Annual Monitoring of Youth and Community Work Programmes

Professionally Validated by the National Youth Agency 2014/2015

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1.0 Background

The National Youth Agency (NYA) 'Professional Validation: Guidance and Requirements' document sets out the requirements and the Process for the Professional Validation of Higher Education Programmes which are currently recognised by the Joint Negotiating Committee (JNC) as conferring professionally qualified status for Youth Workers in England. The NYA's Annual Monitoring Process is detailed on pages 22 and 23 of the aforementioned document. The Professional Validation Guidelines have been amended and uploaded to the NYA website 2-15 www.nya.org.uk

This report outlines the findings of the annual review of professionally validated programmes pro forma - 2014/15, for both undergraduate and postgraduate programmes.

The overall procedure for validations comes within the purview of the NYA's Education Training Standards Committee (ETS). On-going discussions around these processes, for all aspects of validation, including annual monitoring, are agreed by the ETS, who consider that the current approach to validations remains robust.

This year the process has changed slightly, the ETS committee concluded that due to challenges and pressures on staff and budgets, that the moderation visits, as part of this annual monitoring process, would not take place.

The Annual process continues to request statistical data and some qualitative information, captured by an enhanced pro forma. This is undertaken online, thus reducing the need for paper copies to be sent and to allow for automated statistical collation. The data contains valuable evidence, which informs this Annual Monitoring report. The pro forma provides statistical information that may flag concerns to the NYA (withdrawal, poor recruitment, staffing levels etc.) and the NYA contacts any programmes to follow up any concerns identified and still retains the option of implementing a formal investigative procedure, including monitoring visits, that may result in withdrawal of professionally validated status.

The Higher Education Institutes (HEI's) has the main responsibility for the monitoring and quality assurance of the programmes. However, the NYA monitors programmes in order to retain a view on whether programmes continue to operate in accordance with the requirements of professional JNC validation.

The objectives of the Annual Monitoring are:

- To ensure that the programme is operating in accordance with the criteria for professional validation and JNC requirements.
- To alert the Education Training Standards Committee (ETS) to overall patterns and trends in education and training.

(Participation in the annual monitoring process is a requirement for the continuing professional validated status of a programme).

2.0   Methodology

Institutions are required to complete the online 'NYA Annual Monitoring pro forma for each programme that is validated by the NYA. The following quantitative and qualitative information is required;

- Data on admission, progression and completion and the demographic profile of student numbers;
- Data on staffing levels, placements and supervisors;
- Confirmation of quality assurance within the programme with main strengths and development areas highlighted.

Survey Monkey was used for data collection to simplify the process for HEI's and enable direct data analysis by the NYA.

The collection of quantitative data is not perfect, with some HEI's still not providing all information for all students in a consistent way across all programmes. This means that there are different totals for data on different categories – for example; the gender ratios do not match recruitment totals, as one example. To ensure that analysis is as robust as possible, calculations are based on those who answered a particular question. This is highlighted in the methodology, and, therefore, some caution is needed, particularly around trends overtime.

3.0   Response Rate 2013/14

Pro-forma's were disseminated to **39** institutions offering **58** programmes, with a request for completed forms to be returned by January 2016.

31 institutions representing **43** programmes responded. There were some late respondents and **8** non-respondents representing another **13** programmes (one declaring that it has closed (2 programmes) and another moving students onto another similar course), which have not been included in the on-line data submissions analysis described in this report, other than within Fig 1 below.

Figure 1:

The table below shows that the number of HEI's and the number of programmes has reduced marginally, some merging and one closing altogether, although numbers continue to remain at around 40 institutions and around 60 programmes nationally.

Figure 1: Number of Programmes and HEI's
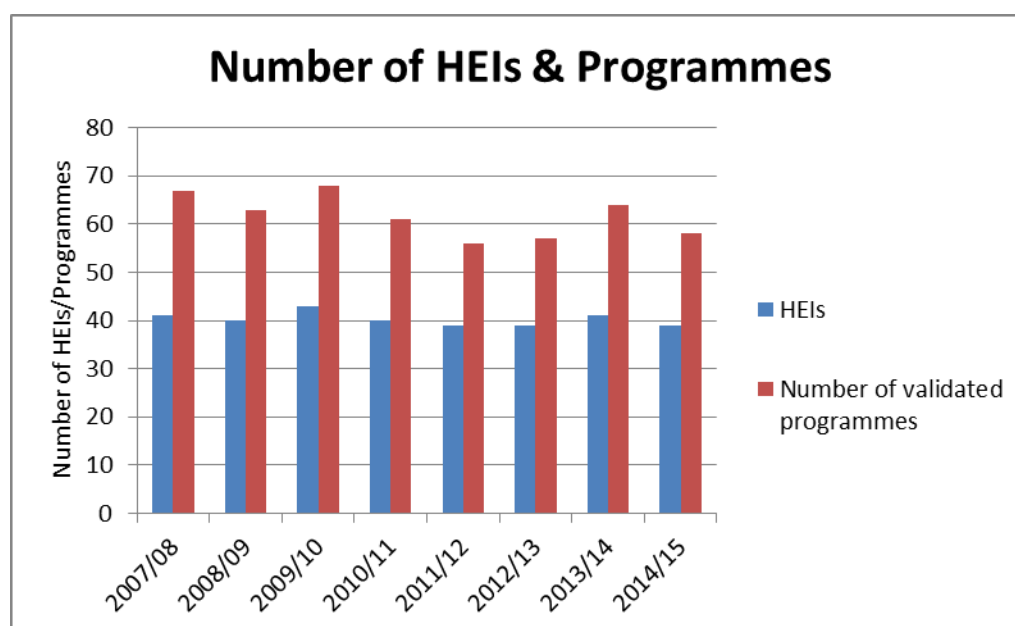
The total of 43 submissions received from 31 HEI's, gives a response rate of 79.5% HEI's and 74.1% of programmes. As mentioned previously, many submissions contained incomplete data, however all relevant data provided has been included in the analysis.

From here on, data from the 43 submissions is considered within the report.

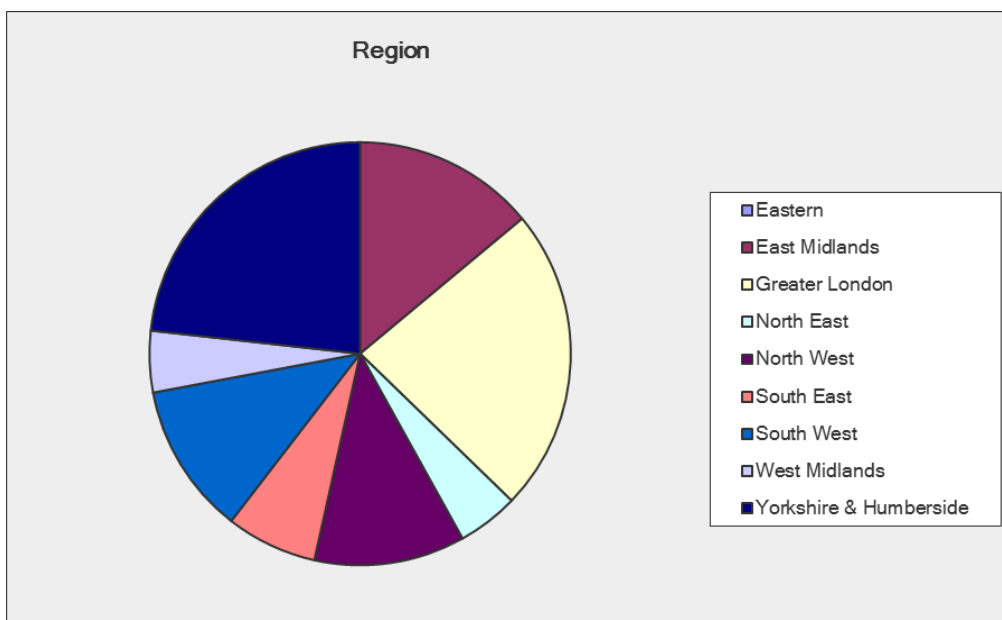**Figure 2: Number of programmes by qualification**
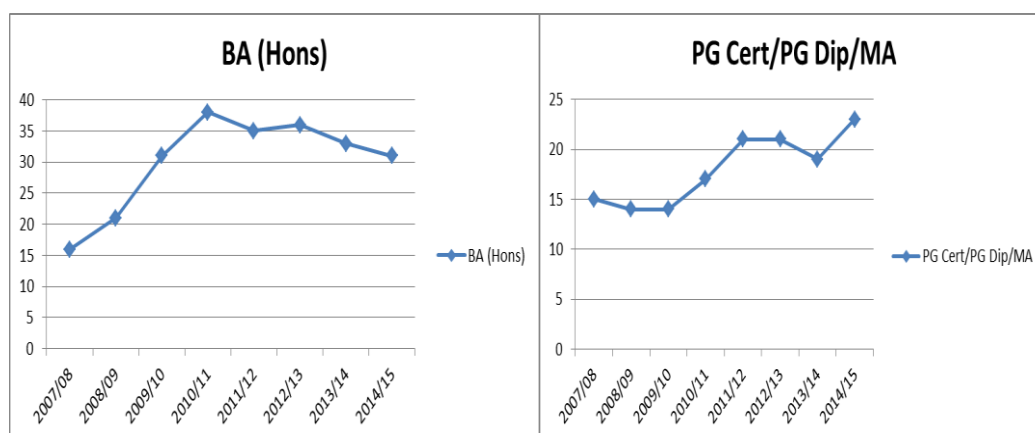
The charts above show a slight decrease in the number of validated BA (Hons) programmes to 31 programmes being delivered. Postgraduate programmes appear to have increased, bringing their total to 23 this year. There also appears to be, again, more HEI's offering multiple programmes or amalgamated programmes, due to numbers of students and general take up, alongside issues with the situation with fieldwork placements, as outlined later in this report. This has been commented upon by a number of institutions, whereby students have in some cases transferred to more theoretical programmes at a higher level, due to low uptake on placement based courses.

Figure 3

The regional analysis of HEI's has again been included to enable a picture to be presented of the location of new students. There is a slight decrease in programmes nationally, and most significantly the Eastern region still has no programmes on offer.

Eastern	0.0%	0
East Midlands	14.0%	6
Greater London	23.3%	10
North East	4.7%	2
North West	11.6%	5
South East	7.0%	3
South West	11.6%	5
West Midlands	4.7%	2
Yorkshire & Humberside	23.3%	10

The table and diagram provide an overview of the comparative share of programmes by region. London, Yorkshire & Humberside still have the largest share of programmes nationally.

Region

Legend:
- Eastern
- East Midlands
- Greater London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire & Humberside

Figures on regions must be treated with caution as some programmes do allow distance-learning students that recruit outside their region.

4.0 Analysis of Data

4.1 Core Staffing

The numbers of Core staff delivering programmes across all programmes has decreased over the past year. Shown below are the figures for 2013/14 and below that those for 2014/15.

Figure 4   2013/14

Core Staff Contributions – JNC 2013/14	F/T	P/T	Total
Lecturers	134	52	186
Tutor	25	129	154
Teaching Staff	14	27	41
PhD Students	0	2	2
Researchers	5	2	7
Other	2	7	9
	180	219	399
Incl. OU			

Core Staff Contributions – Non JNC 2013/14	F/T	P/T	Total
Lecturers	62	30	92
Tutor	9	36	45
Teaching Staff	12	16	28
PhD Students	1	3	4
Researchers	2	4	6
Other	8	1	9
	94	90	184
Incl. OU			

Figure 5   2014/15

Core Staff Contributions - JNC 2014/15	F/T	P/T	Total
Lecturers	122	88	200
Tutor	15	57	72
Teaching Staff	8	25	33
PhD Students	1	3	4
Researchers	3		3
Other		3	3
	139	176	315
Incl. OU			

Core Staff Contributions - Non JNC 2014/15	F/T	P/T	Total
Lecturers	57	34	91
Tutor	10	6	16
Teaching Staff	7	12	19
PhD Students		3	3
Researchers		1	1
Other			
	74	56	130
Incl. OU			

Although the overall number of JNC qualified lecturers has increased, which is a positive aspect of these figures, the overall numbers are declining, and more part time lecturers are being employed. This could be linked to cohort numbers and/or the changes in the landscape of youth services. This links into the subsequent areas for consideration, such as that of field work placements and student numbers.

For those programmes, which have lower numbers of JNC qualified staff, various external lecturers and associates are often being used to support programme delivery. A number of respondents noted there is still a need to use internal lecturers from different departments; associate lecturers, visiting lecturers and former JNC qualified students to support students, courses and in particular placements.

The numbers of external lecturers used has also seen a decline, due to less programmes being delivered, maybe, but also could be linked to the changing situation that forms a backdrop to this report, namely the massive reductions in standard, traditional youth work services being delivered by local authorities and voluntary/community sector organisations. In 2013/14 the picture is outlined in Figure 6 below

Figure 6

	2013/14	2014/15
Visiting External Lecturers	257	200
Shared Internal Lecturers	125	82

This also holds true for the numbers of Field based examiners and HE examiners, where figures show an approximate 20%-30% drop in actual numbers. However, the number of JNC qualified lecturers and examiners, matches previous years and all examiners are now JNC qualified.

4.2 Fieldwork Placements

The average number of placements and fieldwork supervisors within the programmes are recorded for the last six years and is shown in **Figures 7 a) + b)** below:

Figure 7: a) Average numbers of placements and supervisors

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Placements	37	43	45	42	40	36
Supervisors	36	43	43	38	34	31

b) Actual Numbers of Agencies and Supervisors Used

	2013/14	2014/15
Placements	2072	1549
Supervisors	1774	1765

The average number of placements has dropped again since 2013/14. These figures show that the number of placements has fallen by 4 and the number of supervisors has dropped by 3. A number of institutions have commented on current difficulties finding suitable JNC placements due to the cutbacks being experienced in local government. Noting; that cutbacks are also having an impact upon voluntary sector providers, who may have previously received grant funding from local authorities, which is not now available. This can be demonstrated by the nature of the settings for student placements which has become far more varied over the past couple of years and this has equally had an impact upon JNC supervisors.

Figure 8 (below) shows the average percentage of supervisors with JNC qualifications. Figures are starting to fall more significantly, this year, by 15% from 76% in 2013/14 to 61% in 2014/15. This is a worrying trend, and it is symptomatic of the situation many institutions and students are finding themselves in currently. The landscape has changed profoundly and youth work is being delivered in a great many more settings, but not with necessarily JNC qualified staff in management roles supervising them.

Figure 8: Average percentage of supervisors with JNC qualifications

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
% of Qualified Supervisors	77	72	67	74	76	61

Whilst the aim is still to ensure 100% JNC qualified supervisors, there now has to be a much more flexible attitude. Variations need to be incorporated into the system, due to local authorities having a more targeted approach to youth work and thus Social Care staff are often managing service areas. Many Higher Education Institutes have reported continued challenges in identifying JNC placement supervisors and placements specific to enabling JNC professional formation. For those programmes, where it is problematic to find JNC qualified supervisors, various methods to overcome this have been used; a number of respondents noted the use of delivering free supervision training to placement supervisors regardless of their professional background. Ensuring that, if there are no JNC qualified staff members within the setting, that, the placement ensures that the supervisor is experienced in supervision within a professional context, also the use of JNC qualified lecturers and even alumni/former JNC qualified students are being used to support placement students.

Several institutions indicated payment of JNC mentors, in addition to placement supervisors, to ensure professional formation from an appropriate JNC qualified worker. This has helped programmes ensure a good level of JNC level input onto programmes but has been commented upon by a number of other institutions, that this is just not financially viable for them.

This is becoming more challenging annually and is something for ETS to consider in the coming year.

4.3   Recruitment and student numbers

The target total for student recruitment onto professionally validated programmes this year was **847,** up on the last year figures and the actual recruitment number was **793,** again a significant increase in the student cohort.

Figure 9 below shows, this year's recruitment. However, several institutions failed to report on this section. Despite sector changes HEI's have managed to still recruit 93.6% of their expected target. The actual numbers are more than in previous years, which may mean that mechanisms being introduced to increase recruitment over the past year are being successful. Students are still keen to gain skills in youth work despite the picture of employment remaining very complex. These figures do include OU data.

Figure 9: Recruitment to programmes (student numbers)

	2008	2009	2010	2011	2012	2013	2014
Actual	1470	1277	1135	951	825	701	793
Target	1509	1214	1152	1013	1037	811	847
%of target achieved	97%	105%	99%	94%	80%	86%	93.6%

However, of the 43 responding programmes 21 did **not** meet their target and only 16 met or exceeded the target and 3 programmes did not recruit at all. There were some programmes that were so severely impacted by the low numbers that the courses were not able to run and in other cases it appears that some students were moved onto other courses within the same institution, maybe at a higher more academic level. This flexibility and creative thinking by institutions has enabled student intake numbers to improve and increase this year. And despite some courses being severely hampered in relation to low cohort numbers, either other courses or other institutions are thriving.

Evidence highlights continued challenges, but also shows that there is some good news in relation to the recruitment of students, these include:

- Recruitment and retention of experienced practitioners is more challenging. As local authorities no longer deliver youth work in the traditional sense, so they no longer fund qualification training for youth workers.

- Employment opportunities within the sector have altered. The recruitment routes and employment possibilities post qualification are to some extent lessened, however, some targeted services, voluntary and community sectors and schools are looking for staff with youth work skills, despite often not referring to them as youth workers.

- A reduction in traditional youth services related to public sector cuts. Demonstrates that commissioned services within the voluntary and community sector are developing their offer and wanting JNC qualified staff, but are not always able to remunerate at the level local authorities previously did.

- There are still barriers to recruitment linked to tuition fees for Youth Work.

- There is no pattern geographically, nor course specific pattern to the changes in student recruitment but some institutions numbers are significantly down. This may have an impact on course viability into the future.

4.4 New Student intake – gender

The gender profile of new students – shown in **Figure 10** below – continues the trend of a higher proportion of female students than male. Similar to previous years, the trend remains consistent, with roughly two-thirds female and one third male.

In 2014/15, the proportion of male entrants onto programmes has in fact decreased by almost 10% from 2013/14, with 25% (208) of new student's male and 75% (612) female.
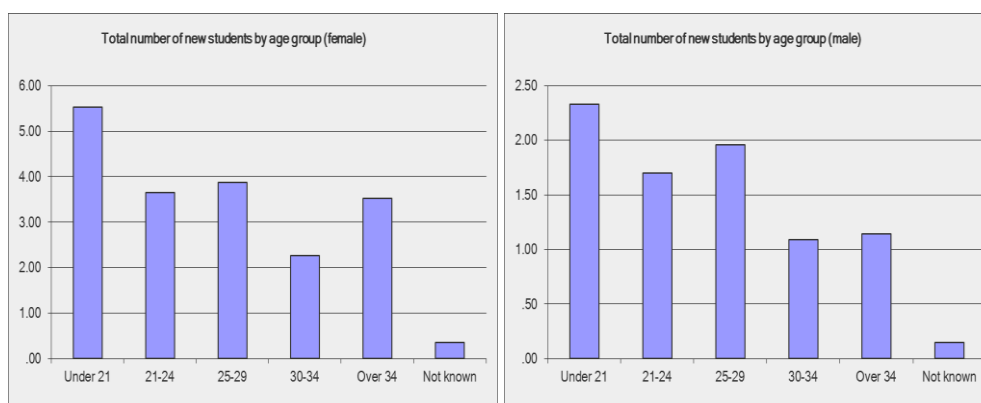
Figure 10: Percentage of new students by gender
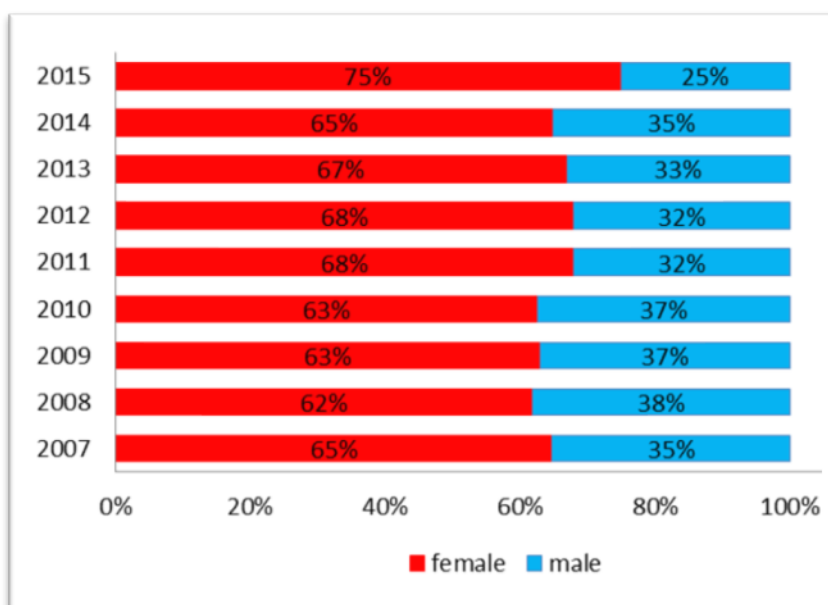
4.5   New student intake – age range

This year's intake is again similar to that of previous years, in the main, seeing an older cohort coming through. Data on age range was received for **808** students.

Figure 11: Average Percentage of new students by age

Figure 12   Age and Gender percentages in cohort

	U-21	21-24	25-29	30-34	O-34	Not known
Male	63	46	55	25	25	2
Female	177	124	116	61	134	7
%	29.7%	21%	21%	10.6%	16.5%	1.2%

Feedback indicates that the age range is increasing, with students returning to learning or remaining in HEI study, progressing from BA to PG/MA programmes. There are several reasons for this including improving employment potential and reasoning that a higher level of qualification may lead to enhanced opportunities within changing services. Opportunities for some older staff to extend their qualifications post re-structure or redundancy has also influenced these figures.

4.6 New student intake – ethnicity

Data on ethnicity is collected in accordance with the categories recommended by the Commission for Racial Equality, based on the Census. Information is requested under sixteen categories of ethnic origin which can be summarised into five main groupings. The full list of sixteen categories is included as Appendix A and the data is summarised under six broad groupings in **Figure 13**, below. Information on ethnicity was received for new students only.

With regards to ethnicity there has been very little change from the previous year. The largest category is 'white' which has increased by a further 7% this year, accounting for 75% of new students. There were slight falls in the second and third largest categories ('Black or Black British'/Asian or Asian British) with a – 3.0% and - 0.2% decrease respectively.

Figure 13: New student intake by ethnicity

White - British/Irish/Other	605	466
Mixed - White and Black Caribbean/African/Asian/other	29	41
Asian or Asian British - Indian/Pakistani/Bangladeshi/other	54	44
Black or Black British - Caribbean/African/other	109	114
Chinese	2	12
Other ethnic group	11	10

4.7 New student intake – disability

In 2015, 36 of the 43 submissions noted that there were 159 students who were identified as having a disability, this accounts for 20% of the overall cohort, with those registered as disabled accounting for 6% of those recorded. This represents a 1% increase by comparison to 2014 figures. This figure is gradually increasing and is a positive recruitment story.

4.8 New student intake – qualifications at entry for undergraduate programmes

The data below   in **Figures 14 a) and 14 b)** indicates that undergraduate level courses still favour traditional academic entry routes of, in particular, A Level's, some 31%, however those achieving Level 4 /BTEC/GNVQ qualifications are now accounting for 22% of entrants. Access routes have slightly fallen back from 10% last year to 8% in the same period this year. This is of concern, and needs to be kept an eye on, it could again be symptomatic of the changes in local authority services and changes in the perception of youth work as a career, in particular for those already in work settings. This could be having an impact and be discouraging the take up on these courses. It is noted that a high number of local authorities, due to changes in staffing and function, are not delivering youth work training, due to the reduction in training staff and budgets. This means staff currently wishing to progress in their studies are being hindered in this ambition unless they can find JNC courses available prepared to deliver access courses. Alternatively, they are signing on to distance learning courses to achieve the level they require for progression.

Figure 14 a): Qualification at entry – undergraduate students

Postgraduate (higher degree)	6
Bachelors degree (hons)	141
Foundation degree/DipHE	3
'A' level	255
BTEC/GNVQ/NVQ level 4 or equivalent	186
Diploma in Youth Work	5
Certificate in Youth Work	6
Access course	64
GCSE	62
Part-time Certificate in Youth Work (RAMP)	19
Other (please specify below)	63

Figure 14 b)
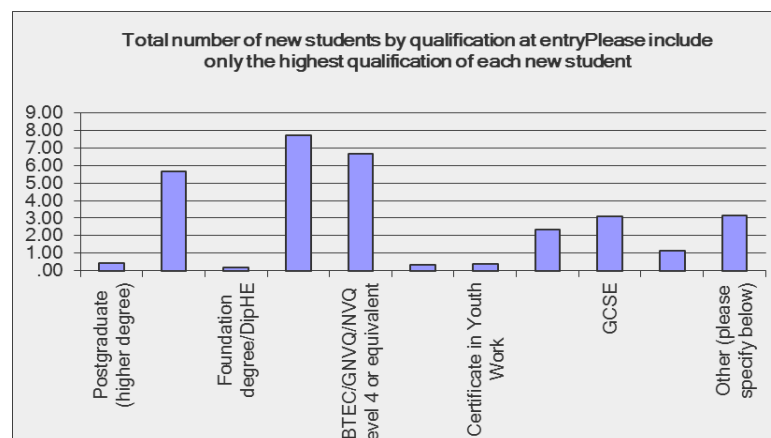
4.9 Attendance

Figure 15 shows attendance levels in the main reaching the 80% attendance target on full time courses. The lowest percentage of students achieving this is the Level 5 cohort, only reaching 77% and the strongest attendance being at full time postgraduate level (98%). Figures are broadly comparable with those for the previous year but have increased across all levels. The part time figures are deeply concerning and institutions have outlined a number of reasons for this huge drop in attendance by students. This is mainly down to; the cohorts underestimating the time study takes alongside work and family life, this year health issues have featured quite highly in the reasons why study was not being completed or studies not attended and cuts in local authorities and voluntary sector settings meaning that commitments for many in the work place have taken precedence over study. Some of the figures recorded as 'Below 80%' has been caused by the introduction by some institutions of swipe cards. For some these will record anyone who arrives 15 minutes early or latecomers as not attending. This has caused students who arrive early due to travelling further and leaving earlier or having issues known to lecturers i.e. childcare, as well as at least one of the systems not taking into account the late end of placement sessions, is causing a real issue for institutions and for ETS as this is skewing the figures significantly, for more than one setting. This is potentially going to continue being an issue as other institutions avail themselves of new technology.

**Figure 15: Percentage of student's attendance Fig in () is actual numbers of students**

	Full time		Part time	
	80% +	<80%	80% +	<80%
Level 4	83% (395)	17% (77)	9% (35)	91%(342)
Level 5	77%(361)	23%(104)	5%(43)	95%(848)
Level 6	85%(388)	15%(67)	7%(60)	93%(782)
PG	98%(51)	2%(1)	81%(89)	19%(20)

4.9 Retention and completion

Figure 16 below shows the completion and retention rates for 2014/15. Overall the completion and retention for Level 4 and Postgraduate students are consistent with previous years, but there does appear to be a significant reduction in Level 5 and Level 6 rates, by around 10%-15%.

**Figure 16: Overall percentage of students completing each level**
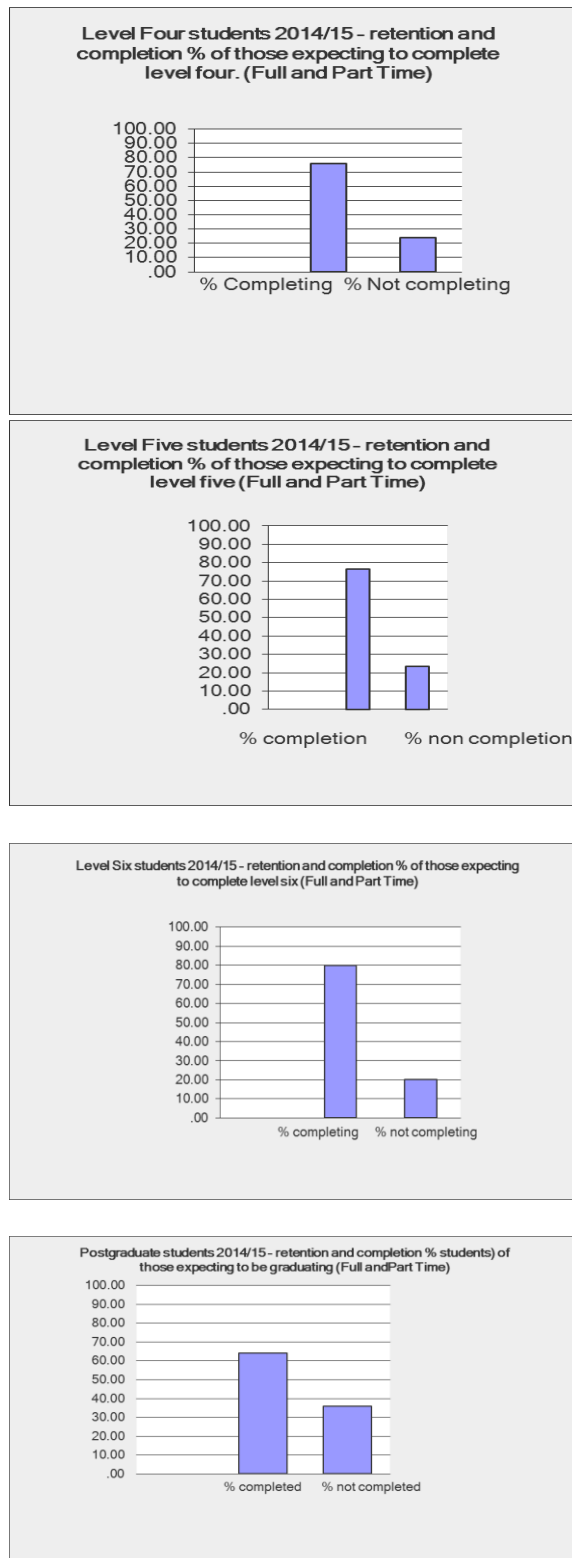
A number of narrative comments have confirmed concern around these figures. Many students transferred onto non JNC courses during the course of the year, the main reason given appeared to be due to the massive disruption to services for young people and in particular the affect on placements, and these becoming more problematic. Where this

looks like contributing to student field work failure allowances have been made through mitigation allowing students to complete over the summer or first semester of the following year. This means that it looks like a failure within year but overall is not. Some students transferred onto other placement courses despite having orginally being enrolled on youth work courses. Other reasons given for non-completion have been reviewed across all levels for full time/part time students. Withdrawal does not always indicate student failure at under graduate level but a larger number cite their transfer or non-completion is down to caring or work life balance issues and as noted previously an underestimation of the work involved in this level of course.

The percentage completion rate for Post-Graduate programmes has seen a non-completion rate at part time level higher when compared to full time routes. 36% as compared to a rate of 8% for the full time programme at this level.

Figure 17: Reasons for non-completion

Please indicate the main reasons for undergraduate withdrawal or deferral.
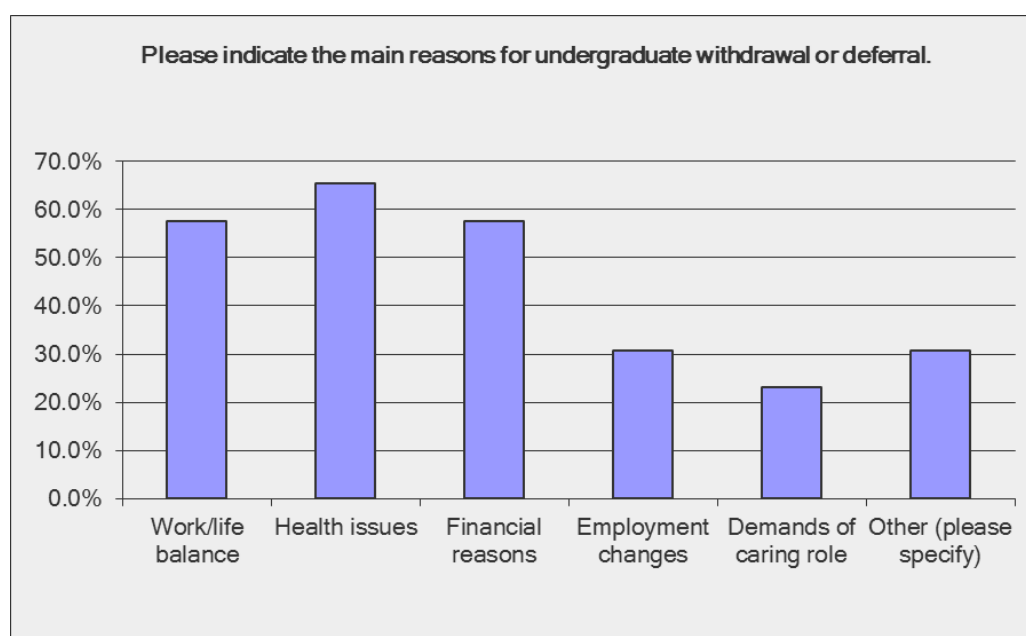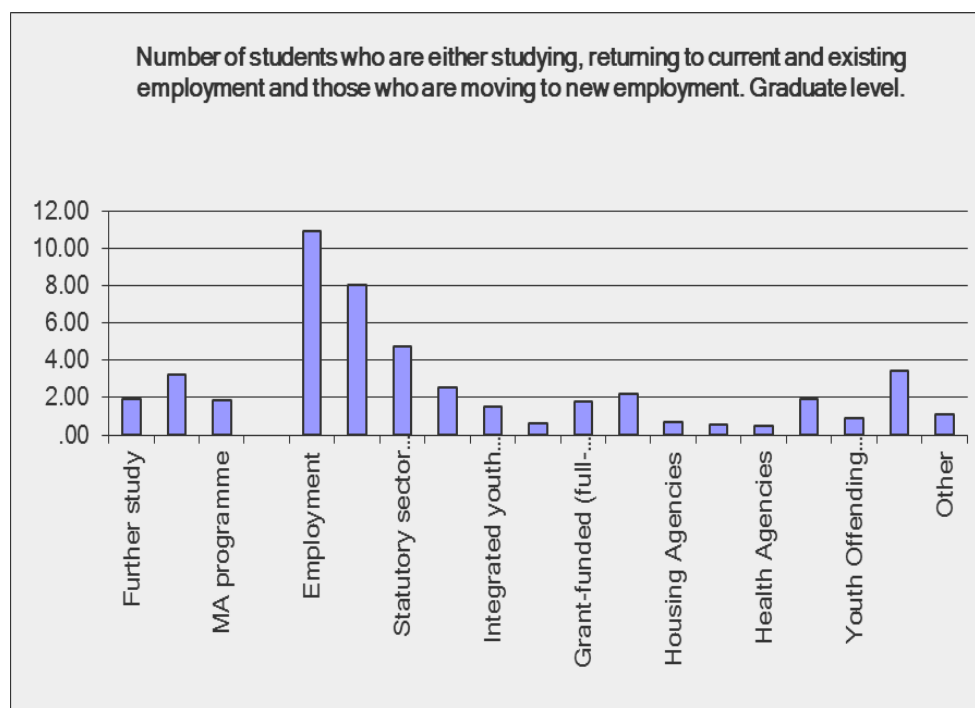
4.10 Destination of graduates

Information on the destination of graduates is incomplete. However, for this year's annual monitoring 2014/15, destination information was submitted for 750 graduate leavers and 189 postgraduate leavers.

Figure 18 shows students going into statutory youth services has continued to decline yet again, with only 8.8% going into what is described as local authority youth service, as opposed to 17.5% last year, this again could be skewed due to the changing titles of services. However, the numbers going into voluntary youth sector roles remains strong although still shows a slight decrease from 32% to 30%. The

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marked increase in students remaining in further education has dropped off, this may be a result of current employment opportunities or access to Higher Education funding; this will be investigated further over the next year.
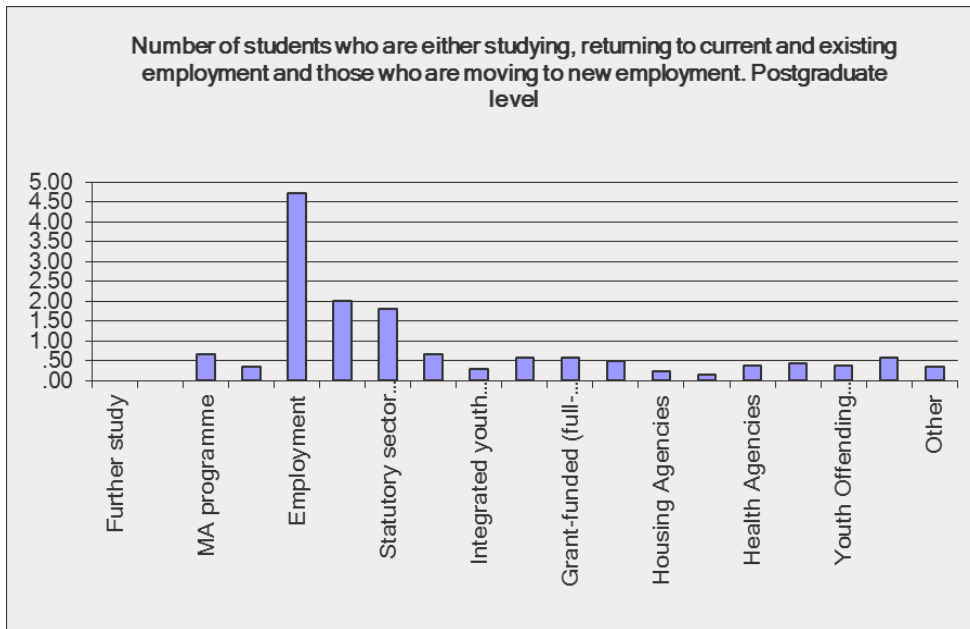
NOTE: Some HEI's were not able to give data as it was not available until the summer term when it is collected by the particular HEI.

Figure 18: a) Recorded destinations Graduate levels

Number of students who are either studying, returning to current and existing employment and those who are moving to new employment. Graduate level.

Further study	33
BA programme	26
MA programme	30
PhD	
Employment	230
Voluntary sector youth service (full-time/part-time)	193
Statutory sector youth service (full-time/part-time)	66
Local Authority Service	33
Integrated youth support service	15
Connexions Service/IAG	5
Grant-funded (full-time/part-time) e.g. fixed-term youth work projects	16
Community work-related (voluntary/statutory)	29
Housing Agencies	6
Drugs Agencies	5
Health Agencies	4
Schools	29
Youth Offending Services	10
Not known	48
Other	12

Figure 18 b) Postgraduate

Number of students who are either studying, returning to current and existing employment and those who are moving to new employment. Postgraduate level

Further study	
BA programme	
MA programme	6
PhD	3
Employment	71
Voluntary sector youth service (full-time/part-time)	32
Statutory sector youth service (full-time/part-time)	25
Local Authority Services	8
Integrated youth support service	2
Connexions Service/IAG	4
Grant-funded (full-time/part-time) e.g. fixed-term youth work projects	4
Community work-related (voluntary/statutory)	4
Housing Agencies	2
Drugs Agencies	1
Health Agencies	3
Schools	4
Youth Offending Services	3
Not known	5
Other	3

Again a similar picture for those completing postgraduate studies, despite smaller numbers the proportions are not dissimilar. Some students due to their level of qualifications have gone into more senior roles with organisations and some local authorities, which is refreshing.

Overall destinations information is patchy and cannot be totally relied upon for accuracy, but it is clear that despite what appears to be a difficult picture across the country, students of high standard, well trained and willing to work in a variety of settings are able to secure employment.

4.11 Quality Assurance and qualitative evidence

The questionnaire asked programmes to confirm whether the main quality assurance processes have been carried out for this annual monitoring period. The returns indicated that all but one of the programmes had completed both academic and external examiner reports. There was little narrative data inputted in respect of this question. However, data and input on other aspects found some positive comments/feedback in relation to external examiner comments and these can be seen below;

- Strength of engagement with employers has enabled placement quality to be sustained, some placement agencies use the College's supervision and other training as CPD for their own staff – this works for both organisations

- Quality placements have been found despite cutbacks

- Use of social media/twitter/facebook and moodle to keep in touch with students has expanded communication for some institutions

- The addition of a non-professional Exit Award has helped with retention issues

4.12 Views on areas of development, overall progress and challenges to the sector

Programme leaders' views on areas for development, overall progress of the programme and challenges to the sector during the year was analysed in this report. In terms of area's for development, the following was reported:

- increased expectations by placements organisations on students need careful monitoring and increased professional support to ensure appropriate expectations on students in placement settings

- marketing strategies are needed and are key to increasing student numbers

- general overall concerns about recruitment and retention due to;

  - funding and self funding issues for undergraduates as LA's and other organisations no longer fund training,

  - funding for post graduate students, if they have a first degree, they are unable to get funding for this course,

  - lack of clarity around status of JNC which is undermining confidence in the value of the course,

- loss of support from local employers as they are being squeezed in relation to time and funding,

Many submissions however, do remain positive about their progress with many describing shared internal lecturers supporting students well which is enhancing learners' ability to think broadly about youth work. This is expressed by others who have shared course cohorts, and Level 4-6 students sharing learning space with MA students has been very beneficial.

Almost every institution indicated concerns about recruitment figures and the pressures this is creating, one broaching the issue of student numbers placing the course on the borderline of viability. One course had already closed due to low recruitment figures and another was moving students onto other courses, as numbers were so low.

The causes of this lower than usual recruitment, for some institutions, noted here, but by no means by all, is the reduction in local authority youth services. This is having a severe impact upon many smaller, local voluntary sector organisations, as well. This is continuing to challenge recruitment. As muted earlier, the perceptions of the status of JNC, the subsequent lack of employment opportunities within the sector is receiving repeated airing. This perception is worryingly commonplace. Further cuts are expected to local authorities, up to 2020, making the struggle for viability and credibility more challenging than ever before. So in some respects a similar view to that expressed last year, but the feeling is that for many this is almost nearing the point of redesign, reform or rethink, a tipping point.

5.0 Issues to be addressed by the ETS Committee, and through validation working groups, as a result of the annual monitoring 2013/14

The concern over the reduction in Youth Work programmes and numbers of students is starting to materialise. There is, in fact, some good news, a smaller change in programme numbers than anticipated over the last year. However, there is increasing pressure on HEI's to improve numbers in order to maintain their status. With the more pressing changes to the JNC recognition this is a key discussion with HEI's, TAG and ETS as to the future direction and validation of Youth Work programmes.

The ETS has a critical role to play in promoting and improving understanding around the professional qualification framework to emerging organisations delivering youth work contracts in the sector.

Employers and employees should be supported to see the benefits of professional training and pathways extended to encourage progression from level 2 through to level 6/7. This could be supported by increasing

understanding around student finance and routes to professional development in the voluntary sector and newly emerging roles.

There is a need to clarify the pathways for professional development and extend the opportunities nationally for those starting out in youth work to have access to good quality Level 2 and 3 youth work qualifications to support their development and hopefully their progression on to Higher Education programmes.

The ETS should look at the issues and reasons behind part time course attendance. This is clearly linked to insecurity and uncertainty about future roles within services and the pressures students are feeling, resulting in lower than 80% attendance for many students in this cohort. This has also been caused by the introduction, by some institutions, of swipe cards for students. For some of these it will record anyone who arrives 15 minutes early or latecomers as not attending.

There are some concerns around placements, linked again to local authority cutbacks and the expectations of placements are changing significantly. The role of the ETS around raising the profile of youth work, of the need for JNC qualifications and the benefit of youth work skills in a multi-professional work setting.

There is a clear role for the ETS and the NYA to continue to be the champion for professional qualifications and professional placement. To extend this to include better marketing about what Youth Work is and how Youth Workers work with young people and the skills needed in the changing landscape youth workers will find themselves working in.

Appendix A – Ethnic origin categories

White

- ☐ British
- ☐ Irish
- ☐ Any other White background, please write in _____

Mixed

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Any other Mixed background, please write in _____

Asian or Asian British

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Any other Asian background, please write in _____

Black or Black British

- ☐ Caribbean
- ☐ African
- ☐ Any other Black background, please write in _____

Chinese or other ethnic group

- ☐ Chinese
- ☐ Other ethnic group, please write in _____

About the National Youth Agency

The National Youth Agency works in partnership with a wide range of public, private and voluntary sector organisations to support and improve services for young people.

Our particular focus is on youth work and we believe strongly that by investing in Young people's personal and social development, young people are better able to live more active and fulfilling lives.

Working with young people, we advocate for more youth-friendly services and policies. We have four themes:

- Developing quality standards in work with young people

- Supporting services for young people

- Developing the youth workforce

- Promoting positive public perceptions of young people.

We deliver our work through training and consultancy, campaigning, publishing and online communications. Through our activities we want to ensure that young people have a strong voice and positive influence in our society.

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