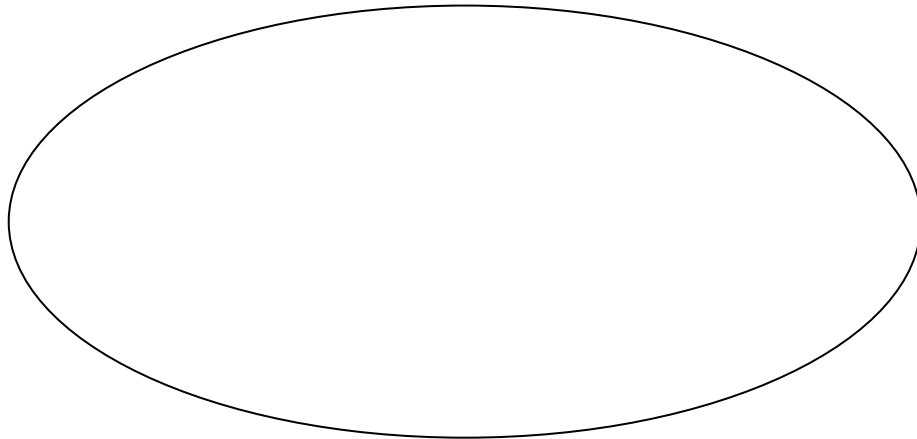


INTRODUCTION TO YOUTH WORK



COURSE BOOK



Revised July 2009

Introduction to Youth Work.

Contents:

Welcome to this Guide	Page 3
Assessment and Moderation	Page 6
Absence Procedures	Page 9
Contacts	Page 10
Workbook.	Pages 11 to 36

Welcome to this guide for all staff.

Welcome to the course book for the **Introduction to Youth Work Training** course (previously known as TAP2). All new Youth Workers without a qualification in Youth Work undertake Introduction to Youth Work Training. Some workers new to Devon but qualified elsewhere may still take the course or parts of it as a refresher, and part of induction to Devon Youth Service. By ensuring all staff undertake the course or have covered all its content, we have a standard starting point for everyone. The course is run often and in each division, and it is expected you will complete within the first year of starting your post with Devon Youth Service.

Staff working for voluntary organisations (whether paid or unpaid) are also eligible to join this course, and are required to pay a charge of £50. Voluntary organisations may be able to reclaim course fees by making a grant application to their Local Youth Network. For more information about this, please contact your local Area Youth Worker or Team Leader.

The entrance criteria for all learners is completion of the Devon Youth Service Induction Booklet and attendance at both Induction Workshops. Staff from voluntary organisations can attend the two induction sessions, but may complete an induction package appropriate to their organisation.

Line Managers will approve attendance, pay the 30 hours additional working time*, provide ongoing support, notify the Tutors of absences and discuss progress with you during and after the course. This course is assessed and you can fail, but everyone intends you don't! Support is available and concerns/needs should be discussed before starting the course. If you experience any difficulties or concerns during the course please do take this to the course Tutor or your line manager, who will work together to ensure you have a positive learning experience. If you wish to make a complaint, please do so to the Tutor in the first instance, or to your line manager if you have reason to be concerned that your complaint will not be treated fairly. Alternatively, if you feel a serious breach of policy has taken place, you have concerns regarding an audit issue or that students are treated unfairly, you may contact the Quality and Improvement Officer.

* The payment may be part of your contract hours or may be as an additional claim, please check with your manager.

Who is this course for?

This course is an introduction to youth work and is designed for youth workers who are new to youth work, working either paid (Youth Support Workers) or unpaid (volunteers) for Devon Youth Service, or working paid or unpaid for a voluntary or community organisation. Over the next few pages you can read more about the course and relevant procedures. All of the information applies regardless of who you work for and whether you are paid or not, with the exception of the paragraph on page 9 entitled Absence Procedures for Devon Youth Service Staff (paid or voluntary).

About the course

The Introduction to Youth Work Training Course is a 30 hour course accredited by Open College Network South West Region, (OCNSWR).

The course consists of 10 taught sessions of 2.5 hours per session. The sessions may be delivered over a number of evenings or weekends (when two sessions are delivered per day).

As part of the course, you are also required to:

- complete this workbook,
- to visit another youth work setting, and
- attend an assessment interview. 5 hours is allowed for this.

Your tutor will advise you on the completion of the workbook. Please note that due to the design of the course, workbook tasks may not appear in numerical order.

Course Programme.

- 1 Introduction to course, Awareness of self and others, Communication.
- 2 Values and aims of Youth Work.
- 3 Diversity: Welcoming and understanding; Youth Work practice - Challenging discrimination.
- 4 Diversity: Youth Work Practice – Diversity in the curriculum; Diversity and communication.
- 5 Participation, involving young people and democracy.
- 6 Working in groups and teams
- 7 Young people's needs and development.
- 8 Planning curriculum led youth work.
- 9 Resources for youth work; Accreditation and the Devon Award.
- 10 Understanding professional relationships and boundaries.

Course work requirements.

Introductory Training is a contractual requirement; and it is treated as work. You are required to attend all the course sessions, to complete the attached course work book and to attend an assessment interview.

Learner feedback to Tutor

You will be required to evaluate the course at the end of each session, providing comments on the content, style, and depth of subject matter provided by the tutors as well as any additional comments. This is not only an OCNSWR requirement but is part of our continuous improvement process. Only by checking how we are performing can we improve practice.

Assessment and Moderation.

Assessment is conducted in two ways:

- your tutor assesses your progress through the course and gives you feedback;
- another tutor (known as an assessor) interviews you on what you have learnt after the course has ended.

After the assessment interview, your portfolio is taken to an Internal Moderation Panel, where the standard of your work is cross checked against that of learners on other courses across Devon in order to ensure consistency.

Tutor Assessment.

Your course tutor will assess your participation in the session and knowledge of the subject areas during the sessions on an ongoing basis and will give you written feedback on this halfway through the course (page 22) and at the end of the course (page 36). Your tutor will also give you written feedback on your completed course work. Once your tutor is satisfied that your workbook is complete, s/he will recommend you go forward for the assessment interview.

Assessment interview.

A 30 minute interview with an experienced youth worker, known as an assessor, (who should not have been your tutor) will be held shortly after the course is finished. At this time you will present your completed course book and will need to demonstrate through your submitted work and discussion your:-

- Understanding of the aims of youth work in Devon, and how you use your own skills and values to promote them.
- Understanding of the style of youth work as different from other professions.
- Understanding of the main skills youth workers need to develop.
- Understanding of diversity and equality of opportunity (the why and how) through practical examples.
- Understanding of the issues young people are faced with today.
- Understanding of why it is important for youth workers to understand their own values and attitudes.
- Understanding of the theories on the needs of young people particularly Maslow's hierarchy of needs and Pringle's development needs.

- Understanding the need for professional conduct & boundaries
- Knowledge of available resources

At the end of the interview your assessor will give you a provisional indication of whether you have passed, subject to internal moderation.

Internal Moderation Panel.

The Internal Moderation Panel is made up of the following:

- The Quality and Improvement Officer;
- The Internal Moderator for the course;
- Staff from the Quality and Development Team who tutor courses;
- Other staff from Devon Youth Service who are involved in tutoring courses.

The panel meets termly and decides whether to pass, defer, refer or fail learners. More details are given below. Following the panel meeting you will be sent a letter which will tell you whether you have been recommended to OCNSWR as passed, deferred, referred or failed.

Pass, defer, refer or fail.

A learner who has attended all the course sessions, completed all the course work at a satisfactory or higher level, and whose work has been assessed as satisfactory at the assessment interview will be recommended for a **pass**.

A learner who has missed a session, or not visited another youth work session, or whose workbook is incomplete in some other way, will not have met the requirements of the course, and has therefore not completed – the pass is then **deferred** until this *work is completed* and assessed to be satisfactory.

In some cases, learners may need to do further work to enhance their learning if the *level of understanding* has not been reached. In this case your pass is **referred** until this has been achieved.

A **fail** is unusual and will only occur when a learner has not completed a significant amount of the course requirements or disagrees with youth work values and the youth work approach. Prior to being failed, you would already have been referred, and given the opportunity and support to improve your work and understanding of youth work.

Summary.

PASS - all work completed, all sessions attended & understanding satisfactory or better.

DEFER - not all work / sessions have been completed – so a PASS not yet possible

REFERRAL - understanding in some areas not sufficient – more learning needs to occur

FAIL – after being referred, learner still not assessed as satisfactory

Appeals.

If you are unhappy with the decision of the Internal Moderation Panel, you should appeal in writing to the Quality and Improvement Officer, who chairs the panel, stating your reason for appeal, (see contacts on page 10). The panel will consider your appeal at the next panel meeting, and send you a written response.

Progression

The Introduction to Youth Work Course provides the underpinning knowledge for the NVQ 2 and 3 in Youth Work. You must complete the Introduction to Youth Work before you can progress to NVQ. If you wish to, or are required by your post to progress to NVQ, then you should discuss this with your line manager as part of your induction, supervision and appraisal. These courses, when required by your contract, are supported by Devon Youth Service in terms of provision of time to attend further training sessions (often called underpinning knowledge sessions), payment of your fees and assessment of your portfolios.

Absence procedures for all learners.

If you are unavailable for a session, for instance due to illness, please contact your line manager/ the course tutor as a matter of urgency. If you work for Devon Youth Service (whether paid or voluntary) further information regarding absence procedures is given below.

Absence Procedures for Devon Youth Service Staff (paid or unpaid)

As this training is a work requirement, absence from it will be treated in the same way as absence from any other aspect of your youth work, and the same procedure needs to be followed. This requires you to report any absence from the course in the same way as you would report an absence from a youth work session, directly to your line manager, and, if s/he is unavailable, to the course tutor via a mobile number. On your return to work, a back to work interview will usually be carried out.

Occasionally your absence from the course will be agreed in advance with your Area Youth Worker or Team Leader. This might be due to a prior commitment such as annual leave already booked. The Area Youth Worker or Team Leader will discuss the impact with the Course Tutor direct, prior to acceptance on the course. In some cases it may be appropriate to wait until the next course. All missed sessions need to be made up on the next available course – this may require travel outside of the division and will always cause delay in your completion.

Delaying sessions due to illness is unavoidable, but missing sessions due to other commitments may be avoidable. It is strongly recommended that learners do not miss sessions as experience shows us that the catch up and delayed pass is less convenient for all parties, can delay entry on to other programmes of learning, and sometimes means the course is not completed within the contractually required period.

Contacts.

In the first instance please discuss course needs, your learning needs and other course matters with your line manager.

The course is managed by the Quality and Development Team, with contact details below:

Bruce Freeman 07980 792 298 bruce.freeman@devon.gov.uk

Complaints and appeals.

If you have any concerns about the course that you cannot raise with the course tutor, wish to complain about the course, or wish to appeal against the decision of the Internal Moderation Panel, please contact the Quality and Improvement Officer –

Claire McMahon 07967 178 598 claire.mcmahon@devon.gov.uk

Session Number: 1	Session Title: Introduction to the course; Awareness of Self and Others; Communication	Tutors: Bruce / John Date 27/04/2009 Venue Fountain Centre
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about	I have learnt about	
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:	Things I would like to understand more:	
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

Learning outcome 5:

Understand the importance of self-awareness for a youth worker.

Criteria for assessment 5.1: _____ Record here a) an audit of your own skills and knowledge and b) explain your own value base.

Learning Summary		Tutors
Session Number: 2	Session Title: Values and Aims of Youth Work	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

**Learning Outcome 1:
Explain the aims and principles of youth work.**

Criteria for Assessment 1: Record here a) the twin purposes, b) the principles and c) the values underpinning youth work. See Youth Work in Devon Policy Statement, available from your line manager.

Learning outcome 5:

Understand the importance of self-awareness for a youth worker.

Criteria for assessment 5.2: Record here a list of values that inform the youth work approach.

Learning Summary		Tutors
Session Number: 3	Session Title: Diversity: Welcoming and understanding Diversity; Youth Work practice – challenging discrimination.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

Session Number: 4	Session Title: Diversity: Youth Work practice: Diversity in the curriculum; diversity and communication.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about	I have learnt about	
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:	Things I would like to understand more:	
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

Learning outcome 2:
Identify what is specifically a 'Youth Work Approach' to working with young people.

Criteria for assessment 2.2:

Record here what is meant by a) Diversity, b) welcoming diversity and c) anti-discriminatory practice.

Record here an example from your own youth work of welcoming diversity and/or challenging discrimination.

Learning Summary		Tutors
Session Number: 5	Session Title: Participation and the involvement of young people.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

Learning outcome 2:
Identify what is specifically a 'Youth work Approach' to working with young people.

Criteria for assessment 2.1 Record here what is meant by the Youth Work approach.

What do you understand by a) participation and b) empowerment? **and** c) give examples of how you can promote Devon's democratic processes and involve the young people you work with in them.

MID COURSE EVALUATION

At the mid point of the course, please write an evaluation of a) what you have learnt from the sessions so far; b) what difference this will make to your youth work practice. Please also comment c) on the Tutor style, pace and challenge/support offered to learners.

TUTOR ASSESSMENT OF LEARNING AND INVOLVEMENT

1 Tutor: please comment here on the learner's **participation** in the workshops

2 Tutor: please comment here on the learner's **understanding** of topics so far

3 Tutor: please comment here on the learner's **completed coursework** so far

Learning Summary		Tutors
Session Number: 6	Session Title: Working with groups and teams.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

Learning Summary		Tutors
Session Number: 7	Session Title: Young people's needs and development.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

**Learning outcome 3:
Begin to have an understanding of young peoples' basic &
developmental needs.**

Criteria for assessment 3: Record a) the hierarchy of needs described by Maslow and b) the developmental needs of young people suggested by Pringle.

c) How might these be met in your youth work practice?

Learning Summary		Tutors
Session Number: 8	Session Title: Planning Curriculum based Youth Work.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

**Learning outcome 4:
Identify the skills needed for good youth work practice.**

Criteria for assessment 4.2: Complete two recording forms.

4.2.1 One must be a recording of a curriculum input you have made at a youth work session.

There is a Netbase form included in this booklet on pages 29 & 30 for you to use.

4.2.2 The second should be a recording of a visit to youth work setting other than your own, in which you pay particular attention to the curriculum inputs of other staff and to how Diversity and discrimination are dealt with.

There is a questionnaire on pages 31 & 32 which you should complete as your recording.

SESSION FORM – your curriculum input

Planning & Evaluation

Project:

Venue:

Date:

Time from:

	to	
--	----	--

Please circle the curriculum area your input covers:

PERSONAL IDENTITY & RELATIONSHIPS

SPORT, ART, TRAVEL

GLOBAL & ENVIRONMENTAL YOUTH WORK

HEALTH

LEAVING SCHOOL STARTING WORK

POWER, JUSTICE, EQUALITY

What is planned? Please indicate the broad aims of the session, **relevant links to curriculum**, follow-up from previous work, roles of team members, **and your role in relation to your curriculum input**.

--

What happened? Please answer the following questions in the box provided overleaf.

- Were your aims achieved?
- **Evaluate how your curriculum input was received by young people** (and other members of the team).
- What were the strengths of the session?
- What issues did young people raise?
- What was learnt by young people?
- What was learnt by youth workers?
- Are general trends or themes emerging?
- What follow up work is needed?

What happened?

Follow up:
Are there any curriculum issues which you need to follow up?

4.2.2 Record a visit to a youth work setting other than your own, in which you pay particular attention to the curriculum inputs of other staff and to how Diversity and discrimination are dealt with. Where did you go?

1. Is it a safe warm place, and how do you know?

2. What state is the room/building in?

3. What is the atmosphere like?

4. What resources are available to young people?

5. Are young people made to feel welcome and how?

**6. Is a broad cross section of young people represented?
Would all young people feel welcome?**

Learning Summary		Tutors
Session Number: 9	Session Title: Resources for youth work, including supervision and appraisal; Accreditation and the Devon Award.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

**Learning Outcome 6:
Identify the resources available to support your youth work**

Criteria for assessment 6: Record here a) a list of resources to support youth work, and b) where you would get them from.

Learning Summary		Tutors
Session Number: 10	Session Title: Understanding professional relationships and boundaries.	Date Venue
Discuss in pairs the session content. Make notes about the session content below		
Discuss in pairs what you have learnt		
My partner learnt about		I have learnt about
Discuss in pairs, things you would like to understand more about		
Things my partner would like to understand more:		Things I would like to understand more:
Discuss in pairs, how what you have learnt might impact on your work practice, i.e. might change or improve the way you work with young people:		
Note below anything of interest to you from the group discussion		

END OF COURSE EVALUATION

At the end of the course, please evaluate a) what you have learnt from the sessions and b) what difference they will make to your youth work practice. c) Please also comment on the Tutor style, pace and challenge/support offered to learners.

TUTOR FEEDBACK OF LEARNING AND INVOLVEMENT

1 Tutor: please comment here on the learner's participation in the workshops

2 Tutor: please comment here on the learner's understanding of topics so far

3 Tutor: please comment here on the learner's completed coursework so far

**Is the learner ready to go forward for the assessment interview?
YES / NO**

**Course Tutor: Print name:
 Sign:
 Date:**

CHECKLIST

- Attended all sessions**
- Completed visit**
- Completed all coursework**
- Passed assessment**
- Approved by I M P**
- Certificate received**

Name:

Course start date: