

Standard in development

L6: Youth worker

Title of occupation

Youth worker

UOS reference number

ST0522

Core and options

No

Option title/s

Level of occupation

Level 6

Route

Care services

Typical duration of apprenticeship

36 months

Degree apprenticeship

Target date for approval

Summer 2021

Resubmission

Yes

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

Yes – keyworker status and Level 6 profession.

Occupation summary

A youth worker is someone who uses rights-based, person-centred relationships to engage with young people to promote their social, emotional, and personal development using informal education approaches.

This occupation can be found in a range of settings where young people are present, including (but not limited to) youth projects, educational settings, health environments. The settings may be informal, such as youth clubs, activity-based or social action projects, or more formal, such as Local Authority Children's Services, hospitals, schools, alternative education provisions or youth custody. In this occupation and context, 'youth' refers to young people aged 11 to 19, or up to the age of 25 for those with additional needs.

The broad purpose of the occupation is to enable young people to develop holistically, working with young people to facilitate personal, social and educational development. This is to enable them to develop their voice, influence and place in society, and reach their individual and collective potential.

An employee in this occupation will be responsible for working with young people to plan, deliver and evaluate the youth work curriculum and programmes with individuals and groups. They will receive supervision from their line manager but will also work autonomously and manage other staff, which may include volunteers, youth support/assistants, youth support workers, peer mentors.

They may be responsible for building management, such as youth clubs and youth project premises or mobile units depending on the size or structure of the organisation. They will be responsible for managing projects (including budgets) and maintaining appropriate financial and other administrative records.

In their daily work, an employee in this occupation interacts with voluntary, charitable and statutory services, such as youth services, education, health, social and community provisions. They will also engage with a range of other partners and stakeholders, such as funders, families, and allied professionals.

Are there any statutory/regulatory or other typical entry requirements?

No

Entry requirements

A satisfactory enhanced DBS check will be an entry requirement for the programme.

Occupation duties

DUTY	KSBS
Duty 1 Establish relationships with young people, communities and partners.	K1, 2, 3 S1, 2 B1, 2, 4
Duty 2 Establish, manage and develop different youth work provisions.	K4 S 3, 4, 5 B1,3, 4
Duty 3 Manage and develop staff, projects and facilities.	K5, 6, 7, 8, 9 S6, 7, 8 B1, 3, 5
Duty 4 Work with other agencies to develop services across a community.	K10,11, 12 S9, 10, 11 B1, 2, 3, 4
Duty 5 Design, lead, implement and evaluate a youth work curriculum.	K13, 14, 15, 16 S12, 13, 14, 15 B1, 3, 4, 5
Duty 6 Lead on rights-based youth work, and voice and influence strategies.	K17,18 S16, 17, 18, 19, 20 21 B1, 2, 3, 4,
Duty 7 Lead project development, implementation and evaluation.	K19, 20,21, 22 S22, 23, 24 B3, 4
Duty 8 Engage in continuous professional development.	K23, 24 S25, 26 B1, 3, 4, 5
Duty 9 Demonstrate professional youth work values and ethical practice.	K25, 26, 27 S27, 28 B1, 2, 3, 4, 5
Duty 10 Manage provision within relevant legislative frameworks.	K28, 29, 30 S29, 30, B1, 2, 3, 4

KSBs

Knowledge

- K1:** The importance of building trust and rapport, and methods for achieving this.
- K2:** Professional relationship boundaries and the implications of these for youth workers.
- K3:** Communication styles and methods, including barriers to communication and ways to overcome these.
- K4:** Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital.
- K5:** Theories of management and leadership e.g. inter-professional and inter-disciplinary working.
- K6:** Human resources procedures, e.g. professional development, disciplinary, grievance.
- K7:** Youth work supervision models.
- K8:** The importance of staff development.
- K9:** Resource, financial and facilities management, including relevant legislation and regulations that need to be followed.
- K10:** National and local plans and strategies relevant to youth work and young people.
- K11:** Roles, remit and responsibilities of key stakeholders.
- K12:** Strategies to build and manage professional partnerships.
- K13:** Theories and models of informal and non-formal education and their application in practice.
- K14:** Theories and models for programme planning, development, delivery and evaluation.
- K15:** Policies and strategies related to the national and local youth work curriculum.
- K16:** Contemporary models for impact and evaluation of youth work.
- K17:** Models for inclusive and active participation and barriers to participation.
- K18:** International, national and local factors impacting on young people's engagement in decision making, including legislation (e.g. UNCRC) and local and national participation strategies.
- K19:** Models to undertake appropriate situational needs analysis.
- K20:** Project management tools and processes, including assessing and managing risk.
- K21:** Evaluation and impact processes and strategies.
- K22:** Commissioning and funding processes.
- K23:** Theories, models and principles for reflective practice.
- K24:** The importance of critical reflection and continuous professional development for youth work practice.

K25: The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.

K26: Cultural and community competency in good youth work practice.

K27: Principles of anti-oppressive and anti-discriminatory practice.

K28: Legislation, principles and practice of safeguarding for youth work practice and management.

K29: Safer recruitment and staff management processes (including for volunteers).

K30: Boundaries of professional accountability and responsibility for self, staff and project leadership.

Skills

S1: Evaluate and utilise a range of styles of communication suited to the audience, e.g. verbal, non-verbal, written and electronic methods.

S2: Maintain professional boundaries in relationships with young people and colleagues.

S3: Select and use suitable youth work models for the needs of young people they are engaging with.

S4: Work in partnership with young people to develop suitable services.

S5: Utilise appropriate methods and tools for planning, monitoring and evaluating youth work.

S6: Complete, store and retain accurate administrative and financial records.

S7: Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues.

S8: Apply different leadership styles appropriate to the needs of colleagues.

S9: Utilise a range of sources of information to inform service development.

S10: Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors.

S11: Advocate for young people and youth work in policy and service development.

S12: Select and use appropriate methods and tools when planning youth work programmes and activities.

S13: Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development.

S14: Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum.

S15: Evaluate, demonstrate and report on the impact of youth work.

S16: Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues.

- S17:** Create and evaluate effectiveness of inclusive and participatory learning environments.
- S18:** Support young people to plan, organise and deliver youth-led activities and programmes.
- S19:** Select and apply appropriate participation models to overcome barriers to participation.
- S20:** Support young people to make their voice heard to influence change on issues affecting them.
- S21:** Identify and challenge oppressive attitudes, behaviours and situations.
- S22:** Conduct and use information from situational needs analysis to develop projects.
- S23:** Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.
- S24:** Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
- S25:** Monitor own practice and use supervision to identify areas for continuing professional development and improvement.
- S26:** Apply appropriate supervision models to support the development of colleagues.
- S27:** Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.
- S28:** Demonstrate and promote a person-centred approach to youth work.
- S29:** Work within relevant legislative requirements
- S30:** Carry out risk assessments and take action to manage risks in the workplace.

Behaviours

- B1:** Work in an anti-oppressive and anti-discriminatory manner and appropriately challenge inequalities.
- B2:** Act as an ambassador for young people and youth work.
- B3:** Leads and manages by example, demonstrating inclusive and participatory behaviours in their work.
- B4:** Work collaboratively by personal example, encouraging and facilitating cooperation, trust and commitment.
- B5:** Be a reflective practitioner.

Qualifications

English & Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

Yes – JNC endorsed professional level Degree in Youth Work

Involved employers

Attach original list here pls Sorry

Consultation

Through trailblazer group and open consultation across a 3 year period.

Progression Routes

Successful completion of a Level 6 Degree Apprenticeship in Youth Work would afford professional youth worker status.

Supporting uploads

This apprenticeship framework includes a mandated BA (Hons) degree level qualification that must be JNC endorsed through the NYA ETS Committee (as per DfE MOU).

The inclusion of this qualification and the professional practice assessment will bring an aligned EPA –

We can attach:

The validation guidelines (as each university has a slightly different programme)

The JNC Pink Book

MOU from DfE

Confirmed PSRB status from DCMS

Confirmed Youth Worker Keyworker status letter from Minister Barran