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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A survey of professional qualification training for youth workers in Wales



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FEBRUARY 2010

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- ▲ adult community learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
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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, 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.
- 2 In 2005, the Welsh Assembly Government asked Estyn to inspect initial part-time youth worker training in Wales, which leads to a recognised youth worker qualification at level 3. Estyn published its report '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 brought the education and training of youth and community workers by higher education institutions (HEIs) 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 In 2007-2008, Estyn undertook a survey of the training provided by youth services, which leads to recognised qualifications for youth support workers. Estyn published its report 'How good is the training of youth support workers in Wales?' in April 2009.
- 6 During February and March 2010, Estyn undertook a further survey, this time looking at the professional qualification training for youth workers provided by HEIs based in Wales. The survey took into account the needs and experiences of self-funded students, and students funded by local authority youth service employers as part of their professional development.

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

Background

- 7 The Education Training Standards (ETS) committees in England, Ireland² and Wales operate a process of professional endorsement for HEI diploma and degree courses. The Joint Negotiating Committee for Youth and Community Workers (JNC) then recognises all youth worker qualification courses. Only these JNC recognised courses confer professionally qualified status in youth and community work. The professional qualification for youth workers is currently set at diploma level (level 5). This will rise to honours degree level (level 6) from September 2010.
- 8 The JNC consists of representatives from employers, staff and unions. In addition to endorsing qualifications, the JNC agrees salary scales and other terms and conditions of service for youth and community workers who are employed by local authorities and voluntary organisations³.
- 9 A reciprocal arrangement between ETS committees means that if one ETS endorses a course, the other home countries automatically recognise the same course as a professional qualification. The main routes into professionally qualified youth work currently are:
- diploma in HE;
 - foundation degree⁴;
 - honours degree;
 - postgraduate diploma (one year full-time or part-time equivalent); and
 - higher degree incorporating the professional qualification.
- 10 The Wales HEIs that offer these qualifications are:
- Glyndwr University, Wrexham;
 - Trinity University College, Carmarthen;
 - The Open University;
 - University of Wales, Newport; and
 - University of Wales Institute, Cardiff,

² The Youth Council for Northern Ireland undertakes the professional validation of courses in Northern Ireland and the Irish Republic. In Scotland, the minimum qualification for professionally qualified status is a degree. The CLD Standards Council for Scotland validates programmes of study leading to professional status.

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.

⁴ From September 2010, the minimum level for professional qualification courses will be raised to honours degree.

- 11 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 that works closely with other partners to meet the needs of young people'.
- 12 This strategy defines a number of important objectives to improve the levels of qualification within the youth service workforce. The strategy tasks the higher education sector, the regional training and planning arrangements for the youth service and the Welsh Assembly Government to work more closely in order to:
- produce and implement a national workforce development strategy which ensures the effective training and on-going support and development of those working in the youth service;
 - agree joint action for ensuring that a minimum of 90% of those employed full-time are qualified to JNC professional level qualification;
 - take advantage of opportunities offered by the Furlong report⁵ to expand the number of places available for training of youth workers at all levels, including Welsh Medium provision;
 - evaluate current programmes to ensure they meet the needs and aspirations for the youth service in Wales and offer best fit with locally delivered training to secure progression for students; and
 - work in partnership with the ETS to ensure all programmes meet the requirements of professional endorsement.
- 13 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 regulated by clear terms and conditions and is restricted to meeting a list of defined priorities. These priorities include increasing the number of professionally qualified youth workers employed by local authority youth services. At the end of the financial year, each youth service is required to account to the Assembly Government for its expenditure, and evaluate the effectiveness of its training programme.
- 14 The Lifelong Learning UK (LLUK)⁶ has agreed a suite of National Occupational Standards (NOS) for youth work. These NOS define the skills, knowledge and competences needed by youth workers, across the whole range of qualification levels agreed by the JNC.
- 15 The Quality Assurance Agency for Higher Education (QAA) has recently developed subject benchmark statements for youth and community work courses on which HEIs are required to base the content of their degree programmes.

⁵ J. Furlong, H. Hagger, and C. Butcher, Review of Initial Teacher Training Provision in Wales (WAG, 2006)

⁶ LLUK is the Sector Skills Council with a responsibility for youth work as part of its Community Learning and Development remit.

- 16 Across the HEIs in Wales, there are in excess of 600 students studying youth and community courses. The demographic profile of this student population (both direct entry and employer funded) is predominantly white, and the majority are female. There are very few black and Asian students.
- 17 During the academic year 2009-2010, the youth service is funding more than 200 youth workers to undertake this level of training. All youth services do this and the numbers of staff from individual youth services range between two and 21.
- 18 The majority of students employed by a local authority youth service in Wales and funded to study for a professional qualification course, attend HEIs based in Wales. The exception to this is a small cohort of nine students from two youth service employers who study through distance learning with the YMCA George Williams College, London.
- 19 As part of these courses, students are required to undertake two professionally supervised work placement activities.⁷ The assessment of student performance on work placements accounts for up to 50% of the course marks⁸. Across the local authorities, there are around 116 local authority youth work staff who have work placement supervision and mentoring responsibilities for over 200 students. Of these 97% are JNC qualified.

⁷ This will rise to three with the introduction of the Honours Degree from September 2010

⁸ The actual marks awarded for work placements vary from course to course.

Main findings

Do the arrangements for monitoring the quality of training programmes ensure that teaching, learning and work-practice placements develop effective staff?

- 20 Most senior managers in HEIs, especially at head of school or faculty level, understand the challenges facing professional youth work qualification courses. However, although senior managers recognise the importance of joint working between programmes and courses, they have not developed effectively the sharing of good practice in course content, and work placement management between youth and community students, health and social services students and trainee teachers.
- 21 The academic aspects of youth and community courses are effectively monitored through appropriate quality assurance systems. All HEIs produced effective self-evaluations from which to undertake the survey, and their conclusions generally triangulated well with the survey's findings.
- 22 The quality assurance of work placements is less effective. Neither the HEIs nor the youth services providing the placements have sufficient ownership of this aspect of the course to commit the resources necessary to undertake quality assurance systematically. Furthermore, youth services do not know what it costs them to provide work placements. In addition, they do not know if the provision of work placements is of benefit to or a drain on their staff's time, facilities and service provision to young people.
- 23 HEIs do not do enough to ensure that work placement supervisors know what they should be doing or that they have the necessary skills to make an effective contribution to a student's learning.

How well do Welsh PYO employers and HEIs work together to develop the curriculum and prepare a newly qualified workforce for a changing youth service?

- 24 The Welsh Assembly Government's youth service strategy provides a very good strategic basis with clear objectives for the collaborative development of youth worker training. However, key stakeholders have done little so far to address these objectives. There is a lack of leadership and shared vision to drive forward joint working.
- 25 There are few on-going and regular formal opportunities for youth service managers to discuss the development of current youth and community qualification courses with HEI programme teams. However, HEIs have consulted well with youth services in the design and development of their new BA courses in readiness for the revised criteria for professional qualification to an honours degree from September 2010.

How well does the curriculum prepare students for the role of professional youth worker in Wales?

- 26 The quality of course documentation across the HEI sector and within most courses varies too much. The best examples are clear and comprehensive. However, in a minority of cases important documents are dense, use obscure language and are hard to interpret.
- 27 The core academic curriculum for youth and community work training is comprehensive, and covers fully the knowledge, understanding and skills required of a professional youth worker in both youth service provision and in other agencies that employ youth workers.
- 28 Work placements account for up to 50% of the course marks and are an important part of the curriculum for students. However, curriculum planners do not make enough links between the understanding of theoretical models gained in academic study and the development of practical skills in work placements where those models apply.
- 29 Many students have a basic awareness of assessment criteria relating to the academic aspects of their course work, but are less certain about what they need to do to achieve well during their placements. Feedback to students on their assignments is generally clear, diagnostic and constructive. However, in a minority of cases, feedback is late, does not contain enough formative judgements, and does not do enough to help the student prepare for the next module or phase of training.
- 30 HEIs have a good understanding of the Welsh policy and cultural context. These aspects are appropriately covered in course curricula.
- 31 HEIs arrangements to attract and support students to study through the medium of Welsh are not adequate. Not enough work has been done by HEIs and other stakeholders to measure the level of interest from current or prospective students for Welsh-medium courses or modules. In most courses, HEIs offer too few opportunities for students to study all or part of their course bilingually or through the medium of Welsh. Moreover, the requirement for students to opt into the few opportunities for Welsh medium or bilingual study, acts as a barrier and consequently very few students do so.

How accessible do HEIs make youth work qualification courses?

- 32 There is a wide range of qualification course available in Wales at diploma, degree and masters levels. Entry requirements to these courses are broadly similar, but their application varies widely, especially the requirement for prior youth work experience.
- 33 All HEIs delivering youth and community courses provide sound and comprehensive learning-support services to students.

- 34 A minority of students funded by youth service employers:
- do not know from one year to the next whether there is adequate funding to complete the course; and
 - are not given sufficient time off work for study or to undertake their alternative placement.
- 35 All HEIs offer the opportunity to transfer credits accumulated at other institutions provided they equate to a full year of study. However, youth workers in the field generally do not understand how credit transfers work.

Recommendations

The Welsh Assembly Government should:

- R1 Assume the strategic lead in working with all stakeholders to ensure that partners undertake full responsibility for contributing to the successful implementation of the national youth service strategy.

Higher education institutions should:

- R2 Make arrangements for discussion and sharing of good practice between youth and community, health and social services and trainee teacher courses, in order to improve course arrangements for youth and community students;
- R3 Organise regular meetings with all employers of qualified youth workers, to consult on the design, content and delivery of youth and community courses;
- R4 Develop effective agreements with work placement providers that:
- clearly define the responsibilities of all parties;
 - improve the quality assurance of work placements; and
 - secure sufficient placements to meet the needs of their student cohorts;
- R5 make sure that curriculum planning develops knowledge, understanding and skills in contexts that integrate practice with theory;
- R6 Improve the clarity of guidance to work placement supervisors about their educational role in courses, so they know clearly their responsibilities for developing trainees' professional skills, knowledge and understanding;
- R7 Improve access to training for work placement supervisors, to ensure they can undertake their training responsibilities and assessment roles effectively;
- R8 In co-operation with local authority youth services, research:
- the impact of work placements on youth service provision, in terms of their cost, value for money and the raising of standards; and
 - the demand for Welsh-medium provision on youth and community courses; and
- R9 Ensure that all students receive clear, constructive and timely feedback on their assignments and progress during placements.

Regional consortia of local authority youth services should:

R10 Attend HEI programme development meetings to represent the interests of local authority youth services.

Local authority youth services should:

R11 In co-operation with HEIs, contribute to the research into:

- the impact of work placements on youth service provision, in terms of their cost, value for money and the raising of standards of provision;
- the demand for Welsh-medium and/or bilingual youth and community qualification courses;

R12 Improve the quality assurance of work placements provided by their staff, to ensure all supervisors undertaking mentoring and assessment roles are appropriately qualified, and fulfil their responsibilities; and

R13 Ensure that arrangements for staff to undertake professionally qualifying courses are equitable taking into account the work-study balance required to achieve the qualification, and make commitments to funding courses fully transparent.

Do the arrangements for monitoring the quality of training programmes ensure that teaching, learning and work-practice placements develop effective staff?

- 36 Most senior managers in HEIs understand the importance and relevance of youth and community work qualifications. All senior managers at head of school or head of faculty level show a good understanding of the issues facing youth and community courses under their responsibility. These issues include the increase in the numbers of younger and less experienced students wanting to undertake youth and community work courses, and the difficulties in securing high quality work placements for students.
- 37 Senior managers have a clear rationale for the location of these courses in a particular faculty or school. They recognise the importance of joint working between programmes and courses. However, the sharing of good practice between youth and community students, health and social services students and trainee teachers, in particular in the emphasis and management of learning through work placements is not well developed.
- 38 In most cases, external examiners' reports are very positive about the youth and community courses. However, many of these reports focus too much on the quality of students' written work, and do not take enough account of the quality of other important aspects of the course. They do not speak frequently enough with students to find out their views or scrutinise the work placement part of the course and do not address issues such as Welsh speaking students' bilingual needs. In a few cases, external examiners' reports are not evaluative enough.
- 39 Most higher education tutors survey youth work students about their courses on a regular basis, either at the end of particular course units or at the end of the year. In many cases, they listen well to students and they modify commonly identified issues promptly to better meet students' needs.
- 40 The academic aspects of youth and community courses are effectively quality assured through the appropriate corporate quality assurance systems. However, the quality assurance of work placements is less effective. Although there is usually a published handbook for work placements, neither the HEIs nor agencies providing work placements have written agreements in place that are clear enough to ensure each partner understands and subscribes to its respective role in the student's education and training. As a result, none of the partners pays close enough attention to the quality of the work placement or the quality of the learning support or the content of that learning.
- 41 In most cases, HEIs only assure the quality of work placements through reviewing documents and checking procedures. Tutors do not directly observe and monitor often enough the quality of the supervisors' or line managers' input. Consequently, tutors do not provide adequate direction to work placement supervisors and line managers on how to improve their formative feedback to the students in order to develop their skills and to help them to link theory to the underpinning knowledge.

- 42 For their part, youth services do not do enough to quality assure the work of their staff, who deliver work placements, mentor students and undertake assessments of students' work. In addition, youth services do not do enough to evaluate the impact of training on the services they provide for young people. They do not know the cost of providing work placements, or their impact on provision or service capacity through releasing staff time for supervision and mentoring, and therefore the value for money of this commitment. Youth service managers are not held effectively to account for this aspect of their work by their local authority line managers.
- 43 In many cases, the quality of summative reports that the supervisors or line managers write is poor. Too often, they do not provide good evidence of how a student is meeting the standards for youth work. This is often because the work placement supervisors have had little or no specific training for their role. In addition, the design of report forms is often poor. This means that supervisors and line managers do not have access to good examples of summative reports to which they can refer.
- 44 Many supervisors do not know how the work placement aligns with the taught university course, or understand how their reports contribute to the overall qualification and its assessment. They are unclear about how to separate out line management supervision from work placement supervision or how to undertake their mentoring role and end-of-placement assessment.

How well do Welsh PYO employers and HEIs work together to develop the curriculum and prepare a newly qualified workforce for a changing youth service?

- 45 The Welsh Assembly Government's youth service strategy⁹ provides a very good strategic basis for the collaborative development of youth and community worker training. However, despite the clear targets set out in the strategy, key stakeholders have done little so far to address these.
- 46 A number of communities of interest meet regularly across Wales to discuss youth and community work training. These include the Wales HEIs Training Agencies Group¹⁰ (TAG), the Wales Education Training Standards Committee (ETS), the Principal Youth Officers' (PYO) group¹¹, a strategic Workforce Development Group, co-ordinated by the Lifelong Learning UK (LLUK), and the Training Managers' Group to develop workforce development strategies. However, there is no commonly acknowledged point of leadership for the field and as a result, there is no shared vision for joint working between stakeholders, no common national approach to youth worker training, and there is little on-going research into the needs of the field or the extent of the demand for Welsh-medium courses.
- 47 Whilst most senior youth service managers recognise the need for students to have good quality placements there is no overarching planning by either the HEIs or the local authorities to make sure that there are enough good placements available. Many local authorities take too narrow a view of youth work placements and only provide for those students they employ. This means that students who are not employed have fewer opportunities to gain local authority placements.
- 48 There are too few regular formal opportunities for youth service managers to discuss the on-going development of youth and community courses with HEI programme teams. Consequently, there is too much disagreement between stakeholders about the core nature and focus of youth work, the important work place skills, and the management competencies and thinking skills youth workers need in order to do their job effectively, and secure advancement throughout their career. However, more recently, all HEI programme teams have consulted widely with the field in preparation of their new BA honours courses, ready for the revised criteria for professional qualifications from September 2010.

⁹ 'Young people, youth work, Youth Service' as cited above

¹⁰ The Welsh Training Agencies Group for Youth and Community Work is a network for all the HEIs that provide endorsed youth and community work training courses in Wales. The Welsh TAG is part of the UKTAG, which includes members from all professionally endorsed youth and community courses across the UK.

¹¹ The Principal Youth Officers Group (PYOG) is made up of local authority officers and has a key role in advising on the strategic development and delivery of youth services and other associated initiatives on behalf of local authorities in Wales. This professional group is a sub-group of The Association of Directors of Education in Wales (ADEW). ADEW is the professional group of local authority officers accountable for statutory education functions in each of the Local Authorities in Wales.

- 49 In a few cases, there is good collaboration between HEIs and their neighbouring local authority youth services. This joint working is at its most effective where the local authority has employed a youth service training officer, with sufficient time available to take responsibility for the development of its workforce strategy. However, in many youth services, there is not enough funding to employ a training officer. Consequently, the role either has disappeared or has been subsumed into many other management responsibilities.

How well does the curriculum prepare students for the role of professional youth worker in Wales?

- 50 The core academic curriculum for youth and community work training is fit for purpose. The taught curriculum is comprehensive, and covers well the theoretical aspects behind the skills and knowledge required of a professional youth worker in both youth service provision and in other agencies, which employ youth workers. The curriculum links well to the NOS through the overall design of the various programmes, their constituent modules or courses, individual sessions and assessments.
- 51 Courses engage students well, and as a consequence, most students speak highly of the courses they follow, and they are very satisfied with the way the courses prepare them for the role of professional youth and community worker. Most students find their academic studies stimulating and they value the challenge of linking theory and practice, and the opportunities for critical reflection on their fieldwork in supervision, tutorials and assessment tasks.
- 52 Students' access to research materials is improving. There is a growing collection of documents, key legislation, annual reports, and briefings available to students. These resources help to extend students' understanding of curriculum issues. Collaborative working between Trinity University College and the YMCA has resulted in a new bilingual website www.youthworkwales.co.uk. The aim of the site is to provide practitioners, tutors, students and managers of youth services in Wales with a range of information, which will help develop thinking and practice.
- 53 Work placements account for up to 50% of the course marks and are an important part of the curriculum for students. However, curriculum planners, tutors and work placement supervisors do not make enough links between the understanding of theoretical models gained in academic study and the development of practical skills in work placements where those models apply. As a consequence, work practice learning is not seen clearly as a fundamental part of the design of the overall curriculum. A minority of students, youth service employers and work placement supervisors complain that courses are too academic, do not include enough practical skills-based elements, and do not do enough to develop professional habits such as reliability and punctuality.
- 54 All HEIs have handbooks in place covering work placements, and a database of agencies prepared to offer these. However, students who are not local or who are not employed within the youth service may struggle to find a suitable placement. This occasionally means that a student does not work in a second placement, which best meets his or her developmental needs. HEIs do not monitor this process carefully enough.
- 55 Some employers find the alternative placement a challenge. They are unwilling to release their staff to work in other organisations, and in turn are unwilling to take students on placement from other organisations. This presents difficulties for students, employers and HEIs in meeting the current ETS requirement for a minimum of a 180-hour alternative placement for each student by the end of Level 5.

- 56 The process of programme review and revalidation undertaken in readiness for the change to an honours degree level profession for students enrolling from September 2010 has had a positive impact on HEIs, as they remodel their programmes to take account of this change. All HEIs already offer degree level courses over and above the current level 5 benchmark for qualification. These degree courses help students' development as professional workers. Level 6 (degree) students show greater readiness for the challenge of work as professionals than level 5 diploma students.
- 57 The quality of course documentation varies. The best examples are clear and comprehensive, and include the minimum expectations of students, tutors and supervisors, assignment briefings, assessment criteria, feedback arrangements and reading lists. However, in a minority of cases, documents are dense, use obscure language and are hard for students, tutors and work place supervisors to interpret. These documents lack clear guidance on the procedures dealing effectively with the underperformance of the student or work placement supervisor.
- 58 Overall, there is a good range of assessment tasks that challenge students to reflect critically on their placement experiences and engage with different theoretical perspectives. Many students have a basic awareness of assessment criteria relating to course work, but are less certain over what they need to do to achieve well during their placements.
- 59 Feedback to students on their assignments is generally clear, diagnostic and constructive. In most cases, guidance about marking criteria, turnaround time for assignments and feedback to students is good. However, in a minority of cases feedback to students on the quality and appropriateness of the content of their assignments is not good enough. In a few courses, students do not receive feedback sufficiently in advance of the next assignment to understand their strengths and weaknesses and how to improve their work. Very able students are not always challenged enough to further develop their thinking and critical analysis. In a few cases, students only receive marks with no comments or written guidance on how to improve.
- 60 HEIs have good understanding of the Welsh Assembly Government's youth policies and the Welsh cultural context. These are appropriately covered in HEI Youth and Community curricula, and they are covered well in modules dealing with the wider UK and European youth policy.
- 61 HEIs arrangements to attract and support students to study through the medium of Welsh are not adequate. In most courses, HEIs offer too few opportunities to pursue elements of their courses, such as taught sessions and seminars, complete assignments or receive assessments through the medium of Welsh, or undertake Welsh-medium placements. HEIs are not proactive enough in developing opportunities for study through the medium of Welsh. Instead they place too much responsibility on Welsh-speaking students to opt into these additional arrangements. As a consequence, very few students choose these options.

How accessible do HEIs make youth work qualification courses?

- 62 Across Wales, there is a wide range of full and part-time, undergraduate and masters level routes to qualification with a choice between distance-learning, campus and franchised based learning. All youth service employers enable members of their staff group to undertake professional level qualification training. Nearly all youth services give their staff a choice of qualification courses from across the range of HEIs in Wales.
- 63 The entry requirements for prior youth work experience to the various courses are broadly similar across the HEIs. However, all HEIs interpret and apply this requirement differently. Although all institutions recommend that every applicant has some youth work experience, and that those without it gain experience before commencing the course, not all HEIs insist on this.
- 64 Around 33% of students are funded by youth service employers and are released during the working week to attend courses and undertake study for the professional qualification. However, the amount of time allocated varies between youth services and rarely covers the full amount needed to meet learning and study needs. Many of these students have temporary and fixed-term contracts and are funded through time-limited grants, with no guarantee of continuity of employment or financial support for their course. The demands of study, maintaining paid employment and uncertainty over funding have in some cases resulted in students dropping out.
- 65 All HEIs delivering youth and community courses provide high quality, comprehensive support services to students. These services are well co-ordinated, well delivered, and are clearly understood, valued and accessed by students. There is good provision in place to support students in identifying and addressing their study skills needs. This includes in depth and appropriate support for those with significant learning needs.
- 66 Work has progressed well within the HEIs to develop and embed electronic methods of communication, teaching and learning. Most students recognise the benefits of this and use ICT confidently. In most cases, there are good arrangements in place to support students' use of ICT. The students have good access to e-books and virtual learning areas. Tutors and students use ICT well to discuss key issues and improve performance.
- 67 All HEIs offer the opportunity to transfer credits accumulated at other institutions provided that they equate to full years of study. However, many in the youth and community field and students on these courses do not understand clearly the rules governing credit accumulation and transfer.

Appendix One

Evidence base for the survey

The scope of this survey covered the JNC-recognised courses leading to the professional qualification for youth and community workers in Glyndwr University, The Open University, Trinity University College, University of Wales Institute Cardiff (UWIC), and the University of Wales Newport (UWN).

During the survey, inspectors interviewed staff from the Welsh Assembly Government Youth Service Branch, and the ETS. Inspectors also interviewed heads of school, heads of faculty, course managers and tutors, and current students in each of the Higher Education Institutes. Inspectors also interviewed principal youth officers, training officers, work placement supervisors and youth service employed students.

Inspectors scrutinised extensive documentation provided by each youth service, and each HEI.

Appendix Two

Current JNC recognised courses run in Wales

Institution	Course Title
Glyndwr University (previously known as North East Wales Institute Wrexham (NEWI))	Diploma of Higher Education in Youth Studies
	BA in Youth and Community Studies
	Post Graduate Diploma in Youth Studies leading to MA Youth and Community Studies
Open University	Foundation degree in Working With Young People
Trinity College Carmarthen	BA Youth and Community Work
	Post Graduate Diploma in Youth and Community Work leading to MA Youth and Community Work
University of Wales Institute Cardiff (UWIC)	DipHE in Community Education - Part-Time Attendance
	BA Community Education - Full-time Attendance
	Post Graduate Diploma in Community Professions (Youth and Community Work) leading to MA in the Community Professions
University of Wales Newport (UWN)	BA Honours Youth and Community Work

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