



Workforce Development Framework for Youth Work

Aiming to guide workforce development in
Youth Work organisations – VYS & LA –
in Yorkshire & the Humber

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What is youth work?

Is 'Youth Work' more than simply working with young people?

Many people work with, provide services to and support young people but for those within the profession itself 'youth work' denotes much more than this. It is a distinct professional practice underpinned by particular values and principles. It is these defining features, enshrined in the training and workforce development which sets youth work apart and is at the heart of the youth work offer to young people. It is for this reason that this Framework seeks to secure specialist youth work training within broader training for children and young people.

There are various definitions of youth work; the YWU's own promotional leaflet describes youth work as:

non-formal education with young people, primarily 13 –19, promoting personal development and social education in the important transition years to adulthood. Young people involve themselves by choice and their voice and influence is critical to the work. Activities, which combine enjoyment with challenge and learning, take place in a broad range of settings. Youth workers build relationships with young people, which support their development, improve their life chances and help them to reach their potential.

Lifelong Learning UK in the National Occupational Standards (2008) defined the key purpose of youth work as to:

'Enable 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'

An alternative definition from the North East regional Youth Work Unit would be:

'[youth work] is a process of informal, social and political education with young people, founded on a voluntary relationship which strives to challenge discrimination, develop understanding and create opportunities for both individuals and groups'

A recent report 'The Benefits of Youth Work' prepared by NYA staff and published in March 2010, by Unite and LLUK <http://www.nya.org.uk/news/the-benefits-of-youth-work> gave a detailed and full description of youth work . Targeted at Councillors, key decision makers and funders it sought to help non professionals understand what youth work is, where it takes place and what contribution and benefits it brings to young people.

Such definitions and booklets elaborate on the distinctive nature of youth work, it's key settings, processes, outcomes and benefits and assert the importance of the youth work offer to young people.

Why is a regional framework necessary?

Local Authority (LA) and voluntary sector youth work professionals are concerned that within the current rapidly changing Children & Young People's Services (C&YPS) environment and the newly emerging national qualifications system in which youth work now operates, that the values, principles, standards, skills, methodologies and professional practice of youth work, remain on offer to young people.

There have been professional qualifications in youth work since 1945 and part time and volunteer qualifications soon after. From the early 1990's these local part time qualifications have had some national validity to aid mobility and progression; firstly via the Regional Accreditation and Moderation Panels (RAMPS) and then by the introduction of Youth Support Worker (YSW) qualifications at levels 2 and 3 based on National Occupational Standards (NOS) developed by Life Long Learning UK (LLUK) the youth work Sector Skills Council (SSC).

This framework seeks to build on the youth work NOS, re-developed in 2008, as professional and national occupational standards (PNOS – see annex 1) and established professional practice, to guide and promote workforce development, at all levels, and to embed specialist youth work training within broader C&YP's workforce developments.

Furthermore, all 15 youth work services in the region agreed in a recent consultation exercise (summer 2009) that such a framework would be beneficial in strengthening individual organisations and LAs within the current changes by bringing a coherence and consistency to regional practices and standards.

The target audience is Heads of Integrated Youth Support services (IYSS) workforce development managers and staff both within LA and voluntary sector youth work and IYSS, but also those within the broader C&YP's department. It also is for any youth work colleague who is attempting to make sense of how the changes associated with integrated services affect the youth work profession and related workforce development.

Background

Children and Young People's Workforce reform

Since Every Child Matters, and Youth Matters in 2005, the focus in LAs has been on joining up service areas, integrating delivery, commissioning and re-structuring to provide seamless universal and targeted services to children and young people.

Specifically, in workforce terms the Government established in 2005, the Children's Workforce Development Council (CWDC), part sector skills council and part workforce reform body. The CWDC were charged to deliver the Government's vision of a world class workforce with everyone within it being:

- **ambitious** for every child and young person;
- **excellent** in their practice;
- **committed** to partnership and integrated working;
- **respected** and valued as professionals.

The 2020 strategy published in 2008, affirms that the C&YP's workforce is all of those working with children and young people across all age ranges within the LA, private and third sector. It stresses the need for each Children's Trust to develop a local One C&YP's Workforce (OCW) strategy based on the 2020 strategy, to support local partners in defining the workforce, and its skills, in order to reform and continue to develop the workforce to meet the ECM requirements and the changing needs of children, young people and families. The thrust of the OCW strategy is for greater commonality and so common induction standards and the common core have been developed to underpin all C&YP's professional roles.

Nonetheless, it is not envisaged that all C&YP's professionals should have exactly the same set of skills, rather specialisms and specific focused work of benefit to C&YP is seen as vital. C&YP's workforce development strategies must preserve and enhance these specialist roles with shared underlying common skills enhancing mobility and progression between various C&YPs roles. Youth Work colleagues should obtain copies of their LAs C&YP's Workforce Development Strategy and work with C&YPs workforce officers to see how the youth workforce offer fits alongside the broader offer.

Youth and Young People's Workforce Reform

'Aiming High for Young People', (2007) the Government's 10-year strategy specifically focused on delivering the best possible outcomes for young people aged 13-19 and up to 25 for young people with learning difficulties/disability.

The diversity of the workforce was acknowledged, and was seen to include:

- Connexions Personal Advisers
- Youth Justice workers
- Youth Workers and youth support workers (YSW)
- school and college based Learning Mentors

- Educational Welfare Officers and Attendance Workers and
- a wide range of other job roles in relation to substance misuse work and drugs rehabilitation, housing, health (including mental health) and emotional well-being
- Leaving Care workers
- Outdoor Sports Leaders

Aiming High also recognized the need to develop a skilled and confident young people's workforce. Workers required a distinct set of skills and knowledge to engage and work with young people in order to support and challenge them to succeed. Additionally, the workers needed to work in new, multi-agency and integrated ways to meet young people's needs more effectively.

The priority to develop the young people's workforce was picked up in CWDC's 2020 C&YP's Workforce Strategy (2008) and the Young People's Workforce Reform programme was set up across the various Sector Skills Councils (SSCs), to deliver a 3 year programme 2008 – 2011, accompanied by significant investment. While it is unclear what will happen after 2011, the YP's reform programme includes training for 5000 Integrated Youth Support (IYS) leaders and managers; 25000 youth awards in third sector; the introduction of Youth Professional Status and the development of a Skills Development Framework (SDF); the piloting of Graduate recruitment fast-track scheme and of common apprenticeship and common Foundation Degrees and the production of up to date workforce data to inform planning.

Much of this work has now been commissioned and is currently being delivered:

- FPM IYS leadership programmes from mid 2009
- NCVYS will oversee the delivery of 25,000 youth awards in the third sector from April 2010 – March 2011
- 9 LAs are developing apprenticeships and graduate fast track schemes.
- NYA has undertaken work on the YPS and the related standards
- FPM has done work on the SDF – together YPS and SDF are being tested in 9 LA areas including Rotherham and North Yorkshire in the Y&H region
- CWDC published "A Picture Worth Millions" (2009) providing initial baseline data on the YP's workforce to assist future planning.

While this work is important and relevant to youth work nonetheless these developments are about the broader young people's workforce and involve a number of professions each with their own professional identity, and SSCs. These developments should complement and enhance youth work training and facilitate development, progression, regional and national mobility and integrated working. They do not take away the need for distinct pre-professional and professional youth work training at levels appropriate to work and volunteer roles.

Qualifications Reform

The national vocational qualifications system in the UK is currently being reformed and the Qualification and Credit Framework (QCF) has been set up as the new way of recognising achievement, through the award of credit for units and qualifications.

The QCF aims to be more inclusive and responsive to employer's needs and demands while also being more flexible and easier for learners to use; encouraging them to study and skill up at a pace, place and time which suits their needs. Individual on-line learner records with each learner having a unique number will be introduced to record all achievement gained under QCF and through a web portal learners will be able to access and track their progress.

The QCF is unit based with credit and level assigned to each unit. Credit is measured as a notional 10 hours of learning regardless of when, where and how this learning was acquired. The level indicates complexity and challenge, with units ranging from entry to Level 8, over and against the 7 levels of the current NQF system. There will be Awards, Certificates and Diplomas, depending on the 'size' and not the level of the credit. Awards will be for 1-12 credits, Certificates for 13-36 credits and Diplomas for 37+ credits.

All units will use a standardised template of learning outcomes and assessment criteria rather than 'elements' and 'performance criteria'. Some units will appear in more than one qualification and credit can be transferred between qualifications. The units can be brought together according to 'rules of combination' set by SSCs, which will stipulate mandatory and optional units for particular qualifications.

Learners will be able to accumulate credit towards qualifications from more than one awarding body creating more flexibility and the ability to achieve smaller awards. Assessment won't necessarily change though each unit will be able to be assessed and receive credit separately. Assessment strategies and guidance will clarify what is needed to satisfy assessment criteria as well as whether specific trainer qualifications are required eg Assessor (A) and Verifier (V) units or a Preparing to Teach in the Lifelong Learning sector (PTTL) or Certificate to teach in the Lifelong learning sector (CTTL).

Currently there is a mixture of the old and the new frameworks existing alongside each other, but by January 2011 the QCF will have taken over and all awards will need to be on that framework. While qualifications will still be competence based and use the NOS, National Vocational Qualifications and Vocationally Related Qualifications will no longer be qualifications though some employment areas may retain the brand. Youth Support Worker qualifications need to be redeveloped and accredited on the QCF before August 2010.

It is this UK-wide qualifications reform that has necessitated work within the youth work sector to draw up a new qualifications strategy and to develop units and qualifications specifications for youth work. The NYA is currently leading this work

with awarding bodies, LLUK and others, and the proposals are out for consultation with a deadline of 3rd May. This work is urgent as units must be registered with the QCF before August 2010 to be valid awards going forward as well as to provide eligibility for funding support from the Skills Funding Agency.

It is against this background of massive C&YP's workforce and UK qualifications reform that our Y&H regional framework aims to guide managers and workforce colleagues with a specific youth work focus, in their planning and interface with broader C&YP's workforce managers, strategies and common training.

THE REGIONAL FRAMEWORK

AIM

To build on established youth work professional practice to guide and promote workforce development in Y&H , at all levels, in LA and voluntary and community sector, which embeds specialist youth work training within broader workforce and qualifications reform, and ensures improved outcomes for young people.

OBJECTIVES

To ensure that:

1. there are sufficient suitably qualified and skilled frontline youth workers in voluntary, independent and LA sectors in Y&H
2. there are quality assured and appropriately resourced programmes of youth work training at:
 - Induction** – level 1 or 2
 - Youth Support Worker** or equivalent roles – level 2 and 3 – Joint Negotiating Committee (JNC) recognised
 - Professional youth worker** – level 5 or 6 – degree or postgraduate – JNC-recognised
 - Continuing Professional Development (CPD)** – specialist and advanced training – both accredited and non-accredited
- (NB. Levels are still evolving and there is currently still some variance between the different frameworks)
3. there are a range of quality workforce development opportunities at each level, (level 4 is still to be developed) able to facilitate progression, and within a reasonable travel distance, affordable cost and employing a range of different methodologies
4. all youth work staff are supported and receive high quality supervision and performance management and there are opportunities for mentoring, coaching, support and sharing of best practice
5. Youth Work PNOS are used to underpin the full range of workforce policies e.g. recruitment, job descriptions, performance, training and CPD
6. there are progression routes within and beyond youth work to other areas of integrated and children and young people's work.

1. Recruitment

Recruitment should be based upon Job descriptions developed using the professional and national occupational standards (PNOS (see annex 1) to draw on the values, knowledge, skills and competences relevant to the particular job role. Many are currently still based on the earlier NOS and will be revised as roles are re-evaluated and new appointments made.

2. Induction

All new workers in whatever organisation, setting or role, should receive induction in the early part of their employment to introduce them to the work, the specific work setting and related organisational requirements and processes. These programmes vary from the formally structured detailed programmes often with external accreditation to much less formal and individual arrangements in small organisations.

Traditionally, voluntary youth work organisations and LAs have run short (approx 6–8 week) introductory programmes for new youth workers as well as for young people taking on a leadership role. Where possible these programmes have been accredited at level 1 or 2, the most commonly used ones were the National Open College Network (NOCN) and the Awarding Bodies Consortium's (ABC) Introduction to Youth Work. Other organisations and LAs developed their own programmes, sometimes with accreditation, with elements such as:- What is Youth Work, building relationships with young people, H&S and safeguarding; sometimes with reference to units from level 2 Youth Support Worker (YSW) qualifications.

Now, with the development of the CWDC's One Children's Workforce and the Common Induction standards and common core developed by CWDC, workers in youth work settings need to either access:

- common induction training before youth work specific induction
- or**
- youth work specific induction needs to ensure that it covers all of the common induction areas.

In some C&YPs services and departments common induction training is mandatory and is delivered across all service areas either by e learning, presentations, workbooks, workshops and training sessions. C&YP's workforce staff have mapped all of the specific separate programmes and brought them together to deliver a common programme also underpinned by the common induction standards. In this case then youth work specific induction only needs to additionally introduce the values, and practices of youth work.

However, in some LAs and organisations, only staff in the CWDC sector skills footprint, undertake common induction training; youth work staff are exempt from such training which in any case is often too lengthy and at inconvenient times for part time staff. In that case youth work induction programmes need to ensure that the common induction standards are included and met by any specific youth work induction programme.

Specifically regarding workers in the voluntary and community youth sector currently, as part of the Young People's Workforce Reform programme, NCVYS has been contracted by CWDC to role out across the country, 25,000 units of accredited training which can build towards qualifications, in C&YP's work. The highly ambitious project will seek to build organisational capacity by using existing locally based VYS deliverers and worker capacity by offering short courses in the following 5 priority areas:

- facilitating learning and development of young people
- safeguarding the health and welfare of young people
- maintaining health and safety in the workplace
- promoting access to information and support
- promoting equality and the valuing of diversity

From April 2010 until March 2011, this programme will be co-ordinated in Y&H by the YWU. These short courses will ensure that participants cover the common core or common induction areas and can be added to to progress on to full qualifications in a number of areas eg youth work, information advice and guidance, substance misuse etc.

Professional Induction: Youth Work graduates entering new professional youth work roles will need only organisational and service specific induction. They would not need either common or youth work specific induction training as these are embedded within professional training programmes.

3. Youth Support Worker (YSW) Training

Presently, to be a qualified YSW, a worker would need to undertake training, be assessed as competent and gain either a Vocationally Related Qualification (VRQ) or a National Vocational Qualification (NVQ).

YSW qualifications are available at:

- level 2 for those assisting and working under supervision; and
- level 3, for those working without direct supervision, or who manage small scale provision, teams or have specialist responsibilities.

The **current** awards listed on the National Qualifications Framework (NQF) are:

- Awarding Bodies Consortium (ABC) – NYQ 2 & 3 in Youth Work, VRQ 2 Certificate in Youth Work and VRQ Level 3 Diploma in Youth Work
- City and Guilds (C&G) – NVQ 2 & 3 in Youth Work, VRQ 2 & 3 certificates in Youth Work
- National Open College Network (NOCN) – VRQ level 3 Diploma in Youth Work
- The Open University (OU) – Certificate in Work with Young people (C54) is also endorsed by NYA as a YSW qualification; no other undergraduate programmes carry formal YSW recognition – though a number of youth work employers do choose to accept the successful completion of year 1 of a JNC recognized BA award as equivalent of a YSW award.

Future YSW Awards

NVQs and VRQs and the related NQF are being phased out during 2010 to be replaced by 2011 with the Qualification and Credit Framework (QCF) and all units, to be combined into awards, must be on the QCF by mid 2010.

In the youth work sector, the development of units, and a qualification strategy and award specifications etc would normally have been carried out by the SSC i.e. LLUK following the launch of the new PNOS in February 2008. This development work did not happen and in January 2010 the UK Commission for Employment and Skills withdrew funding from LLUK for this development work re youth work awards.

Fearing the non- availability of YSW awards from 2011 current urgent development work is now underway led by the NYA . They are working with the awarding bodies as well as colleagues in Wales and Northern Ireland, to develop new qualifications and have them approved and on the QCF as soon as possible. The awarding bodies are also seeking extensions to current awards to prevent there from being a time gap when no YSW awards are available and students cannot be registered.

A review and mapping exercise of current units from existing awards (in Wales and Northern Ireland), has taken place which has resulted in a proposed outline of YSW competency based qualifications at levels 2 and 3 which could be adopted for England. An on-line consultation on this proposal and key questions raised, ended on May 3rd 2010. There will now be further development work before the launch of new programmes in summer 2010 which will clarify the pre- existing units, from other awards on QCF, and new units, with levels and the credits attached. There will be further consultation after which the aim is to upload the core units to QCF by August 2010.

The development work will additionally ensure that the units are compliant with the CWDC's Integrated Qualifications Framework (IQF). This framework developed by the Children's Workforce Network, is the comprehensive set of approved qualifications, at all levels, for the C&YP's workforce, underpinned by common values and learning approaches. This framework specifically aims to enable progression, CPD and mobility across the C&YP's workforce.

After this hectic development schedule work will continue with Awarding Bodies and employers to the end of the year to develop the accompanying resources. It is for those involved in this process to determine what the core units are, what kind of awards are needed (e.g. levels of work based assessment, learning hours etc) and how best to train workers.

Finally, an agreed professional monitoring process will need to be developed and agreed, to satisfy requirements for continued JNC endorsement by which any award is recognized as 'fit for purpose' by the youth work profession.

This regional framework will need to be updated following this development work and in light of any changes made.

4. Professional Qualifications

From September 2010 all new Youth Work professional training programmes will be at degree or post graduate level, and also offer Joint Negotiating Committee (JNC) recognition. JNC is a body composed of youth work employers, staff and trade unions, through which professional recognition is given to training programmes, seeing them as 'fit for purpose'. This validation process is carried out through validation visits to each programme of working groups from the NYA Education and Training Committee (ETS).

Up until that date, youth workers have been professionally qualified with a foundation degree or diploma – all workers with JNC professional recognition prior to September 2010 will of course remain professionally qualified and there is no necessity to 'top up' their award to a degree level, though some colleagues may prefer to do so. If the current proposals regarding eligibility for Youth Professional Status continue to insist on a degree, as well as a professional qualification, then those workers wishing to be considered for advanced IYS roles will need to top up to degrees.

5. Continued Professional Development (CPD)

Opportunities should be available to volunteers and workers throughout their careers to learn and develop their practice. This might be through mentoring and coaching, job shadowing and secondments, short or long courses specialist and advanced programmes offering accreditation.

Workers need to be able to access a range of specialist and advanced training programmes which may be provided within the organisation or externally via distance learning or through academic institutions or accredited and experienced training bodies.

Specialist youth work training e.g.

- Detached
- Participation
- Conflict resolution
- Trainer
- Curriculum
- Supervision
- Arts-based work
- Behaviour management
- Drugs work
- Team leadership
- Accreditation
- Health-related

Specialist C&YP's training e.g.

- Common assessment framework
- Information sharing
- Lead professional

Advanced youth work training

After a solid base of experience as a full time professional youth work, generally seen as approximately five years, including time as a team leader, or with a curriculum or geographical responsibility, workers may wish to access more advanced training e.g. in management and leadership. This training might be

generic e.g. Certificate in Management, or and MA in Education Management, Master of Business Administration (MBA) or might be a specific youth focused programmes e.g. MA in Integrated Youth Services, Strategic Leadership and Management in youth work and Youth Services.

Advanced youth and young people's workforce training

Going forward, to access leadership opportunities in the broader young people's services field, youth workers may have to attain Youth Professional Status (YPS). CWDC have built on developments in the early years' sector to suggest that YPS may be the appropriate route for those wishing to move into leadership and management roles in integrated services. They have commissioned the development of a skills framework from NYA, with FPM having developed the accompanying assessment process by which workers would create a portfolio to demonstrate their skill level and performance. This is being tested in 9 LA areas, from April 2010.

Advanced C&YP's training

Those aspiring to broader C&YP's leadership roles such as Assistant Director or Director of Children's Services would need to undertake the Aspirant Directors of Children's Services programme offered by the National College for Leadership of Schools and Children's Services (NC) from summer 2010.

Frequently Asked Questions

What is workforce development?

Workforce development is the mechanism by which an employer equips volunteers and paid staff with the skills and knowledge to effectively deliver and improve services to children, young people and families. Workforce development can include: training; qualifications; induction; work shadowing; supervision; appraisals; reading and mentoring.

What is a Sector Skills Council (SSC)?

A SSC is a UK wide body directed by employers within a designated sector, with the remit to develop National Occupational Standards, gather workforce data and meet the needs of the sector.

What is Lifelong Learning UK (LLUK)?

LLUK is licensed by the UK government and is the independent employer-led sector skills council (SSC) for all those working in community learning and development; further education; higher education; libraries, archives and information services; and work-based learning. As the SSC responsible for the youth work sector, LLUK is responsible for the development of Professional National Occupational Standards (PNOS). These were completed in February 2008. To see the full list of professional and NOS and values for youth work go to www.lluk.org. They did have the role for developing awards from the standards but as from January 2010 this role no longer rests with LLUK.

What are the National Occupational Standards (NOS)?

National Occupational Standards (NOS) describe what a person needs to do, know and understand in their job to carry out their role in a consistent and competent way. They are building blocks for UK qualifications and business improvement tools. NOS are developed by groups of employers for their employees through a Sector Skills Council (SSC). In 2008 the original NOS for youth work were revised in consultation with the field and became professional and national occupational standards (PNOS).

What can/are (P)NOS used for?

- develop job descriptions
- design training and development programmes
- benchmark and improve performance of employees
- inform best practice working
- inform UK accredited qualifications

What is the Children's Workforce Development Council (CWDC)?

CWDC was set up in 2005 to support the implementation of Every Child Matters and as the national strategic body with responsibility to take forward the children's workforce reforms outlined in the 2020 Children's Workforce Strategy.

It is also a Sector Skills Council (SSC) for social care, children and young people: 'Skills for Care and Development'.

What are the Common Induction Standards?

The CWDC Common C&YP Induction Standards are:

1. Understand the principles and values essential for working with C&YP
2. understand your role as a worker
3. understand health and safety (H&S) requirements
4. know how to communicate
5. understand the development of C&YP
6. safeguard children
7. develop yourself

What is the Common Core?

This is the shared skills and knowledge needed by all of those, including volunteers, whose work brings them into regular contact with C&YP and families. Launched in 2005, and 'refreshed' in 2010, the common core enables professionals and volunteers in the C&YP's workforce to work together more effectively in the interests of the child and underpins successful multi-agency and integrated working. If workers undertake the common induction standards most of the common core of knowledge and skills will have been covered. The refreshed common core area of skills and knowledge for 2010 remains broadly the same:

- Online safeguarding
- Integrated working, as well as joint working
- Early intervention and prevention
- Supporting the needs of teenagers and adolescents
- Disability and disadvantage
- Involving service users, including parents as partners
- Clarifying different types of transitions
- Ensuring the common core matches the needs of the whole workforce

The common core can also be used for training needs analysis.

What is the common apprenticeship?

Currently under development, this would be an apprenticeship, work based learning programme based on the common core to Foundation Degree level. Development work is currently underway to develop a common Skills Development Framework which would lie behind any apprenticeship - see below Skills Development Framework.

What is the common foundation degree?

This is a Foundation degree (FdA) based on the common core and is the generic qualification within a common apprenticeship at level 4; this would be for C&YP's work and any specialist professional qualifications would need to build on the FdA. Development work is currently underway to develop a common Skills Development Framework which would lie behind the foundation degree – see below Skills Development Framework.

What are Level 2 and 3 Qualifications in work with children and young people?

Recently launched these awards are for those within the CWDC SSC footprint Learning and development Support Services (LDSS), Early Years and Children's Social Care and therefore does not include youth workers.

What is the Children's Workforce Network (CWN)?

The Children's Workforce Network, was a strategic alliance of twelve partners including CWDC, e.g. Skills for Care, Lifelong Learning UK, Skills for Justice; with a focus on integrated workforce reform and a commitment to creating and supporting a world-class children's workforce in England. The network has recently been disbanded.

What is the Integrated Qualifications Framework (IQF)?

The IQF will be the comprehensive set of approved qualifications, at all levels, for the C&YP's workforce, underpinned by common values and learning approaches. The framework will enable progression, CPD and mobility across the C&YP's workforce. It was developed by the Children's Workforce Network (CWN).

What is the Youth or Young People's Workforce?

The YP's workforce consists of those workers whose primary work is with young people aged 13 - 19 and up to 25 for young people with learning difficulties/disability; in the statutory, private and Third Sectors who assist young people's development and transition to adulthood. This includes, Connexions Personal Advisers, Youth Offending workers, Youth Workers, school and college based Learning Mentors, Educational Welfare Officers and Attendance Workers and a wide range of other job roles in relation to substance misuse work and drugs rehabilitation, housing, health (including mental health) and emotional well-being; Leaving Care workers; outdoor sports leaders.

What is the Youth Workforce or Young People's Workforce Reform Programme?

Overseen by the Children's Workforce Network's (CWN) YP's Workforce reform Programme Board, the YP's reform programme, published in January 2009, is a 3 year programme with a range of measures specifically aimed to build the status and develop the skills and competences of those working with young people aged 13 – 19+ and includes third sector capacity building, strengthening leadership and management training, the development of common apprenticeships and Foundation degrees; and piloting Youth Professional Status based on the Skills Framework.

What is the Skills Development Framework?

The skills development framework is aiming to establish a single overarching professional framework or common platform that defines the skills, knowledge and competences based on the common core, for working successfully with other professionals and with young people. It will help move the workforce from disparate service starting points towards integrated services delivery. It will provide clear

routes for those wishing to join or those wanting to advance through to new opportunities. There will be 5 different levels - Trainee, developing practitioner, practitioner, advanced practitioner and manager. Each level has a set of skills and competences associated with it and these are underpinned by values. The skills match to each of the arcs of the OCW toolkit rainbow. It will underpin common apprenticeships, FdAs etc.

What is Youth Professional Status?

YPS is for those leading practitioners, already professionally qualified and with a degree, in one of the specialist occupational areas, and wishing to lead integrated services for young people. The standards for YPS, based on the common core, have been developed after consultation with the young people's workforce and key stakeholders and cover 5 areas:

- Applying specialisms in an integrated workforce
- Shared values
- Knowledge and understanding for reflective practice
- Working with young people
- Planning, managing and evaluating.

Gaining YPS will be viewed as a significant step in professional development.

What is the graduate recruitment scheme?

The scheme aims to identify and train high caliber individuals who may not have considered a career in the young people's workforce but who can move quickly to positions of responsibility.

What is the Qualifications and Curriculum Authority (QCA)?

QCA is the government body responsible for the regulation of standards in education and training. It accredits qualifications against the National Qualifications Framework (NQF).and works with Awarding Bodies, SSCs and others to accredit and monitor qualifications.

What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit based qualification framework underpinned by a system of credit accumulation and transfer. People are able to collect units or parts of qualifications by short periods of study or work-based learning and then these units can be accumulated to make up qualifications. The framework is designed to incorporate different levels and different ways of learning and is a mechanism allowing qualifications to be gained flexibly and at the pace, place and method suiting the individual learner. The QCF will replace the NQF in Jan 2011 thereafter for units to be valid they need to be accredited on to the QCF; this would also mean that they were eligible for funding from the Skill's Development Agency.

What are National Vocational Qualifications (NVQs)?

NVQs are work-based qualifications that are competency and skills based. NVQs have required staff to be assessor and verifier qualified, depending on their role and the assessment of competence in practice has been the most important

component, although most deliverers have also run an 'underpinning knowledge' taught programme. NVQs have additionally more easily attracted LSC funding.

NVQs have worked well where:

- an organisation has sufficient qualified assessors/verifiers
- participants are experienced in youth work and need accreditation of existing skills and knowledge
- provider has experience of running NVQs in other work areas
- provider want / need to access government funding eg LSC

What are Vocationally Related Qualifications? (VRQs)

VRQs are classroom-based taught programmes, often involving academic study, linked to practice. Generally, organizations have found VRQs easier to deliver, being largely a taught course with accompanying assignments attached to each element. Most delivery centres however require students to be working in youth work settings and to use their youth work as the basis for their assignments. There are a required number of learning hours (180 for level 2 and 240 for level 3) split between taught programme, supervised fieldwork and individual learning. Additionally, tutors have not had to have assessor awards to deliver VRQs

VRQs have worked well where:

- Students have little experience and would benefit from taught sessions and discussions which enable them to reflect and analyse their practice
- Provider has few qualified assessors
- Provider isn't experienced in running NVQs
- Organization wants to embed their culture, policies and practices through the training

What is an Awarding Body?

Awarding Bodies eg City and Guilds, ABC (Awarding Body Consortium) and Open University are accrediting to offer youth work NVQ and/or VRQ qualifications. Any training provider may apply to become an Award Centre in order to deliver courses nationally accredited by Awarding Bodies.

What is the National Qualification Framework?

Awards accredited by the Qualification and Curriculum Authority, become part of the NQF , giving nationally-accredited qualification status, the framework was established in 2004 and will be replaced by the Qualification and Credit Framework in 2011.

What are the A units?

Assessor units are A1 and A2 and have been necessary for those assessing NVQs. The A1 assessor award was for assessing candidates via a range of methods and A2 referred to assessing through observation.

What are the V units?

The Verifier units V1 and V2 were about the internal (V1) and external (V2) quality assurance of the assessment processes regarding NVQs.

What is a PTTL?

The Preparing to Teach in the Lifelong Learning sector award was developed by LLUK. Generally in youth work, a PTTL to date has been regarded as useful professional development but not as necessary unless the organization was in receipt of Learning and Skills Council (LSC)– now the Skills Development Agency funding.

What is a CTTL?

The Certificate in teaching in the Lifelong Learning sector is for those in an associate role that is not full teaching role but nevertheless actively involved in the delivery of awards.

What is NYA ETS committee?

The National Youth Agency (NYA), through the Education and Training Standards (ETS) committee operates a process of professional validation of Higher Education (HE) courses and professional endorsement of YSW awards. This process confers JNC recognition or nationally qualified status at the appropriate level.

What is the JNC?

The Joint Negotiating Committee for Youth and Community Workers (JNC) established in 1961 is a joint employer and employee/ trade union body which has two key functions:

1. developing the terms, conditions and pay/salary scales for youth work.
There are 2 pay scales:
 - Youth Support Worker
 - Professional Youth Worker
2. recognising as 'fit for purpose', youth and community workers' qualifications which have been professionally approved by the Education and Training Standards (ETS) Committee of the National Youth Agency (NYA). For a full list of all professionally validated HE programmes see the NYA website www.nya.org. The JNC through NYA also professionally endorse Youth Support Worker qualifications.

What is the National College (NC)?

The National College for Leadership of Schools and Children's Services works to develop and inspire future leaders of C&YPs services. There have been programmes of training and support for current Directors and assistants.

Useful Links

www.cityandguilds.com

www.lluk.org

www.nocn.org.uk

www.nya.org

www.abcawards.co.uk

www.ofqual.gov.uk

www.cwdcouncil.org.uk

www.ncvys.org.uk

re JNC www.lge.gov.uk

www.everychildmatters.gov.uk

References and Useful Documents

Every Child Matters: Change for Children DfES, 2004

Youth Matters, DfES, July 2005

Youth Matters: Next Steps, DfES, 2006

Aiming High for Young People: a ten year strategy for positive activities, DCSF, July 2007

Aiming High for Young People- three years on, DCSF 2010

Children's Workforce Strategy DfES2005

2020 Children and Young People's Workforce Strategy, DCSF, 2008

A Picture Worth Millions – state of the young people's workforce, CWDC, 2009

The Benefits of Youth Work, NYA, March 2010

Abbreviations and Acronyms

ABC	Awarding Body Consortium
C&G	City and Guilds
CPD	Continuing Professional Development
CWDC	Children's Workforce Development Council
CWN	Children's Workforce Network
C&YPS	Children and Young Peoples Services
ETS	Education & Training Standards Committee of National Youth Agency
FdA	Foundation Degree
HE	Higher Education
IQF	Integrated Qualification Framework
IYSS	Integrated Youth Support Service
JNC	Joint Negotiating Committee
LA	Local Authority
LLUK	Lifelong Learning UK
NCVYS	National Council for Voluntary Youth Service
NC	National College for Leadership of Schools and Children's services
NOS	National Occupational Standards
NOCN	National Open College Network
NQF	National Qualification Framework
NVQ	National Vocational Qualification
NYA	National Youth Agency
OCW	One Children's Workforce
OU	Open University
PNOS	Professional and National Occupational Standards
QCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework
SSC	Sector Skills Council
VRQ	Vocationally Related Qualification
YPF	Youth Professional Status
YSW	Youth Support Worker

Annex 1

Professional and National Occupational Standards for Youth Work Approved February 2008

- 1.1.1 Enable young people to use their learning to enhance their future development
- 1.1.2 Enable young people to work effectively in groups
- 1.1.3 Encourage young people to broaden their horizons to be active citizens
- 1.1.4 Encourage the spiritual development of young people
- 1.1.5 Support young people in taking action and to tackle problems
- 1.1.6 Support young people in their understanding of risk and challenge
- 1.1.7 Undertake youth work in settings other than those used traditionally

- 1.2.1 Plan, prepare and facilitate group work with young people
- 1.2.2 Work with young people to manage resources for youth work activities
- 1.2.3 Support young people in evaluating youth work activities
- 1.2.4 Support young people in evaluating the impact of youth work upon their own development

- 1.3.1 Facilitate young people's exploration of their values and beliefs
- 1.3.2 Encourage young people's involvement in the design of youth work activities
- 1.3.3 Enable young people to represent themselves and their peer group

- 1.4.1 Provide information and support to young people
- 1.4.2 Enable young people to access information and to make decisions

- 2.1.1 Ensure that the rights of young people are promoted and upheld

- 2.2.1 Address the health and well-being of young people
- 2.2.2 Work with young people in safeguarding their own welfare
- 2.2.3 Promote a culture that safeguards the welfare of young people
- 2.2.4 Embed an organisational policy for the protection of young people

- 2.3.1 Promote equality of opportunity and diversity in your area of responsibility
- 2.3.2 Develop a culture and systems that promote equality and value diversity
- 2.3.3 Challenge oppressive behaviour in young people

- 2.4.1 Fulfil the legal, regulatory and ethical requirements relevant to youth work
- 2.4.2 Ensure that youth work activities comply with legal, regulatory and ethical requirements

- 3.1.1 Communicate effectively and develop rapport with young people
- 3.1.2 Assist young people to express and to realise their goals
- 3.2.1 Engage with the local community

- 3.3.1 Develop productive working relationships with colleagues
- 3.3.2 Develop productive working relationships with colleagues and stakeholders
- 3.3.3 Involve, motivate and support volunteers

- 4.1.1 Investigate the needs of young people and the community in relation to youth work
- 4.1.2 Evaluate and prioritise requirements for youth work activities from your organisation

- 4.2.1 Influence and support the development of youth work strategies
- 4.2.2 Develop a strategic plan for youth work
- 4.2.3 Identify and address new youth work opportunities
- 4.2.4 Identify and secure resources for youth work

- 4.2.5 Work with providers of youth work activities
- 4.2.6 Involve young people in the strategic development and delivery of youth work
- 4.2.7 Work in partnership with agencies to improve opportunities for young people

- 4.3.1 Lead change

- 4.3.2 Plan change
- 4.3.3 Implement change

- 4.4.1 Monitor and evaluate the quality of youth work activities
- 4.4.2 Evaluate volunteers' contribution to your organisation's goals

- 5.1.1 Work as an effective and reflective practitioner
- 5.1.2 Manage your own resources and professional development
- 5.2.1 Provide leadership for your team
- 5.2.2 Allocate and check work in your team
- 5.2.3 Recruit, select and keep colleagues

- 5.3.1 Provide support to other workers
- 5.3.2 Provide learning opportunities for colleagues

- 5.4.1 Make sure your own actions reduce risks to health and safety
- 5.4.2 Ensure health and safety requirements are met in your area of responsibility (MSC E6)