

**Updated Apprenticeship Standards  
for**

**Level 6 Youth Worker**

Duty	Knowledge	Skills	Behaviours
<b>A) Establish effective relationships with young people, communities and partners.</b>	<ol style="list-style-type: none"> <li>1. The importance of building trust and rapport, and methods for achieving this with diverse audiences.</li> <li>2. Professional relationship boundaries with young people, staff and other stakeholders.</li> <li>3. Barriers to communication, their causes and ways to overcome them.</li> <li>4. Methods and tools of planning, monitoring and evaluating group work and the success of groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate and utilise a range of styles of communication suited to the audience, i.e. verbal, non-verbal and written methods.</li> <li>2. Demonstrate professional boundaries in relationships with young people and colleagues.</li> </ol>	<ul style="list-style-type: none"> <li>-Work in an anti-oppressive manner.</li> <li>-Act as an ambassador for youth work and young people.</li> <li>-Work collaboratively for the benefit of young people.</li> <li>-Promote acceptance and understanding of others and have the courage to challenge.</li> </ul>
<b>B) Manage and develop different youth work services.</b>	<ol style="list-style-type: none"> <li>5. Different models of youth work i.e. <ul style="list-style-type: none"> <li>• Outreach</li> <li>• Detached</li> <li>• Universal open access</li> <li>• Targeted project work</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>3. Apply a suitable youth work model for the needs of the young people.</li> <li>4. Work in partnership with young people to develop suitable services.</li> </ol>	<ul style="list-style-type: none"> <li>-Work in an anti-oppressive manner.</li> <li>-Act as an ambassador for youth work and young people.</li> <li>-Work collaboratively for the benefit of young people.</li> <li>-Promote acceptance and understanding of others and have the courage to challenge.</li> <li>-Display leadership qualities.</li> </ul>

<p><b>C) Manage and develop staff, projects and facilities.</b></p>	<p>6. Theories of management and leadership in youth work projects i.e. inter-professional and interdisciplinary working leadership of teams and individuals</p> <p>7. HR procedures e.g. professional development, disciplinary, grievance.</p> <p>8. Youth work supervision models.</p> <p>9. Importance of staff development.</p> <p>10. Resource and facilities management.</p>	<p>5. Complete, store and retain accurate administrative records.</p> <p>6. Manage budgets appropriate to the role.</p> <p>7. Carry out regular supervision and appraisal with colleagues.</p> <p>8. Use a range of leadership styles appropriate to colleagues and their needs.</p> <p>9. Work with staff to identify professional development goals and opportunities.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Act as an ambassador for youth work and young people.</p> <p>-Work collaboratively for the benefit of young people.</p> <p>-Promote acceptance and understanding of others and have the courage to challenge.</p> <p>-Display leadership qualities.</p> <p>-Operate as a reflective practitioner.</p>
<p><b>D) Work with other agencies to develop services across the community.</b></p>	<p>11. Local plans and strategies relevant to youth work.</p> <p>12. Roles, remit and responsibilities of key stakeholders.</p> <p>13. Strategies to build and manage professional partnerships.</p>	<p>10. Identify a range of sources of information to inform service development.</p> <p>11. Identify appropriate partners whose involvement may enhance the work e.g. CAMHS, drugs services, schools, local councillors.</p> <p>12. Advocate for young people and youth work in policy and service development.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Act as an ambassador for youth work and young people.</p> <p>-Work collaboratively for the benefit of young people.</p> <p>-Promote acceptance and understanding of others and have the courage to challenge.</p> <p>-Display leadership qualities.</p>

<p><b>E) Design, lead and implement a youth work curriculum.</b></p>	<p><b>14.</b> Theories and models of informal and non-formal education and how they can be applied to youth work.</p> <p><b>15.</b> Theories and models for programme planning and development.</p> <p><b>16.</b> National policies and strategies related to youth work curriculum.</p>	<p><b>13.</b> Draw upon differentiated approaches, methods and styles to meeting the needs of groups and promoting learning and development.</p> <p><b>14.</b> Select and use methods and tools suitable for planning youth work activities.</p> <p><b>15.</b> Facilitate youth work programmes that are engaging, creative and contribute to the learning and development of young people.</p>	<ul style="list-style-type: none"> <li>-Work in an anti-oppressive manner.</li> <li>-Act as an ambassador for youth work and young people.</li> <li>-Work collaboratively for the benefit of young people.</li> <li>-Promote acceptance and understanding of others and have the courage to challenge.</li> <li>-Display leadership qualities.</li> <li>-Operate as a reflective practitioner.</li> </ul>
<p><b>F) Lead on rights-based youth work and active participation.</b></p>	<p><b>17.</b> Range of models for encouraging and enabling young people to participate in an inclusive manner.</p> <p><b>18.</b> National, international and local factors that impact on young people's scope for engagement in decision making.</p> <p><b>19.</b> Models of participation and engagement with young people.</p> <p><b>20.</b> A critical understanding of the rights and responsibilities of young people, including the role of the United Nations Convention on the rights of the child and national / local participation strategies.</p>	<p><b>16.</b> Provide a safe and stimulating environment for young people to explore and challenge values, beliefs, ideas and issues.</p> <p><b>17.</b> Create and evaluate the effectiveness of inclusive and participatory learning environments.</p> <p><b>18.</b> Support young people to participate in planning, organising and delivering youth work activities and programmes.</p>	<ul style="list-style-type: none"> <li>-Work in an anti-oppressive manner.</li> <li>-Act as an ambassador for youth work and young people.</li> <li>-Work collaboratively for the benefit of young people.</li> <li>-Promote acceptance and understanding of others and have the courage to challenge.</li> <li>-Display leadership qualities.</li> <li>-Operate as a reflective practitioner.</li> </ul>

		<p><b>19.</b> Utilise appropriate participation models and how to overcome barriers to participation.</p> <p><b>20.</b> Support young people in making their voices heard and creating change on issues that affect them.</p> <p><b>21.</b> Identify and counter oppressive attitudes, behaviours and situations at interpersonal and systemic levels.</p> <p><b>22.</b> Demonstrate an understanding and commitment to the rights of young people.</p>	
<p><b>G) Lead project development, implementation and evaluation.</b></p>	<p><b>21.</b> How to undertake needs analysis.</p> <p><b>22.</b> Suitable project management tools and processes.</p> <p><b>23.</b> Evaluation processes and strategies.</p>	<p><b>23.</b> Demonstrate how projects are informed by needs analysis.</p> <p><b>24.</b> Produce reports, evaluations and summary data. Ie for commissioners, funders, senior managers or other stakeholders.</p> <p><b>25.</b> Present information in a range of formats ie verbal presentation, evaluation report, flow chart or diagram.</p> <p><b>26.</b> Use evaluation frameworks to capture key outcomes and processes.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Act as an ambassador for youth work and young people.</p> <p>-Work collaboratively for the benefit of young people.</p> <p>-Promote acceptance and understanding of others and have the courage to challenge.</p> <p>-Display leadership qualities.</p> <p>-Operate as a reflective practitioner.</p>

		<p><b>27.</b> Use the outcomes of evaluation to develop and enhance youth work practice</p>	
<p><b>H) Demonstrate a commitment to personal and professional development.</b></p>	<p><b>24.</b> Theories, models and principles of reflective practice within youth work settings and contexts.</p> <p><b>25.</b> The importance of critical reflection and continuous professional development for youth work practice.</p>	<p><b>28.</b> Monitor the outcomes of own practice and identify areas for development and improvement.</p> <p><b>29.</b> Critically reflect on continuing personal and professional development and evolution of own practice and that of staff.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Display leadership qualities.</p> <p>-Operate as a reflective practitioner.</p>
<p><b>I) Demonstrate professional youth work values and ethical practice.</b></p>	<p><b>26.</b> The importance of rights, responsibilities, freedom, and power dynamics.</p> <p><b>27.</b> Importance of maintaining, and the limits of, confidentiality.</p> <p><b>28.</b> The impact of different cultures and communities and how this affects youth work.</p> <p><b>29.</b> Current practice, legal and ethical frameworks.</p>	<p><b>30.</b> Ensure professional ethical standards are developed, maintained and promoted</p> <p><b>31.</b> Take responsibility for decisions and recommendations</p> <p><b>32.</b> Ensure youth work takes a person centred approach, so that young people are treated with dignity and their rights, values and autonomy are respected</p> <p><b>33.</b> Enable young people to think critically within a safe environment that supports their feelings, values and beliefs.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Act as an ambassador for youth work and young people.</p> <p>-Work collaboratively for the benefit of young people.</p> <p>-Promote acceptance and understanding of others and have the courage to challenge.</p> <p>-Display leadership qualities.</p> <p>-Operate as a reflective practitioner.</p>

		<p><b>34.</b> practise in a non-discriminatory, anti-oppressive manner.</p>	
<p><b>J) Demonstrate safe professional practice and safeguarding.</b></p>	<p><b>30.</b> Legislation, principles and practices relating to the safeguarding of all people.</p> <p><b>31.</b> The indicators for abuse and exploitation and when to take appropriate action, utilising professional judgement.</p> <p><b>32.</b> DBS procedures and requirements with regard to safe recruitment of staff and volunteers.</p> <p><b>33.</b> Professional accountability and responsibility for self, staff and youth project.</p>	<p><b>35.</b> Work within relevant legislative requirements including those regarding Health and Safety, Child Protection, Safeguarding, Data Protection (GDPR) and the Equalities Act 2010.</p> <p><b>36.</b> Carry out risk assessments and take appropriate actions to manage risk within the workplace.</p> <p><b>37.</b> Lead safe working practices within team.</p>	<p>-Work in an anti-oppressive manner.</p> <p>-Work collaboratively for the benefit of young people.</p> <p>-Promote acceptance and understanding of others and have the courage to challenge.</p> <p>-Display leadership qualities.</p> <p>-Operate as a reflective practitioner.</p>