



**Professional validation requirements for Youth and Community Work
qualifications in England 2024 (updated 29.04.2024)**

**Guidance for institutions providing qualifications commencing
September 2025**

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GLOSSARY

APAR:	Apprenticeship Provider and Assessment Register
ESB:	Endorsement and Quality Standards Board for Community Development Learning
EPA:	End-point Assessment
ETS:	Education & Training Standards Committee
IFATE:	Institute for Apprenticeships and Technical Education
IYW:	Institute for Youth Work
JETS:	Joint Education & Training Standards (across UK jurisdictions and Republic of Ireland)
JNC:	Joint Negotiating Committee for Youth & Community Workers
NOS:	National Occupational Standards for Youth Work
NYA:	National Youth Agency
PALYCW:	Professional Association of Lecturers in Youth and Community Work
PSRB:	Professional, Statutory and Regulatory Body
RYWU:	Regional Youth Work Unit

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SECTION 1 – INTRODUCTION

Welcome to the requirements for professional validation.

Across the youth sector a JNC recognised qualification is the badge of quality for the youth and community work profession. People that have achieved a professional level qualification that is JNC recognised have been through a robust learning programme that has the interaction of theory and practice at its heart. Graduates from such nationally recognised programmes have the knowledge, skills, and experience to practise as professional youth and community workers in a range of contemporary settings. The JNC act as a regulator for the profession, negotiating the national standard for pay and conditions for youth and community work; and endorsing professional youth and community work qualifications which have been validated by the National Youth Agency in England (The NYA), through the Education and Training Standards Committee (ETS). These professional youth and community qualifications continue to be highly valued by youth sector employers and secure quality programmes of learning due to the sector partnerships and agency processes that underpin them. The youth work landscape is changing and as these changes take place, the Education and Training Standards Committee review and update the professional validation requirements to ensure the professional identity and ethos of youth work is maintained. A sub-group of ETS has worked together to update the professional validation requirements to include the Level 6 Integrated Degree Apprenticeship (abbreviated to L6 IDA).

There are clear benefits in gaining professional recognition for a learning programme. Professional recognition will:

- Ensure the learning programme and the organisation is promoted through the National Youth Agency to prospective practitioners wishing to undertake professional development in youth and community work
- Demonstrate the programme meets the standards required by the recognised regulatory body (The NYA) for best practice in youth and community work
- Demonstrate that your programme is in line with the QAA Subject Benchmark for Youth & Community Work used in Higher Education across the UK
- Enable practitioners to progress in their career with a professional programme of learning that combines theory and practice

- Clearly demonstrate that the programme subscribes to nationally recognised values and principles for youth and community work education
- Confer professional status for graduates and confirm they have demonstrated the National Occupational Standards for Youth Work
- Connect programme leaders and institutions to supportive colleagues and national bodies/organisations that can help enhance learning provision through co-operation, networking, and collaboration

This document sets out the process and requirements to support an institution to work towards and gain professional status for a youth and community work qualification at Honours, Postgraduate, or Master's Degree Level. Outlined below are additional notes relevant to the Level 6 Integrated Degree Apprenticeship.

- Apprenticeships are work based learning and the learners are employees
- Their learning takes place largely in the workplace. The learning outcomes and assessment methods are negotiated between employer and training providers - Employers and training institutions are jointly responsible for ensuring apprentices show competence in the knowledge, skills, and behaviours outlined in the standard - <https://www.instituteforapprenticeships.org/apprenticeship-standards/youth-worker-v1-0>
- Funding for apprenticeships is paid through the apprenticeship levy via employers - apprentices are not liable for fees - so the relationship between training institutions and employers is more employer focused
- The apprenticeship is an integrated degree and so apprentices will cover the same content as other learners, however the mechanisms through which this knowledge is gained are very different - This document outlines where these differences apply, and consideration must be given by training institutions to the changed relationship with employers
- To deliver the apprenticeship there are additional approvals and registrations to complete which are outlined throughout this document

1.1 National Youth Agency and Joint Negotiating Committee (JNC) for Youth and Community Workers.

The National Youth Agency (the NYA) acts in the capacity as the Professional, Statutory, and Regulatory Body (PSRB) for youth and community work in England. A Memorandum of Understanding between JNC and NYA underpins the NYA's role to undertake the validation of qualifications endorsed by the Joint Negotiating Committee for Youth & Community Workers (JNC) as conferring professional level qualifications in youth and community work in England. Through this agreement, the NYA convenes the Education

and Training Standards Committee (ETS) as a sub-committee of the NYA's Board of Trustees, with membership drawn from stakeholder experts across the youth and community work sector.

The NYA ensures that professional qualifications remain relevant and valuable to youth and community workers practising in a range of settings. The membership of ETS is regularly reviewed to ensure that organisations are represented that have direct connections to the ETS core purpose of professional validation and quality assurance of youth and community work qualifications. ETS members are active participants in the validation process - the contribution of ETS member organisations and partners is vital in supporting the NYA to conduct rigorous validation processes and ensure that professional youth and community work qualifications are providing both excellent learning opportunities and relevant professional formation. ETS members are leaders within the professional field of practice and/or academic work settings.

Their knowledge and skills inform development of qualifications, and they are engaged across all validation activity. A full list of the partners is in Appendix A.

1.2 Terminology:

People sometimes refer to the professional qualification in youth and community work as 'having your JNC'. This is not strictly accurate, as JNC also endorse specific youth and community work qualifications at Level 2 and 3, known as 'Youth Support Worker qualifications' or 'pre-professional qualifications'. The most accurate way to describe the qualification covered by this document is 'JNC recognised professional qualification in youth and community work'.

Qualifications validated through this process in England are also recognised by ETS sister-bodies in Scotland, Wales, Northern Ireland, and the Republic of Ireland, with whom the NYA meets regularly through the Joint Education & Training Standards body (JETS). This ensures that validation requirements for professional youth and community work qualifications are comparable across the jurisdictions of the UK and Ireland. This is known as mutual recognition and allows qualification holders to transfer and be recognised wherever an individual works within the UK or Republic of Ireland.

1.3 Ethos and overview approach

The culture of partnership that underpins ETS membership is reflected in the way in which we conduct the validation process. This document lays out the requirements that programmes must meet to achieve validation; these are agreed through consultation with institutions, employers, and the wider field and endorsed by JNC. We conduct our validations in the spirit of partnership with institutions presenting programmes for validation through a process that both supports and challenges institutions in their journey

from planning to delivery. The process of validation is developmental and for this reason, from the outset of the process, we encourage institutions to designate a programme lead who will be responsible for building a productive relationship with the NYA's ETS Officer. The role of the ETS Officer will be to provide support and guidance throughout the process of developing a new programme or presenting an existing programme for revalidation.

The institution will need to create a submission to address the validation requirements. Following this, a panel of ETS members will visit the institution and meet programme staff, institution managers, practice supervisors and where practicable, students to engage in professional dialogue. A recommended outcome of validation will be shared, with final sign off being given following an ETS meeting.

Validated programmes are required to submit Annual Monitoring Reports to the NYA. The Annual Monitoring Reports contribute to ongoing quality assurance procedures and the NYA's ability to identify trends in provision, recruitment, and graduate destinations. The submission of Annual Monitoring Reports ensures the process remains responsive to individual institutions and to sector wide developments.

Revalidation takes place on a five-yearly cycle, and where possible we will seek to combine the professional revalidation with the institution's internal periodic review process, to reduce the burden on institutions of producing further documents and organising additional events. The process for this is explained in Section 2.3.

1.4 Partnership and collaboration

1.4.1 The Endorsement and Quality Standards Board for Community Development Learning (ESB)

ETS and ESB currently have arrangements for dual validations of programmes seeking validation for both youth and community work and community development. The validation requirements and processes have been aligned to support institutions through the dual process. For institutions wishing to undertake dual validation, please read the additional guidance in appendix C alongside this document.

1.4.2 The Professional Association of Lecturers in Youth and Community Work (PALYCW)

NYA through ETS have the role of PSRB and therefore, whilst supportive in approach and providing guidance for process and content, it is recognised that for programme leaders it is helpful to have an additional 'critical friend'. PALYCW offers new

institutions the opportunity to work with an experienced academic partner to support the institution's programme leader in learning from good practice across the sector. While not directly part of the validation process, the NYA recognise this support will be beneficial in providing a sounding board and critical dialogue during programme development and the production of key documentation. PALYCW will also be helpful in the process of internal academic approval for the programme as they can assist in recruiting appropriate external panel members and external examiners.

1.5 Defining youth and community work

The NYA describes youth and community work as a complex series of professional principles, practices, and methods which we often describe as the science of enabling young people to believe in themselves and build positive futures.

Youth and community workers usually work with young people aged between 11 and 25 years. Youth and community work aims 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' (National Occupational Standards).

Youth and community work takes an holistic approach with young people. It starts where they are at in terms of developmental or physical location (open access or detached/street work). The relationship between young people and youth and community worker is entirely voluntary – youth and community work often only works because of the voluntary relationship. Many professionals work with young people, but principally, only in youth and community work is it the choice of the young person to engage with the professional. Youth and community work offers for young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop inter-personal skills and think through the consequences of their actions. This leads to better informed choices, changes in activity and improved outcomes for young people helping them to live, learn, work and achieve.

A number of documents underpin the professional standards for youth and community work. These include:

- Institute for Youth Work's Code of Ethics <https://iyw.org.uk/code-of-ethics/>
- National Occupational Standards (NOS) <http://www.nya.org.uk/national-occupational-standards-and-english-youth-work-policy-new-document-published/>
- QAA Subject Benchmark for Youth and Community Work (2017) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-youth-and-community-work.pdf?sfvrsn=5e35c881_4
- Degree Apprenticeships (2022) [Degree apprenticeships 2022 / Institute for Apprenticeships and Technical Education](#) (only applies to institutions seeking professional endorsement for the L6 Integrated Degree Apprenticeship)

For institutions planning to seek dual validation for Youth & Community Work and Community Development the National Occupational Standards for Community Development should also be consulted

<http://cldstandardscouncil.org.uk/wp-content/uploads/CDNOStandards2015.pdf>

Institutions seeking validation must ensure they apply these standards and can demonstrate where these are addressed within the content of qualification programmes. Students and apprentices are also required to work within the code of ethics, values, principles and practices detailed in these documents whilst they are registered on their programme of study.

1.6 What needs to be in place for a programme to seek professional validation?

The following table highlights **key elements** of the validation criteria that must be in place to make a programme eligible to seek validation. Institutions wishing to present a programme for validation should read the complete validation requirements detailed in Section 3.

For BA/BSc Honours, Postgraduate, and Master's degrees which:
<ul style="list-style-type: none"> • have sufficient teaching and practical resources to meet the needs of students and the validation requirements • Demonstrate that the curriculum (taught and placement) covers the NOS and Subject Benchmark • Ensure their approach to teaching and learning models the non-formal and informal learning styles that youth and community workers use in their practice • Have sufficient staff who are themselves professionally qualified (hold a JNC recognised professional qualification in youth and community work) and experienced in youth and community work • Include substantial professional practice opportunities in at least two different youth and community work settings/environments • Ensure that practice supervisors are experienced and professionally qualified (hold a JNC recognised professional qualification in youth and community work) in youth and community work • Can demonstrate engagement of potential employers and supervisors of youth and community work students in the design, delivery, evaluation and marketing of the programme • Appoint two External Examiners, at least one of whom should be a professionally qualified (hold a JNC recognised professional qualification in youth and community work) and experienced youth and community worker • Include the required wording on professional qualification in their certificate or transcript

Specific for BA/BSc Honours Degree:

- Ensure that at least 50% of the taught curriculum is directly related to youth and community work
- Encourage recruitment of those who may not have traditional entry qualifications but do have experience of working with young people
- Include at least 800 hours of assessed professional practice across the programme, a minimum of 50% of this time spent in contact work with young people. Such work will normally be with 13 to 19-year-olds, but may extend to 11 to 25-year-olds

Specific for Level 6 Integrated Degree Apprenticeship:

For clarity, ETS is the regulatory body solely for the Level 6 Integrated Degree Apprenticeship component of the Youth Worker Apprenticeship Standard. Training providers must follow due process to register on the Apprenticeship Provider and Assessment Register to be able to deliver a degree as part of an apprenticeship.

HEIs are commissioned by employers to be the training provider for apprentices. This fundamentally changes the relationship between HEIs and employers and demands that programmes are responsive to the needs of individual employers and their apprentices. Processes for navigating this relationship must be demonstrated. HEIs must evidence:

- That the institution can prove they are on the APAR list
- That the institution has in place clear policies and processes for the negotiation of training plans and commitment statements with employers
- That the institution demonstrates clear and robust arrangements for collaboration with the employers of apprentices, and appropriate systems for maintaining and monitoring these
- That the institution demonstrates how professional competence of apprentices will be formed through a combination of work-based and off-the-job learning
- That the curriculum, and assessment arrangements, are constructed in such a way as to support and assess in-work learning, and that the curriculum is suitably constructed to include a final 30 credits attributed to the End-point Assessment

Specific for Postgraduate and Master's degree:

- Ensure that the taught curriculum is directly related to youth and community work
- Enable graduates from a range of disciplines with experience of working with young people to achieve professional formation
- Include at least 400 hours of assessed professional practice across the programme, a minimum of 50% of this time spent in contact work with young people. Such work will normally be with 13 to 19-year-olds, but may extend to 11 to 25-year-olds

Programmes may be offered full-time, part-time, using distance or blended learning methods. The validation criteria allow for professional qualifications in youth and community work to be offered as Joint Honours, or as a pathway through a wider programme, as long as they can meet the requirements in this document. Institutions considering establishing a new programme or pathway are advised to make contact with the NYA at an early stage in order to discuss options for design and delivery.

It is possible for an institution to offer programmes delivered on a number of sites, and the professional validation process would need to ensure that the environment and resources on each site meet the validation requirements.

Where an England-based institution plans to offer a programme on a range of sites, including some in a different UK jurisdiction, professional validation will be the responsibility of the NYA. The validation process in these cases, will include collaboration with and representation of the ETS bodies in the jurisdictions concerned.

SECTION 2 – THE PROCESS FOR PROFESSIONAL VALIDATION timescales

2.1 Underpinning information for new and existing programmes

2.1.1 Roles and responsibilities in the validation process

- **ETS Officer:** oversees NYA's programme of professional validations. Facilitates each stage of the validation process and is the main point of contact for institutions
- **ETS Validation Panel:** a Chair drawn from ETS with representation from PALYCW and youth and community practice. The institution is informed of the composition of the panel in advance and should inform the ETS Officer of any potential conflicts of interest they identify as soon as possible. The panel will scrutinise the evidence presented before the visit and determine key lines of enquiry to pursue in the validation event
- **ETS Committee:** discusses and agrees final outcomes based on the reports provided by the validation panel; oversees the ongoing revision of validation requirements and guidance; reviews the Annual Monitoring Report produced by the NYA
- **The Institution Programme Lead:** institutions will make their own arrangements for the preparation of documents and other evidence for the validation process – we would encourage institutions to nominate an individual, preferably the designated programme lead, to lead on co-ordinating the production of validation materials and discussion with the NYA. This person would be the main contact for communications between NYA and the institution, and would be responsible for ensuring that submissions are made within agreed timescales

2.1.2 Timeline for validation

For new programmes it is recommended that institutions allow 12- 18 months to allow sufficient space for development and submission of documentation. For existing programmes NYA will contact programme leaders 12 months in advance of revalidation being due and agree timeframes. These are guidelines and the NYA will be **flexible where appropriate** to support institutions where it is felt reduced timeframes will not adversely impact on the quality of the programme or validation process. See appendix E for timeline guidance.

2.1.3 Potential outcomes of the validation process

The validation panel is responsible for feeding back to the institution at the end of the visit on the outcome of the validation. The panel's decision is reported to and scrutinised by the next full ETS Committee (these occur quarterly). While ETS reserves the right to overturn a decision by a validation panel, this very rarely happens. The panel has five options for decisions:

- **Unconditional approval of the programme** – where the programme meets the validation criteria fully
- **Approval of the programme with conditions** – additions or amendments are necessary to meet full validation criteria. Conditions must be met before the programme can begin to teach a new cohort, usually within two months
- **Approval of the programme with requirements** – where, in order to fully meet the validation requirements, the programme needs to make some changes which may not be required immediately but will need to be in place within the first year of operation. ETS will require evidence that requirements have been met before providing approval for a second cohort
- **Approval of the programme with recommendations** – these are recommendations based on best practice and professional wisdom, above the minimum requirements of the validation criteria. They are for the institution to consider, and institutions may decide whether to implement them or not
- **Require the institution to resubmit for validation** – this option is very rarely used, as the dialogue leading up to the validation event enables the institution to make relevant changes. However, if the panel feels there are too many concerns following the onsite visit, they may require the institution to resubmit for a validation in the future

2.1.4 Pre-validation marketing of programmes

Programmes should not be marketed as 'JNC recognised' prior to validation having been granted. If a programme is marketed before validation but after submitting a Stage 1 submission, the materials should state that 'we are seeking JNC recognition as a professional youth and community work qualification for this programme, though the validation process is not yet complete'.

2.2 Process for new programmes

The validation process is intended to be a developmental, professional dialogue between the institution and the NYA along with wider sector partners. In a fast-changing world for young people and youth and community work, high quality workers are needed, and institutions need to think flexibly and creatively about how they develop and sustain programmes of professional formation. ETS are keen to support institutions to find new ways of offering professional qualifications in youth and community work at the appropriate level and encourage institutions to contact both the NYA and PALYCW at an early stage in their thinking about new programmes, in order to begin a dialogue, share good practice, innovation and review options.

Stage 1 is an important step in the process for a proposed new programme. It aims to check the need and viability for additional programmes in a given location and confirm both support from the institution and the youth and community work organisations that will support placements and recruitment. Institutions need to address the evidence required for new programmes (appendix B) which will be considered ahead of approval to stage 2.

The diagram below maps the validation journey for a new programme from initial decision to request professional validation to receipt of confirmation of validation. As a guide it is likely to take 12 months to develop a programme, move through the stages and receive validated status. This may extend or reduce in time depending on the individual circumstances of the institution. This will be discussed with programmes when they approach NYA.

Diagram 1

Stage 1

CONTACT & APPROVAL

- Initial discussion between institution and NYA on validation process and timeframe
- Institution submits Stage 1 evidence
- NYA reviews Stage 1 evidence and either asks for more information/evidence or informs the institution that the proposal meets the requirements to proceed to Stage 2

Stage 2

DEVELOPMENT

- Institution development and documentation drafting. NYA provides guidance as required and signposts to PALYCW critical friend if appropriate
- Draft submission sent to NYA for review and feedback

Stage 3

FINAL SUBMISSION & EVENT

- Final submission documents sent to NYA - validation visit planned
- On-site visit by ETS validation panel: feedback given to institution on panel's recommended outcome, to be finalised at next ETS meeting
- Support provided if the institution required to resubmit (subject to ETS approval)

Stage 4

DECISION

- ETS committee reviews and approves panel decision and reviews the meeting of any conditions
- NYA issues certificate of validation to institution and informs JNC

Stage 5

FOLLOW UP

Institution completes required Annual Monitoring Reports from the first cohort after validation is received

Process for revalidation of existing programmes

Institutions have two options for revalidation. This can be a **singular PSRB process** as guided by NYA (with ESB if appropriate) or institutions can request revalidation be **aligned to internal course review processes**. NYA recognises that this may be advantageous for some programmes and supports the revalidation process being a more collaborative process between the NYA as the PSRB and the institution as the academic partner. This approach can prevent duplication of effort, particularly for programme staff and managers. Both revalidation approaches will follow the process as per new programmes shown in Diagram 1, from stage 2 onwards.

Where there is sufficient common ground to share in the institution's internal course review process, NYA will work with the institution to manage the alignment of documentation and the requirements for the onsite visit. This is likely to include additional activity to allow the ETS validation group to fully explore the placement / workplace arrangements and experiences of the students or apprentices and fieldwork links. If this cannot be accommodated in the structure for the internal review additional meetings will need to be arranged (ideally on the same day) to allow for the full onsite exploration of requirements.

The process set out below is designed to align where an institution's internal course review process consists of a review of programme by a panel chaired by a senior member of institution staff and drawn from the institution and its peers, and includes an approved external academic panel member who represents an equivalent youth and community work course from another institution. In order to comply with requirements, we recommend that institutions consult with PALYCW for support in securing external panel members.

Diagram 2 provides additional detail to the process to show steps for alignment with internal processes.

Revalidation process aligned to internal course review

Diagram 2

Before the Validation/ Periodic Review Event

- NYA/institution agrees schedule for revalidation alongside periodic review
- NYA talks to institution QA officer to discuss the process and how professional validation can be incorporated
- ETS Officer & ETS member to attend periodic review event
- Programme Lead provides required evidence for professional validation and completes evidence template, alongside periodic review requirements
- ETS Officer & ETS member have access to all periodic review documents
- Telephone contact between the ETS Officer & Programme Lead re additional requirements such as meetings with students and employers

At the validation/periodic review event

- Discussion between institution panel chair and NYA/ETS chair before formal meeting to ensure chair of the panel understands process and requirements of the professional validation alongside periodic review, and agree how professional validation lines of enquiry will be addressed
- NYA/ETS participates in periodic review event including setting conditions /requirements/ recommendations in line with academic and professional requirements
- Any required supplementary meetings to cover all validation criteria (e.g. with employers/practice supervisors; students; apprentices; additional meeting with programme team) to take place on the same day as periodic review. It is recommended that the PALYCW/External Academic representative is also part of these meetings
- ETS Officer feeds back to programme team the recommended decision of the panel and any conditions/requirements/recommendations in addition to those arising from the periodic review process

After the validation/periodic review meeting

- NYA/ETS panel comments on internal periodic review report
- ETS Officer produces report on professional validation with any conditions /requirements / recommendations
- Validation report is presented to next ETS meeting for scrutiny and endorsement
- Institution meets any conditions set
- NYA issues certificate of validation to institution and informs JNC
- Institution continues to complete required Annual Monitoring Reports

To undertake a revalidation through this internal review model, the following is being agreed to:

- That the institution is open to collaborating with NYA as the PSRB on a joint review/validation process, and its QA systems can accommodate our expectations
- That periodic review processes are broadly taking place on a similar timeline/schedule to professional revalidation. Where there is a planned periodic review within 12-18 months of a revalidation date, ETS may extend validation for a period, or undertake revalidation sooner than planned to help with aligning the processes. Similarly, institutions may be able to be flexible with their periodic review timetables to enable collaborative events
- That the periodic review process covers a single programme, or a suite of programmes, in which youth and community work is a pathway but is not attempting to cover a much wider set of programmes in one event. Where the NYA deems that the remit of the proposed periodic review is too broad to give sufficient attention and scrutiny to the youth and community work programme, we may continue to require a separate professional revalidation event
- That matters relating to professional formation, including professional practice, are seen as relevant lines of enquiry within the periodic review process. A periodic review aimed at a single element of curriculum design, for example, may not provide an appropriate platform for professional validation

If, after discussion with the programme leader, these cannot be accommodated NYA will require a separate professional revalidation event, following the processes set out for initial validations in 2.1 (stage 2 onwards).

Whilst the work level and role for ETS panel member(s) remains the same as the single revalidation process, it is intended that the validation outcomes can be achieved with a reduced panel of the ETS Officer plus one member of ETS, participating in the institution's periodic review process, alongside an external academic adviser, who it is strongly recommended should be recruited via PALYCW.

Pre-revalidation marketing of programmes

Programmes that are currently JNC yet are awaiting revalidation should make this clear in the marketing to new students joining beyond the current validation period. For example, 'this programme is currently JNC recognised and is seeking revalidation'.

2.3 Presentation of evidence for validation/revalidation

For a first validation, the NYA will require the production of a submission which includes an explanation of how the planned programme will meet the criteria for professional validation. As new programmes are likely to also require academic validation from the institution or its partner university, it is likely that the programme leader will have to produce documentation for both academic and professional validation. Where possible we want to avoid duplication of effort and apply the principle of using 'naturally occurring evidence', enabling programme leaders to signpost to existing documents which relate to criteria. Programme leaders are asked to use the template that NYA will supply for this purpose, to be sent to the ETS Officer with their submission. Submissions can be made electronically.

2.4 Modifications to programmes

Where an institution wants to make changes to a validated programme outside of the scheduled revalidation process, they should initially discuss the proposed changes with the ETS Officer, who will advise whether the changes are regarded as minor, substantial or major. Please be aware any modifications do not extend the validation period. In each case, different actions are required:

Minor modifications (e.g. change in credit value of modules, where this does not affect the requirements for hours of assessed professional practice; amendments to module titles, learning outcomes etc.; changes to institution-wide assessment criteria, within the overall quality framework). Such changes should be formally reported to the ETS Officer using the template (Appendix D) and will be noted by the next ETS Committee.

Substantial modifications (e.g. substantial change in curriculum design, affecting several modules and the delivery of assessed professional practice; move to a different School/Faculty/Department within the institution, leading to significant changes in programme management). Such changes should be formally reported to the ETS Officer using the template (Appendix D) and will be considered by the ETS Officer in consultation with the Chair/Vice-Chair of ETS or the Chair of the previous NYA validation process, who may request additional information and assurances from the institution before endorsing the modifications.

Major modifications (e.g. opening a new delivery centre for an existing programme at a distance from the home institution; creating new pathways through a programme which may affect or overlap with the youth and community work programme). Such changes should be formally reported to the ETS Officer using the template (Appendix D), and may require an additional visit

by the ETS Officer and ETS member before being discussed by ETS Committee. In the case of opening new delivery centres, it would be appropriate to invite NYA to take part in a planned institution/academic partner quality assurance visit to review facilities and services for students. An additional fee will be charged for engagement with major modifications.

2.5 Closure of programmes

The NYA requests where possible that institutions consult with them about any potential programme closure to explore all options prior to a final decision. When an institution makes a formal decision to close a validated programme the institution should inform the NYA in writing. The institution is responsible for ensuring that students and apprentices who have enrolled and commenced study on the programme before the decision to close it can continue their studies and attain a JNC recognised professional qualification in youth and community work, either by teaching the programme out until students or apprentices have completed, or by arrangement with other institutions providing JNC recognised programmes.

The NYA will offer to support programme leaders in presenting a case for the need and value of the programme, where the programme leader feels this is helpful and relevant. The institution must provide the NYA with information about the timeframe for closure and how the remaining cohorts of students or apprentices will be supported to complete their validated programme with appropriate levels of resource.

2.6 Quality Assurance and the NYA Annual Monitoring Process

Overall responsibility for quality assurance of the delivery and assessment of degree programmes lies with the institution/validating university. Quality Assurance of the Level 6 Integrated Degree Apprenticeship framework will be undertaken by the Office for Students. The NYA conducts an Annual Monitoring process which enables ETS and JNC to maintain an overview of trends in recruitment and destination of students and apprentices and the extent to which professional youth and community work qualifications are available across the country. The Annual Monitoring process also enables the NYA to identify good practice in institutions and highlight common concerns around delivery. Annual Monitoring is an important tool to drive the NYA and JNC's activity to support high quality professional formation in youth and community work across the country.

All institutions offering validated programmes are required to submit a completed annual monitoring questionnaire to the NYA and failure to make annual monitoring returns can lead to suspension of professional validation. Individual institutions' annual monitoring returns are made available to ETS members taking part in revalidations, to help them understand trends and issues for the institution. Annual Monitoring can also include moderation visits to institutions for a professional and supportive discussion to help

explore trends, areas of good practice or potential issues. Institutions will be contacted two months in advance of a conversation/visit taking place.

NYA presents its Annual Monitoring Report to the JNC, and the report is also publicly available on the NYA website and is shared with ETS partners. Data presented in the published report cannot be linked to individual institutions. NYA may wish to undertake 'deep dives' in a sample of institutions when we identify trends or areas of good practice emerging or potential issues. When this occurs, NYA will present reports on the findings to ETS and partners.

Annual monitoring is requested in October for the previous year's information, with submission due by the end of January. Moderation visits are arranged for April/May with a full report produced by July.

2.7 Complaints and appeals relating to validation/revalidation

Institutions may make a complaint or appeal against both the manner in which the professional validation process was conducted and/or the outcomes agreed by the panel and the ETS Committee. Grounds for appeal must be that the action(s) or decision(s) of the panel was not in accordance with the criteria and/or the procedures set out in this document.

Appeals and complaints against the decisions taken by a panel and ETS must be lodged within 28 days of the institution receiving written notification of the decision from the NYA. Appeals and complaints should be sent to the NYA and addressed to the Chair of Education Training Standards Committee (ETS). If the appeal or complaint concerns behaviour or decisions in which the Chair of ETS was involved, the appeal/complaint should be sent to the Chief Executive Officer (CEO) of the NYA. Notification of appeals or complaints should explain the grounds on which the appeal/complaint is based.

The Chair of ETS or CEO of NYA will initially discuss the matter with the ETS Officer. Where it is judged that there is a case to answer, an Appeals Panel consisting of two members of the NYA Board of Trustees - neither of whom will have had any previous detailed involvement in the case - and an additional member with extensive higher education experience, normally drawn from PALYCW, will be convened.

The panel will hear evidence from the institution which will be invited to submit any additional evidence and will be given the opportunity to present its case in person. The panel will also hear evidence from the ETS Committee and individuals involved in the validation event. The appeals/complaints panel will endeavour to hear the appeal/complaint as soon as possible and usually not later than two months after the formal complaint/appeal being made. The appeals/complaints panel will determine its own procedures, within the overall guidance of the NYA governance arrangements and the requirements for professional validation. It will have the power to:

- Allow the appeal/complaint
- Allow the appeal/complaint subject to specified conditions
- Dismiss the appeal/complaint

The panel will inform the institution and the NYA Board of its decision and the reasons for it in writing. The appeals/complaints decision is final.


2.8 Fee for validation activity

Fees are currently charged at the point of validation and revalidation (five years). The fee levels for all validations are held on the NYA website alongside validation guidance.

The fee charged to institutions covers:

- All the costs of the validation process, to include time, travel, accommodation
- Annual monitoring – sharing insights, trends, and best practice across institutions
- Ongoing support from the NYA – free to contact for exploration of issues, advice, and signposting
- Free minor modifications to programmes
- Access to the NYA Network – providing free resources, policy, research and sharing of practice
- Quarterly communication specifically for validated institutions with updates on ETS activity and youth-related sector news

The fees are also an important contributor to the wider work of ETS and NYA. NYA as the national body for youth work is a charity and receives no government funds. The fees are an investment into the youth and community work sector to:

- Provide information and support to those seeking a career in youth and community work
 - Promote the value of professional level youth and community work as a career and signposting to validated programmes
 - Advocate for the profession of youth and community work to Government and employers
 - Share policy, research, and best practice through the NYA network
 - Lead a strategy for workforce development to meet the needs of young people and communities
 - Develop and quality assure youth and community work training
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SECTION 3: THE REQUIREMENTS FOR PROFESSIONAL VALIDATION

The table below has four columns:

- Requirement headings - broad headings for different elements of the requirements
- Criteria used for judgements
- Evidence the institution is expected to provide to enable the exploration of criteria
- Suggested location of the required evidence within the documentation to be provided for initial and revalidation of programmes

For those seeking revalidation, it is anticipated that much of the required evidence will be provided in the documentation already generated for the institution's internal course review process, so should not present an unreasonable additional burden. All evidence submitted will be underpinned by the findings from the validation panel during the onsite visit, and as such provides evidence across all criteria.

The validation panel will receive submissions electronically and will be able to access electronic documents and any links provided where information is published online. To identify where evidence is present in documentation requires clear referencing and also, where applicable, signposting to which page/section is of relevance to the criteria, to support ease of navigation and assessment of evidence. A sample template is available. A supporting narrative/rationale is requested that contextualises/explains how the institution meets the criteria and conveys the ethos and orientation of the programme. The sample template can be used for this purpose.

Points of clarity are set within the criteria and put in italics. Additional guidance is provided in Appendix A. This is to provide additional context and explanation on specific criteria. This is referenced with ** against certain criteria. It is advised that this is read in conjunction with the main criteria below.

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
1. Institutional context			
<i>1.1 Organisational context</i>	<p>The programme is secure within the institution, in a department/school or partner agency that provides an appropriate context for academic and professional development of youth and community workers.</p> <p>For L6 Integrated Degree Apprenticeship the institution must be on the APAR list.</p>	<p>Organisational chart Rationale for location of programme in its academic setting.</p> <p>Details of any partnership arrangements in place to secure the programme i.e. collaborative partnership between a delivery agency and university.</p> <p>Proof of registration as an apprenticeship training and assessment provider (only for L6 IDA).</p>	<p>Course rationale or Operational document.</p> <p>Collaborative Partnership agreement.</p>

<p><i>1.2 Nature of the award</i></p>	<p>The award is an Honours Degree at Bachelor level, L6 Integrated Degree Apprenticeship, conferring Bachelor's Degree with Honours, or a Postgraduate Diploma and/or MA/Med/MSc at postgraduate level.</p> <p>The degree title specifies 'youth work'. The term 'youth work' should not be used as a title for related degrees within the institution which do not confer validated professional qualification.</p> <p>The degree/award certificate and/or supporting documentation, which graduates use as proof of qualification, clearly states that the</p>	<p>Copy of award certificate and/or supporting documentation that details the professional endorsement of the award.</p>	<p>Programme/course specification.</p>
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Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>graduate has successfully completed a programme resulting in a professional qualification in youth and community work recognised by JNC.</p> <p><i>Recommended wording for certificates/transcripts: 'This programme meets the requirements for professional validation by the National Youth Agency and is therefore recognised by the Joint Negotiating Committee conferring professional qualification status in Youth and community work in England'.</i></p>		
<p><i>1.3 Resourcing for the programme</i></p>	<p>The institution is committed to resourcing the programme for the period covered by the review, including appropriately qualified and experienced academic and support staff; and the physical and learning resources to enable students and apprentices to achieve their full potential.</p> <p>At least 50% of learners' teaching and learning across the programme, both academic and work-based, will be guided by institution staff who are themselves professionally qualified</p>	<p>Letter of support from the relevant institution senior manager committing resources for the programme for the period of the review.</p> <p>Explanation of the physical and learning resource allocation for the programme.</p> <p>Explanation of the current/ proposed staffing model that shows how this requirement will be met.</p>	<p>May need to be additional to internal course review documents.</p> <p>Course rationale or Operational document.</p> <p>Programme/course specification.</p> <p>May need to be additional to internal course review documents if not included</p> <p><i>in Module Descriptors/Handbooks.</i></p>

	<p>and experienced in youth work. Across the duration of the programme there must be sufficient resource to ensure that learners receive teaching and learning from more than one professionally qualified and experienced youth worker.</p> <p>The institution has sufficient staff to ensure contingency to cover for absences such as sickness or annual leave.</p> <p>The individual who holds oversight for the programme development and quality assurance must themselves be professionally qualified and experienced in youth work.</p> <p>In addition, for the L6 Integrated Degree Apprenticeship resourcing of End-point Assessment is in place in line with the End Plan Assessment Plan for the Youth Worker Apprenticeship Standard.</p>	<p>CVs for programme staff detailing their qualifications and experience in youth and community work and showing how staff are involved in current developments in the youth and community sector, through research, voluntary work and participation in relevant sector/academic bodies.</p> <p>Evidence of engagement with a “critical friend” in the development of the programme. Contact details provided.</p> <p>Proof of listing on the APAR.</p>	
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Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
<p><i>1.4 Implementing equality and diversity principles and anti-oppressive practice</i></p>	<p>Equality and diversity principles are put into practice across the design, delivery and management of the programme.</p> <p>Anti-oppressive practice is a theme running through the design and delivery of the programme, with students and apprentices supported to adopt anti-oppressive practice in their professional practice.</p> <p>Students and apprentices with additional learning needs are supported within the institution and their work-based practice.</p> <p>Demonstration through commitment statement or equivalent of requirement that employers submit copies of EDI policies and procedures to the training provider.</p>	<p>Explanation of how the institution promotes equality and diversity and supports learners from under-represented groups to participate in its programmes and activities.</p> <p>Examples of active ways in which this programme enables students and apprentices to understand and act upon equality and diversity principles and anti-oppressive practice.</p> <p>Explanation of the support available to students and apprentices with additional learning needs.</p>	<p>Course rationale or Operational document and Programme/Course Handbook.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
2. Market analysis, recruitment strategy and admissions requirements			
<p><i>2.1 Market analysis and recruitment strategy</i></p>	<p>The institution understands and engages with the market for recruiting students to its youth and community work programmes, including key local youth and community work employers. The institution should be able to demonstrate links with local employers prior to the start of the programme.</p> <p><i>*for new programmes this can be covered by using narrative from the Stage 1 process.</i></p>	<p>Up to date (within previous 12 months) analysis of the current market for the programme, including information about demand from both potential students and employers.</p> <p>Explanation of recruitment strategy for the programme and targets for the period to be covered by the review.</p> <p>NYA Annual Monitoring returns for the period since the last validation.</p>	<p>Course rationale or Operational document.</p> <p>Course rationale or Operational document.</p> <p>Annual Monitoring returns.</p>
<p><i>2.2 Admissions processes</i></p>	<p>The institution ensures that students and apprentices accepted on the programme have appropriate and sufficient*</p>	<p>Explanation of admissions process for the programme, including how applicants with insufficient</p>	<p>Programme/course specification.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>experience of youth and community work before starting the programme and are able to understand and apply concepts and models to the practice of youth and community work.</p> <p><i>*It is recommended that students and apprentices have completed a minimum of 100 hours' practical work with young people and/or communities prior to commencement on a programme.</i></p>	<p>experience are guided to find additional experience prior to starting the programme.</p> <p>Explanation of how applicants who may not have traditional entry qualifications are welcomed and assessed before being accepted on the programme and supported on their learning journey.</p>	<p>Admissions Policy and Process document</p> <p>Programme/course specification.</p>
2.3 APL	<p>The institution demonstrates that students can only transfer into the programme at Levels 5 or above if they have credits from another professionally endorsed youth and community work programme, had at least 80% attendance, and completed any placements to a satisfactory standard. At Level 7 the institution would need to demonstrate how any learning outcomes from another professionally endorsed youth and community programme would be assessed.</p> <p><i>Please see supporting notes for</i></p>	<p>Document that demonstrates that the specific APL requirements for the youth and community work programme are accommodated alongside institution's general APL policy.</p>	<p>Programme/course specification.</p>

	<i>information about how APL relates to Level 6 Apprenticeships</i>		
3. Curriculum, teaching and learning			
3.1 Curriculum design and content	<p>The programme has a coherent developmental curriculum, combining academic learning and work-based practice designed to enable students and apprentices to become effective, reflective youth and community work professionals.</p> <p>For the Level 6 Integrated Degree Apprenticeship institutions must demonstrate how both off-the-job and on-the-job learning is used to confer competence in the occupational duties as detailed in the Youth Worker Apprenticeship Standard.</p> <p>This should follow the funding guidance for calculating minimum off-the-job learning time.</p> <p>There should a process in place to negotiate adjustments to the curriculum to meet specific employer requirements and to draw up individual learning plans for apprentices.</p>	<p>Explanation of the curriculum ethos/orientation and design for the whole programme; identifying programme structure and learning outcomes at eachstage/level.</p> <p>Where the youth and community work programme is a pathway in a wider set of programmes with shared taught learning, an explanation of how this works in practice and how students and apprentices are supported to reflect on their emergent professional identity and role as professional youth and community workers.</p> <p>Module outlines including lead member of staff, content, delivery approaches, key assessment tasks and reading lists.</p> <p>The curriculum for apprentices must also allow for the study of any English and Maths qualifications required to achieve the apprenticeship.</p>	<p>Programme/course specification and Programme/Course Handbook.</p> <p>Course Rationale document</p> <p>Module Descriptors/Handbooks.</p> <p>Course Handbook</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
<p><i>3.2 Meeting Subject Benchmark Statement, National Occupational Standards and L6 Youth Work Apprenticeship Standard</i></p>	<p>The curriculum, including professional practice, is mapped against the QAA Subject Benchmark Statement for Youth and Community Work and the National Occupational Standards for Youth work and shows how the National Occupational Standards are covered, detailed to indicator level. For L6 Apprenticeships mapping should include the knowledge, skills, and behaviours outlined in the apprenticeship standard.</p>	<p>Mapping information as a separate summary document. It is also useful if module outlines indicate the elements of Subject Benchmark Statement and NOS to be covered.</p> <p>Evidence of subject benchmark statements and NOS having 'living' application across the programme, including in professional practice.</p> <p>Mapping (or equivalent) of on-the-job learning to the Youth Worker Apprenticeship Standard (only for L6 IDA).</p>	<p>Programme/course specification and Module Descriptors/Handbooks/ Practice Handbooks and guidance to professional practice supervisors; and separate summary document if not included in internal course review documentation.</p>
<p><i>3.3 Additional Requirements for 'pathway' programmes or joint degrees</i></p>	<p>Programmes that provide a youth and community work 'pathway' through a wider, related programme (e.g. Children and Young People's Services) and those which offer youth and community work with another subject (e.g.</p>	<p>'Pathway' and joint programmes must demonstrate how youth and community work related content is embedded at each level, and that at least 50% of taught curriculum is directly related to youth and</p>	<p>Programme/course specification, Programme/Course Handbook and Module Descriptors/Handbooks.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>Youth and community work and Youth Ministry) have youth and community work related content embedded at each level of the programme; and that those graduating with a professional qualification in youth and community work experience a taught* curriculum at least 50% of which is directly related to youth and community work.</p> <p><i>*Taught relates to all learning (group work, lectures) and includes placement activity. The learning associated with the specialism or pathway approach should demonstrate synergy with the learning, values and principles of youth and community work.</i></p>	<p>community work theory and practice, for those graduating with a degree level professional qualification in youth and community work. At postgraduate level, 100% of the taught curriculum should be directly related to youth and community work.</p>	<p>Course Rationale document.</p>
<p><i>3.4 Approaches to teaching and learning</i></p>	<p>Youth and community work is based on informal and non-formal education principles and practice, and professional qualification programmes model these approaches with their students and apprentices.</p> <p>Students and apprentices experience participating in small learning groups including seminars and workshops, in</p>	<p>Explanation of ways in which students and apprentices are enabled to be active participants in small group learning sessions, throughout the programme.</p> <p>Explanation and examples of how students and apprentices are able to take responsibility for elements of the learning programme.</p>	<p>Course rationale or Operational document, Programme/Course Handbook and Module Descriptors/Handbooks.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>order to help them develop their own facilitation skills. Students are expected to maintain a minimum 80% attendance requirement across the programme.</p> <p>Youth and community workers aim to enable young people and communities to take control and ownership of their own learning; programmes encourage students and apprentices to become active partners in creating learning.</p> <p>Assessment tasks recognise the informal education settings in which students and apprentices will be working and should include an appropriate mix of academic writing, practical applications, and reflection on linking theory to practice.</p> <p>Programmes model participative and experiential forms of learning activity. Where programmes include online delivery, demonstrate how teaching and learning embrace this method.</p>	<p>Module outlines including teaching and learning approaches and range of assessment formats.</p> <p>External examiner reports.</p>	<p>Programme Assessment Plan or equivalent.</p> <p>External Examiner reports.</p>

4. Assessed professional practice arrangements			
<p><i>4.1 Requirements for professional practice**</i></p>	<p>For a Bachelor's Degree programme and the Level 6 Integrated Degree Apprenticeship programme, students and apprentices must complete a minimum of 800 hours of assessed professional practice. For apprentices their on-the-job training takes the place of assessed professional practice. Students on postgraduate programmes must complete a minimum of 400 hours assessed professional practice.</p> <p>A minimum of 50% of this time must be spent in contact work with young people. Such work will normally be with 13 to 19-year-olds but may extend to 11 to 25-year-olds.</p> <p>Students and apprentices cannot graduate with a JNC recognised qualification without passing all the assessed professional practice requirements.</p> <p>Professional practice should enable students and apprentices to experience youth work in more than one setting. Students and apprentices are required to undertake youth work in at least</p>	<p>Clear explanation of requirements for field work practice in a format that is available and accessible for students and apprentices and potential placement providers.</p> <p>This should form part of a professional practice handbook.</p> <p>Statement for students and apprentices explaining that in order to gain the professional qualification, they must pass all assessed professional practice requirements. For the apprenticeship this will be part of their usual employment and will need to be recognised within an Individual Learning Plan.</p> <p>Explanation of the process for placement choice and allocation - ideally as part of a professional practice handbook.</p> <p>Explanation of the programme's approach to managing professional practice arrangements, including how placement opportunities are identified, approved, allocated and supported. For apprenticeships this</p>	<p>Programme/course specification and Professional Practice Handbook.</p> <p>Professional practice Handbook.</p> <p>Course rationale or Operational document.</p> <p>NOS mapping document</p>

	<p>two different setting with 20% of practice from an alternative setting to the normal place of work for those in employment or an alternative experience within their employment. For apprentices this would be a minimum of 160 hours of their on-the-job training.</p> <p>Across the programme their practice should enable them to demonstrate each element of the National Occupational Standards for Youth Work.</p> <p>Students receive guidance from the institutions in finding placements or youth work experiences that are most appropriate to their individual learning needs; this does not apply to apprentices.</p> <p>All placement criteria and assessment should be credit bearing; this does not apply to the Level 6 Integrated Degree Apprenticeship.</p>	<p>includes the process for negotiations with employers relating to how the apprentice is supported in the workplace. This should be included as part of the practice handbook.</p> <p>Feedback from students, apprentices, and supervisors on their experience of the placement process.</p>	
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Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
4.2 <i>Supervisor requirements</i>	<p>Wherever possible, students and apprentices are supervised in their work-based learning by experienced supervisors who are professionally qualified youth and community workers. The institution makes every effort to recruit and retain qualified youth and community workers as supervisors.</p> <p>In cases where a professionally qualified youth and community worker is not available in a particular setting (where that setting provides an otherwise good quality learning experience), the institution ensures that the student and apprentice is supported in their professional</p>	<p>Explanation of how the institution recruits and retains professional practice supervisors, with specific reference to professional youth and community workers.</p> <p>Explanation of the role of professional practice supervisors.</p> <p>NYA Annual Monitoring returns for period covered by current validation.</p> <p>Explanation of how the institution supports students and apprentices in situations where they do not have access to a professionally qualified youth and community worker as a supervisor.</p>	<p>Course rationale or Operational document and Professional Practice Handbook.</p> <p><i>NYA can provide this information from Annual Monitoring returns.</i></p> <p>Professional practice Handbook.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>formation by a member of the institution's team or supplementary worker who is themselves a professionally qualified youth and community worker.</p> <p>The institution ensures that those acting as supervisors are supported to develop and enhance their skills in professional supervision.</p> <p>Supervisors understand the Youth Work NOS, and where relevant the Occupational Duties detailed in the Youth Worker Apprenticeship Standard, and their application in the supervision and assessment of practice.</p>	<p>Explanation of how the institution assures the quality and consistency of professional practice supervision.</p> <p>Explanation of how the institution supports supervisors to develop and enhance their skills as supervisors.</p>	<p>Professional practice Handbook.</p> <p>Course rationale or Operational document and Professional practice Handbook.</p>
<p><i>4.3 Professional practice assessment</i></p>	<p>Professional practice assessment must ensure that:</p> <ul style="list-style-type: none"> • Students and apprentices demonstrate their ability to work effectively with young people in more than one setting. • Students and apprentices are able to reflect on their own context and professional practice and assess their 	<p>Assessment strategy for professional practice across the programme (or 'pathway' where relevant).</p> <p>Explanation of assessment requirements for students and apprentices and supervisor - ideally as part of a professional practice handbook.</p>	<p>Programme/course specification.</p> <p>Professional practice Handbook.</p> <p>Professional practice Handbook.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>strengths and areas for development.</p> <ul style="list-style-type: none"> • Students and apprentices are able to apply models of theory and practice in their own settings and assess their relevance in their placement settings. • Students and apprentices demonstrate their ability to meet the NOS required in each placement setting. <p>The institution has a framework for assessment of professional practice that is led by the institution and complies with institution regulations.</p> <p>The practice supervisor completes a report on the student's practice and progress during the placement, which is considered in the final assessment of each placement.</p> <p>For the Level 6 Integrated Degree Apprenticeship 30 credits at level 6 must be allocated to the End-point Assessment.</p>	<p>Explanation of the institution's and supervisor's roles in assessment of professional practice.</p> <p>Feedback from students, apprentices, and supervisors on their experience of the assessment process for professional practice.</p> <p>Copies of most recent External examiners' reports for professional practice.</p> <p>Programme Specifications</p>	<p>Course rationale or Operational document.</p> <p>External examiners' reports.</p>

<p><i>4.4 Dealing with problems in professional practice</i></p>	<p>The institution has clear processes for dealing with problems emerging on placements. These cover problems for students, and for the organisations in which they are placed and clarify how the institution will respond to concerns about the professional behaviour of students and apprentices on placements or in the workplace.</p> <p>HEIs must do due diligence to ensure processes are in place within an apprentice's employment organisation to deal with any problems.</p>	<p>Explanation of how problems and disputes on placement will be dealt with, ideally as part of a professional practice handbook.</p> <p>Feedback from supervisors.</p> <p>Institution and Employer's Whistle Blowing policy or equivalent</p>	<p>Professional Practice Handbook.</p>
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Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
5. Quality assurance and programme development			
<p><i>5.1 Internal and external quality assurance</i></p>	<p>The institution has robust internal quality assurance processes which are applied to the programme.</p> <p>The programme has at least two external examiners, one of whom:</p> <ul style="list-style-type: none"> • Holds a senior post in a field-based organisation. • Holds a JNC recognised professional qualification in youth and community work. • Has an understanding and commitment to the process of professional validation of qualifications in youth and community work. <p>The institution and programme respond to quality issues raised by external examiners.</p> <p>The programme makes regular returns to the NYA's Annual Monitoring process.</p>	<p>Institution's QA process.</p> <p>External Examiner CVs.</p> <p>External Examiner reports for previous three years.</p> <p>Summary of responses made to quality issues raised by external examiners.</p> <p>Annual Monitoring returns.</p>	<p>Programme/course specification.</p> <p>External Examiners' CVs and reports.</p> <p>Course rationale or Operational document.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
<i>5.2 Student voice in programme monitoring and review</i>	<p>There is a clear process through which students' and apprentices' views on the programme are heard and can influence programme development.</p> <p>There is evidence that students' and apprentices' views are noted and that changes have been made as a result of concerns raised by students or apprentices.</p>	<p>Explanation of student voice structures (e.g. programme committees, student council etc.) and how apprentices are included in this.</p> <p>Examples of when changes have occurred as a result of student or apprentice concerns.</p> <p>Notes of relevant student voice meetings.</p> <p>Feedback from students or apprentices.</p>	<p>Programme/Course Handbook.</p> <p>Course rationale or Operational document.</p> <p>Include as a supplementary appendix.</p> <p>Course rationale or Operational document and /or Programme/Course Handbook.</p>
<i>5.3 Fieldwork/ Employer voice in programme monitoring and review</i>	<p>There are clear processes for engaging the wider field in the locality and region in the design, delivery, and evaluation of the programme.</p>	<p>Explanation of how the programme/institution engages with the youth and community sector and relevant employers in the design, delivery, and evaluation of the programme.</p>	<p>Course rationale or Operational document.</p>

Requirement headings	Criteria (additional notes in Appendix A)	Evidence requirements	Suggested location
	<p>There is evidence that fieldworkers and employers' views have made a difference to programme design and delivery.</p> <p>Local youth sector employers are positive about employing graduates from the programme.</p>	<p>Examples of how employers and fieldworkers' views have made a difference to programme design and delivery.</p> <p>Destination data for graduates, using Annual Monitoring returns.</p> <p>Feedback from employers/ fieldworkers.</p>	<p>Course rationale or Operational document.</p>
<p><i>5.4 Major and minor amendments to the programme since the previous validation</i></p>	<p>Amendments to the programme should enhance the professional formation it offers.</p> <p>Where amendments have been made and implemented since the last validation, institutions can share what impact they have had on the programme and on students or apprentices.</p> <p>Where amendments are planned/ proposed the panel will need to judge whether they are likely to enhance the professional formation offered.</p>	<p>Explanation of any amendments already implemented – and approval from ETS - and the impact they have had on recruitment, progression, curriculum content, professional practice and assessment.</p> <p>Rationale for any planned amendments and explanation of how they will enhance the professional formation of youth and community workers on the programme.</p> <p>Student/apprentice and supervisor/employer feedback.</p>	<p>Course rationale or Operational document.</p> <p>Course rationale or Operational document.</p> <p>Course rationale or Operational document.</p>

Appendix A

ADDITIONAL GUIDE NOTES

1) Partnership and collaboration within ETS

These organisations are directly represented on ETS and bring their experience and expertise to the validation process:

- ***JNC Employers' Side:*** representing youth and community work employers in the local authority and voluntary sectors, they have a keen understanding of the needs of young people and how good youth and community work can help them achieve their potential
- ***JNC Staff Side:*** the trade unions that represent youth and community workers in their workplace, providing support to individuals and groups of workers and negotiating the terms and conditions enjoyed by youth and community workers through the JNC
- ***The Professional Association of Lecturers in Youth and Community Work (PALYCW):*** bring the experience of those delivering professional qualifications in universities and institutions, helping to share good practice amongst qualification providers and supporting new and existing providers to develop and sustain their qualifications
- ***Institute for Youth and Work (IYW):*** a membership organisation for Youth Workers and those that espouse youth and community work methodologies and ethics in their work with young people. IYW speaks up for youth work and advocates for the youth work profession and youth workers' professional identity in a context of continued change and challenge
- ***Regional Youth and Work Units (RYWUs):*** regional bodies bringing together youth workers and organisations with an interest in youth work, including training providers to form communities of practice and drive quality and qualifications in their regions. Useful partners for institutions wanting to scope the market for their programmes
- ***The Endorsement and Quality Standards Board for Community Development Learning (ESB):*** sets the standards and provides validation for community development qualifications. NYA and ESB can collaborate to provide dual validation events for programmes that meet the requirements for both youth and community work and community development
- ***Awarding Bodies Forum:*** NYA/ETS also have responsibility for quality assurance and review of pre-professional youth work qualifications at Level 2 and 3. We work with the Awarding Bodies who develop and deliver these programmes and youth work apprenticeships through their delivery centres in FE Colleges and community-based learning providers
- ***NYA Board of Trustees:*** to ensure that ETS work on qualifications and standards is integral to the wider work of NYA in promoting youth and community work as a profession, two Board members are members of ETS, and report regularly to the Board. NYA staff provide professional support to ETS, and the Chief Executive attends meetings on a regular basis
- ***UK Youth:*** A charity which focuses on unlocking youth work as the catalyst of change where all young people are equipped to thrive and empowered to contribute at every stage of their lives. With an open network of over 8000 youth organisations and nation partners.

In addition to these representatives, ETS has ‘wider field’ members from individuals and organisations who directly undertake youth and community work and/or employ youth and community workers. It also co-opts members to bring additional expertise in key areas such as apprenticeship standards and sector skills bodies as appropriate.

2) Additional notes against criteria

Requirement	
<p><i>1.2 Nature of the award</i></p>	<p>Title – it is expected that the title of the programme makes it clear that youth work is the major component. Many programmes refer to youth and community work unless the programme of youth work is delivered with an additional specialism. It is advocated that ‘youth work’ is retained in a title and not limited to ‘youth’ as this does not reflect the nature of the professional practice focus of validated programmes.</p> <p>Certificates – It is recognised that certificates within institutions are often generic and/or will not allow additional copy on the degree certificates. It is important for graduates and for future employers that the institution provides a written statement that captures the professional status conferred within the qualification.</p>
<p><i>1.3 Resourcing for the programme</i></p>	<p>Teaching hours and ratio – it is expected that 50% of learning in each year of the programme is directly delivered by qualified (hold a JNC recognised professional qualification in youth and community work) and experienced youth and community work professionals. It is recognised that where delivery is with programmes that share a common first year with related programmes this may be lower in year 1. Where this is the case, the validation panel will expect to see a clear explanation on how this is then balanced across the remaining years and that robust professional formation is secured within the taught and practice curriculum by the end of programme.</p> <p>Where the youth and community work programme is a pathway in a wider set of programmes it may be permitted that learners receive teaching and learning from only one professionally qualified youth worker. In this case the panel will want to explore how learners form their professional identity through their teaching and learning experience.</p>

Requirement	
<i>2.1 Market analysis and recruitment strategy</i>	An institution wanting to offer a new programme should consult with PALYCW about the impact the new programme might have on programmes in neighbouring institutions, and report on that consultation in its Stage 1 submission.
<i>2.2 Admissions processes</i>	<p>Institutions have a duty to ensure that students do not have a criminal record which would prevent them from working with children and young people or vulnerable adults. Institutions should have systems in place to ensure this is the case. Having a criminal record does not mean automatic disqualification – some of the best youth and community workers might have a record, and they draw on their experiences in their work. The institution should take into account factors such as the nature of the offence and how long ago it was committed to inform admissions taking into account placement providers’ and employers’ needs.</p> <p>The criteria recommend students and apprentices have completed a minimum of 100 hours of practical youth and community work prior to commencement on a programme. This is provided as a guide only. It is recognised that each student will have a blend of qualification and experience, and the process of validation seeks to assess how the institution assesses and makes judgements on a student’s readiness to engage with a degree programme. The criteria need to assure the validation panel that there is an appropriate process to assess and support students and that where applicants do not have sufficient practice experience, all efforts are made to address this prior to them starting the programme.</p> <p>Students accepted on the L6 Integrated Degree Apprenticeship must be in employment, as a new or existing member of staff, and the employer must have been involved in the selection / engagement process.</p>

Requirement	
2.2 <i>APL</i>	<p>For the Level 6 Integrated Degree Apprenticeship institutions must follow the ESFA guidelines for assessment of prior learning. APL must be covered in the individual's commitment statement and a reduction in costing agreed with the employer. This should be mapped to knowledge, skills, and behaviours in the Standard. Apprenticeships can be shortened or have a different delivery model which is valued by employers; this includes shortening the duration by over three months to become an apprenticeship that is accelerated, whilst still meeting the minimum requirements of 12-month duration and minimum off-the-job training as defined by funding rules.</p> <p>Apprenticeships: initial assessment to recognise prior learning - GOV.UK (www.gov.uk)</p>
3.3 <i>Curriculum teaching and learning</i>	<p>Along with programme specification/modules it is helpful to provide an overview in the narrative, where this is not already evident in an equivalent institution introductory document (such as a 'course rationale'), to provide a sense of the course ethos and rationale, overarching structure of the learning programme and the relationship between units. Where relevant, this should show the preferred order of delivery, any choices or options open to students and apprentices. The submission evidence should clearly show how the learning outcomes of the programme map to the NOS and Benchmark Statement, the learning and teaching approaches employed, the range of theoretical models covered, how theory and practice are integrated and how critical reflection is fostered (or clearly signpost to where this is evident in an institution's documentation).</p>
4.1 <i>Requirements for professional practice</i>	<p>For BA level programmes, students must complete 800 hours of supervised practice across the programme · 400 for postgraduate programmes. It is recognised that many students may already be based in their own work setting (including apprentices), others may be solely on placements secured to support them to apply theory to practice through the programme. It is essential that placement/workplace activity prepares the student to be a competent and confident youth and community worker in a range of settings. As such the validation process will be looking to see a level of variation in placement activity comprising of at least two contrasting practice settings.</p> <p>Apprentices will be required to complete all assessed professional practice as part of their on-the-job training, and this must include a minimum of 160 hours in a different setting or working on a separate project to their main role in order to gain experience across a range of situations. For apprentices this should be negotiated with the employer and included within the individual learning plan and Commitment Statement when it is drawn up.</p> <p>Expectations of occupational duties of a youth worker are listed on IFATE Youth worker / Institute for Apprenticeships and Technical Education</p>

<p>4.2 <i>Supervisors</i></p>	<p>NYA expects that institutions make every effort to ensure students and apprentices are supervised on placement or at work by professionally qualified and experienced youth and community workers. On occasions where a placement or workplace has no suitably qualified supervisor available, we expect the institution to identify and source additional supervision from professionally qualified youth and community workers.</p> <p>A high-quality supervision approach ensures all supervisors:</p> <ul style="list-style-type: none"> • are JNC qualified (see above) or alternatively and appropriately professionally qualified and experienced in working with young people • understand informal education • are non-judgmental in approach • assist a student to identify theory to practice links • enable, support and develop a student’s or apprentice’s effective reflective practice and professional formation • receive support and training for their role • receive clear guidance on the use of assessment tools for development and judgment of student or apprentice performance <p>Supervisors of apprentices should be aware of the youth worker occupational duties as listed on IFATE. Youth worker / Institute for Apprenticeships and Technical Education</p>
<p>4.3 <i>Professional practice assessment</i></p>	<p>For the Level 6 Integrated Degree Apprenticeship the programme must accommodate the final 30 credits conferred at the End-point Assessment. The End-point Assessment Plan must be in place before the programme starts. Details of the EPA Plan can be found on IFATE. https://www.instituteforapprenticeships.org/media/5747/st0522_youth-worker_l6_ap_for-publication_10122021.pdf</p>
<p>5.1 <i>Internal and external quality assurance</i></p>	<p>Guidance for external quality assurance of the Level 6 Integrated Degree Apprenticeship can be found on IFATE https://www.instituteforapprenticeships.org/quality/external-quality-assurance/</p>

Appendix B

Requirements for Stage 1 of new validations

Evidence required at Stage 1 of a validation for a new programme

It is recommended that an initial discussion takes place with the ETS Officer prior to any formal submission of evidence for stage 1 of the validation process. We also recommend registering an interest with PALYCW (The Professional Association of Lecturers in Youth and Community Work) who can offer peer-based support through a critical friend during the validation process; this support is subject to joining as members of the Professional Association (contact info@tagpalycw.org for further details).

Following initial discussions, and registering an interest in validation of a new programme, the institution needs to provide a written submission, with supporting documents where necessary, to show that:

- There is a current and potential pool of prospective recruits to sustain the proposal
- Evidence of mapping other programmes operating in the geographical region, or serving the community the new programme is aimed at, and how the proposed programme enhances the offer to potential students and apprentices without threatening the existence of current validated programmes (NYA can provide a list of current providers)
- Key employers in youth and community work and associated fields, and relevant training providers, support the proposal as a means of meeting demands for professionally qualified youth and community workers
- The institution is committed to the proposal at a senior level and can give assurances regarding appropriately skilled and experienced staffing; accommodation and teaching resources; the costs of establishing and maintaining a programme with professional validation
- The institution has consulted with local youth sector providers and is confident there will be a sufficient supply of professional practice placements and professionally qualified and experienced supervisors
- Employers and fieldwork representatives (including the Regional Youth Work Unit where one exists) have been engaged in the design stage of the proposed programme

This evidence should be submitted to the ETS Officer along with the first part of the validation fee.

Appendix C

DUAL VALIDATION OF YOUTH AND COMMUNITY PROGRAMMES BY EDUCATION AND TRAINING SUBCOMMITTEE NYA (ETS) AND THE ENDORSEMENT AND QUALITY STANDARDS BOARD FOR COMMUNITY DEVELOPMENT LEARNING ENGLAND (ESB)

ETS and ESB offer a system for dual validation/ endorsement of Youth and Community Work programmes.

The aim is to make it easier for programmes to obtain validation/ endorsement from the two professional bodies whilst allowing both professional bodies to adhere to their own quality assurance processes.

The process for both organisations is shown on the following diagram so that programmes can see where the process is the same and where there are differences.

Essentially programmes will submit **one final validation document** that will have the information required by both professional bodies. Programmes will follow the requirements of ETS and, where ESB require additional information, that can be added to the main document or as an appendix and cross referenced on the criteria checklist which is provided.

ESB has a separate guidance document for programmes seeking their endorsement which contains:

- A community development NOS mapping matrix – to be submitted along with the full validation / endorsement paperwork
- Their criteria checklist, known as the signposting location document – which will indicate where their criteria can be found in the full ETS submission; to be submitted along with the full validation / endorsement paperwork
- A submitter’s guidance pack which outlines what ESB is looking for and aims to make providing the evidence clearer
- A checklist to ensure that all aspects of the ESB process have been covered

If you are interested in ESB endorsement along with the ETS validation, then please contact ESB directly, who will talk through how to make the process work for you.

Contact esb@esbendorsement.org.uk

Dual validation process involving ESB and ETS

Timeframe and stage	NYA	ESB
<p>Stage 1 <i>Initial contact & approvals</i></p> <p><i>9- 12 months before validation/ endorsement required unless exceptional circumstances</i></p>	<p>Initial discussion between institution and NYA on validation process and timeframe.</p> <p>Institution contacts NYA and agrees schedule for the validation process in partnership with ESB.</p> <p>Institution submits Stage 1 evidence.</p> <p>NYA reviews Stage 1 evidence and either asks for more information/evidence or informs the institution that the proposal meets the requirements to proceed to Stage 2.</p>	<p>Initial discussion between institution and ESB regarding options and requirements.</p> <p>Timeframe agreed with institution and NYA, additional agreement on date for submission of documentation. Submission dates, once agreed, should not be changed at short notice. The panel visit requires considerable coordination and cannot easily be changed.</p> <p>ESB checks eligibility of programme for CD endorsement Development Consultant offered and allocated to work with programme.</p> <p>Agree finances, payment system and invoice for payment.</p>
<p>Stage 2 <i>Development</i></p> <p><i>Allow 2 months</i></p>	<p>Institution development and documentation drafting.</p> <p>Provide guidance as required and signpost to PALYCW critical friend if appropriate.</p> <p>Draft submission sent to NYA for review and feedback.</p>	<p>ESB checks overall programme has been mapped to NOS and agrees which areas to work on with programme based on assessment of areas needing change; they may read draft modules, check resource lists, check placement arrangements etc.</p>

Timeframe and stage	NYA	ESB
<p>Stage 3 <i>Final submission & event</i></p> <p><i>Final evidence gathering</i></p> <p><i>Written Submission required a minimum of 6 -8 weeks before visit is planned</i></p>	<p>Final submission documents sent to NYA - validation visit planned.</p> <p>NYA provides pre-visit notes to support the validation panel.</p> <p>Panel agreed for validation visit (ESB and ETS).</p> <p>Onsite visit by panel: feedback given to institution on panel recommended outcome, to be finalized at next ETS meeting.</p> <p>Support provided if require the institution to resubmit (subject to ETS approval).</p>	<p>Final submission document sent to ESB at same time as sent to NYA.</p> <p>Submission sent to Reader; additional information collected where needed.</p> <p>Reader's report sent to reporters who attend validation visit; in planning the meeting outstanding issues are flagged to the institution in advance.</p> <p>If existing programme, visit either needs to include visit to placements or to see a sample of placement reports from students in advance.</p>
<p>Stage 4 <i>Decision</i></p> <p><i>Within 3 months</i></p>	<p>ETS committee reviews and approves panel decision and reviews the meeting of any conditions.</p> <p>NYA issues certificate of validation to institution and informs JNC.</p>	<p>Reporters prepare report to panel; Panel meets and makes decision; institution informed.</p> <p>ESB issues certificate (assuming fees paid).</p>
<p>Stage 5 <i>Follow up</i></p>	<p>Institution completes required Annual Monitoring Reports from the first cohort after validation is received.</p>	<p>Institution offered choice of paper annual report or annual visit to complete report together; failure to supply information will lead to endorsement being removed.</p>

Appendix D - Modifications to Professionally Validated Programmes Reporting Format

MODIFICATIONS TO PROFESSIONALLY VALIDATED PROGRAMMES REPORTING FORMAT

NAME OF INSTITUTION:	
NAME OF CONTACT PERSON:	
CONTACT DETAILS (TELEPHONE/E-MAIL):	
TITLE OF CURRENTLY VALIDATED PROGRAMME:	
PROPOSED DATE FOR CHANGES TO BECOME EFFECTIVE:	
BRIEF DESCRIPTION/RATIONALE OF INTENDED CHANGE: <i>PLEASE EXPLAIN HOW THE PROGRAMME WILL CONTINUE TO MEET NYA VALIDATION REQUIREMENTS IF THESE CHANGES ARE MADE. PLEASE INCLUDE ANY DOCUMENTS THAT EXPLAIN THE CHANGES (E.G. PROGRAMME TIMETABLE; MODULE OUTLINES FOR NEW MODULES AND THOSE BEING REPLACED)</i>	

INSTITUTIONS SHOULD NOTE THAT AN ADDITIONAL FEE WILL BE CHARGED FOR NYA ENGAGEMENT WITH MAJOR MODIFICATIONS

PLEASE RETURN COMPLETED FORM BY E-MAIL TO: ALIAP@NYA.ORG.UK

FOR NYA OFFICE USE:**IS THIS A MINOR/SUBSTANTIAL/MAJOR MODIFICATION?**

MINOR	SUBSTANTIAL	MAJOR
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For Minor Modifications

Action	Date
Form received from institution	
Modifications checked by ETS Officer to ensure compliance with validation guidance (this could include a conversation with the institution programme leader).	
Reported to ETS Committee	

For Substantial Modifications

Action	Date
Form received from institution	
Modifications checked by ETS Officer to ensure compliance with validation guidance (this should include a conversation with the institution programme leader).	
Consultation with Chair/Vice-Chair of ETS and (where validation has occurred in previous two years) with Chair of previous validation process	
Any required clarification sought from institution	
Response received and considered satisfactory by PDM/Chair/Vice-Chair/Panel Chair	
Reported to ETS Committee	

For Major Modifications

Action	Date
Form received from institution	
Modifications checked by ETS Officer to ensure compliance with validation guidance (this will include a conversation with the institution programme leader).	
Consultation with Chair/Vice-Chair of ETS and (where validation has occurred in previous two years) with Chair of previous validation process to decide whether a further site visit is required. [NB for institutions opening a new delivery site for a currently validated programme, ETS should be invited to participate in any internal quality assurance site visit planned]	
Any required clarification sought from institution	
Site visit (if required)	
Response received and considered satisfactory by PDM/Chair/Vice-Chair/Panel Chair	
Reported to ETS Committee	

Appendix E - Timeline for Validation

Stage 1

Expression of Interest for validation of new programme/ revalidation confirmation.
ETS Officer to support programme develop validation documents 18 months prior to working group

Stage 2

Submission of draft validation documents	New Submission	14 weeks prior to working group
	Revalidation	12 weeks prior to working group
Feedback to HEI regarding draft documents	New Submission	12 weeks prior to working group
	Revalidation	10 weeks prior to working group
Submission of final submission documents for working group	New and Re- validations	6 weeks prior to working group

Outcomes of Working Group

Draft report from working group - sent to HEI for technical accuracy changes 3 weeks after working group

If HEI has conditions or requirements these must be met before a certificate is issued. Timeline agreed with working group

As soon as conditions/requirements are met, the ETS Officer will confirm date of next ETS Committee where the documents will be presented for formal confirmation of ETS support for validation by JNC Committee. **Timelines cannot easily be changed once agreed.**