human capital was to regard education as a preparation for the economy and not much else’ (Tomlinson, 2005, p. 8).

Bowles and Gintis (1976b, p. 131) state ‘the education system helps integrate youth into the economic system, … through a structural correspondence between its social relations and those of production’. Parallels can be drawn with the workplace; there is a clear hierarchical structure, school subjects are split in the same way the workforce is (to undertake various roles) and the reward system is based on grades and behaviour points, in the same way people receive a wage. Ultimately, education is funded as it serves an economic purpose, preparing young people for the world of work in a global, capitalist economy. Conversely youth work’s ‘improvisatory and unpredictable character has not fitted well with an increasingly instrumental and behavioural, neo-liberal agenda’ (Davies et al, 2015, p.85). Whilst the ‘empowerment’ of young people is a key motivation for youth work professionals (YWWRG, 2019), research by Chatham House (2018) suggests it is not for government. They report young people feel overlooked, unheard and underrepresented by government.

This general ‘lack of recognition of youth work by policymakers’ (Grunhut et al, 2021, p. 46) has meant that to survive, the profession has had to follow the money ‘and what those with the money are saying about what it is [youth workers] need to do’ (Young,

1999, p. 19). Since the Thompson report (Her Majesty's Stationery Office -HMSO, 1982), crime prevention, homelessness and health are just some examples of 'Targeted' issues the profession has been expected to address. Transforming Youth Work (Department for Education and Skills - DESk, 2002) is an English policy focused primarily on moving young people in to ETE. Despite the fact Smith (2013) described it as 'a modified form of schooling that also entails a significant amount of case management and some youth work', parallels can be drawn with WG's YEPF. Released in 2013 and currently being reviewed, this policy places the onus on Welsh LA's to 'identify and track' young people. Youth workers take on the role of 'Lead Workers…targeting those most at risk of becoming NEET' (Department for Education and Skills - DES, 2013, p.25), the only respite being, with the Lead Worker title being so ambiguous, it is open to interpretation. It was this policy that provided the framework for a successful ESF funding bid across Wales in 2015, named Inspire.

Whilst the focus of this research is the Welsh context, McGregor (2015) explains that trends shaping youth work here filter in from Europe, with a focus on young people deemed 'at risk', ETE and evidence-based practise. The Inspire programme, (funded from 2016 – 2022) sits under 'priority 3, Youth Employment and Attainment' (WEFO, 2018, p.7), the project has targets linked to number of participants, RRON, EQF recognised attainment and successful move on into post 16 ETE. Evidence of support and intervention is collated and subject to rigorous internal and external audit processes (Welsh European Funding Office - WEFO, 2019, pp. 10 – 60, South East Wales Regional Engagement team - SEWRET, 2018).

Parallels with these policies can be drawn with how schools and teachers currently operate. The 1988 Education Reform Act introduced SAT's and league tables linked to set national curriculum subjects, meaning state schools could be measured,

compared and ranked. However, whilst targeted funding for youth work prescribes 'what' outcomes should be, it doesn't (yet) tell youth workers 'how' to get there, leaving some room for manoeuvre; but 'Teachers exist within the realm of powerful regulatory bodies such as Ofsted … which generate statistics on every conceivable quantitative piece of data' (Chitty and Dunford 1999, p. 105). Tomlinson (2005, pp.62 - 66) concurs and further argues that teachers and schools are continually assessed, on a 'narrow, inflexible and crowded' curriculum. Similar to developments in youth work, the constant pressure for schools to climb the league tables and to ensure students gain a prescriptive number of GCSE's has robbed teachers of their autonomy and disenfranchised the profession (Gilbert, 2015).

However, it is noted change in Wales is imminent. Following recommendations in the Donaldson report (2015), legislative changes to formal education in Wales commence in 2022. The new framework aims to enable 'schools to develop their own curriculum … and assessment' (EW, 2020). Based on 6 key areas (see Appendix 1), the purpose of formal education is described as developing lifelong learners, who are enterprising and creative, ethically informed, healthy and confident (EW, 2020). With the current Youth Work Strategy for Wales (EW, 2019b, p. 11-14) stating young people should have opportunities to grow, have a voice, develop autonomy and build skills', the similarities with youth work are transparent.

Perception

Fundamental to the comparative analysis was the exploration of the wide disparity of views, impressions and perceptions regarding formal and informal education from a range of stakeholders.

Although there is much debate regarding teaching practice and the function of the curriculum, state secondary school is generally defined as a place of learning, where

‘teachers are bound by statutory duties to educate within a formal curriculum and work to a set timetable’ (Rogers, 2016, p. 6). The where, when and by whom is evident. England’s previous Education Secretary Gavin Williamson (Department for Education –DE, 2020) recently stated the UK’s education system was one of the best in the world, with the teaching profession highly respected by society. This is in stark contrast to findings by Oftsed (2019), who reported teachers felt undervalued, disempowered and had little influence over policy impacting the profession.

In contrast to formal schooling, current literature concurs that ‘Youth work is not easy to define’ (Grunhut et al 2021; Batsleer & Davies 2010; Roberts 2009). Whilst the fact it can take place wherever there are young people is identified as a strength by EW (2019b), who add the profession contributes to a range of current government portfolios in Wales, Taylor (2009) is more critical. He argues the profession’s agenda is now controlled by the state. Dunne et al (2014) concurs, adding that the overlaps between youth work and other services (School, health, Criminal Justice etc.) means the difference between ‘Youth Work’ and ‘Work with Young People’ is vague. The profession appears to be suffering from an identity crisis.

Historically, the perception of youth work by Government officials has been bleak. New Labours Minister for Youth, Kim Howells described the service as ‘the most unsatisfactory of all the services’ (Henman, cited in Batsleer & Davies, 2010, p. 11). 15 years later, the coalition government Minister Nick Hurd stated some of the youth services were ‘ok to lose because they were crap’ (Hayes, 2013). Whilst Education Minister Kirsty Williams (EW, 2019b) is somewhat more positive, offering a commitment to ensuring Youth Work is strengthened and empowered, the role the profession has in supporting current education reform in Wales is evidently the driving agenda. Stakeholders are aware the profession needs to raise awareness of its

capabilities (Grunhut et al, 2021), with McGregor (2015) adding a major issue for the service is the lack of ability to not only define itself, but provide measurable, robust evidence. The Scottish Youth Service have attempted to circumvent this issue, commissioning a study, which found 'for every £1 invested in Youth Work …, there's a return of at least £3 value' (Hall Aitken, 2016, p. 6).

Whilst it is not the focus of this research, the IYWB (2021) believes the Covid19 pandemic has provided evidence of the essentiality of youth work for young people. Eventually recognised as critical workers in Wales, one LA Youth Service was given a cameo in Estyn's thematic inspection (2021), for its work with 750 young people during the crisis. It is however noted practitioners are more formally referred to as 'Youth Officers' in this publication. Whilst the IYWB (2021) provide a summary of what young people value about youth work, it is young people's voices, captured and published by 'In Defence of Youth Work' (IDYW) (2010), which evidence the value they place on the profession. Experiences include feeling heard and understood, trust and being trusted, the provision of a safe space, creative opportunities and mediation between young people and other services.

Evaluating youth work in schools, Rogers (2016) echoed these sentiments with case studies of young people who had similar experiences. Furthermore, school staff described YCW practitioners as 'vital, integral, indispensable and crucial' (Rogers, 2016, p. 15). However, Arad (2015) points out a lack of understanding about the profession can lead to unrealistic expectations, with some staff seeing youth work simply as work with the 'naughty kids' (Grunhut et al, 2021, P. 64). Similarly, Wade (2018) states youth workers can perceive teachers as a 'little bit rubbish'. Given the disparity and sometimes contentious views expressed by key stakeholders, it would

seem appropriate to focus the primary research on exploring the perception that teachers and youth workers have toward each other.

Professionalisation

In order to explore the tensions and opportunities of youth workers within schools, it was imperative to understand the positionality, power and relative legitimacy afforded to youth workers within a formal education setting.

Bradford (2017) argues 'Professionalism' can be defined in two ways. Recognition and institutionalisation by the state and being able to practice autonomously, either way it is about power. However, the current literature highlights fundamental tensions between the goal of professional legitimacy and recognition and the retention of professional autonomy and authenticity. Registration records for the teaching profession have been kept since 1914, with accredited training courses delivered by universities since 1890 and training colleges since 1902. However, concerned that teacher training was too left wing, the Thatcher government abolished teacher education advisory committees, diminishing opportunities for practitioners to have a voice (Tomlinson, 2005). Graham (1996) argues the profession has become so used to state intervention on all aspects of practice and delivery, it is no longer seen as a problem, or worth challenging.

Since the Thatcher years, teaching has been assessed by an array of SAT's, league tables and centralised inspectorates. Even in the recent global pandemic, governments across the UK chose to initially put their faith in computer systems to decide students' grades (BBC, 2020). Following public outcry, teachers were eventually given the autonomy to overrule this. With the pandemic and the challenge of exams during a period of social distancing and lockdown, the role of teachers in the assessment of students was initially dismissed and algorithms introduced to calculate

grades. In Wales, evidence of the influence and power of Estyn was reinforced when WG requested they undertake a thematic review of how schools 'promoted learning' mid pandemic (Estyn, 2021, p. 1).

The idea of gaining the state's recognition of youth work as a professional occupation is somewhat more contentious. Bradford (2015) makes the point that successive governments continuously fail to understand what youth work does. However, the profession has been provided with opportunities to consolidate its training and in turn its professional identity. Training programmes delivered by the National College for Youth Work Leaders (NCYW) (1961 – 1970), following the Albermarle report deviated from the value base of many voluntary YCW organisations, which led to a gap between them and the statutory sector (Rose, 1997) still prevalent today. In 2009, Taylor argued that ever increasing professionalism risked the de-politicization of the profession, a move away from its democratic and emancipatory foundations. With funding and therefore practitioners controlled by the state, how can practitioners empower young people to challenge systems if the issue is with the state itself? Prophetically in 2010 with youth work becoming a degree recognised profession and by 2017, the introduction of professional registration for youth workers in Wales operating within the formal education system; whilst gaining professional recognition arguably becomes subjected to increasing levels of state control.

The IYWB (2021) recommends the introduction of an independent national body for youth work in Wales, with similar powers to Youthlink Scotland. This is not a new idea. The Wales Youth Agency operated between 1992 and 2006. It also recommends WG establish an 'innovation and outcomes framework' (2021, p. 24), monitored by Estyn. Despite the fact this may provide the 'hard data' needed to evidence the worth of youth work, this would include setting targets. Whilst this has become part of the accepted

culture in current youth work, St Croix (2016) explores how youth workers attempt to maintain autonomy, by separating administration functions from the authenticity of their youth work role. As explored in previous sections, a youth workers practice is deep routed in their value base and whilst they may be told ‘what’ social issue they should focus on, in contrast to the teaching profession, they are not yet told ‘how’.

It could be argued youth workers based in schools have multiple issues to contend with. Not only are they a minority profession, but funding is generally provided to deliver on the states agenda. It would seem vital then to ascertain if youth workers feel able to maintain autonomy, feel professionally valued and similarly to explore teachers’ views on this.

Partnerships

With the research being concerned with youth work taking place specifically in schools, it was crucial for the perception of partnership working between the two professions to be considered within the literature review.

Relationships, processes and outcomes are identified as the fundamental issues in effective partnerships (Grunhut et al, 2021, p. 23). Whilst the YEPF (DES, 2013) increased awareness of targeted Youth Work, a review of the previous National Youth Work Strategy for Wales (NYWSW) 2014-18 concluded it had not impacted relationships with formal education. Instead relationships between the two professions often happened naturally, at local level, over time (Wrexham University, 2017). However, with the ‘funding’ issue, being a common theme running throughout current research, (Arad, 2015, Rogers, 2016, Grunhut et al, 2021), time is a commodity YCW does not have. Described as ‘precarious labour’, not only is short-term funding an issue for practitioners, it also negatively impacts young people, offering no guarantees on how long support will last (St. Croix, 2016). It is also noted partnership working

does come at a cost. Offering a dedicated space to Youth work practitioners within a school can pose a logistical problem, particularly if group work activities take place. ‘Partnership working takes time and resources’ (Grunhut et al, 2021, p. 129).

Arad (2015, p. 3) argues ‘for [partnership] benefits to be sustained, its important youth work delivery fits with school routines, priorities and ethos’. However, as current research has evidenced (explored in previous themes), ‘processes’ for YCW and teaching professionals are inherently different. Rogers (2016) points out how differing views on behaviour and attendance alone can cause friction between the two professions. For example, teachers can refuse to let young people out of lessons to see the youth worker and internal referral systems managed solely by the school can mean access to young people is controlled.

Taylor (2009) describes how often youth workers adapt their approach depending on the setting - they have learnt to manage stakeholders and ‘build productive working relationships’ in line with NOS (CLD Scotland, 2019, p.6). Whilst this is testament to the profession’s adaptability to adapt, St Croix (2016) explains this can impact the authenticity of their workplace identity, particularly in a school setting where they are a minority. Ways of supporting YCW practitioners in this position is to provide regular time for them to meet with other school linked YCW staff (Arad, 2015), or employ them as part of a youth service provision, seconded to a school setting (Rogers, 2016).

Outcomes pose yet another issue. This review of current literature has evidenced how data driven the teaching profession is. In comparison, this is an area the youth service continues to struggle with. The ESF Inspire programmes hard outcomes evidence criteria (RRON) is based on Attendance, Attainment and Behaviour (AAB) data which schools collate. As Rogers (2016) suggests, youth works impact can be calculated in this way, although measuring soft outcomes continues to pose a problem.

Chapter 3: Methodology and Methods

- **3.1. Introduction**

The research was undertaken from the perspective of 'Practitioner-Researcher' (PR), sometimes referred to as 'Insider-Research' due to the research being undertaken from within an area of current practice. This perspective provided an opportunity to generate knowledge, which could further develop understanding and thus inform youth work practice (Bradford, Cullen and Green, 2012). This chapter considers the Insider-Researcher positions influence on the research and how this needed to be managed. It explains how the methodological choices align with gaining an insight into the thoughts and feelings of the participants, in an attempt to understand and compare the perception of YCW in schools between youth workers and teachers.

- **3.2. Reflexivity and Positionality**

Reflexivity is incorporated into youth work practice and social research. As a PR it was vital to engage in continuous critical reflection, understanding that there could not be detachment from either role and therefore the researcher 'cannot stand outside the subject matter when conducting social research' (Bradford, Cullen and Green, 2012, p. 14). It was important to remain aware of the influence the PR might have on the study, requiring regular self-reflection via a personal journal and supervision sessions. Piloting interview questions enabled the review of language and structure, to prevent leading questions. Allowing time between each participant interview enabled consideration of feelings, thoughts and interpretations, recognising any assumptions made and providing an opportunity to identify unconscious bias. Despite these steps,

research can never be value free (Kumar, 2019) and ultimately is a presentation of the PR's construction of social reality.

Ontologically this research adopted a constructivist approach. Constructionism asserts social phenomena and their meanings are not only produced through interactions by social actors, but are in a constant state of revision (Bryman, 2015). The research is concerned with gaining an insight into professional perceptions of youth work in schools. This could only be understood through the senses, thoughts and feelings of those who either delivered it or had experience of it being delivered within these settings.

As a PR in the YCW field, the primary interest was in better understanding people and valuing their complexity and difference. The research aimed to gain an in-depth insight into the lives of the participants, to attempt to understand how they had personally experienced youth work in schools. Therefore, epistemologically this research adopted an interpretivist approach. Informed by phenomenology, this approach 'views human behaviour as a product of how people interpret the world… in order to grasp the meaning of a person's behaviour, [the researcher] attempts to see things from that person's point of view' (Bogdan & Taylor, 1975, pp. 13-14). Whilst parallels can be drawn with this approach and that of a youth worker; particularly when utilising the core conditions of empathy, congruence and unconditional positive regard (Rogers, 1990) to create the environments for these insights to be gained, Bryman (2015) states that researchers must be aware they are providing an interpretation of other's interpretations (double interpretations). In fact, this is tripled if the researcher identifies links to current concepts, theories and literature of a discipline - in this case YCW.

With an ontology and epistemology underpinned by the belief that reality is complex and a single phenomenon can be open to varying interpretations, this research adopted an interpretivist paradigm which will be discussed in the next section.

- **3.3. Methodology and Methods**

Com, Nel and Phil (2019) explain that because 'precise systematic and theoretical answers to complex human problems is not possible', the interpretivist paradigm leans toward qualitative research. Therefore, this was considered the most appropriate methodological choice. Whilst prior research, as evidenced in the literature review, provided the context to youth workers practicing in schools and highlighted some of the advantages and tensions around this, current literature did not appear to provide an in-depth analysis of how youth work in schools is perceived by YCW and teaching professionals. Primary data therefore enabled the research to be carried out for this specific purpose. Furthermore, qualitative data is based on words, thought and feelings, rather than numbers, facts and figures. 'Emphasis is placed on gaining a sense of reality from the perspectives of those involved' (Tucker, 2012, p. 32). Cullen, Bradford and Green (2012, p. 12) explain that qualitative research is 'specifically orientated to small-scale, rich analysis of people's social worlds … This enables researchers to develop a deeper relationship with the field'. Taking time and size limitations into consideration, this methodology was also considered most appropriate in practical terms.

Qualitative methodology is not without its disadvantages. Limitations included findings being bound to a specific geographical area and there was a greater risk of unconscious bias affecting the results. Ethical considerations were time consuming, particularly as the PR was undertaking the study within their own place of work (Bell

& Walters, 2018). Qualitative data can also lead to unanticipated results. However, as a feminist and therefore engaging with the 'people being studied as people and not simply as respondents to research instruments' (Bryman, 2015, p. 23); the PR expected the 'data to reveal complexities, ambiguities and nuances' (Sweetman, 2019). This is due to the 'active involvement of people in reality construction' (Bryman, 2015, p. 31).

Methods

Semi-structured interviews (SSI's) were considered the most appropriate method for this research. The anonymity and safety of a 1:1 interview offered participants the opportunity to speak more candidly than they may have in a focus group, particularly as this was a comparative piece. Whilst predetermined questions can support flow and ensure research stays on track, SSI's enabled further discussion on emergent themes (Bryman, 2015). The informal and experiential basis of this method aligns with modern youth work traditions (Bradford and Cullen, 2012), which the PR related to. SSI's enable the participant to speak freely, using their own language, which was important as the aim was to gain an insight into their perception of YCW in schools. Moreover, in line with a youth workers value base, 'ensuring that the voices of participants are heard … [allows] the researcher to discover and do justice to their perceptions and the complexity of their interpretations' (Richard and Morse, 2007, p. 30).

SSI's are not without their issues. It was time consuming to plan and undertake the pilot and substantive interviews, in addition to transcribing the data. Bryman (2015) explains researchers need to ensure they do not become side-tracked when following up lines of enquiry and data can be difficult to categorise and analyse if it is too flexible. These were issues piloting enabled the PR to minimise.

- **3.4. Research instrument**

Open ended questions were the chosen research instrument, as they were deemed the most appropriate and effective in encouraging respondents to share their perceptions and experiences (Kumar, 2019) of youth workers in school. Furthermore, non-directive questions were intended to posit control with research participants - they chose what they shared. According to Kumar (2019, p. 31), this can 'virtually eliminate the possibility of interviewer bias'.

The first two questions were designed to contextualise participant responses and to encourage the building of researcher rapport (See Appendices 2 and 3). Questions 3 – 11 were constructed to explore the five key themes that emerged from the literature review and tailored to the YCW and teaching professions.

- **3. 5. Piloting**

Tucker (2012, p. 35) explains 'the purpose of the pilot is to test out both the approach to be adopted and the working and organisation of specific questions'. Interview questions were piloted with one school-based youth worker and one teacher, who were not initially involved in the final research, as this was comparable to the main study. It was later agreed their data would be included (with their consent). Feedback regarding the question structure and layout was gained. No changes were made, as participants and the researcher felt the questions were clear, well-structured and open ended, which promoted thinking.

Additionally, piloting provided an approximate time frame for the interviews and instilled confidence in the process. Pilot interviews took place virtually (across Microsoft Teams) and face to face (in line with Covid19 guidelines). The decision was

made to undertake the research interviews face to face, as during the virtual interview the teacher was interrupted several times which impacted flow. The PR felt this was less likely to happen if they were physically with the participant. All youth worker interviews were undertaken in this way. One teacher interview was conducted virtually, at the request of the participant (due to schools being shut at the end of the summer term).

- **3.6. Sampling**

As the research was specifically related to youth work in schools, it was most appropriate to use purposive, critical case sampling. Due to the limitation of this study, in terms of time and word limit, 10 participants were chosen in total, comprising of 5 School based youth workers and 5 teaching qualified school staff 4 of the secondary state schools within a South Wales LA. This provided an equal balance of the two professions, from a range of secondary school provisions, for the comparative analysis. Additionally, all participants had experience of youth work in schools, either as the provider (youth worker) or receiver (the teachers are employed by the schools hosting the youth workers). As Glen (2015) explains, this type of sampling is particularly useful when sampling small numbers as the cases chosen are more likely to provide an abundance of information. Furthermore, the teaching staff had a range of roles within their school – one Head Teacher, one Deputy Head Teacher, One Pastoral Lead, one Alternative Education Lead and one Subject Teacher. Whilst enabling the researcher to question how YCW was recognised at varying levels, it also led to some interesting comparisons.

- **3.7. Validity and Reliability**

Validity and reliability indicate how well a method, technique or test measures something. Validity is about the accuracy of a measure and reliability is about the consistency (Middleton, 2019). Bryman (2015) and Kumar (2019) both point out there has been much debate around these concepts when relating them to qualitative research, particularly as qualitative researchers are generally not interested specifically in measuring.

Guba and Lincoln (1994) suggest using 'trustworthiness and authenticity' as alternatives. Trustworthiness includes 4 subcategories, which draw parallels with quantitative data collection, the first of which is 'Credibility'. This research used triangulation, sometimes referred to as cross checking, to enhance validity by comparing the literature review and fieldwork notes, with the data gained from the SSI's. Kumar (2019) explains in qualitative research, the most appropriate way of approving findings is by checking them with respondents. Therefore, participants were offered the opportunity to read their individual transcripts and make any changes prior to data analysis and receive a copy of the PR's draft findings. There were no changes made to transcripts by participants.

'Transferability' and 'Dependability' was achieved due to the detailed account of all steps undertaken throughout the research, which could be replicated. Whilst the fact there were 10 participants in total is a limitation in terms of making any substantive generalisations from the data, a study of this size could be relatively easy to reproduce. However, the relationship the PR had with participants (staff and partners) was unique and this would need to be considered. The provision of 'thick description' within the data analysis section, provides the reader with an opportunity to decide whether they can transfer the findings of this research to other social environments (Geertz, as cited in Bryman, 2015, p. 384).

‘Confirmability’ was achieved through consideration of the researchers own ontological and epistemological perspective, ethical considerations, and an acceptance that research is ultimately not value free. Regular supervision sessions, a personal journal and reflexivity were ways of ensuring the researcher acted in ‘good faith’ (Geertz, as cited in Bryman, 2015, p. 384), maintaining a position of neutrality. In terms of authenticity, this research aimed to provide a fair representation of the participants’ social worlds.

Yardley (2000) proposed a set of 4 criteria to ensure validity and reliability in qualitative research. ‘Sensitivity to context’ was a primary factor in terms of ethical issues, as the study took place in the researcher’s own place of work. ‘Commitment and rigour’ was achieved, not only in terms of the data analysis within the dissertation, but the Researchers 25 years of experience in the field. Furthermore, the youth work approach was compatible and therefore easily transferred to the qualitative research process. The research methods and methodology is ‘clear and transparent,’ with triangulation (explained above) being utilised to ‘create a more in depth picture of the research problem and to interrogate different ways of understanding it’ (Nightingale, 2009). Finally, its ‘Impact and Importance’ was a key driving factor for the researcher, particularly with the pending introduction of WNC.

- **3.8. Ethics**

‘Ethical issues arise at all points in the research process’ (Blaxter, Hughes & Tight, 2010, p. 167). This research was authorised by Cardiff Metropolitan University (CMU) prior to commencement, via their ethical approval process (Appendix 4). British Educational Research Association (BERA) Guidelines (2018) were followed

throughout and given the need for careful stakeholder management, gatekeeper consent was obtained.

Informed consent, confidentiality and protection of individuals are central to guidelines on research ethics (Blaxter, Hughes & Tight, 2010). Appendices 5 and 6 are examples of the information sheet and consent form provided to participants, prior to SSI's taking place. Key points were reiterated to respondents at interview stage, including their right to withdraw at any time. Data was anonymised (youth workers 1 – 5 and teachers 1 – 5) and safely stored in line with CMU's policies. As the sample size was small, the LA within which the research took place was not identified. Additionally, questions were constructed in order to explore the two cultures (YCW and teaching) rather than individuals and framed so they did not invite personal comments.

There was much debate regarding the PR's position as part of the management team, under which the youth workers participating sat. To ensure anonymity, it was made clear the full research thesis would only be shared with them, the gatekeeper and the two university markers, who would also be bound by the same ethical principles as the PR. Any further publications would be edited to protect this.

90% of interviews took place face to face, adhering to workplace Covid19 risk assessments (Appendix 7). Whilst this meant the SSI process took longer, it minimised the risk for all involved. Five youth workers were interviewed in their own office base, in a quiet room, which was their choice. Four teachers were interviewed in their own office or classroom, on their school site (agreed prior to interview), with one being interviewed virtually due to the schools being shut. Whilst this created disparity in terms of the setting, it did provide all participants with a sense of ownership and ensured they were comfortable.

Bradford, Cullen & Green (2012, p. 21) explain ‘when one is working as a researcher, particularly within one’s home organisation …questions of power, consent and coercion become especially salient’. Bell and Waters checklist (2018) was utilised as a guide, to ensure not only was the research ethical, but to overcome some of the problems associated with practitioner research. This included making the role of the researcher clear from the outset, in an attempt to minimise any pressure participants may be under, to say what they felt the PR wanted to hear. Utilising a YCW approach, the PR attempted to create a safe, calm environment and made it explicit there were no right or wrong answers and no repercussions for any comments made. As Bell (2018) suggests, participants were offered the opportunity to read and make changes to their individual transcripts prior to data analysis and discuss the research findings with the PR prior to submission. In line with a youth work value base, the aim of this was to empower the participants, ensuring their voices had been heard (Mero-Jaffe, 2011).

Chapter 4: Results and Analysis

- **4.1: Process Evaluation**

This research was undertaken through semi structured interviews, which were audio recorded and transcribed by the PR, enabling full immersion in the data (Braun and Clarke, 2006). Individual transcripts were shared with participants before being Thematically Analysed (TA), to ensure accuracy.

Described as a 'flexible method for identifying, analysing, describing and reporting themes found within a data set' (Braun and Clarke, 2006, p. 81); King (2004, cited in Moules et al., 2017, p. 3) explains TA is a useful technique for 'examining the perspectives of different research participants, highlighting similarities and differences and generating unanticipated insights'. This approach linked directly to the research question: **A comparative analysis of youth worker and teacher perceptions of each other in five secondary school settings in South Wales.**

Whilst Holloway and Todres (2003) point out TA's flexibility can lead to inconsistencies when developing themes from the research, Guba and Lincoln (1989) suggest checking and testing the findings with the participants and data collection triangulation can address this issue. Therefore, the PR shared the initial results and analysis with participants, inviting feedback; and triangulated the primary research data with the literature review and fieldwork notes, which were recorded throughout the research process.

The PR was led by the data, adopting an inductive approach to identify themes. Described by Moules et al. (2017, p. 8) as a 'process of coding the data without trying to fit it in to a pre-existing coding frame or the researcher's analytic preconceptions.' This aligned with the PR's ontological, constructivist approach. Kumar (2019) explains the themes development process could be infinite, with the most difficult decision often

being when to stop. Therefore, the PR discussed themes with her supervisor and gatekeeper, re-reading and scrutinising the data.

The data has been separated into presentation (4.3) and analysis (4.4). Data presentation is described as the 'bare bones', providing a description of the essence of the participants' experience and communicating what the experience is like (Holloway & Todres, 2003). Although the themes interlink, the textual presentation style adopted enabled the PR to organise the data in to logical, sequential categories, whilst the use of direct quotes from the participants 'gives readers a flavour of the original texts' (Banks, 2004, cited in Moules et al., 2017, p. 11). Teachers' quotes can be identified as T1 – T5 and Youth Workers' quotes as YW1 – YW5. Data analysis is the interpretation of the data. The PR has attempted to articulate what each theme means, comparing it to the literature review, identifying any similarities and differences and considering broader meanings and implications, to provide readers with the 'overall story' (Moules et al, 2017, p. 11).

- **4.2: Limitations**

At the time of undertaking the research, the Covid19 pandemic meant participants were continually dealing with changes to workload. Consequently, interviews with teachers were rearranged on several occasions, delaying the data collection process. One interview took place virtually, rather than face to face as schools were shut for the summer break. The participant's camera was not working, so the PR was unable to note any non-verbal communication cues.

Time limitations relating to submission date of the research meant the PR was only able to provide the participants with seven days to comment, following the sharing of individual transcripts and initial findings. The latter was shared over the school summer

break, which may have meant teaching staff were less likely to engage with this process due to being on annual leave.

The PR's lack of previous research experience meant some lines of further enquiry were missed during the interview process. Time limitations meant the PR was unable to go back to participants to request further information.

- **4.3: Presentation of Results**

Theme 1: Perceptions of policy related to Youth Work in Schools

Wales New Curriculum (WNC): As presented in the literature review, the new curriculum for schools in Wales is a significant policy development. All participants were asked if they were familiar with WNC and if they thought youth workers could contribute to it. Appendix 1 was provided to all participants prior to interview. It was evident all youth workers who participated felt strongly that YCW could contribute to WNC, particularly in terms of Health and Wellbeing (H&WB), commenting that their practice is already underpinned by this.

YW5 Stated "They've nicked or way of working [the new curriculum's 6 key areas of learning and experience]. If you look at our Five Pillars [Principles and Purposes of Youth Work, 2018], it just fits".

Teaching staff interviewed appeared to agree with the youth workers, confirming H&WB was the obvious link. However, the level of prior consideration to this varied.

T2 stated: *"I hadn't really given it a lot of thought; your question has put it in my mind. There are obviously a lot of areas Youth Work could contribute".*

Two of the five teachers interviewed, referred to H&WB as an underpinning theme, rather than something that is 'taught' with one participant pointing out as a stakeholder, youth workers could influence how the school interprets this.

T5: *"It's a golden thread that needs to be interwoven into schools' policies and processes with experts guiding it… external experts and stakeholders [including the youth service]".*

Personal Social Education (PSE), particularly sexual health and relationships, was mentioned by three youth workers and one teacher.

YW2: "We may be better to deliver [PSE] anyway… whereas you may have a subject teacher that's absolutely mortified".

T1: "PSE… is that best delivered by teachers? That's the big question isn't it".

Scrutiny Schools face: The literature review found state schools and teachers are subject to intense inspection and monitoring. Current policy relating to Estyn was mentioned by half of all participants (three teachers and two youth workers). It appeared that Estyn was perceived as an area of pressure for school staff.

YW5*: "Schools are controlled by Estyn, Welsh Government and exam bodies".*

T2: "*Teachers are unable to give personal time to students because we get beaten by a stick by Estyn or something, because they are not doing extra numeracy or literacy".*

Funding continuity: The literature review highlighted funding for youth work in Wales is not currently ring-fenced and often precarious. Furthermore, with Brexit, the ESF funding for the youth work project linked to this study expires in 2022. Yet all five teachers specified the importance of continuity in funding and staff.

T2: "*If things are to be sustainable, we need continuity. Young people don't deal with change quickly. Its pivotal – the continuity of staff and funding".*

Two youth workers also mentioned this, relating it to the relationships with school staff.

YW2: "I am part of the communication system in school, because I have been here so long I have built the relationships with staff".

YW5: "Over the years practicing in a school setting has got better… you build relationships with them [school staff]".

Government recognition: The literature review suggested YCW is generally perceived by the state as mediocre, with a renewed interest by WG politicians linked to the new curriculum agenda. Two youth workers mentioned the current UK conservative government and suggested that whilst youth work was considered important when moral panics are involved, for example knife crime, anti-social behaviour etc. for the most part, as a profession it has been largely ignored.

YW3: *"Youth workers are undervalued, because young people are undervalued by the Government".*

YW4: "*I don't think the government value us. We get a bit used don't we – they'll fund knife crime or whatever the latest moral dilemma is. We are used, rather than valued".*

One teacher argued that the current conservative administration appeared to be selective when recognising the work of public sector services.

T2: "*Covid doubled out workload. To have that not recognised and have a pay freeze – it's incredible. I find it so patronising when … Governments say we have been heroes".*

Theme 2: Perception of Professionalism, Practice and Philosophy

Professionalism: The literature review suggested, that despite YCW becoming a degree recognised, EWC registered profession; its lack of ability to define itself or prove its worth with data continues to negatively impact how it is perceived. When asked about a youth workers status within a school setting, although four teaching staff participants described them as 'professionals', upon further discussion three recognised this perception was not consistent across the school.

T1: "Youth workers are judged as a professional, as would any other teacher or head teacher – it would be interesting to know how a youth worker would view that".

T2: "I think some of the day to day teachers would probably not give youth workers any great status… they don't really have a good understanding of what youth workers are doing. Management would… perhaps that something we need to educate staff on".

Furthermore, one teacher who was interviewed stated:

T4: "Sadly I don't think youth workers are recognised professionally… I sometimes think it's how they present themselves, they might wear very different clothing which is bad really isn't it. It's very judgmental".

Although two of the youth workers interviewed spoke positively of their autonomy in school to undertake their role and the request for advice by select school staff, all five youth workers suggested they were not given consistent professional status within their base schools. The PR noted this appeared to be of less importance to YCW staff, the longer they had been practicing.

YW2: "School staff think they are superior to the youth service or myself, but I am fine with that because I know that's not true".

YW3: "We are seen as a lot lower than teachers'; I don't think they see us as professionals or are aware of what we do…I don't think they know we are EWC registered they don't see us as education, they see us as a separate thing".

YW5: "Teachers don't know we are degree educated… The fact we don't have a professional standing is quite frustrating and quite undermining sometimes… I have to shout louder".

Contrasting approach and philosophy: The literature review explored the contrast in practice between teaching and YCW, which was echoed in the interviews, when participants were asked about teaching and youth work approaches. Three of the teachers described teaching practice as hierarchical and formal, recognising there is an expectation young people come to school to learn and behave according to school policy. Participants acknowledged youth work offered a 'different' approach, which was depicted as less formal and more personal. This view was mirrored by the youth workers interviewed, who also recognised they have more time to spend 1:1 with young people and are not constrained by class sizes.

T5: *It's a relationship very different to a teacher. They can listen in a non-judgemental way … have those open discussions. Teachers very often have to toe the party line".*

T2: "*We lecture; we are called Sir – so there's an element of formality. Whilst still respectful and professional, a youth worker is different. It's more personal".*

T3: "*Youth workers have superb relationships with young people, they are positive... they support… I can't imagine us not having youth workers in our school".*

YW1: "*A teacher has a formal relationship with young people… but a teacher is faced with classes of 30 young people. I have 1:1 so maybe I have more time to sit down and chat with them [young people] informally".*

Tensions created by the philosophical differences. The literature review suggested assumptions by school staff that YCW will fit neatly into school processes are misconstrued. This is due to the fact the two professions approaches are inherently different. Whilst all five teachers commented the youth workers linked to their school were valued and considered part of the school, it was recognised there were challenges.

T1: "Youth workers have a tough job in schools.,. It's a bit like trying to fit a round peg in square hole, because schools are very rigid places, by virtue of the fact there is a timetable… Youth workers are exceptional people for being able to manage that".

Access to young people was one such challenge raised by teaching and youth work participants. There were philosophical differences in the explanations provided.

T5: "When they [young people] may be pulled out of lessons for their meetings [with the youth worker], that teacher might get their back up … they see the student as getting away with being naughty and things like that, you know, not understanding the deeper context".

YW2: "Our approach sometimes conflicts with the policies and procedures in school – as a youth worker we have a different view… but I appreciate there are rules to follow".

T2: "It's an individual perspective, it's not about the youth workers. Some staff just think kids should be in school full stop. We do have to explain to some staff why it's more important for the student to go to see the youth worker rather than go to Geography for example".

YW3: "Young people aren't allowed out of core lessons to see me".

Theme 3: Perception of partnership working

Partnerships. The literature review implied that whilst youth workers are able to adapt their practice to function in a school environment, this can pose a risk to their professional identity. All five youth workers interviewed are employed by the LEA's Youth Service and expressed this was important to them, with four expressing a concern that if they were employed by the school their role would change and

become that of a Teaching Assistant (TA). One teacher queried if school based youth workers would be better off managed by the school, but recognised that due to financial pressures, there was a risk they could be utilised in a different way.

YW2: "I wouldn't want to be employed by the school and the constraints of the school. My belonging is with the youth Service".

The literature suggested effective partnership working can be costly, not only in terms of the time it takes to develop relationships but also the logistical cost of space within a school site for youth workers. Half of the participants (three youth workers and two teachers) identified regular, suitable and safe space as an issue, which has been exemplified with the recent coronavirus pandemic and subsequent social distancing regulations.

YW1: "I think it's important for young people to feel valued – a space dedicated to them. In the room I have at the moment all the posters are ripped off the wall, blinds are broken, it's just dull. Mine are all young - all I can see is this little head above the desk".

T3: "Finding a space to work is a challenge. Schools are such busy places and there are so many people coming in and out."

Furthermore, two youth workers identified communication as a challenge when working in schools, despite two teachers stating youth workers were part of the school's internal communication system.

YW3: "It's hard to get information from teaching staff, it's hard to build relationships with them as they don't have time".

- **4.4. Analysis of results**

Theme 1: Perceptions of policy related to Youth Work in Schools

Wales new Curriculum (WNC). The literature review identified that there were parallels between WNC and current youth work policy. This was reinforced by youth worker responses, with YW5 in particular arguing WNC was modelled on the current five pillars of youth work – Educative, Expressive, Participative, Empowering, Inclusive. (YWWRG, 2018). It was noticeable that Youth worker respondents position the youth work role as central to the delivery of WNC, particularly in terms of H&WB, sexual health and relationships. Conversely the teaching respondents appeared to only consider this when prompted by the PR's questions, suggesting they see YCW as something separate to education. This was reinforced by T2 in particular who openly stated *"I hadn't really given it a lot of thought*" and T5 who referred to their school based youth worker as an "*external stakeholder".* Teacher responses have clearly positioned a youth workers role as being a support mechanism to formal education, failing to recognise the centrality of an informal educator response as identified in fieldwork note triangulation by an academic who stated *"YCW is not **for** education, or **in** education, it **is** education".*

Scrutiny schools Face. The literature review suggested that state schools face a litany of scrutiny and monitoring by Estyn, which according to Chitty & Dunford (1999) and Tomlinson (2005) has removed much of the autonomy linked to the profession. This position was supported by youth worker and teacher responses in the primary data. YW5 stated *"schools are controlled by Estyn*" and T2 commented *"Teachers are… beaten by a stick by Estyn".* This is explored further in theme two.

Funding Continuity. The literature review suggested formal education is supported through a legislative commitment to ring fenced funding because it aligns itself with

capitalist ideology, to put it simply getting young people ready for work and contributing to the economy (Tomlinson, 2005 and Bowles and Gintis, 1976b). Conversely, YCW's commitment to empowering young people (YWWRG, 2018) is at odds with current conservative philosophy (Sercombe, 2010), which explains why currently, the profession does not benefit from the same level of protection through hypothecation. T2 stated *"To be sustainable we need continuity [funding and YCW staff]*". This highlights the operational impact of insecure funding streams for YCW, which detrimentally impacts not only the perception of youth workers in schools, but the relationships youth workers have with young people.

Government Recognition. The data collected aligned itself with the literature review for both teachers and youth workers who described feeling *"used… patronised… [and] undervalued".* Young (1999), Grunhut et al (2021) and the Thompson Report (1982) all suggest the YCW profession has had no choice but to chase funding, linked to targeted political agendas, such as crime, homelessness etc. This was reinforced by YW4 who stated *"We get a bit used don't we – they'll fund knife crime or whatever the latest moral dilemma is. We are used, rather than valued".* Similarly, research by Ofsted (2019b) found that teachers felt undervalued, disempowered and had little influence over policy impacting the profession. This was reinforced by T2, who commented on the anomaly that government officials had hailed teachers as heroes, whilst supporting a pay freeze. Although teachers and youth workers are similarly disillusioned, the lack of hypothecated funding for YCW negatively impacts on the perception of the profession at both strategic and operational level. At the very least, teachers benefit from permanent, long term funding.

Theme 2: Perception of Professionalism, Practice and Philosophy

Professionalism. Bradford (2015) suggests that professionalism can be defined in two ways, one of which is recognition and institutionalisation by the state. His perspective is that the state has continuously failed to understand what YCW is. The concept of recognition by the state arguably holds for YCW in Wales, with EWC registration and at a superficial level, the primary data might support this view, with T1 stating *"Youth Workers are judged as a professional".* However, further elaboration identified alternative perspectives, with T2 recognising *"some of the day to day teachers would probably not give youth workers any great status*" and T4 stating *"I don't think youth workers are recognised professionally".*

The fieldwork notes further reinforced the contentiousness of this issue, with a senior statutory youth service manager suggesting EWC have a role to play in championing the professionalism of YCW. Furthermore, EWC have a responsibility to defend and promote the professional status of its registered members. The comments by YW3 and YW5 reiterate the lack of professional recognition afforded to YCW at an operational level*. "I don't think they see us as professionals, I don't think they know we are EWC registered"* (YW3); "*We don't have a professional standing"* (YW5). These comments suggest professional recognition is not the lived reality of YCW practitioners.

Contrasting approach and philosophy. Bradford (2015) argues a second dimension of professionalism is being able to practice autonomously. The literature review highlighted that schools are continually assessed on a narrow, inflexible and crowded curriculum (Tomlinson, 2005), which has robbed teachers of their autonomy. Whilst targeted YCW programmes are subject to rigorous internal and external audit processes in terms of outcomes (WEFO, 2019), the profession is not (yet) told how these outcomes should be achieved, meaning practice is not prescriptive and there is

considerably more professional leeway. This position was supported by both teachers and youth workers in the primary research. *T5: "It's a relationship very different to a teacher*". T2: *"A youth worker is different [to a teacher], its more personal".* YW1: *"A teacher has a formal relationship with a young person... I have more time to sit down and chat with them informally".*

Tensions created by the philosophical differences. The literature review found one of the major philosophical differences between teaching and YCW is that formal education is easy to define and YCW is not. It was evident that whilst teacher respondents were able to identify differences between their own and a youth work approach, describing their relationships with young people as formal and hierarchical *"We … are called sir"* (T2), *"We often have to toe the party line" (*T5), they were not able to provide an explanation of what YCW is.

This was echoed in the literature review, with Grunhut et al (2021), Batsleer & Davies (2010) and Roberts (2009) all stating 'youth work is not easy to define'. Fieldwork note triangulation further emphasised this point with comments from participants at a recent national Youth Work conference pointing out, the YCW profession is often so busy talking about how they are different to other 'Youth Services', including Health, Education and Social Services, they forget to explain what it is they actually do. A Senior LA youth work manager went on to point out it is natural for teachers to not fully understand the YCW approach, as support depends upon the young peoples' specific needs, so looks different for each individual.

Whilst it could be argued this lack of understanding means YCW is not prescriptive and can continue to be led by young people, providing them with a safe space, an opportunity to be heard and understood and creative opportunities (IDYW, 2010), it can lead to tensions between the two professions at a practice level. Grunhut et al

(2021, p.61) pointed out teachers can see youth workers as dealing with the 'naughty kids'. A comment repeated in the primary data by T5, who stated teachers who don't understand YCW may perceive "*the student as getting away with being naughty".* YW3 pointed out *"Young people aren't allowed out of core lessons to see me",* which could suggest schools value and prioritise qualifications, regardless of young peoples need, perhaps due to the external pressures from Estyn and exam boards as discussed in previous sections.

It was revealing that one teacher respondent recognised the challenges youth workers face when working in a formal education setting, describing it as *"Trying to fit a round peg in a square hole"* (T1). YW2's experience as a school based youth worker strengthened this perspective *"Our approach sometimes conflicts with the policies and procedures in school – as a youth worker we have a different view… but I appreciate there are rules to follow".* This could suggest both YCW and teaching professionals are aware of the hierarchical, formal system within a school and how this can cause tensions for the youth workers attempting to navigate it. Parallels can be drawn here with fieldwork notes - school based youth workers reflected on the fact it can be these very systems young people struggle with, which is the basis for youth work support being offered to them.

In order to further analyse the tensions between the two approaches, the literature was revisited. The experience of YW3, where young people were not allowed out of lessons to meet with her and YW2 who stated within her school setting "*there were rules to follow,"* could be explained in terms of power. Davies (2005, p.7) states YCW practice 'should proactively seek to tip the balance of power in young peoples' favour', with practitioners not only acknowledging, but 'addressing young peoples all to frequent exclusion from decision making' (Sapin, 2013, p. 6). Paradoxically, power

relations between young people and teachers 'are taken as a hierarchical given … the focus is on discipline, order and control' (Lodge & Lynch, 2002, p. 139). Whilst this can be explained in relation to Bowles and Gintis theory on the hidden curriculum (1976a), suggesting as they do, that formal education simply prepares young people to become a 'subservient, passive and uncritical workforce' (Thompson, 2017), it can also explain the obvious tensions that can be a direct result of these philosophical differences. To put it simply, it could be argued that YCW aims to empower young people, whilst formal education, could in fact disempower and is an exercise of compliance.

One of the ramifications of the philosophical differences between informal (YCW) and formal (teaching) approaches is the impact on the implementation of WNC. During interviews, when asked about the reluctance of some teachers to allow young people out of lessons, T2 stated this was not about YCW, but individual staff member's perspectives "*Some staff just think kids should be in school full stop*". With the principles of person-centred wellbeing underpinning WNC, this suggests current philosophical teaching approaches and external pressures teaching staff face could undermine the foundations of this new approach.

Theme 3: Perceptions of Partnership Working

Partnerships. The literature review found that relationships were one of the key factors influencing effective partnership working (Grunhut et al, 2021). Despite all five teaching respondent's reporting they 'value' YCW support in their school, YW3 pointed out *"It's hard to build relationships with them [teachers] as they don't have time".* In an attempt to analyse this further, the literature was revisited. Atkinson, Jones and Lamont (2007) present characteristics that facilitate multi agency working include a commitment from all staff, mutual respect, acknowledging professional differences and maintaining constant communication. Both youth worker and teacher respondents

comments throughout the interview process would suggest these elements are simply not in place currently at operational or strategic level.

Furthermore, physical space for youth workers to practice within a school was reported as an issue by half of all respondents' (two teachers and three youth workers), suggesting this was an essential resource to effective partnership working (Grunhut et al, 2021, p. 129) schools are not always prepared to provide. One youth worker respondent described her room as *"dull*", explaining how due to the inappropriate set up, with one young person she can only *"see this little head above the desk"* (YW1). With T3 explaining *"Finding a space to work is a challenge. Schools are busy places… there are so many people coming in and out*", this would suggest youth workers are not viewed as integral to the school and there is in fact little, if any authentic commitment to partnership working.

Rogers (2016), Arad (2015) and St Croix (2016) all suggest maintaining the authenticity and identity of YCW practice is important to youth workers in a school setting, particularly when they are a minority. This sentiment was echoed in the interviews by the YCW respondents' who all agreed it was important they were employed by the Youth Service and not directly by the school. YW2 stated *"My belonging is with the Youth Service".* Four of the youth worker participants expressed concerns that their role would change to a TA if the school employed them.

To analyse this point further, the literature was revisited. Whilst TA's in Wales are registered with the EWC, the highest qualifications necessary is level three (Diploma). Unlike youth work, there is currently no degree requirement (Careers Wales, 2019). Furthermore, a key TA's function is 'support to teachers' (Lowe & Pugh, 2006, p.6). Not only could this suggest school staff perceive the youth worker role as a subsidiary one and do not recognise its professional status; the literature review identified the

fundamental differences between a youth workers and school staffs' philosophical approach. Youth work is based on the voluntary engagement of young people, a YCW approach places emphasis on the role of the young person in the process, focusing on relationship building, through informal and non-formal learning activities (YWWRG, 2018). This is in complete contrast to formal education, meaning ethical practice issues could arise if YCW staff are expected to take on a TA role.

Chapter 5: Conclusion

- **5.1. Summary of main findings**

The aim of this research was to gain an understanding of, and critically analyse the perception of current YCW practice in schools, through the experiences of youth workers practicing in schools and teachers who hosted the profession within their settings.

The findings suggest that whilst teachers who take on Senior Leadership Team (SLT) or pastoral positions understand YCW offers young people an alternative approach, and state they *"value"* having youth workers within their schools, this is not consistent across the whole school staffing team. Issues around the provision of a suitable space were prevalent in the literature review and primary data, suggesting the value and essentiality of having youth workers available and accessible in schools, is somewhat tokenistic. However, it appears the reason for this may be wider than YCW, with teachers' understanding of young peoples' wellbeing having an impact on their attitude toward the profession. If teachers do not have an awareness of the impact this has on a young person's ability to learn, it is understandable they would be wary of an approach where this is central.

Whilst the focus of this research was the perception of youth workers in schools, WNC became a prevalent discussion point. Despite the aspirations of WNC (and its commitment to young peoples' wellbeing), this research implies schools still operate within a system that is dominated by an expectation of compliance and the wider school staffing team ensuring young people meet the employability orientated outcomes, set by the current UK and Welsh government. It could be argued that the monitoring, evaluation and reporting frameworks for WNC have not fully departed from

its predecessor and therefore the role of YCW in schools remains constrained and hampered.

Both teachers and youth workers recognised there are various challenges for the YCW professionals practicing in a school setting. The research suggested youth workers based in schools feel better equipped to manage these challenges, whilst continuing to maintain autonomy, when employed directly by the youth service and seconded to the school. Thereby, retaining a sense of youth work identity.

The research also indicated more needed to be done by EWC, to raise awareness of, and promote the YCW profession across Wales.

5.2. Impact of study and practice recommendations

Despite the current limitations of WNC (explored previously), this legislation does provide legitimacy to the YCW agenda. With a focus on wellbeing, youth workers could offer to deliver awareness raising sessions to school staff on the topic. Not only could this further develop relationships at operational level, but it may also contribute to unifying two very different approaches through a common understanding and lead to a cohesive commitment to young peoples' wellbeing within these settings.

Furthermore, CMU offering as it does, initial teacher training programmes and undergraduate and post graduate YCW degrees, could initiate cross programme opportunities for youth workers and teachers to explore and understand each other's approaches and the pressures faced by both occupations.

This research has been supported and welcomed by the PR's Service Manager, and as Wales moves from ESF to replacement funding, there is potentially an opportunity for the findings to influence the development of future projects. Recommendations made, as a direct result of this research include YCW staff linked to schools being

employed directly by the Youth Service and directly supported by a qualified YCW manager. Agreements with schools would be strengthened prior to the secondment of any staff and would include the provision of a suitable space for youth workers within the setting, in addition to timely access to young people.

This research continues to influence the PR's daily practice. The in-depth awareness gained, relating to the fundamental differences between teaching and YCW practice has resulted in an increased level of empathy and understanding when supervising youth workers linked to schools. It has also meant the PR feels more equipped to support staff to overcome issues that arise, empowering youth workers to take appropriate action when necessary.

Additionally, the PR has been able to utilise the knowledge gained from undertaking this research when working in partnership with key school links. With several changes to SLT's in schools across the LA where the PR is employed, developing and maintaining relationships with new teaching staff quickly and effectively has been pivotal to enabling youth workers to continue practicing in a number of the schools. Understanding the pressures teachers face and agendas they are led by, indeed being able to 'speak their language', ensures key messages are understood by both parties and a common understanding is gained.

- **5.3. Limitations**

The small-scale nature of the research and the short timescale limits the extent of any generalisations that can be made regarding the perception of YCW practice in schools. In addition to this, despite being theoretically underpinned, the methodology adopted accepts the process is affected by the PR's own perspectives, experiences, and the subjective nature of theme development (explored in detail in chapter three).

- **5.4. Future Research**

This research explored perceptions of youth workers in five secondary school settings, in a specific geographical region in South Wales. Future research might take account of specific demographics, regions and local issues. This would allow for a larger sample set leading to more rigorous findings, robust conclusions and recommendations for policy and practice.

Further interrogation relating to the implementation of the WNC would establish how youth workers are able to contribute to the overall ethos of the new curriculum and specific areas of learning including citizenship and personal and social development.

Evaluation of any collaborations between YCW and ITE students to assess contributions to the new areas of the WNC, particularly H&WB.

Reference List:

Arad (2015) *Youth Work in Schools in Wales: Full Report.* Cardiff: Arad Research.

Atkinson, M., Jones, M. and Lamont, E. (2007) *Multiagency Working and its Implications for Practice*. A Review of the Literature. Berkshire: CFBT Education Trust.

Batsleer, J. and Davies, B. (2010) *What is Youth Work*. Exeter: Learning Matters Ltd.

BBC (2020) 'ALevels and GCSEs: Uturn as Teacher Estimates to be Used for Exam Results', *BBC.CO.UK*, 17 August. Available at: A-levels and GCSEs: U-turn as teacher estimates to be used for exam results - BBC News (Accessed: 10th February 2021).

Bell, J. and Waters, S. (2018) *Doing Your Research Project*. 7th edn. London: Open University Press.

British Educational Research Association (BERA) (2018) *Ethical Guidelines for Educational Research*. [Online]. Available at: file:///C:/Users/Matthew/Downloads/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf (Accessed: 09th December 2020).

Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research*. 4th edn. Berkshire: Open University.

Bogdan, R. and Taylor, S. (1975) *Introduction to Qualitative Research Methods: A Phenomenological Approach to the Social Sciences*. New York: Wiley.

Bowles, S. and Gintis, H. (1976a) *Educational Reform and the Contradictions of Economic Life.* New York: Basic Books.

Bowles, S. and Gintis, H. (1976b) *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life.* Chicago: Haymarket Books.

Bradford, S., Cullen, F. and Green, L. (2012) 'Working as a Practitioner-Researcher', in Bradford, S. and Cullen F. (eds.). *Research and Research Methods for Youth Practitioners*. Oxon: Routledge. Pp. 5-24.

Bradford, S. and Cullen, F. (2012) *Research and Research Methods for Youth Practitioners*. Oxon: Routledge.

Bradford, S. (2015) 'State beneficence or government control? Youth Work from circular 1486 - 1996', in Bright, G. (ed.) *Youth Work: Histories, Policies and Contexts.* London: Palgrave.

Bradford, S. (2017) 'The 'Good Youth Leader'. Constructions of Professionalism in English Youth Work 1939 -1945', *Ethics and Social welfare,* 1(3), PP. 203 – 309.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77-101. doi: 10.1191/1478088706qp063oa

Bright, G. (2015) *Youth Work: Histories, Policies and Contexts.* London: Palgrave.

Bryman, A. (2015) *Social Research Methods.* 5th edn. Oxford: Oxford University Press.

Careers Wales (2019) *How to become a Teaching Assistant.* [Online]. Available at: https://careerswales.gov.wales/job-information/teaching-assistant/how-to-become (Accessed: 13th November 2021).

Chatham House (2019) *Why do Young People Feel Ignored by Politicians? [*Online]. Available at: Why Do Young People Feel Ignored by Politicians? | by Chatham House | Chatham ouse | Medium (Accessed: 17th October 2021).

Chitty, C. and Dunford, J. (1999) *State schools New Labour and the Conservative Legacy*. London: Woburn Press.

CLD Standards Council Scotland (CLD) (2019) *National Occupational Standards in Youth Work.* Available at: https://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/ (Accessed: 16th February 2021).

Com, D., Nel, B. and Phil D. (2019) *Research Paradigms: Interpretivism.* [Online]. Available at: https://www.intgrty.co.za/2016/08/15/research-paradigms-interpretivism/ (Accessed: 4th April 2021).

Corney, T. (2006) 'Youth Work in Schools: Should Youth Workers also be Teachers?,' *Youth Studies Australia*, 25(3), pp. 17-25.

Davies, B. (2005) *Youth Work: A Manifesto for our Times*. Leicester: National Youth Agency.

Davies, B., Taylor, T. and Thompson, N. (2015). 'Informal Education, Youth Work and Youth Development: responding to the Brathay Trust Case Study', *Youth and Policy*, 115(12), pp. 85 – 111.

Department for Education and Skills (DESk) (2002) *Transforming Youth Work: Resourcing Excellent Youth Services.* London: DESk / Connexions.

Department for Education and Skills (DES) (2013) *The Youth Engagement and Progression Framework implementation plan.* Cardiff: Welsh Government.

Department for Education (DE) (2020) *Education Secretary Sets Outs Aims for Higher Education*. [Online]. Available at: https://www.gov.uk/government/speeches/education-secretary-sets-out-aims-for-higher-education (Accessed: 18th February 2021).

Donaldson, G. (2015) *Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales*. Wales: Welsh Government.

Doyle, M. and Smith. M. (1999) *What is Youth Work? Exploring the history, theory and practice of work with young people*. [Online]. Available at: https://infed.org/mobi/what-is-youth-work-exploring-the-history-theory-and-practice-of-work-with-young-people/ (Accessed: 03rd February 2021).

Dunne, A., Golubeva, M., Murphy, D. and Ulcine, D. (2014) *Working with Young People; The Value of Youth Work in the European Union*. Luxembourg: DOI 10.2766/72658.

Education Wales (2018a) *Foundation phase provision for three and four year olds: Guidance for Local Authorities in Wales*. Cardiff: Welsh Government.

Education Wales (EW) (2018b) *Professional standards for teachers and leadership*. Wales: Welsh Government.

Education Wales (EW) (2019a) *Education is Changing.* Available at: https://gov.wales-education-changing (Accessed: 15th February 2021).

Education Wales (2019b) *Youth Work Strategy for Wales.* Cardiff: Welsh Government.

Education Wales (2019c). Youth Work Strategy Implementation Plan. Cardiff: Welsh Government.

Education Wales (EW) (2020) *Curriculum for Wales.* Available at: https://hwb.gov.wales/curriculum-for-wales/ (Accessed: 15th February 2021).

Education Wales (2021) *Time to deliver for Young People in Wales*. Cardiff: Welsh Government.

Estyn (2021) *Local Authority and Regional Consortia Support for Schools and PRUs in Response to Covid19. Update Report from June – November 2020*. Cardiff: Estyn.

Gilbert, F. (2015) *4 Ways the 1988 Education Act Harmed Teaching and Learning.* [Online]. Available at: 4 Ways the 1988 Education Act Harmed Teaching and Learning | Local Schools Network (Accessed: 10th February 2021).

Glen, S. (2015) *What is Critical Case Sampling?* [Online]. Available at: https://www.statisticshowto.com/critical-case-sampling/ (Accessed: 4th April 2021).

Graham, J. (1996) 'The Teacher Training Agency Continuing Professional Development Policy and the Definition of Competencies for Serving Teachers', *Journal of In-service Education*, 22(2), pp. 121 – 132.

Grunhut, S., Knight, E., Marshall, T., O'Prey, L., Parkinson, A., Teifi, I. and Usher, S. (2021) *Research to inform development of the Youth Work Strategy*. Cardiff: Welsh Government, GSR number 01/2021. Available at: https://gov.wales/reserach-inform-development-youth-work-strategy (Accessed: 28th January 2021).

Guba, E. and Lincoln, Y. (1989) *Fourth Generation Evaluation*. California: Sage Publications Ltd.

Guba, E. and Lincoln, Y. (1994) 'Competing Paradigms in Qualitative Research', in Denzin, N. and Lincoln, Y. (eds.). *Handbook of Qualitative Research.* California: Sage Publications Ltd. Pp. 105-117.

Hall Aitken (2016) *Social and Economic Value of Youth Work in Scotland.* Available at: https://www.youthlinkscotland.org/media/1254/full-report-social-and-economic-value-of-youth-work-in-scotland.pdf (Accessed: 18th February 2021).

Hayes, D. (2013) *Hurd Hails Young Generation at CYP Now Awards but Says Some Youth Services are 'ok to lose'*. Available at: https://www.cypnow.co.uk/news/article/hurd-hails-young-generation-at-cyp-now-awards-but-says-some-youth-services-are-ok-to-lose (Accessed: 18th February 2021).

Holloway, I. and Todres, L. (2003) 'The status of method: Flexibility, consistency and coherence', *Qualitative Methods*, 3(3), pp. 345-357. doi: 10.1177/1468794103033004

Her Majesty's Stationery Office (HMSO) (1982) *Experience and Participation: Report on Youth Services in England: The Thompson Report.* London: HMSO.

In Defence of Youth Work (2010) *This is Youth Work Stories from Practice*. Available at: https://indefenceofyouthwork.files.wordpress.com/2010/11/20252-youth-stories-report-2011_4th-1.pdf (Accessed: 19th February 2021)

Interim Youth Work Board for Wales (IYWB) (2021) *Time to deliver for Young People in Wales.* Available at: https://gov.wales/sites/default/files/publications/2021-01/time-to-deliver-for-young-people-in-wales.pdf (Accessed: 14th February 2021).

Kotinsky, R. (2019) *Youth Work in Schools*. [Online]. Available at: Youth work in schools – infed.org: (Accessed: 20th September 2021)

Kumar, R. (2019) *Research Methodology: A step by Step Guide for Beginners*. 5th edn. London: Sage Publications Ltd.

Lodge, A. and Lynch. K. (2002) *Equality and Power in Schools: Redistribution. Recognition and Representation.* London: RoutledgeFalmer.

Lowe, M. and Pugh, J. (2006) *The Teaching Assistants Guide: New Perspectives for Changing Times*. Oxon: Routledge.

Mair, L. (2019) A 'Transcript of Their Mind?': Ragged School Literacy in the Mid-Nineteenth Century, *Journal of Victorian Culture,* 24:1, pp.18–32.

McGregor, C. (2015) *Universal Youth Work a Critical Review of the Literature.* Edinburgh: Edinburgh Youth Work Consortium.

McHugh, M. (2014) 'Feminist Qualitative Research: Toward Transformation of Science and Society', in Leavy, P. (ed.) *The Oxford Handbook of Qualitative Research.* Oxford: Oxford University Press, pp. 137-164.

Mero-Jaffe, I. (2011) ''Is that what I said?' Interview Transcript Approval by Participants: An Aspect of Ethics in Qualitative Research', in *International Journal of Qualitative Methods*, 12(01), pp. 231 – 247. Doi:10.1177/160940691101000304

Middleton, F. (2019) *Reliability vs Validity, what's the difference?* [Online]. Available at https://www.scribbr.com/methodology/reliability-vs-validity/ (Accessed: 01st May 2021).

Mokyr, J. (2011) The rise and fall of the factory system: technology, firms, and households since the industrial revolution, *Carnegie-Rochester Conference Series on Public Policy*, 55:1, pp, 1-45.

Moules, N., Norris. J., Nowell, L. and White, D. (2017) 'Thematic Analysis: Striving to meet the trustworthiness criteria', *International Journal of Qualitative Methods*, 16(1), pp. 1-13. doi: 10.1177/1609406917733847.

National Youth Work Agency (NYA) (2013) *National Youth Agency Commission into the role of Youth Work in Formal Education.* Available at: https://www.nya.org.uk/wp-content/uploads/2014/06/Commission-into-the-role-of-youth-work-in-formal-education.pdf (Accessed: 02nd February 2021).

Nightingale, A. (2009) *Triangulation*. Available at: https://www.sciencedirect.com/topics/social-sciences/triangulation#:~:text=Abstract,of%20understanding%20a%20research%20problem. (Accessed: 20th February 2021)

Ofsted (2019a) *Research and Analysis Summary of Recommendations: Teacher Wellbeing research Report.* Available at: https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report (Accessed: 18th February 2021).

Ofsted (2019b) Teacher well-being at work, in school and further education learning providers. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936253/Teacher_well-being_report_110719F.pdf (Accessed: 16th February 2021).

Office for National Statistics (ONS) (2021) Young people not in education, employment or training (NEET). UK: May 2021. [Online]. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/may2021 (Accessed: 16th November 2021).

Richards, L. and Morse, M. (2007) *User's Guide to Qualitative Methods*. London: Sage.

Rogers, C. (1990) *The Carl Rogers Reader*. 2nd UK edn. Edited by V. Henderson and H. Kirschenbaun. London: Constable.

Rogers, V. (2016) *An Independent Evaluation of Youth Work in Schools in Wales*. Available at: https://gov.wales/sites/default/files/publications/2018-02/an-independent-evaluation-of-youth-work-in-schools-in-wales-vanessa-rogers-may-2016.pdf (Accessed: 20th February 2021)

Roberts, J. (2009) *Youth Work Ethics.* Exeter: Learning Matters Ltd.

Rose, J. (1997) *Milestones in the Development of Youth Work.* Available at: http://www.youthworkwales.org.uk/wp-content/uploads/2017/11/Milestones-in-the-Development-of-Youth-Work.pdf (Accessed: 20th February 2021).

Sapin, K. (2013) *Essential Skills for Youth Work Practice*. London: Sage Publications Ltd.

Senedd Research (2021) *The Shared Prosperity Fund and Levelling up Fund – supporting local solutions or overriding devolved powers?* [Online] Available at: https://research.senedd.wales/research-articles/the-shared-prosperity-fund-and-levelling-up-fund-supporting-local-solutions-or-overriding-devolved-powers/ (Accessed: 16th November 2021).

Sercombe, H. (2010) *Youth Work Ethics*. London: Sage Publications Ltd.

South East Wales Regional Engagement Team (SEWRET) (2018) *Inspire 2 Achieve.* Available at: https://www.sewales-ret.co.uk/inspire-2-achieve-east-wales/ (Accessed: 15th February 2021)

Smith, M. (2001) *Developing Youth Work. Informal Education, Mutual Aid and Popular Practice.* 2nd edn. Available at: https://infed.org/mobi/developing-youth-work-chapter-7-informal-education/ (Accessed: 20th April 2021).

Smith, M. (2013) *What is youth work? Exploring the history, theory and practice of youth work', The encyclopaedia of pedagogy and informal education*. Available at:

https://infed.org/mobi/what-is-youth-work-exploring-the-history-theory-and-practice-of-work-with-young-people/ (Accessed: 7th February 2021).

Smith, M. (2016). *What is teaching? A definition and discussion.* Available at: https://infed.org/mobi/what-is-teaching/ (Accessed: 18th February 2021).

St Croix, T. (2016). *Grassroots Youth Work. Policy practice and resistance in practice*. Bristol: Policy press.

Sweetman, C. (2019) *What's Special About Feminist Research?* [Online]. Available at: https://oxfamblogs.org/fp2p/feminist-research-its-all-about-the-politics/ (Accessed: 3rd April 2021).

Taylor, T. (2009) *In Defence of Youth Work. The Open letter*. Available at: https://indefenceofyouthwork.com/the-in-defence-of-youth-work-letter-2/ (Accessed: 19th February 2021).

Thompson, K. (2017) *Bowles and Gintis The Correspondence Principal.* Available at: https://revisesociology.com/2017/07/04/correspondence-principle-bowles-gintis/#:~:text=The%20correspondence%20theory%20is%20the,a%20long%20shadow%20over%20school'. (Accessed: 17th February 2021).

Tomlinson, S. (2005) *Education in a post-welfare society.* Berkshire: Open University Press.

Tucker, S. (2012) 'Getting Started. Developing and Designing Research for Practice', in Bradford, S. and Cullen, F. (eds.). *Research and Research Methods for Youth Practitioners*. Oxon: Routledge.

Wade, T. (2018) *Is Your Youth Work Damaging Teachers?* Available at: https://www.youthandchildrens.work/Read/Blog/Is-your-youth-work-damaging-teachers (Accessed: 18th February 2021).

Welsh Government (2016) *Schools and other Education for Children.* Available at: https://law.gov.wales/publicservices/education/school-and-other-education-for-children/?lang=en#/publicservices/education/school-and-other-education-for-children/?tab=overview&lang=en (Accessed: 14th February 2021).

Welsh Government (2018) Statistical Bulletin: *Local Authority Budgeted Expenditure on Schools 2018 – 19*. Available at: https://gov.wales/sites/default/files/statistics-and-research/2018-12/180705-local-authority-budgeted-expenditure-schools-2018-19-en.pdf (Accessed: 14th February 2021).

Welsh Government (2019) Statistical Bulletin: Statistical First Release, Youth Work in Wales 2018 – 19. Available at: https://gov.wales/sites/default/files/statistics-and-research/2019-11/youth-work-april-2018-march-2019-299.pdf (Accessed: 14th February 2021).

Welsh Government (2020) *West Wales and the Valley European Social Fund programme 2014 – 2020. 2020 Annual Implementation Report Summary.* [Online]. Available at: https://gov.wales/sites/default/files/publications/2021-07/west-wales-and-the-valleys-european-social-fund-esf-annual-implementation-report-2020-summary.pdf (Accessed: 16th November 2021).

Welsh European Funding Office (WEFO) (2018). *European Structural Fund Programmes 2014-2020 A Summary of the ERDF and ESF Structural Fund Programmes in Wales*. Available at:

https://gov.wales/docs/wefo/publications/181204-esf-erdf-summary-en.pdf (Accessed: 15th February 2021).

Welsh European Funding Office (WEFO) (2019) *Eligibility Rules and Conditions for Support from the European Structural Funds 2014-2020.* Available at: https://gov.wales/sites/default/files/publications/2019-08/eu-funds-2014-2020-eligibility-rules-and-conditions-guidance_0.pdf (Accessed: 15th February 2021).

Wrexham University (2017) *Review of the Impact of the National Youth Work Strategy for Wales 2014 – 18.* Wrexham: Wrexham University.

Yardley, L. (2000) 'Dilemmas in Qualitative Health Research. Psychology and Health', in *Psychology and Health*, 15(2), pp. 215 – 228. doi:10.1080/08870440008400302.

YMCA (2018) *History – The story of our founding*. Available at: https://www.ymca.net/history/founding.html (Accessed: 07th February 2021).

Youth Work in Wales Review Group (YWWRG) (2018) *Youth Work in Wales: Principles and Purposes.* Wales: Youth Work in Wales Review Group.

Young, K. (1999) *The Art of Youth Work.* Dorset: Russell House Publishing.

Appendix 1.

Information Sheet: The New Curriculum for Wales.

The curriculum for Wales is due to be introduced across Wales, for all Children and Young People (aged 3 – 16) in 2022. The following information was taken from Welsh Governments Hwb website for the New Curriculum, which can be found at: https://hwb.gov.wales/curriculum-for-wales.

Described as the 4 Purposes. The new curriculum aims to support learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The New Curriculum identified 6 areas of Learning and Experience, which are:

1. Expressive Arts
2. Health and Wellbeing
3. Humanities
4. Languages
5. Literacy
6. Communication.

The New Curriculum also identifies a number of Cross Cutting Themes, which are:

1. Relationships and Sexuality education
2. Rights and Equity
3. Relationships
4. Sex, Gender and Sexuality
5. Bodies and Body Image
6. Sexual health and Wellbeing
7. Violence, safety and support.
8. Human Rights
9. United Nations Rights of the Child
10. Human Rights
11. Diversity
12. Careers and work related experience
13. Local, National and International contexts.

Appendix 2.

MA Semi-Structured Interview Questions – Youth Workers.

Profession and Title:

Age (tick Box):

18-24	25-34	35-44	45-54	55-64	65 and Over

1. How long have you been practicing as a Youth Worker?
2. What attracted you to the Youth Work profession?
3. How much of your time is spent with Young People? (prompt: percentage of your time spent on admin tasks / other duties).
4. What are the 3 most challenging elements of being a Youth Worker in a school setting?
5. What is your definition of 'education'?
6. What do you think are the qualities of a good youth worker?
7. What kind of relationship do you think teachers have with young people?
8. What it's like for as a Youth Worker, practicing in a school setting?
9. What's your perception of Youth Work in School? (Prompt: Do you have any prior / personal experience of Youth Work?).
10. How would you describe a Youth Workers status within a school setting? (Prompt: Status is professional position or standing / professional recognition).
11. Are you familiar with the new curriculum and if so, do you think Youth Workers could contribute to it (handout on 6 key areas)?
12. What has the impact of Covid been on your practice as a Youth Worker?

Appendix 3.

MA Semi-Structured Interview Questions – Teachers.

Profession and Title:

Age (tick Box):

18-24	25-34	35-44	45-54	55-64	65 and over

1. How long have you been practicing as a teacher?
2. What attracted you to the teaching profession?
3. How much of your time is spent with students? (prompt: percentage of your time spent on admin tasks / other duties).
4. What are the 3 most challenging elements of being a teacher in a school setting?
5. What is your definition of 'education'?
6. What do you think are the qualities of a good teacher?
7. What kind of relationship do youth workers have with young people?
8. What do you think it's like for youth Workers practicing in a school setting?
9. What's your perception of Youth Work in School? (Prompt: Do you have any prior / personal experience of Youth Work?).
10. How would you describe a Youth Workers status within a school setting? (Prompt: Status is professional position or standing / professional recognition).
11. Are you familiar with the new curriculum and if so, do you think Youth Workers could contribute to it (handout on 6 key areas)?
12. What has the impact of Covid been on your teaching?

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

APPLICATION FOR ETHICS APPROVAL

Appendix 4.

When undertaking a research or innovation project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

The document ***Ethics application guidance notes*** will help you complete this form and is available from the Ethics Governance Section of the Cardiff Met website. The School or Unit in which you are based may also have produced some guidance documents which you can access via your supervisor or School Ethics Coordinator.

PLEASE NOTE:
Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

PART ONE

1A: GENERAL INFORMATION	
Name of applicant:	Julia Swallow Edwards
Supervisor (if student project):	Jo Aubrey
School / Unit:	Education and Social Policy
Student number (if applicable):	ST20163886
Programme enrolled on (if applicable):	MA Education / Youth and Community Work
Project Title: If using a working title, it should convey what the project is about	A comparative analysis of the perception of Youth Work in Schools, (Youth Workers and Teaching Staff).
Expected start date of data collection:	December 2020.
Approximate duration of data collection:	10 Months
Funding Body (if applicable):	N/A
Other researcher(s) working on the project: If your collaborators are external to Cardiff Met, include details of the organisation they represent	N/A
Will the study involve NHS patients or staff? If yes, attach a copy of your NHS application to this form	N/A
Will the study involve human samples and/or human cell lines?	N/A

1B: Does your project fall entirely within one of the following categories:	
Desk based, involving only documents and not involving the collection of data from participants	No

Laboratory based, not involving human participants, human samples, animals or animal derived material	No
Practice based not involving human participants (eg curatorial, practice audit)	No

Answering **YES** to any of these questions indicates that the project does not include any participants and you will not therefore be collecting participant data.
If this is the case, please provide a short (150 words) non-technical summary of the project, complete the Declaration at the bottom of the form and forward this form to your School Ethics Committee (or equivalent).
No further information regarding your project is required and you do not need to complete any more sections of this form.

If you have answered **NO** to all of these questions, please proceed to 1C.

Provide a non-technical summary of the project below:

1C: Does your project fall entirely within one of the following categories:	
Compulsory projects in professional practice (eg Initial Teacher Education)	Yes
A project for which NHS approval has been obtained NB If this is the case, please ensure that you submit copies of the following with this form: • any questionnaires to be used • participant consent / asset form and withdrawal form • participant information sheets	No
A project which is not compulsory in professional practice and has gained external ethics approval from a body other than the NHS. NB If this is the case, please ensure that you submit a copy of the approved ethics application with this form.	No

If you have answered **YES** to any of these questions, please provide a short (150 words) non-technical summary of the project and **complete the rest of Part One of this form**. You do not need to complete Part Two.
Forward your completed form, along with any additional documents required (as indicated above) to your School Ethics Committee (or equivalent).

If you have answered **NO** to all of these questions, please complete the rest of this form including Part Two.

Provide a non-technical summary of the project below:

This will be an academic study, in the form of a Dissertation. This study will build on previous research undertaken on the subject matter by Arad Research (2017) and Vanessa Rogers (2016). Furthermore, it is of benefit currently, with the recent professionalisation of Youth Work (registration of Youth Workers with Education Workforce Council) and ESTYN's planned review of Youth Work Inspectorate guidelines.
I plan to undertake primary research via semi-structured interviews with up to 5 x Youth Workers and 5 x teaching staff practicing in South Wales, attempting to gain the participants views, thoughts and feelings on Youth Work support currently offered in Secondary Schools within the area. I aim to identify the perception of Youth Work by participants, in addition to comparing both professions views - identifying any common and contrasting themes.

1D: DATA COLLECTION AND STORAGE

What types of data will you collect or create?

Semi structured interviews with up to 10 participants (all aged 18+). This will provide me with quantitative and qualitative data. This collection method will provide me with an opportunity to explore the participants

personal thoughts, feelings and beliefs and gain rich, in depth data. I aim to triangulate my findings with current Inspire 2 Achieve Data available within the local area (I have permission to access and use this, it is all anonymised).

How will you manage access to and security of the data?

All data will be anonymised (data and codes separate) and kept in line with GDPR and BERA guidelines. This will be on password protected word document (only I will have access to the password), saved on my personal university one drive account. Data will be kept for 3-5 years, after which time it will be destroyed.

Will the data collected be subject to the data retention protocols of any of the following bodies?

- Human Tissue Authority (HTA)
- Health and Care Research Wales (HCRW)
- Applications involving the NHS which will be submitted via IRAS

Yes ☐

For any project which is subject to the data retention protocols of an external body listed, you must develop a data storage plan to be submitted alongside this document for consideration by your School or Unit Ethics Panel.

No ☒

Please confirm that the data collected will be stored in a manner which complies with Cardiff Met requirements via one of the following statements.

STATEMENT 1: FOR STUDENTS ON TAUGHT COURSES I confirm that any non-anonymised data related to research participants will only be stored on OneDrive, or by agreement with supervising staff, on Figshare, and that all data held elsewhere will be deleted, unless it is anonymised.	☒
STATEMENT 2: FOR STAFF APPLYING ON BEHALF OF STUDENTS ON TAUGHT COURSES I confirm that all students covered by this application are aware of their obligation to ensure that non-anonymised data related to research participants must only be stored on their Cardiff Met student OneDrive account and that all data held elsewhere must be deleted, unless it is anonymised.	☐
STATEMENT 3: FOR RESEARCH STUDENTS AND STAFF I confirm that any non-anonymised data related to research participants will be stored in a secure manner (using a platform such as OneDrive or FigShare) and that all data held elsewhere will be deleted unless it is anonymised.	☐

DECLARATION:

I confirm that this project conforms with the Cardiff Met Research Integrity & Governance Framework

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.

Signature of the applicant: Julia Swallow Edwards	Date: 14.12.2020

FOR STUDENT PROJECTS ONLY	
Name of supervisor: Jo Aubrey	Date: 12/01/2021
Signature of supervisor: 	

Research Ethics Committee use only	
Decision reached: Click here to enter text.	
Project reference number: Click here to enter text.	
Name: Click here to enter text.	Date: Click here to enter a date.
Details of any conditions upon which approval is dependant: Click here to enter text.	

PART TWO

If you haven't already done so elsewhere on this form, in the box below, provide a short (150 words), non-technical summary of the project.	
A RESEARCH DESIGN	
A1 Will you be using an approved protocol in your project?	No
A2 If yes, please state the name and code of the approved protocol to be used[1]	
A3 Describe the research design to be used in your project In this section, include details (as appropriate) of: • Research method(s); • Sample and sampling; • Participants including recruitment methods, activities to be undertaken, time commitment, details of any proposed payments; • Analytical techniques If your project does involve the use of an approved protocol, much less details will be required but you should indicate which areas of the project are covered by the protocol.	
• Primary research, via a series of semi structured interviews. • Purposeful, non-probability sampling will be used, due to the critical nature of this research. Sample includes 5 x Youth Work Staff and 5 x Secondary School Teaching staff within a Welsh County Borough. Due to the nature of this research being focused on a particular profession (Youth Work) and setting (state Secondary School Provision), interviewees are hand-picked, in an attempt to ensure they have the appropriate qualifications and experience, in order to provide a fair view. Limitations of this will be made clear in the research. • Participants will be invited to participate due to their knowledge and experience of either working as a Youth Worker within a Secondary School provision, or working with a Secondary provision where Youth Workers are linked, via the Inspire 2 Achieve programme (European Social Funded project, operating between 2016 and 2022). Interviewees will receive information on the research prior to being interviewed, including the right to withdraw and consent (including gatekeeper consent) will be gained. Interviewees will undertake the semi-structured interview either face to face, or via Microsoft Teams (depending on Covid-19 and any risk assessments) at an agreed time and date. Interviews will last approximately 1.5 hours (TBC). Interviewees will be provided with the research findings and any recommendations upon the research being completed, should they agree to this being shared with them. No payments will be made to interviewees. Interviewees are able to participate in the research during their working day (as agreed by my Service Manager). • Analytical Techniques – Thematic Analysis, inductive (directly from primary research) and deductive (from literature review, field notes and I2A data) approach.	
A4 Will the project involve deceptive or covert research?	No
A5 If yes, give a rationale for the use of deceptive or covert research	
A6 Will the project have security sensitive implications?	No
A7 If yes, please explain what they are and the measures that are proposed to address them	

[1] An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff. For details of protocols in use in your School or Unit, contact your Ethics Coordinator

B PREVIOUS EXPERIENCE
B1 What previous experience of research involving human participants relevant to this project do you have?
Primary research on a quarterly basis (since 2016), via the collation and analysis of quantitative data (participant numbers, outcomes) and qualitative (anonymised case study), in order to report back to funders for project funding and any requested changes to current Business Plan and models (Project delivers via a Youth Work approach, all staff are fully qualified, EWC Registered Youth Workers). Supervision of students, undertaking undergraduate level dissertation in Youth and Community Work (Associate Tutor role, employed by Cardiff Metropolitan University since 2016). Research modules at undergraduate and post-graduate level completed successfully.
B2 **Student project only** What previous experience of research involving human participants relevant to this project does your supervisor have?
Dr Jo Aubrey has experience of conducting research with human participants and has supervised both undergraduate and post-graduate dissertations using primary research

C POTENTIAL RISKS
C1 What potential risks do you foresee? Include details of risks to the participants, the researcher and the project as a whole.
Researcher: Time limitations, necessary skills and abilities, access to data for triangulation, professional relationships potentially being compromised, dilemmas around maintaining professional integrity as a Researcher, when there may be political pressure to make findings more palatable. Participants: Time limitations, power dynamics may skew responses for Youth Workers employed by the youth service and with whom I have a hierarchical relationship. Project as a whole: Ongoing impact of Covid-19. Senior Management / Gatekeeper consent being withdrawn, due to any changes in current senior management structure.
C2 How will you deal with the potential risks?
Researcher: Development and implementation of GANTT, study time has been agreed by Manager. Field notes and pre-agreed access to Inspire 2 Achieve anonymised data for triangulation. Regular and focus support provided by Supervisor. Ongoing reading and research, access and use of a range of module resources provide by School of Education. Articulating boundaries of different roles. Participants: Interview times and dates to be agreed in advance, in order to manage time constraints, clear information provided to all participants via information sheet and during a pre-meeting, in order to make clear differentiation in roles and explain in detail how all data collated will be anonymised (including the exact location of the research). Project as a whole: Covid-19 specific risk assessments already in place, access to technology enabling virtual semi-structured interviews accessible. Developed GANTT does allow for some movement in terms of time frames. Researcher has received authorisation to undertake research during work time and with stakeholders in written form. This has also been agreed at Senior Management Team meeting and shared with direct Line Manager.

When submitting your application you **MUST** attach a copy of the following:

- All information sheets
- Consent/assent form(s)
- Withdrawal of consent form

An exemplar information sheet, exemplar participant consent form and exemplar participant withdrawal form are available via the research section of the Cardiff Met website (see section on Ethics Governance). These are based on good practice and will be useful in the majority of cases. However, it is recognised that in some cases a project will be subject to requirements from an external body. Use of these exemplars is therefore not obligatory.

Appendix 5.

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

PARTICIPANT INFORMATION SHEET

Study Title: A comparative analysis of the perception of Youth Work in Schools (Youth Workers and Teaching Staff).

We would like to invite you to take part in the above named research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please therefore take time to read the following information carefully.

Background:

This research aims to gather, analyse and compare Youth Workers and teachers understanding, experiences and views of Youth Work, currently being delivered in four Secondary Schools in a South Wales Local Authority area. Known as 'Primary' or 'Action based' research, the researcher aims to capture participants lived experiences of youth work in schools and compare this to previous research, theory and current policy on the topic. The study will commence in December 2020 and end in September 2021.

Why you have been asked to participate:

You have been chosen to take part due to your knowledge and experience of Youth Work being provided in Secondary Schools. A total of 8 participants have been invited to participate – these include Youth workers, School Staff and Inclusion staff across the Local Authority.

Do I have to take part?

Taking part in the study is entirely voluntary and you will be asked to complete a Consent From prior to your involvement (see attached). You have the right to withdraw from the project at any time. Should you wish to withdraw, please contact me on the details provided below. Please note I will be anonymising all collated data in June 2021. Therefore, if you choose to withdraw after this time, I am unable to extract an individual's data. A Cardiff Metropolitan University Participant Withdrawal Form and further information, can be provided upon request.

What does taking part involve?

It involves taking part in a research interview, organised in advance at a time and date that suits you, in May 2021. The interview can be held via Teams (virtually), or face to face (covid-19 dependant). A list of the questions, to support discussion at the interview will be provided in advance. Interviews will be recorded.

What happens with my Data?

All data will be anonymised and saved securely, in line with Cardiff Metropolitan's University ethical research guidelines. This includes the researcher saving the data on a secure Cardiff Metropolitan University student drive. Data will be safely destroyed after the research has been completed and marked.

Responses to all of the questions will be anonymised and will be used solely within the researchers Master's Dissertation. A copy of the final study can be made available to you on your request, once completed and graded.

Are there any risks associated with being involved?

There are no risks as participation is entirely voluntary. You can choose to not answer questions and all information gained will be anonymised. This includes individual responses, the name of the school setting, the Local Authority area and any details which might reveal the identity of all of the above.

Are there any benefits associated with taking part?

Literature and research relating to Youth Work is an ever growing area. Participating in this study provides participants with an opportunity to share their real life experiences. It's an opportunity to have a voice and make recommendations, linked to the future of youth work in schools.

Who is involved in the project?

I am a sole researcher and undertaking this research as a student at Cardiff Metropolitan University. I am personally funding my Master's Dissertation qualification.

Approval:

The project has been approved by the Researcher's Supervisor in line with Cardiff Metropolitan University's Ethical Guidelines.

Contact Details of the Researcher and Supervisor:

Julia Swallow Edwards. Tel: 07885501633. Email: jdswallowedwards@cardiffmet.ac.uk.

Dr Jo Aubrey – Research Dissertation Supervisor – jaubrey@cardiffmet.ac.uk.

Final Comments:

Thank you for taking the time to read this information sheet and please do not hesitate to contact me, should you have any further enquiries relating to any aspect of this research.

Julia Swallow Edwards

Masters Student: School of Education and Social Policy, Cardiff Metropolitan University.

Appendix 6.

PARTICIPANT CONSENT FORM

Reference Number: JAST20163886.

Participant name or Study ID Number:

Title of Project: A comparative analysis of the perception of Youth Work in Schools, (Youth Workers and Teaching Staff).

Name of Principal Investigator: Julia Swallow Edwards

Name of person taking consent: Julia Swallow Edwards

_____

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understood the information sheet for this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time during the data collection period, without giving any reason.	
3. I understand that once data collection has been completed, I may request withdrawal of my data from the study at any time prior to completion of data analysis without giving any reason. **Analysis of the data will be completed by 31st July 2021.**	
4. I understand that once data analysis has been completed I have the right to be forgotten and can request erasure of personal data recorded during this project, unless it is necessary to retain this data to avoid compromising the research as stated in article 17 of the GDPR. I further understand that beyond 31st July 2021, it will be necessary for the university to retain non-personal data for verification purposes until 31st July 2026.	
5. I agree to take part in the above study.	
The following statements could also be included on the consent form if appropriate:	
I agree to the interview / focus group / consultation being audio recorded.	
I agree to the interview / focus group / consultation being video recorded.	
I agree to the use of anonymised quotes in publications.	

Signature of participant:	Date:

Signature of person taking consent:	Date:

Any information you provide will be treated in accordance with data protection principles for the purposes specified within the Participant Information Sheet. Cardiff Metropolitan University will process your personal data in line with Article 6(1)(a) and Article 9(2)(a) of the General Data Protection Regulation 2018 which specifies that your personal data can only be processed with your explicit consent. By signing this form and ticking the boxes above you are confirming that you have understood the reasons for obtaining your data and you are happy for the study to proceed. Please note that you have the right to withdraw consent at any point. Should you wish to invoke that right please contact Julia Swallow Edwards at jdswallowedwards@cardiffmet.ac.uk.

A Participant Withdrawal Form is available from the Cardiff Met website

Risk Assessment

Appendix 7.

Subject: Youth Service Staff (I2A) linked to schools.

Premises: Removed for anonymity.

Assessor: Julia Swallow-Edwards, Checked and signed off by Youth Service Manager, 26.10.2020, Updated 08.03.2021

Date of Consultation with workers: 26.10.2020 (Line managers to share RA and guidance with any staff prior to return to school). Updated 08.03.2021.

Date of Assessment: 26.10.2020. Updated 08.03.2021**.**

Risk Rating Calculation Key

The following scoring (severity x likelihood = risk rating) is for use when assessing the risks of reopening schools during the COVID-19 pandemic.

Severity	
Fatality	**5**
Major injury	**4**
Medical injury	**3**
Minor injury	**2**

Likelihood	
Imminent	**5**
Very Likely	**4**
Likely	**3**
Not Likely	**2**

RISK RATING	
High Risk	**16 - 25**
Medium Risk	**11 - 15**
Low Risk	**6 – 10**
Insignificant	**0 – 5**

Insignificant injury	**1**	Remote	**1**

Guidance

1. Identify the persons at risk and the significant hazards.
2. Calculate an initial risk rating (RR) without controls for the activity.
3. Identify risk control measures that reduce the risks to an acceptable level.
4. Calculate a revised RR – assuming the control measures are followed. (Consider changing both the likelihood (L) and the severity (S) ratings.)

		Risk level before control				**Risk level after control**		
Hazard	People at **Risk**	S	L	**Risk Rating**	Control Measures Required	S	L	Risk Rating
Covid19 – Risk of contracting the virus and becoming ill / and or transmitting to own family members. **and**	Staff Young People Partners (School Staff)	5	3	Medium 15	*This Risk Assessment is only to be utilised by staff linked to above named school and based there 4 x days per week, term time only.* (A) Any staff member who has any of the symptoms associated with Covid-19 (high temperature, new constant cough, loss of taste and smell) should remain at home and self-isolate in accordance with the guidance produced by	5	2	Low 10

Covid19 – Risk of transmitting to other school staff / young people.					Public Health Wales, and or NHS direct; or should staff start to have these symptoms during their working day, they must refrain from working and return home to self - isolate. Please advise your Manager as per usual sickness protocols. Staff should bring minimal personal items into the building (coats, jackets, additional bags should be kept in car / at home) if possible. Staff to bring their own mug, refreshments and lunch box to work each day. Staff to adhere to 2m social distancing rules at all times, including in any meeting areas (e.g. corridors). Staff to minimise movement needed around the school and plan their routes, in order to avoid congested areas as much as possible. Staff must wear 3 ply Fluid Resistant surgical (FRSM) Masks at all times when in the school. Appropriate PPE (FRSM))			

					are provided to all staff by the Youth Service. It is staff's responsibility to inform their Line Manager when stocks need replenishing. Staff to keep sharing of any equipment (stationery) to a minimum. If a young person uses stationery, this is to either be given to the young person or fully sanitised afterwards and placed in a box, not to be used for 3 days. All staff will be provided with 4 x boxes (Monday – Thursday) to store resources and files. A minimum 72 hour time frame must be adhered to between using these resources again. Files must be kept in line with current GDPR regulations. Staff are not to use any arts and crafts materials that are shared at present. This includes sand, play doh, paint etc. Any arts and crafts ordered will be singular items which the young person can take with them. After the completion of any I2A paperwork, the file should then be stored in a locked filing cabinet for 3 x days			

					prior to this being passed on to other staff for QA / completion purposes. Staff and Young People should not work on a file together at any time (I2A guidance on this has already been provided). Upon entering or exiting the building all staff are to use hand sanitisers provided. Staff should regularly hand wash throughout the day (30 minute intervals), as per current Public Health Wales Guidance. Staff should wear a different set of clean clothing each day. All staff to use only their designated mobile phone and PC. Staff to wipe down their phone and PC (ensuring power is off) with chlorine based antibacterial wipes provided upon entering and when leaving the building. Staff must only utilise the room provided to them by the school (as per the SLA). Any changes to this room need to be communicated to their Line Manager as soon as possible and staff should not			

					work in the room until this has been appropriately risk assessed by their Line Manager. Ensure all rooms are well ventilated, with windows and doors opened frequently whenever possible. Staff to keep a record of young people seen each day on their shared file on L Drive (see accompanying document, linked to contact tracing requirements). Cleaning of the Youth Workers room will be carried out by the schools on site cleaning team before and after school each day, in line with the School Covid-19 cleaning procedures. Staff to be provided with chlorine based hand sanitiser, hand towels and antibacterial wipes. It is staff's responsibility to inform their Line Manager when stocks are low, so they can be replenished. Staff are not to attend school without these resources.			

					All staff are responsible for cleaning any areas that are being used, after each contact, including high contact areas such as light switches, desks, chairs, door handles etc. (this is in addition to the daily cleaning of the area, which forms part of the schools wider covid-19 cleaning schedule). Additional heightened PPE is available for staff should they wish to use it within this environment. Staff to familiarise themselves with LA guidance on appropriate use of PPE to ensure this is used correctly. Staff to only work on a 1:1 basis (to be reviewed after first full week of return to school).			
Staff member becoming ill whilst at school.	Staff	5	3	Medium 15	Staff not to attend school if they are feeling unwell, please refer to point (A) above. Staff/ next of kin to inform Line Manager and School Link immediately if they	5	2	Low 10

					become unwell and contact 111 if severely unwell. Staff member to leave site immediately after informing Line Manager and School link if they become unwell (as long as they are safe to do so). School link to arrange for room to be deep cleaned in line with current school Covid-19 cleaning procedures. School link to be provided with list of young people staff member has had contact with (Line Manager can access this from shared L drive at any point). It is the Youth Worker's responsibility to update this after every contact with a young person.			
Confirmed Case of Covid-19 at the school – Staff member or Young Person Youth	Staff	5	3	Medium 15	In line with School Risk Assessment, School Link to inform staff member and their Line Manager of confirmed case of Covid-19.	5	3	15 Medium

Worker has been in contact with					Youth Worker and Line Manager to check own Track and Trace records and confirm 2 metre social distancing was adhered to. This may be requested by the Contact Tracing Team. If 2 metre social distancing was not adhered to, Youth Worker to isolate themselves, in line with current Public Health Wales guidance. If they develop any Covid-19 related symptoms, their household will then need to self –isolate for 14 days. Staff member can arrange own test for self. family if required. Any issues with this, Line Manager can request test via current council process. Line Manager to inform OD, as per current recording systems. Staff member to be offered continued support from Line Manager.			

Personal Protective Equipment (PPE) Chart for COVID-19 Risks

Item	Symbol	Tick if required	Notes

Respiratory protection		**Available**	**Respiratory protection is available for staff use at their discretion.**
Gloves		✓	**Gloves are available for staff use at their discretion. Further LA guidance available on appropriate use.** **Must be worn when cleaning areas and equipment when someone has shown symptoms.**
Eye protection		**N/A**	
Body protection eg Disposable aprons		✓	**Must be worn when cleaning areas and equipment when someone has shown symptoms.**

List of Acronyms

Acronym / Key Word	Definition
AAB	Attendance, Attainment, Behaviour
ALN	Additional Learning Needs
BERA	British Educational Research Association
Covid19	Global Pandemic March 2020 - current
CMU	Cardiff Metropolitan University
CYPE	Children, Young People and Education Committee (WP)
DE	Department for Education (England)
DESE	Department of Education and Science (England)
DES	Department for Education and Skills (Wales)
DESk	Department for Education and Skills (England)
DDCMS	Department for Digital, Culture, Media and Sport (England)
EOTAS	Educated Other Than at School
ETE	Education, Training and Employment
EW	Education Wales
EWC	Education Workforce Council
ESF	European Social Fund
IDYW	In Defence of Youth Work
ITE	Initial Teacher Education
IYWB	Welsh Governments Interim Youth Work Board
LA	Local Authority
LEA	Local Education Authority
NCYW	National College for Youth Work Leaders (1961 – 1970)
NEET	Not in Education, Employment or Training.
NOS	National Occupational Standards
NYWSW	The National Youth Work Strategy for Wales
EQF	European Qualifications Framework
RRON	Reduced Risk of NEET
SLT	Senior Leadership Team
TRA	Teacher Regulations Agency (England)

TTA	Teacher Training Agency
UK	United Kingdom
UNCRC	United Nations Convention on the Rights of the Child
WEFO	Welsh European Funding Office
WNC	Wales New Curriculum
WP	Welsh Parliament (prior to 2020, National Assembly for Wales)
WG	Welsh Government
YCW	Youth and Community Work
YEPF	The Youth Engagement and Progression Framework
YWWRG	Youth Work in Wales Review Group.