

How good is the training of youth support workers in Wales?

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Introduction

- 1 Under the provisions of the statutory guidance 'Extending Entitlement support for 11 to 25 year olds in Wales' (Welsh Assembly Government July 2002), every local authority in Wales "should ensure that, in partnership with the voluntary sector, the authority provides and/or secures a high quality youth service"¹. Adults employed by the youth service to work with young people may be called youth and community workers, youth support workers or more simply youth workers.
- 2 In 2005, the Welsh Assembly Government asked Estyn to inspect initial training, which led to part-time youth workers in Wales gaining a recognised qualification. Estyn published a report on 'An evaluation of the quality and standards of initial training for part-time youth workers in Wales' in 2006.
- 3 In 2006, the Welsh Assembly Government extended the scope of section 75 of the Learning and Skills Act 2000. As a result, the legislation now brought the education and training of youth and community workers by higher education (HE) institutions within the remit of Her Majesty's Chief Inspector of Education and Training for Wales. Following the amendment of section 75, the Welsh Assembly Government asked Estyn to survey the quality and range of training for youth workers across Wales.
- 4 In 2006-2007, Estyn undertook a desk-based survey, mapping the range of courses provided by local authority youth services, further education colleges and higher education institutions.
- 5 During November and December 2008, Estyn undertook a field survey of the training provided by local authority youth services leading to recognised qualifications for youth support workers. Generally, trainees on these courses are referred to as youth workers throughout this report.
- 6 In the financial year 2009-2010, Estyn will undertake a further survey and report on the qualification training for youth workers provided through further education colleges and higher education institutions.

¹ Extending Entitlement support for 11 to 25 year olds in Wales p9

Background

- 7 The Joint Negotiating Committee for Youth and Community Workers (JNC) endorses all youth and community workers' qualification courses which are approved first by the Education and Training Standards (ETS) Committees (or their equivalent) in England, Ireland² and Wales. The JNC consists of representatives from employers, staff and unions. In addition to endorsing qualifications, the JNC's role is to agree the salary scales and other terms and conditions of service for youth and community workers, employed by local authorities and voluntary organisations³.
- 8 The ETS committees operate a process of professional recognition for HE diploma and degree courses which JNC then endorses. Only these endorsed courses confer professionally qualified status in youth and community work.
- 9 In its 2005 report, the JNC introduced new grading criteria linking the JNC framework and the National Occupational Standards (NOS) for youth workers. This new grading criteria replaced the division between 'nationally qualified' and 'locally qualified' youth workers, with three new levels of qualification, namely youth support worker levels 1 and 2, and professional youth worker. These new qualifications are set at National Qualifications Framework (NQF) levels 2, 3 and 5 respectively. At level 5, the professional qualification for youth workers is currently set at diploma level; this will rise to degree level (level 6) from 2010.
- 10 The new grading criteria help employers match the skills and competencies of staff against the agreed NOS. Employers are able to assess if a youth worker has an appropriate qualification based on whether the JNC endorses the course they have successfully completed.
- 11 A reciprocal arrangement between ETS committees means that if one ETS endorses a course, that course is automatically recognised in the other home countries. Following the introduction of level 2 and 3 National Vocational Qualifications (NVQ) and Vocationally Related Qualifications (VRQ) for youth support workers, the ETS committee in England has endorsed four awarding bodies. The Wales ETS has not endorsed any courses at this level. This means that, through the reciprocal arrangement, only the following courses are recognised as qualifications at this level in Wales.

² There is a joint ETS for Northern Ireland and Eire.

³ JNC terms and conditions are relevant mainly for those voluntary organisations in receipt of a grant from local or central government or the Welsh Assembly Government.

Awarding body	Course title and level
Awarding Body Consortium (ABC)	<ul style="list-style-type: none"> • Level 2 NVQ in Youth Work • Level 3 NVQ in Youth Work
National Open College Network (NOCN)	<ul style="list-style-type: none"> • Level 3 Certificate in Youth Work
City and Guilds	<ul style="list-style-type: none"> • Level 2 Certificate in Youth Work • Level 2 Certificate in Supporting Youth Work • Level 3 Certificate in Youth Work • Level 3 Certificate in Supporting Youth Work
Open University	<ul style="list-style-type: none"> • Certificate in Working with Young People

- 12 The Welsh Assembly Government's national youth service strategy for Wales, 'Young people, youth work, Youth Service' (Welsh Assembly Government, 2007), sets out its aim "for all young people in Wales to be able to benefit from a fit-for-purpose youth service which works closely with other partners to meet the needs of young people".
- 13 Two important elements of this strategy are:
- the development of collaborative working between local authority youth services on a regional basis; and
 - the development of strategic approaches to workforce development, in order to upgrade the qualification levels of all youth workers in Wales.
- 14 The Welsh Assembly Government has included in the strategy's action plan several challenging targets for youth services which focus on regional collaboration and workforce development.
- 15 Following the introduction of strategic planning for children and young people's services at partnership level, each local authority area is required to produce a workforce development strategy as part of its children and young people's plan (CYPP Plan). This strategy must cover all workers involved in delivering services to children and young people. The Children and Young People's Workforce Development Network, under the leadership of the Care Council for Wales, is developing a children and young people's workforce strategy for Wales. The Learning Improvement & Professional Development Division (LIPDD) of the Welsh Assembly Government, in consultation with youth services, is developing a specific workforce development plan for youth workers in Wales.
- 16 Each year, the Welsh Assembly Government grants a sum of money to each youth service to fund youth worker training. The use of the grant is restricted to meeting a list of defined priorities, and expenditure is regulated by terms and conditions. At the end of the financial year, each youth service is required to account for its expenditure, and evaluate the effectiveness of its training programme.

Main findings

How well is youth support worker qualification training managed at local authority and at regional levels?

- 17 All youth services have worked effectively together to put in place regional consortia for joint working but there are still important barriers to developing youth service workforce planning at a regional level.
- 18 There is generally poor communication between the Welsh Assembly Government and principal youth officers about the relevance of the national youth work strategy's objectives, and the national priorities for the annual training grant at local and regional level.
- 19 There are many good examples where the youth service managers who are responsible for training (more commonly known as training officers) work in partnership. However, these good examples are very often due to informal and long standing collaborative working relationships rather than the result of strategic planning.
- 20 In most regions, the principal youth officers' group does not give enough strategic direction to their training officers' group to enable them to develop coherent and effective youth service training across their region.
- 21 Most local authorities work well with external training providers. In many cases this has improved the capacity for youth services to deliver in-house training.
- 22 The Children and Young People's Workforce Development Network's workforce development strategy does not take enough account of the LIPDD workforce development plan for the youth service.

How well does youth support worker qualification training contribute to service improvement?

- 23 At local authority level, youth workers' qualification training at NQF levels 2 and 3 leads to improvements in the quality and range of services available to young people.
- 24 At a regional level, youth services are good at sharing their good practice in youth service delivery and their planning of training.
- 25 Despite these good features, there is little systematic evaluation at local authority and at regional levels to measure the impact of training on the youth work curriculum or on improved outcomes for young people. Managers are therefore unable to use training as a strategic tool to drive service improvement at local authority and at regional levels.

Is the curriculum for youth support worker qualifications fit for purpose?

- 26 The JNC approved qualification courses at NQF levels 2 and 3 develop well the core youth work skills, behaviours and knowledge that youth support workers need to work effectively.
- 27 The course requirement for trainees to actively reflect on their practice and record their learning helps workers to improve the way they undertake their duties. Often, trainees continue to use reflection in their day-to-day practice after they have finished their training.
- 28 Youth workers have good access to continuing professional development (CPD) courses. CPD courses supplement the learning from the youth worker qualification courses well and enable trainees to take on a range of youth work roles. However, training officers do not map the learning objectives from these courses well enough to the assessment criteria for the qualification framework. This means workers find it hard to transfer evidence of competence from CPD courses to qualification courses.
- 29 The availability of youth workers' qualification courses through the medium of Welsh has increased. However, demand for Welsh-medium teaching and tutorials is low.

How well do youth support workers progress through the qualification framework?

- 30 There are many good short OCN courses at levels 1 and 2. These help young people interested in developing their leadership skills, and adults wanting to do youth work, to gain an initial understanding of youth work, and then progress onto qualification courses.
- 31 Many youth service training officers do not explain clearly to trainees the qualifications structure for the youth service, credit accumulation and transfer, and arrangements for accreditation of prior learning (APL). As a consequence, progress from youth support workers qualifications to professional level courses is not straightforward.
- 32 A few youth services do not provide qualification courses at level 2 or 3. The courses these youth services provide for unqualified youth workers are not recognised by either the NQF, or by JNC. This means youth workers in these local authorities do not have access to JNC approved youth support worker qualifications.
- 33 Youth services are good at sharing their training with workers from other youth support services. The number of workers from these services taking up qualification training is increasing.
- 34 There is wide variation across Wales, and within staff teams, in the financial support for training available to youth workers. Where access to this support is determined by whether the worker is part-time or full-time, this criterion is likely to contravene the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000⁴.

⁴ The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations came into force on 1st July 2000. These regulations make it unlawful for part-time workers to be treated less favourably than full-time workers.

- 35 There is good support for trainee's basic skills needs, once these are identified during training. However, most training officers do not ensure trainees are screened for basic skills needs before courses begin.
- 36 Most course tutors are not qualified to undertake basic skills assessments or to recognise basic skills needs.
- 37 The quality of work place supervision for trainees is improving.

Recommendations

The Welsh Assembly Government should:

- R1 improve communication with the youth service regional consortia and local authority youth services in order to better match the national priorities, attached to the annual training grant, with local needs;
- R2 work closely with youth service regional consortia and local authority youth services to ensure the national youth service strategy objectives for workforce development are consistently met across Wales; and
- R3 make sure that the development of the youth service workforce development plan informs and is informed by the Children and Young People's Workforce Development Network's workforce development strategy.

Regional consortia of local authority youth services should:

- R4 improve communication with the Welsh Assembly Government, to better match the national priorities, attached to the annual training grant, with local needs;
- R5 improve the strategic planning of workforce development at a regional level in order to underpin continued service improvement and make best use of resources, as well as improve flexibility for trainees;
- R6 make sure that all youth workers in the region have good access to JNC/NQF recognised qualifications; and
- R7 remove any barriers which get in the way of youth workers progressing from youth support worker qualifications at level 3 onto higher qualifications at levels 5 and 6.

Local authority youth services should:

- R8 improve communication with the youth service regional consortia, and the Welsh Assembly Government to make sure that there is a better match between local needs and the national priorities attached to the annual training grant;
- R9 ensure their local service policies governing financial support, the use of work time and travel and subsistence in relation to training are applied consistently to their own staff groups, in accordance with the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- R10 ensure all those with responsibilities for supporting trainees know clearly what is expected of them, and what is locally available to trainees so the support provided is more proactive and accessible;
- R11 ensure the learning outcomes of all courses within local training programmes are well mapped to qualification assessment criteria and occupational standards to best support trainees as they progress through the qualification framework;
- R12 improve basic skills support for those trainees who need it, by screening for basic skills needs before courses begin; and
- R13 improve the use of training as a strategic tool for supporting service improvements.

How well is youth support worker qualification training managed at local authority and at regional levels?

- 38 All youth services have worked effectively together to put in place regional consortia for joint working. These regional consortia are sub-groups of the Association of Directors of Education in Wales (ADEW). Consortia arrangements appropriately include separate meetings of principal youth officers and training officers to plan and share good practice in youth work training.
- 39 However, despite these good arrangements, there are a number of barriers to developing good youth service workforce planning at a regional level. These include:
- insufficient account taken by principal youth officers in their workforce planning of the national youth work strategy objectives;
 - priorities for the Welsh Assembly Government, local authority youth services and regional consortia are not well matched;
 - conflicting demands between workforce planning at local Children and Young People's Partnership (CYPP) level and regional consortia levels;
 - different stages of development and differing approaches taken to workforce planning in individual youth services;
 - the placing of youth services in directorates which do not work to the CYPP as their major strategic plan;
 - the inconsistent use of language by all stakeholders in youth worker training about youth work training courses, course titles, levels and status of the qualifications; and
 - the particular geography of a region which can make it difficult for youth workers to attend regionally-organised courses when they have to rely on public transport, or do not receive travelling expenses from their employer.
- 40 Many regional principal youth officer groups do not develop good regional strategic plans for workforce training. As a result, in most regions, the principal youth officers' group does not give enough strategic direction to their respective training officers' group to enable them to develop coherent and effective youth service training across the regions. Principal youth officers do not focus enough in their meetings on:
- how to overcome the barriers listed above;
 - how to make best use of limited resources through more collaborative working across the region to improve targeted areas of training; or
 - the impact of youth service training on improving the quality of youth services.
- 41 There is generally poor communication between the Welsh Assembly Government and principal youth officers about the relevance of the national priorities for the

annual training grant at local and regional level. In only a few cases have individual local authorities successfully negotiated with the Welsh Assembly Government different targets to those originally attached to the grant. Where re-negotiation has been successful it is generally because the individual local authority has already met the targets set and not because of a different training need in the area concerned.

- 42 There is wide variation across Wales in the frequency at which principal youth officers and training officers meet as regional groups, as well as in the quality of the minutes of meetings and monitoring of actions. Where principal youth officers and training officers meet together less frequently, they are generally less robust in the way they track progress against agreed actions and any improvements in training for youth workers. For example, in a few cases, principal youth officers have not reviewed at a strategic level the courses available within the region to ensure all youth workers are able to gain recognised qualifications. As a result, youth workers in a few local authorities do not have good access to JNC approved level 3 qualifications.
- 43 Most principal youth officers and training officers know each other well. In many cases, both tiers of managers build on the good relationships which already exist between them to share good practice about workforce training. There are many good examples of partnership working, to make better use of resources and to provide greater access to training for youth workers within and across regions. However, these good examples are more often due to long-standing informal collaborative working relationships rather than a result of strategic planning.
- 44 Most local authorities work well with external training providers. In many cases this has improved the capacity for youth services to deliver in-house training. However, most regions have not developed strategic plans to review training capacity or ways to improve training programmes through more collaborative working within their region.
- 45 The draft workforce development strategy produced by the Children and Young People's Workforce Development Network makes little reference to youth workers, despite the LIPDD workforce development plan for the youth service. This potentially leaves youth workers outside the draft national strategy for workforce development within CYPP plans, even though local authority youth services are frequently given the lead in developing local training strategies at partnership level.

How well does youth support worker qualification training contribute to service improvement?

- 46 All youth services make good use of a wide range of methods to monitor and evaluate the quality of their training delivery. These measures include:
- the evaluation of all training sessions and training courses;
 - the collection of data about trainees, their progress and who they work for;
 - the maintenance of training records which chart the progress of individual youth service staff and in a few cases staff from other youth support services; and
 - year-on-year figures of user satisfaction rates.
- 47 Most youth services are improving their use of self-assessment as part of their quality assurance of services to young people. Increasingly, youth service managers use observation of youth work practice to inform self-assessments. However, most youth service managers do not make good use of the data generated from their observations of trainees, to evaluate the overall impact of training at youth work level.
- 48 There is a limited range of ways used by youth services to measure service improvement arising from training. For example, in one local authority, all external providers of any youth service training are required to provide a detailed analysis of how trainees are progressing, and what they achieve following their training. As a result, this authority has better information about the impact of training on services to young people. Another youth service has begun to use longitudinal studies to look at trainees' improvement over time.
- 49 Very few youth service managers use qualification training effectively as a strategic tool to improve services at local authority and at regional levels. The evaluation of the impact of youth work training on young people, or on the intended learning and service outcomes such as those set out in Extending Entitlement⁵, is very limited. As a result, managers are not able to identify with confidence critical success factors, or effectively share good practice.

⁵ The Welsh Assembly Government document 'Extending Entitlement support for 11 to 25 year olds in Wales Directions and Guidance' sets out the entitlements for all young people aged 11-25. These entitlements are for high quality and well co-ordinated services which help young people access and remain in education, employment and training, and educate them for citizenship.

Case study 1

The effective monitoring of the impact of training on service delivery

Ceredigion youth service makes effective use of service level agreements (SLAs) with external training providers to map out how well training influences service delivery. Its SLAs contain detailed targets and questions about quality issues.

One course is designed to improve youth workers' use of accreditation opportunities, such as the Duke of Edinburgh Award (D of E), Youth Achievement Awards and Open College Network (OCN) credits.

As a consequence of this training, there was:

- an increase in further training about this subject targeted at the voluntary sector;
- a 40% increase in youth workers making these accreditation routes available to young people;
- a 50% increase in OCN registrations; and
- a 140% increase in the number of young people accessing the Duke of Edinburgh Award from 2006-2007 to 2007-2008.

50 In their regional group meetings, youth service managers share well their good practice in service delivery and in their planning of training. This sharing tends to focus on how each youth service organises its work, and the paperwork and processes it uses. Generally there is little regional sharing about the impact of training on the youth work curriculum or on improved outcomes for young people. This means most regions do not know very clearly where they need to focus their shared experience and resources in order to drive up the quality of outcomes for young people in their area.

Is the curriculum for youth support worker qualifications fit for purpose?

- 51 The JNC approved qualification courses at levels 2 and 3 are effective in developing the core youth work skills, behaviours and knowledge that youth support workers need to work effectively. The course content is flexible enough to include additional materials from the local youth service context and to provide tutors with opportunities to develop their own course materials if they prefer. However, there is not enough emphasis on understanding key Welsh Assembly Government policies and policy documents. Nor is there enough analysis of how these policies impact upon young people and the youth support services they use.
- 52 A national development group is working with OCN Wales to further develop the NOCN 3 programme, to ensure that the future course includes Welsh policy and cultural context. This work is likely to also lead to the introduction of level 2 and level 4 courses. However, a few youth services in North Wales feel excluded from this development due to the location and timing of meetings, which makes it hard for them to attend. This has the potential to undermine confidence in the new courses.
- 53 All trainees believe they have learned a lot from their qualification training. Trainees enjoy their courses and effectively transfer what they have learned on the course into the way they approach their work practice. The course requirement for trainees to actively reflect on their practice and record their judgments is a key element in the skills development for all trainees, and encourages a commitment to CPD.

Case study 2

Trainees demonstrate an outstanding level of self-assessment and reflection on their work practice

Trainees from Swansea, Neath Port Talbot and Powys youth services demonstrate an outstanding level of self-assessment and reflection on their work practice, as a consequence of their training.

These trainees make very good links between under-pinning theory and youth work practice. They are able to identify clearly how they use their knowledge and skills to improve the service they deliver to young people. For example, they show a very good understanding of how to involve young people in decision making.

In Swansea, the youth service staff group has established reflective study groups for trained staff and trainees. These groups are very effective in developing the way staff share issues and discuss good practice.

- 54 Youth workers have good access to CPD courses. These CPD courses are available from a variety of providers, and include many different ways for youth workers to learn, such as job shadowing, supervised practice, and self-directed learning and research. The learning from these courses supplements and complements well the learning from the youth worker qualification courses and provides trainees with a portfolio of knowledge and skills to take on a range of youth work roles. However,

the learning objectives from these courses are not well mapped to the assessment criteria for the qualification framework. In addition, it can be difficult for trainees who are part-time youth workers to access CPD courses which are only available daytime, Monday to Friday.

- 55 Many courses have a residential component to them, which are well liked by most trainees and tutors. Trainees know how residential help them to improve team working and accelerate their learning. However, due to increasing budget pressures, opportunities for residential components for courses are under threat. A few trainees find attendance at weekends difficult and would benefit from the additional choice that would be available if they could access courses put on by other providers in their region.
- 56 The availability of youth support workers' qualification courses through the medium of Welsh has increased over the past three years. There are a small but increasing number of Welsh-speaking course tutors. These tutors conduct tutorials and supervision through the language of choice of the trainee. This is a very positive development. However, the demand for Welsh medium teaching and tutorials is low. Some Welsh-speaking trainees express concerns that the technical and professional language used on the courses is too complex and a barrier to learning through the medium of Welsh.

How well do youth support workers progress through the qualification framework?

- 57 In the best youth services, level 1 and level 2 OCN courses are available to young people who are interested in taking up leadership roles and adults wanting to do youth work. These courses help young people and adults increase their confidence, gain an initial understanding of youth work and then progress onto level 3 and professional level qualification courses.
- 58 There is little flexibility for trainees to easily progress from youth support workers qualifications to professional level courses. The qualifications structure for the youth service known as the 'Coherent Route'⁶, credit accumulation and transfer, and arrangements for accreditation of prior learning (APL), are not explained clearly to trainees. The value of youth worker qualifications, especially at level 3 as access qualifications for university level courses, and the value of the level 3 course work for APL purposes, are unclear across the whole of the youth work sector. This is a barrier to trainees effectively planning their progression routes towards higher qualifications.
- 59 Many training officers, course tutors and trainees are unclear about the difference between youth support workers qualification courses recognised by both the NQF and the JNC, and courses which are not recognised by one or both of these bodies. They are also unclear about the implications for employment should they wish to move from one youth service to another. For example, a few youth services only provide the Understanding Local Practice⁷ course as a quasi local qualification which is not recognised by the NQF, or by JNC.
- 60 Youth services are good at sharing their training with workers from other youth support services. There are an increasing number of workers from the police, the fire service, health professionals, communities first and the voluntary sector taking up youth worker qualifications. This has encouraged a few of these trainees to undertake higher level youth work courses, and to apply successfully for further youth work employment.

⁶ The route of progressive levels of qualification training for youth workers in Wales is generally referred to as the 'Coherent Route', which maps youth workers' qualifications through to professional qualifications and higher.

⁷ The Understanding Local Practice course is a two module course offered under franchise from Glyndwr University. These are the first two modules from the youth work certificate course and are assessed at level 4.

Case study 3

Youth worker qualification courses give trainees the confidence to progress and improve outcomes for young people.

One trainee joined their local youth club as a young person. While attending the youth centre the trainee got involved in some voluntary work mentoring other young people. This experience led to a part-time paid job within the youth service.

Once appointed to part-time work, the trainee undertook the NOCN level 3 youth workers' qualification. The trainee gained both knowledge and confidence through the course and now has a position as a teaching assistant with the youth service, working in schools to support young people taking the Duke of Edinburgh Award (D of E).

The NOCN course gave the trainee the confidence and the knowledge to work within a school environment. As a result of this trainee's work, there has been an increase from 25% to 69% in the number of young people attaining the Bronze Award in the area.

- 61 There is wide variation across Wales in the financial support available to newly-recruited and long-standing youth workers, as they progress through the two levels of youth support workers qualifications and beyond into the professional range of qualifications. In the best youth services, youth workers know what financial support is available to them. These services have clear and consistent policies about the use of paid work time (or additional hours) for training, and payment for travel and subsistence. However, in a minority of youth services, policies are not clear, and support is determined by the contracted hours worked. This inconsistent access to support within a youth service's staff group may contravene the provisions of the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000.
- 62 Most training officers do not undertake formal basic skills assessments with trainees before a course begins. However, when a trainee demonstrates basic skills needs, most youth services signpost trainees well to good local adult basic skills provision. In a few cases there is good or very good support in place for identifying basic skills needs. For example, one youth service works closely with its local FE college to devise appropriate basic skills assessments for youth workers. Another youth service runs a specialist basic skills support unit for workers and young people. However, most youth work training course tutors are not qualified to undertake basic skills assessments or recognise basic skills needs.

Case study 4

Monmouthshire Youth Service Basic Skills Project gives good support to trainees.

The Monmouthshire Youth Service Basic Skills Project operates across the county. Its main focus is support for young people's basic skills needs. However it also uses its expertise to support trainee youth workers with basic skills needs.

Trainees can access this additional support through referrals from their supervisors or they can make direct contact with the basic skills team. This support has helped trainees to complete their qualification courses and progress to higher levels.

- 63 In the best cases, training officers plan for the support of trainees additional learning needs before a course begins. Where managers do not plan for these needs, trainees are unsure what support is available, or that they can request it. All youth worker qualification courses are flexible enough to ensure trainees are able to present evidence of their competence in a variety of ways which helps trainees with basic skills needs to progress more easily.
- 64 Across Wales training officers have worked hard to raise the quality of workplace supervision for trainees on youth workers qualification courses. This includes:
- providing workplace supervision separate to line management supervision;
 - specialist professional development courses for workplace supervisors, and
 - using youth service work place supervisors to support trainees from other youth support services, where the parent organisation does not have the youth work expertise to do the supervision themselves.
- 65 In the best organised courses, supervisors understand their role and know what is required of them. They also know what is required of the trainees they supervise, so that they can provide well-targeted support, effective workplace coaching, and validated evidence of competence for assessment purposes. However, in a few cases, supervisors are unclear what is required of them, and do not know the details of the course, or what trainees are expected to do to evidence their competence. In these cases, supervisors do not support trainees, and do not effectively debrief them about their work. As a consequence, trainees frequently find it more difficult to produce all the evidence they need to meet course requirements.

Appendix

Evidence base for the survey

During the survey, inspectors conducted interviews, arranged on a regional basis, with principal youth officers, training officers, and course tutors from all 22 youth services in Wales, as well as past and current trainees from most courses.

Inspectors also read extensive documentation provided by every youth service on its most recently completed and current qualification courses at levels 2 and 3.

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