

Professional Youth Worker Endorsement Guidelines

The Requirements for Professional Endorsement by the Education Training Standards Committee Wales of Higher Education courses and programmes which are recognised by the Joint Negotiating Committee (JNC) for Youth & Community Workers as conferring Professional Youth Worker status.

May 2020 [Final Draft]

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Audience

- Higher Education institutions who currently, or propose to, deliver professionally recognised Youth Work / Youth and Community Work training programmes;
- employers, managers, practitioners and students within the local authority and voluntary sector Youth Service in Wales;
- employers, managers, practitioners and students within other organisations that deliver Youth Work in Wales.

Overview

These guidelines replace those produced and published by ETS Wales in 2010.

Further information is available from:

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INTRODUCTION by Steve Drowley, Chair of ETS Wales

My predecessor as Chair of ETS, Gareth Newton, referred in his introduction to the previous set of Endorsement Guidelines to Dickens famous opening to A Tale of Two Cities, "It was the best of times, it was the worst of times... we had everything before us, we had nothing before us...". How extraordinarily relevant that quotation remains! I am writing this introduction to the revised Guidelines as the Coronavirus pandemic continues to ravage the UK and indeed the whole world. Millions of workers have been furloughed, thousands have died, and the country is in lock-down – the worst of times – and the need of young people for association with each other and with trusted adults can be achieved almost only by digital means. We wonder whether things will ever get back to normal, and what the much touted 'new normal' will look like. And the best of times? In the weeks and months leading up to 2020's spring lock-down, the prospects for youth and community work in Wales had not looked so encouraging for many years. A revised Youth Work Strategy for Wales was published in June 2019, asserting the need for a sustainable model for Youth Work in Wales to be recommended to Welsh Government by an Interim Youth Work Board by the end of 2020. One of the five aims of the Strategy for the support of voluntary and paid professional youth work staff states that 'our greatest resource is the youth workforce...We value their effort and want to reward it with an offer of learning and support'. The Strategy re-asserts the need to ensure the training of professionally qualified youth workers, and that programmes meet the needs of young people today – a challenge to keep youth work and youth work training up to date, for example through developing digital pathways.

Another portent of better times for youth and community work since the last Guidelines were published is the arrival in April 2017 of the registration of youth workers and youth support workers with the Education Workforce Council. This formal and crucial recognition of those working with young people at all levels as part of the education workforce gives a legal basis to their qualified status, and added momentum to the continued development of courses offering professional qualification for youth workers.

In 2019, revised National Occupational Standards for Youth Work were published, demonstrating the concerted ways that youth work is seen as a profession across the UK. Interestingly the most obvious change is the introduction of a new section on work with communities, re-emphasising the understanding of youth work taking place in community contexts, be they geographical, virtual or communities of interest.

So, I warmly commend these revised Endorsement Guidelines to you, at a time when youth work is increasingly recognised, and youth workers have never been more needed and valued. Thank you for all the work you do to support the training of professional youth workers and the endorsement of programmes across Wales, whether you are a member of ETS, sit on endorsement panels, work in universities offering courses, are part of the voluntary and maintained youth work organisations providing placements and supervisors for students, or are responsible for the crucial registration, funding, infra-structural and strategic support of Youth Work in Wales and beyond.

Steve Drowley – Chair of ETS Cymru/Wales – May 2020

**ETS Wales
Vision and Values**

Our vision and principles for the professional education and training of Youth Workers / Youth and Community Workers.

We seek to contribute to the achievement of the highest standards of practitioner education and training in the belief that this will contribute to the development of outstanding services for children, young people and communities.

Our vision is of high quality professional education and training which:

- inspires, equips and enables Youth Workers / **youth and community workers** and to work with children, young people and communities effectively in a wide range of youth, **community** and settings in line with respective National Occupational Standards and academic Subject Benchmark Statements;
- values diversity, challenges discrimination and promotes equality and social justice;
- meets the needs and aspirations of a wide range of stakeholders, including employers, government and the communities of Wales;
- is organized in a way which promotes access, continuity and progression for learners at all levels of education through the active collaboration and partnership of all the partners involved;
- draws on the expertise of peers and our networks;
- is part of a wider structure of continuing professional development;
- is recognized by UK and international partners;
- contributes to the development of a well qualified and engaged workforce, by developing highly motivated and committed practitioners who are trusted, respected and valued and who can contribute to the ongoing development of both policy and their profession at all levels;
- makes efficient, effective and economical use of the available resources.

Our values and ways of working

- We embrace the Nolan Seven Principles of Public Life;
- we act independently, professionally and fair-mindedly;
- we work as a team with trust, openness and frankness;
- we work to maintain good relations with and among all our stakeholders;
- we value the expertise of peers and our professional networks
- we give full consideration to the national interest and to the interests of the Youth Work / **youth and community work** and playwork professions; and
- we strive for continuous improvement in our working practices and judgements.

BACKGROUND

1. These guidelines set out the means by which the Education and Training Standards (ETS) Committee Wales will aim to ensure that the training and education of Youth Workers¹ seeking a full professional qualification satisfies the requirements of the Joint Negotiating Committee (JNC) for professionally qualified status and meets the needs of young people in Wales for quality Youth Work services. The guidelines have regard to corresponding endorsement guidelines issued elsewhere in the UK and Ireland and have been developed in consultation with all those who have an interest in this work.
2. Programmes that meet these requirements confer professionally qualified status for Youth Workers under the terms and conditions of the JNC and are included in the JNC Agreement. This set of guidelines only relates to programmes at Higher Education level. The ETS Committee for Wales also endorses pre-HE courses for Youth Support Workers and these guidelines will be available separately from the ETS Adviser.
3. ETS Wales is the Professional Statutory and Regulatory Body (PSRB) for Youth Work. PSRBs are a diverse group of employer bodies that promote the interests of people working in professions, and accredit or endorse courses that meet professional standards.
4. Holding a JNC-recognised Youth Work qualification allows individuals to register with the Education Workforce Council (EWC) for Wales. EWC is the regulatory body for the teaching, further education, Youth Work and work-based learning professions. There is a statutory requirement for certain employers to register their youth-work-qualified employees.
5. In addition to its remit for Youth Work, the ETS Wales has a potential role with community development and play-work. Separate guidelines are being developed for each sector to reflect the significant differences in the delivery context of each and in the occupational mapping that has been undertaken in each area.
6. Section 1 of these guidelines outlines the context of Youth Work in Wales and the key policies, documents, nature and purpose and values that shape Youth Work and Youth Work training. Section 2 outlines the nature of professional endorsement, routes to qualification, the underlying value base, and the minimum requirements for local and nationally qualified status. In Section 3 there is a detailed breakdown of the content to be included in a submission and the criteria against which any submission will be judged. The professional endorsement and monitoring processes are described in Section 4.
7. These guidelines aim to provide a comprehensive description of the professional endorsement criteria. They describe the process that is rigorously applied by ETS Wales in its scrutiny of submissions. Additional guidance will be produced from time to time to support the process. The guidelines will be updated administratively on an annual basis to take account of the changing landscape, but a full review of the guidelines involving stakeholders will take place every four years. Organisations preparing an endorsement submission should confirm with the ETS Adviser that they are using the most up-to-date guidelines.

¹ The term "youth and community work" is often used to describe this work, but we use the term "Youth Work" in this document to avoid confusion with the term "community development" which is mapped against different national occupational standards.



SECTION 1: CONTEXT OF YOUTH WORK IN WALES

8. This section outlines the nature and purpose of Youth Work and the key policies, documents and values that shape Youth Work and Youth Work training. ETS Wales will expect to see them reflected in all submissions. Direct quotations are shown in blue text.
9. It is acknowledged that Youth Work in Wales is influenced by, and should contribute to, wider UK, international and European Youth Work contexts.
10. A number of key drivers shape Youth Work in Wales and affect these guidelines. These include:
 - JNC Agreement 2016 (the Pink Book)
 - QAA Subject Benchmark Statement for Youth and Community Work (2019)
 - The National Occupational Standards for Youth Work (2019)
 - The National Youth Work Strategy for Wales (2019) & Implementation documents
 - Youth Work in Wales: Principles and Purposes (2018)
 - Extending Entitlement Policy and Directions & Guidance (2000, 2001)
 - Other Welsh Government policy on young people, current at the time of the submission.
 - The United Nations Convention on the Rights of the Child
 - EWC and Code of Conduct
 - Youth Work Code of Occupational Ethics
 - The Credit and Qualifications Framework for Wales
 - Estyn inspection reports of Youth Work and Youth Work training
11. The following key duties for Professional Youth Workers are identified in the **JNC Agreement**:
 - Working directly with young people to develop their social education by providing programmes of activities, services and facilities;
 - Establishing contact with and guiding young people as part of local programmes;
 - Providing advice and support to local community groups and agencies;
 - Assisting in the motivation, retention, developing and support of staff and volunteers;
 - Contributing to service development by planning, delivering and monitoring of local provisions;
 - Implementing equality and diversity policies;
 - Establishing and maintaining relationships with young people and community groups;
 - Maintaining quality of service provision including giving directions to other workers;
 - First line management responsibility for workers and volunteers, including recruiting, developing and initial disciplining of staff;
 - Initiating and monitoring developments of services, particularly with other agencies;
 - Performing and ensuring the discharge of administrative duties (including budget control, records keeping and health and safety)

- Managing and developing a range of services;
 - Managing and developing staff and facilities;
 - Working with other agencies to develop services across the community;
 - Designing, leading and implementing a Youth Work curriculum;
 - Leading project development and implementation.
12. Working closely with the sector, **Subject Benchmark Statements** have been developed by the Quality Assurance Agency (QAA) for a range of disciplines to set out clearly the academic characteristics and standards of UK programmes.
13. Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.
14. Subject benchmark statements are intended to assist those involved in programme design, delivery and review. They do not represent a national curriculum in a subject area, rather they allow for flexibility and innovation in programme design, within an overall conceptual framework established by an academic subject community.
15. Employer representatives of the sectors within Youth Work have agreed a suite of **National Occupational Standards (NOS)**². NOS seek to capture and define the skills, knowledge and competences used within a work sector and form an agreed set of aspects, units and elements that are used to describe what work with young people entails in terms of understanding, skill and competence levels. At the core, and underpinning the Standards, are **values** which distinguish Youth Work from other, sometimes related activities involving young people. These values need to be placed within the local, social and political context within which Youth Work activities are undertaken, and of which Youth Workers will need to be aware. They also illustrate how Youth Work is involved in the holistic development of young people, and are as follows:

Youth Work Values from National Occupational Standards:

- **Participation and active involvement:**
 - Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, have fun, and find support;
 - The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space;
 - It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them.

² NOS 2019, extract at Appendix1.



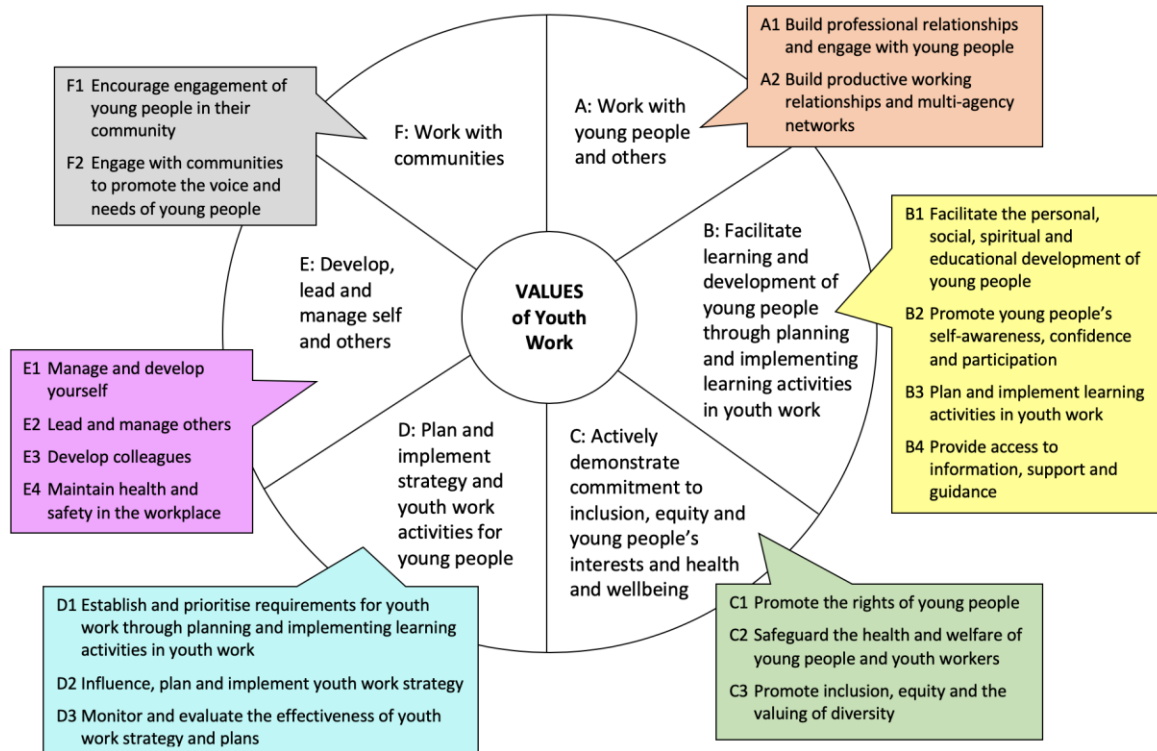
- **Equity, diversity and inclusion:**
 - It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas;
 - It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment;
 - It is underpinned by the principles of equity, diversity and interdependence.
 - **Partnership with young people and others**
 - It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity;
 - It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development.
 - It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential.
 - **Personal, social and political development:**
 - It is concerned with how young people feel, and not just with what they know and can do;
 - It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live;
 - It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues.
16. Within the National Occupational Standards the nature and purpose of Youth Work is illustrated by a functional map (see next page).
17. The values imply that the Youth Worker will demonstrate a clear understanding of, and commitment to, equality and diversity and the importance of choice, freedom, responsibility and justice. It follows that the educational programmes created by Youth Workers will reflect the understanding and commitments set out in paragraph 15 and the functional map.
18. The Youth Worker's task, therefore, is to plan and provide appropriate experiences, to take advantage of those which arise spontaneously, and to foster learning by employing a range of interpersonal skills such as group work, mentoring and advocacy. Relevant themes and issues such as health, housing and employment are incorporated as appropriate. This task, and the understanding and skills to deliver it, form the bedrock for all education and training programmes for Youth Workers.

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK

THE KEY PURPOSE OF YOUTH WORK is to....

'Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK



With the values at the centre, this diagram identifies six first-level functions (as set out within the main circle) undertaken in achieving the key purpose. The numerical order is for convenience only, and does not imply a particular hierarchy. The second-level functions indicated in the surrounding boxes are those undertaken in achieving the relevant first-level function.

A fuller version of the NOS is available at Appendix 2.

19. The **Youth Work Strategy for Wales** was published by the Welsh Government in 2019. In setting a vision for the Youth Service in Wales, the Strategy states:

Wales is a country where:

- all young people are thriving, with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through Youth Work approaches
- Youth Work is rights-based, informed by young people, and collaboratively planned and supported by a skilled workforce of voluntary and paid professional staff
- the value of Youth Work is understood, with clear lines of accountability



Our vision for the future will be achieved by focusing our efforts across the following five aims.

1. Young people are thriving
2. Youth work is accessible and inclusive
3. Voluntary and paid professional Youth Work staff are supported throughout their careers to improve their practice
4. Youth work is valued and understood
5. A sustainable model for Youth Work delivery

20. The **Youth Work in Wales: Principles and Purposes document** acknowledges that Youth Work offers both planned and spontaneous opportunities for young people aged 11-25 to learn through experience about self, others and society.

21. Youth Work in Wales: Principles and Purposes states that the purposes of Youth Work in Wales are to:

- promote and actively encourage opportunities for all young people in order that they may fulfil their potential as empowered individuals and as members of groups and communities;
- support young people through significant changes in their lives and assist them to understand their responsibilities;
- support young people to be able to understand and exercise their rights
- encourage young people to gain and develop knowledge, understanding, attitudes and values and to make constructive use of their skills, resources and time;
- Promote opportunities and access for all young people whatever their race, gender, sexual identity, language, religion, disability, age, background or personal circumstances;
- challenge oppression and inequality;
- support and enable young people in keeping themselves safe.

22. **The Welsh Government** through Section 123 of the Learning and Skills Act 2000 may direct local authorities to provide youth support services to encourage, enable or assist young persons (directly or indirectly) –

- to participate effectively in education and training
- to take advantage of opportunities for employment or
- to participate effectively and responsibly in the life of their communities.

23. This has resulted in a number of key policy documents setting out the range of services to which young people are entitled, for example **Extending Entitlement** and subsequent Directions and Guidance document which set out the services local authorities must provide for young people.

24. Wider Welsh Government policies and legislation also affect young people. These include, for example: the Youth Engagement and Progression Framework; Successful Futures/Curriculum for Wales; Social Services and Well-being (Wales) Act 2014; and Well-being of Future Generations (Wales) Act 2015.

25. The Welsh Government has adopted the **United Nations Convention on the Rights of the Child** (UNCRC) as a basis for all its policies relating to children and young people. The 'Rights of Children and Young Persons (Wales) Measure' 2011 placed a duty on all Welsh Ministers to have due regard to the substantive rights and obligations within the UNCRC when making policy for children and young people in Wales.
26. The **Education Workforce Council** (EWC) is the independent regulator for the education workforce in Wales, covering teachers and learning support staff in school and further education settings, qualified youth/youth support workers and work-based learning practitioners. Holders of a JNC-recognised Youth Work qualification are eligible to register with the EWC and, for those employed in certain local authority and voluntary settings, registration is a legal requirement. Registrants also must abide by a Code of Conduct and [commit to upholding the key principles of: Personal and Professional Responsibility; Professional Integrity; Collaborative Working; Professional Knowledge and Understanding; and, Professional Learning.](#)
27. All learning, including mainstream qualifications, offered in Wales comes under a single unifying structure – the **Credit and Qualifications Framework for Wales (CQFW)**. The Framework for Higher Education (FHEQ) is part of the CQFW. The CQFW merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.
28. ETS Wales also works closely with **Estyn, Her Majesty's Inspectorate for Education**. An Estyn representative has observer status on ETS Wales. From 2007 Estyn has had powers to inspect youth and community work training provided by Higher Education Institutions in Wales.
29. ETS Wales, in line with Welsh Government policy, aims to ensure that where learners embark on a programme of learning they set off on a pathway or route that enables them to gain qualifications at progressively higher levels. For Youth Work, a Wales Coherent Route diagram provides an illustration of the available qualifications that provide a pathway for learners to follow. These Guidelines will help to ensure that arrangements are in place to secure that progression, in terms of both programmes and qualifications. Programmes will be expected to show how they contribute to the concept of progression as illustrated in the Wales Coherent Route.
30. **While this is not an exhaustive list, ETS Wales expects that all proposals for professional endorsement will demonstrate that these key drivers (and their successors) have been used to inform the design and management of professionally qualifying programmes. ETS Wales will also expect to see cognisance of developing policies, documents and initiatives.**

Future developments

31. Wales needs Youth Workers who can deliver the current Youth Work Strategy in accordance with the principles and values of Youth Work regardless of the institution they have attended. This assurance is largely secured by the professional endorsement process. However, in light of wider developments and in preparation for



the next update of these guidelines, ETS Wales will consult and collaborate with appropriate representative bodies.

Equality, Diversity and Human Rights

32. Youth work is an emancipatory process and the sector is committed to the principles of equality and diversity, and to the promotion of human rights. Many individuals and groups experience discrimination as oppression - a systematic process whereby more powerful individuals, groups and institutions unjustly limit the lives, experiences, opportunities, choices and material well-being of those with less power. Effective Youth Work can play a part in redressing such disadvantage and discrimination and encourage a culture that celebrates equality and diversity.
33. A diverse society, committed to social justice, should seek to remove unjust discrimination in all aspects of life, including those not covered by legislation.
34. The Equality Act (2010), The Welsh Language Act (1993), Human Rights legislation, and UN Convention on the Rights of the Child (1989) and Principles & Purposes of Youth Work in Wales give added emphasis to the concerns of Youth Work.
35. Moreover, Youth Work values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for Youth Work is committed to challenging oppression and unjust discrimination and to promoting equity and fairness, ensuring that all young people receive the support they need to fulfil their potential.

Welsh Language Standards

36. ETS Wales expects institutions to meet the duties placed upon them by the Welsh Language Commissioner to deliver services through the medium of Welsh, consider the language when making policies, encourage more Welsh language use in the workplace, promote the language and keep records of how they are performing their duties.



SECTION 2: THE NATURE OF PROFESSIONAL ENDORSEMENT

37. This section outlines the nature of professional endorsement, routes to qualification, the underlying value base, and the requirements for professionally qualified Youth Worker status.

Professional Endorsement and the role of the Joint Negotiating Committee (JNC) for Youth and Community Workers, ETS Wales and other agencies.

38. The JNC was established in 1961 following recommendations from the Albemarle Report on the youth service in England. It comprises a staff side and an employers' side who meet to agree the salary scales and terms and conditions of service of Youth Workers. The National Youth Agency in England and ETS Wales professionally endorse Youth Work training programmes on behalf of the JNC.

39. ETS Wales' vision and values are set out at the beginning of this document.

40. Membership of the ETS Wales Committee is representative of the youth & community work and playwork sectors. Further information can be found in the Memorandum of Understanding and Terms of Reference.

41. In Wales, organisations wishing to secure professional endorsement for their programmes make submissions to the ETS Adviser. These submissions are required to follow a structure laid out in these Guidelines. The Adviser arranges the appointment of a chair for the Endorsement Panel, who is required to be a member of ETS. The appointed Panel chair and the ETS Adviser work jointly to appoint a panel that contains the appropriate levels of expertise and sector competence and also reflects the culture and diversity of Wales. The Endorsement Panel is given the powers by ETS to endorse (or not) the programme and they present their report to ETS who note their decision and inform the JNC.

42. While ETS is charged with the task of defining criteria for professional recognition, the work is undertaken in collaboration with a cross-section of those involved in the field. This principle of peer review enables both the training and the endorsement process to have credibility and encourages collective responsibility and accountability for the professional recognition.

43. Members of the Endorsement Panel appointed by ETS are responsible for:

- the application of the requirements for professional endorsement;
- scrutinising submissions for recognition and ensuring that programmes meet nationally agreed standards;
- ensuring that the practice of professional endorsement is implemented in accordance with agreed values and principles.

In Wales, professionally qualified status derives from the holding of an award that has been professionally endorsed by ETS Wales on behalf of the JNC. In England this function is carried out by the ETS Committee of the National Youth Agency and is



termed 'professional validation'. Endorsement in Northern Ireland and the Republic of Ireland is carried out by the North South ETS and in Scotland by the Community Learning and Development Standards Council. To ensure that UK and Ireland developments have parity, the respective endorsing bodies meet twice a year as Joint ETS. Contact details of the above agencies can be found on the ETS Wales website.

44. The respective jurisdictions of Joint ETS work collaboratively in order to ensure parity of qualifications in the Youth Work sector. Increasing global population mobility and ensuring compatibility with legislation around employment law and the 'transportability' of qualifications is likely to require more sustained and increasing levels of partnership working between the agencies.
45. Professional qualifications held by a graduate from an ETS Wales endorsed programme have similar status in England, Northern Ireland and the Republic of Ireland and Scotland; this process is covered by a Mutual Recognition Protocol agreed by Joint ETS (available from ETS Adviser).
46. A programme that operates across more than one country within the UK and Republic of Ireland will submit for professional validation/endorsement through the ETS committee in which the main administrative site of the institution is located. The working group that visits an institution to engage in the professional endorsement process of such a programme will include representation, as appropriate, from, or on behalf of, England ETS, ETS Wales, North South ETS and CLD Standards Council.

Training, Qualifications and Employment

47. A wide range of jobs is covered by the JNC pay and conditions of service in youth and community work and qualified Youth Workers secure positions across a range of community-based educational settings. They may also work in other occupational settings and in specialist roles for local authorities, youth justice teams, health authorities, leisure and arts departments and voluntary sector organisations. Whilst acknowledging that other occupations value the generic skills of Youth Workers, ETS Wales will seek to ensure that the programmes it endorses prepare people for work as professional Youth Workers whatever their setting.
48. The main routes into professionally qualified Youth Work currently are:
 - Degree (with honours) – three years full-time or part-time equivalent
 - Postgraduate Diploma - one year full-time or part-time equivalent
 - Higher degree (incorporating professional qualification) - one year full-time or part-time equivalent
49. **In 2010, Honours Degree level became the minimum requirement for conferring professional status for Youth Work in Wales. In this regard, completion of a DipHE or Foundation Degree for students recruited for courses that began in September 2010 or later do not confer professional status.**



50. Historically, a number of routes led to professional qualification; all of these continue to enjoy parity of esteem under the JNC Agreement irrespective of their academic and/or organisational arrangements. A full list of historical JNC recognised programmes is available from the National Youth Agency and ETS Wales websites.
51. Individual Recognition (available only for students trained outside the UK and Ireland) is the procedure for enabling them to achieve professional recognition as individuals and has been recently reviewed. The requirements of the route to individual, professional recognition are published separately from this document and are available from the ETS Adviser.
52. At pre-professional qualifying level, a number of qualifications are available for Youth Support Workers and requirements for these are developed separately. These are listed in the Coherent Route diagram (link in Appendix 4).

Requirements

53. The key drivers on which the requirements for professional endorsement are based are set out in Section 1. All proposals for professional endorsement must demonstrate that these drivers, particularly the QAA Subject Benchmark Statement for Youth and Community Work and the National Occupational Standards for Youth Work, have been used to inform the design and management of professionally qualifying programmes.
54. ETS Wales will require each submission to demonstrate that the curriculum is informed by social science and educational theory, and is fully abreast of contemporary policy and practice initiatives and developments.
55. Submissions must also demonstrate how students are introduced to a range of models of practice and enabled to develop confidence and competence in their application across different contexts and situations.
56. Submissions must demonstrate how **theory and practice interrelate** and ensure that students possess the understanding and skill to translate these into programmes of personal and social education with young people.
57. Key to this is the concept of reflective practice, where all subject knowledge and understanding is grounded in the application of, and reflection on, practice-based, individual, mutual and organisational learning processes (QAA Subject Benchmark Statement for Youth and Community Work).
58. The planning and delivery of personal and social education curricula for young people must constitute an integral part of the practice programme and take account of current themes and priorities.



The Learning Process: Principles into Practice

59. The learning process of programmes of training must fully reflect the values and principles underlying Youth Work and recognise, incorporate and promote:
- Youth Work as primarily an educational process, entered into voluntarily and delivered informally across a wide range of settings;
 - learning as a life-long developmental process of observation, listening, reflection, analysis and action;
 - theory and practice as inseparable components in the development of reflective practitioners;
 - the value of prior learning and experience;
 - the active involvement of the participants at all stages in the learning process;
 - a range of models, styles and approaches for work with young people and adults;
 - models of practice which encourage positive action leading to greater equality and social justice.

Professional and Personal Suitability for Youth Work

60. Paragraphs 53-59 set out the mechanisms by which prospective workers will make the transition from interested applicant to motivated student and then to qualified practitioner. There is, however a range of less tangible qualities that the professional Youth Worker must be able to demonstrate. These attributes (listed below) must be evident at entry to a professionally qualifying programme and sustained during that education and training. ETS Wales expects institutions to have in place systems that ensure an applicant is positively disposed towards these attributes and that the programme enables them to develop further such attributes in their practice after qualification. These attributes include:

- recognising the importance of integrity in all personal and social interactions and respecting the human rights of young people;
- accepting the values and principles of Youth Work (paragraph 62);
- accepting codes of conduct for Youth Work in Wales (paragraph 63);
- a commitment to an ethos of reflective practice.

61. ETS Wales will require institutions to have in place admissions systems and entry criteria that ensure that only those applicants with the required personal attributes are admitted to the programme and that they are then suitably developed (through the student experience) towards the goal of professionalism.

62. Professional Youth Workers must comply with Youth Work values as set out in the National Occupational Standards for Youth Work (paragraph 15).

63. Professional Youth Workers must demonstrate suitability to practise and comply with the EWC Code of Conduct and the Code of Occupational Ethics for the Youth Service in Wales (see Appendix 4).



64. In light of paragraphs 60-63, ETS Wales will require institutions to have in place a Fitness to Practise policy. A representative of ETS Wales may be involved in an institution's Fitness to Practise panel hearing in an advisory capacity but will not take part in decision making.

Disclosure and Barring

65. Institutions have a duty to ensure that students do not have a criminal record which would prevent them from working with children and young people or vulnerable adults. ETS Wales expects the institution to have systems in place by which it can assure itself of an applicant's suitability in this respect. An enhanced disclosure via the Disclosure and Barring Service (DBS) will fulfil this duty.



SECTION 3: REQUIREMENTS FOR THE CONTENT OF SUBMISSIONS

CRITERIA AND EVIDENCE TO BE INCLUDED IN A SUBMISSION

There are 17 required aspects for the submission document. In order to guide institutions the criteria for each aspect are supplemented by a description of material that would provide sufficient evidence of adherence to those criteria. In judging submissions ETS Wales will evaluate the congruence of the documentation provided by the institution with the criteria set out in this section. Material must be submitted in line with the requirements set out in this section.

1. Organisational Arrangements

Criteria.

Institutions must clearly articulate:

- the identity of the institution(s) to which all matters relating to the programme should be addressed;
- details of partnership arrangements, if any, including the respective responsibilities of all parties to the partnership;
- the status of the institution.

Evidence

Submissions must contain:

- all relevant contact names and addresses;
- copies of contracts of any partnership arrangements to secure the programme.

2. Nature of the Award

Criteria

Institutions must provide evidence that the programme:

- carries a qualification or credit at the appropriate level;
- is clearly identified to students as leading to professional qualification in youth and community work as defined by the JNC³;
- offers transferable credits to students transferring between institutions.

³ Examples of current and historical programme titles are available at www.etswales.org.uk/jnc-professional



Evidence

Submissions must state precisely:

- the name/title of the qualification to be awarded
- the name of the awarding body/bodies - full title, address, status of organisation
- the name of the academic /validation body and/or any other form of endorsement/validation or accreditation secured or sought;
- the academic level of the award;
- the minimum length of time of study required to achieve the award, including part-time variations, and the normally allowed maximum;
- the methods used to deliver the programme, including electronic or distance learning;
- how the institution offers transferable credits to students transferring between institutions.

3. Market Analysis

Criteria

Institutions must demonstrate that they:

- have undertaken relevant market research to determine the demand/need for the programme and that there is a sufficient pool of suitable potential recruits and appropriate placement opportunities.

Evidence

Submissions must contain:

- a brief introduction outlining relevant background including a description of the development of the programme and any special features of the organisation or the local community. It should refer to any recent consultations, previews or inspections. In particular, any report from QAA (institutional review or subject inspection) must be made available for courses at CQFW Level 4-7;
- similarly, any relevant Estyn inspection reports should be included;
- results from market research undertaken to explore the employment needs of the locality and the region, and the occupational prospects of the students;
- information (e.g. minutes of meetings) that demonstrate that consultation has taken place with appropriate bodies e.g. Welsh Government Youth Workofficials, Principal Youth Officers Group Wales and the Council for Wales of Voluntary Youth Services.



4. Confirmation of Professional Recognition

Criteria

Institutions must ensure that:

- the award is a clearly named professional one, distinguishable from other academic or non-professional programmes. The term 'Youth Work' or 'Youth and Community Work' must be in the title of the award;
- students will receive formal written notification from the institution of professional recognition of their qualification by ETS Wales and JNC, without obligation on the part of the student to apply first for such notification. Where possible it is also expected that professional recognition is included on the academic certification of the award provided to the student;
- taking due cognisance of GDPR requirements, they notify ETS with details of students gaining the professional qualification and distribute to students certificates from ETS Wales confirming JNC professional recognition. ETS Wales and EWC may at times share information to verify an individual's qualification status.

Evidence

Submissions must contain:

- details of the institution's practices in this area and examples of documentation and certification.

5. Length of Programme

Criteria

Institutions must provide evidence that the programme contains the following elements:

- it complies with the minimum period for professional endorsement :
 - Undergraduate Programmes (CQFW Level 4-6) -**
 - three years full time (or part time equivalent)
 - Post Graduate Programmes (CQFW Level 7) -**
 - one year full time (or part time equivalent)
- it complies with the **minimum** requirements of fieldwork practice:
 - 800 hours over a programme whose minimum length is three years full time
 - 300 hours over a programme whose minimum length is one year full time
(this will be subject to ongoing review in light of developing practice in the UK).
- the practice commitment, which may take place at any time in the year, must include a substantive block placement which ensures the student is fully immersed in the



work of the placement organisation. This should be for a minimum of 200⁴ hours for full time students (or pro-rata equivalent for part-time modes). The block placement should take place towards the mid or latter part of the programme.

- the practice commitment must require students to devote at least 50 per cent of their committed time to face-to-face practice (i.e. direct contact with young people aged 11-25). The practice should enable the student to demonstrate in different ways a range of competencies as referred to in Section 1 of this document.
- the practice arrangements include a structure that requires that students undertake a placement in each year of the programme at the academic level of their study and at least two placements in different locations over the life of the programme. Arrangements should also be in place for students wishing to undertake a placement in Welsh. The alternative placement must take place in a location which ensures that students:
 - experience different organisational structures and arrangements;
 - follow a programme of work which is new and challenging;
 - have a different supervisor and line-manager;
 - wherever possible, students should move to a different employer, although there may be occasion when a move within a large organisation (a local authority or national voluntary organisation) is justifiable and the only feasible alternative.
- the minimum acceptable length for the alternative placement is 200 hours for undergraduate programmes and 120 hours on a postgraduate route.
- the third year placement for undergraduate programmes focuses on the student's final element of study.
- that Honours degrees contain assessed Youth Work practice on each level of the programme and seek to integrate the academic aim of an honours degree with the aims of professional practice.

ETS Wales recognises that institutions will structure the timetable to the mutual benefit of students and staff taking account of both personal considerations and ways of learning. There may be increasing reliance on the programme on the use of distance learning methods and e-learning. However, the programme must provide evidence that the curriculum provides for the development of highly skilled interpersonal work with individual and groups of young people.

- **In a programme leading to a professional qualification, full attendance/participation across all core elements of the curriculum is required (measured at a minimum of 80 per cent). The institution's quality assurance and management arrangements for the programme should ensure adherence to this requirement.**
- 'Fast track' systems that reduce the overall number of years that it can take a student to complete an Honours degree will not normally exceed 45 weeks study per

⁴ Any variance will only be considered under exceptional circumstances and only if the institution is able demonstrate to ETS Wales sound and valid reasons for doing so.



year and will ensure that the workload is not prohibitive of a student maintaining effective employment and securing their health.

Evidence

Submissions must contain:

- a clear specification of programme length including practice allocation;
- detail of the minimum length of study required to achieve the award, part time variation, and the normally allowed maximum;
- a policy available to students, practice agencies and employers outlining the *Requirements* for all practice placements and how they meet the different levels of the Programme and the needs of students wishing to undertake a placement in Welsh;
- a clear explanation of how employment based routes are managed and supported within a programme, highlighting any specific or particular variations to procedure; an explanation of how the approach to study used ensures that the curriculum provides for the development of interpersonal, intervention and group work skills with young people;
- details of policy and practice associated with student attendance and participation.

6. Accrediting Prior Learning (APL) and Prior Experiential Learning (APEL)

APL refers to the accreditation of prior formal learning including assessed practice. APEL refers to accreditation of prior experiential learning that has not been formally assessed within credit bearing programmes but is the result of work and life experience.

Criteria

Institutions must verify that:

- they have taken into account international and UK developments in recognition of prior learning and rules of combination for credit. The unit based approach to the award of credit allows for the wider recognition of a set of achievements, as individuals will not have to demonstrate that they have completed a full qualification to earn credit. Under the rules of combination, credits from different levels can be combined as long as no more than 20% of the credits are used from the lower level. Under this endorsement, at Level 4 this can be taken forward where:
 - a) no more than 20 credits at Level 3 are set aside for this purpose; and
 - b) the programme is combined to a recognised JNC Youth Support Worker qualification.
- they will only accept for APL tangible evidence, such as copies of certificates or transcripts, of a similar level of attainment in a comparable programme of study in an equivalent institutional setting;
- any such APL system forms part of a larger, institution-wide, procedure; and
- advanced standing to the second level of a programme may only occur where:



- a) the prior learning to be credited for the first level of the programme includes assessed practice on a recognised JNC programme such that at the end of the third level of the programme the student will have completed 800 hours with 50 per cent face to face practice with young people; or
- b) the prior learning to be credited at the first level of the programme includes assessed practice that meets the following criteria:
 - i. practice has been supervised with reports written by both supervisor and student
 - ii. practice involved group work
 - iii. practice took place in a range of contexts
 - iv. practice involved work on social and personal development
 - v. learning achieved covers, and has been mapped to the NOS for Youth Work
 - vi. evidence of practice and reports are produced
 - vii. at the end of the third level of the programme the student will have completed 800 hours with 50% face to face practice with young people, and
 - viii. when awarding credit within an APL system institutions must indicate which field work elements of their programme are essential for personal and professional development and mandatory for the student's progression; or
- c) the institution has sufficient bridging requirements set in place to accommodate any extenuating circumstances that may result in the failure to complete the required practice.

And in all cases:

- the award of advanced standing for APEL is not permitted within the endorsed programmes leading to the award of professional status;
- admission to the beginning of professionally endorsed programmes through APEL is valid, valuable and encouraged.

Evidence

Submissions must contain:

- a statement on how the institution has explored ways of accrediting the learning achieved through a recognised JNC Youth Support Worker qualification under the rules of combination or through other means;
- a definitive statement on APL and admissions to the programme with advanced standing, and evidence of how it is applied;
- a definitive statement on APEL and admission to the programme, with evidence of how it is applied;
- copies of institutional procedure relating to APL;
- where the institution's procedure allows for APEL to provide advanced standing at admission, a clear statement identifying the accepted break in procedure made in relation to the programme being proposed; and



- where applicable, details of bridging requirement in place to cover extenuating circumstances

7. Professional Focus, Coherence and Structure

Criteria

Institutions must set out:

- a coherent rationale for the programme indicating how it leads to professional development and recognition;
- how theory and practice are inter-related particularly during student assessment procedures;
- the inter-relationships of all elements of the programme to ensure that the rationale is met and the outcomes secured;
- how the programme includes attention to underlying principles and values;
- how the JNC Framework, QAA Subject Benchmark statement for Youth and Community Work, National Occupational Standards for Youth Work, the Principles and Purposes of Youth Work in Wales, the Youth Work Strategy for Wales, and the QAA Quality Code, Advice and Guidance: Work-based Learning have been used in the development of the programme;
- separate presentation of the detailed curriculum which must include reference to key contemporary developments and publications in youth policy and practice. Details of the modules must be presented as an accompanying document.

Evidence

Submissions must contain:

- a detailed description of the nature of the programme, its main emphases and orientations, structures and systems;
- demonstration of how the course content meets the Requirements as set out in Section 2 (paragraphs 53-58);
- well-balanced and up to date reading lists drawing upon broader theoretical literature and specialist publications, an explanation of how more extensive lists of references are identified to students and an explanation of processes in place to ensure regular review and revision of references and resources drawn on within the programme.



8. Application of Equality and Diversity Principles

Criterion

Institutions must provide:

- evidence that the institution's policies on equality and diversity are in existence and applied appropriately to the programme. Within this, that the principles of equality and diversity set out within **Section 1** are enshrined within all practices and curriculum content of the programme.

Evidence

Submissions must contain:

- the institution's current equality and diversity policy statement, including its Welsh language policy and evidence of its application;
- explanation and evidence of how the policy has been adopted in practice within the programme.

9. Programme Delivery: Teaching and Learning Methods

Criteria

Institutions must demonstrate that:

- there are sufficient resources for teaching and learning;
- various forms of good practice in teaching and learning are used;
- students' competence in ICT at an appropriate level is ensured;
- students' learning needs are identified and their needs addressed;
- student's Welsh language needs are identified and their needs addressed;
- students have access to ICT resources, at appropriate levels and convenient times;
- consultative structures are available to allow students to participate actively in their learning.

Evidence

Submissions must contain detailed information on:

- the teaching and learning methods employed on the programme;
- sizes of teaching groups, the amount of individual and small group tutorial time;
- support mechanisms for students with learning difficulties;
- support mechanisms for Welsh speaking students;
- the extent and nature of student participation;



- the opportunities for students to influence the learning processes;
- methods employed to ensure that students are confident and competent users of ICT.

10. Practice Arrangements

Criteria

Institutions must provide evidence that:

- practice elements are integrated within the overall programme structure and are used effectively as a key means of securing students' learning, development and improved practice;
- students undertake three placements, two of which must be in different locations and adhere to the requirements set out under **Length of Programme** (see aspect 5); in summary:

	Undergraduate	Post-graduate
Minimum hours over whole programme:	800 hours	300 hours
Alternative placement hours:	200 hours	120 hours
Face-to-face work with 11-25 year olds:	50% (400 hours)	50% (150 hours)

- students wishing to undertake placements in Welsh are able to do so;
- students receive an adequate number of visits in their placement from a tutor, suitable to the placement level, length and particular needs of the learner, with the first visit to take place early on in the placement;
- all field work supervisors visiting students on placements have had DBS checks. Special arrangements may be made in exceptional circumstances, such as overseas placements;
- practice focuses on working directly with young people aged 11-25 in a Youth Work or related community-based setting and such face-to-face practice should constitute no less than 50 per cent of the overall practice time set out under **Length of Programme** (see aspect 5);
- students have ready access to a JNC professionally qualified and experienced worker to reflect on their practice and this relationship is seen as a key means of developing student understanding and learning and improving student practice;
- one of the signatories on the final placement report (pass/fail) must be a JNC professionally qualified and experienced worker, trained in placement supervision;
- the institution has a well-managed system for organising practice and assuring its quality;
- assessment tools are used that enable judgment of a student's progression and performance in respect of professional competence and suitability as defined in **Section 2**, paragraphs 60-65;



- supervisors are provided with support and training for their roles and, within this, that assessors and supervisors receive clear guidance on the use of assessment tools for development and judgment of student performance;
- arrangements are in place for input from the programme team, and tutors, in approving the quality of the practice agency and supervision and supporting the student throughout the placement;
- arrangements for students in employment-based placements are clearly detailed in written agreements; practice opportunities are available in a range of different organisational settings including the voluntary sector;
- measures for achieving consistency in the assessment process are assured;
- the institution monitors its practice arrangements annually and includes its findings in the annual report to ETS Wales.
- equally robust arrangements apply for placements outside Wales.

Evidence

Submissions must contain details of:

- the aims of practice including specific aims, objectives and learning outcomes for the various practice elements;
- assessment methods;
- the roles of the all partners and individuals involved in the practice programme, including their commitment to Youth Work values, principles, and codes of conduct to promoting learning and improving student practice;
- administrative arrangements and responsibilities for setting up placements, with particular support at Level 4 - role of student, tutor and others involved, the latter to include (where applicable) contractual procedures with employers, procedures for conflict resolution, procedures for establishing placement contracts including any payment;
- arrangements for ensuring that students receive the required visits from a tutor during their placements and that these are used to develop student understanding, skills and practice;
- arrangements for ensuring that field work supervisors visiting students on placements have up to date DBS approval;
- briefing procedures, liaison with, support and training offered to the practice agencies and supervisors;
- details and guidelines for the student's placement reports and other required assignments;
- a definition of what constitutes face-to-face work (direct contact) with young people and examples of what can be included as part of non face-to-face work;
- emergency procedures - personal, professional, financial;



- a rationale for the distribution of time and scheduling of block and/or concurrent practice;
- arrangements for ensuring the appropriate JNC professional qualification of supervisors used, with criteria for recruitment, selection and training (including the induction programme for new supervisors) of practice supervisors, and a budget for overall practice programme;
- staffing arrangements for establishing and maintaining a pool of suitable placements including Welsh speaking placements (a list of placements to be included with the submission), coordinating placements and supervising practice;
- the means by which early intervention can be made to improve the student placement where circumstances demand it;
- how the quality of practice placements is assured on a continual basis, including procedures for profiling locations and keeping them under review to ensure that the development of students' skills and experiences is delivered in suitable settings, and procedures for vetting and/or removing unsuitable locations;
- the latest external examiner or other annual evaluation report on the operation of the practice aspects of the programme;
- a comprehensive handbook detailing the practice arrangements to be compiled annually and distributed to students and all those involved in managing, co-ordinating or supervising practice students. A copy must be included with the submission.

11. Assessment methods within the programme

Criteria

Institutions must ensure that the assessment process has:

- a range of tasks commensurate with the competencies in the NOS;
- a manageable schedule of assignment tasks;
- measures to ensure fairness and consistency within and between modules and between students;
- systems in place for students to submit assessed work in Welsh;
- a system of compensation (if any) which excludes failures in practice; a system in place to address issues of fitness to practice;
- a robust external examining process that secures professional competence and comments on how well the programme serves as a basis for professional formation, the strengths and weaknesses of programme aims, process, content and management in this respect, and how well the immediate field-partners are involved in, and satisfied by, the programme;
- at least two external examiners, one of whom must be an academic and the other must:



- a) hold a senior post in a field-based organisation;
- b) hold a JNC recognised qualification in youth and community work;
- c) have a minimum of three years experience in a senior position within youth and community work (either the statutory or voluntary Sector);
- d) have practical experience of Youth Work training in statutory or voluntary setting.

Evidence

Submissions must contain a detailed description of the structures and system for assessment, to include:

- an assessment schedule containing information about:
 - the nature of assignment(s);
 - length/amount of work required to complete a module;
 - range of modes of presentation;
 - assignment submission dates for each level of the programme for the year;
 - weighting/contribution to the overall total of credits.
- clearly stated criteria for assessing work of all types;
- staff identified who will assess students submitting work in Welsh;
- arrangements relating to compensation, issues of fitness to practice, late submissions and appeals;
- procedures for securing consistency in assessment standards;
- the extent, if any, of self and peer assessment;
- the institution's formal arrangements for assessment, i.e. committees, boards;
- procedures for appointing and dismissing external examiners and the key functions of the role;
- procedures for the supervision and assessment of placements, including Welsh speaking placements.

12. Leadership, Management and Development of the Programme

Criteria

Institutions must ensure that there is:

- a commitment to the programme at all levels and sufficient resources devoted to it to allow for its effective delivery;
- a dedicated structure for the programme team to oversee the programme;
- a commitment to improve and develop the programme through its period of endorsement;
- a clear system for strategic and operational leadership and management;



- formal representation of local employers (voluntary, local authority and other Youth Work organisations) and regional groupings in the management of the programme and the impact on course delivery and development;
- student representation in the management process; where there are partner organisations involved in the management and delivery of the programme, there are clearly defined roles and responsibilities for each partner;
- a practical commitment to contributing to the development of access and progression through collaboration with other HE providers.

Evidence

Submissions must contain:

- detailed information about resources for the programme in the form of budgetary evidence and a signed statement from the chief officer of the institution that this commitment will be (or continues to be) honoured;
- the organisational structure and programme location within the institution;
- the structure, composition, terms of reference, responsibilities and powers of programme committee (or equivalent, however named);
- the range and remit of staff roles e.g. programme leader, field work co-ordinator/manager;
- overall staffing, funding and resourcing, future plans and contingencies;
- the staff development programme and how outputs from it enhance the programme of study for students;
- mechanisms for regular structured involvement and consultation by representatives of the field, practice agencies used and employers with respect to the quality and development of the programme's curriculum, structures and practices;
- examples of changes in the programme made in response to feedback from the field;
- a copy of the written partnership agreements between organisations/institutions involved in the management and delivery of the programme;

13. Quality Assurance Systems

Criteria

Institutions must provide evidence of:

- institution-wide procedures and systems for effective monitoring and evaluation of the programme, including analysis of data showing trends and outcomes and benchmarking against those of other institutions; and
- relationship of these procedures and systems to review activities within the programme as set out under Leadership, Management and Development of the Programme (aspect 12);



- effective procedures and systems for planning for improving quality and raising standards;
- student progression and retention from one level of the programme to another and successful completion as well as attrition across the life of the programme.

Evidence

Submissions must contain:

- material explaining the institution's systems and procedures for the monitoring and evaluation of the programme and its structures including self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence and the use of data;
- analysis and evaluation of available data on trends and outcomes and benchmarking against those of other institutions;
- details of how the institution sets clear priorities and actions to bring about improvement including the allocation of adequate resources to support the priorities and how the actions taken have resulted in measurable improvements;
- any internal or external reports of the programme, e.g. from programme review, Higher Education Funding Council for Wales (HEFCW) Higher Education Statistics Agency (HESA), the Quality Assurance Agency or Estyn;
- clear rules and regulations regarding student attendance and attainment;
- details of how the institution tracks student retention across the life of the programme.

14. Admissions

Criteria

Institutions must set out:

- a clear strategy and evidence of a well-managed system for recruitment and selection;
- a clear rationale for any target groups linked with the professional focus of the programme;
- rigorous selection criteria that include requirements for personal, academic and practical Youth Work experience on entry as follows:
 - a minimum practical experience requirement of 100 hours for undergraduate entry and 200 hours for post-graduate entry. Practical experience should be with the relevant age group, evidenced and signed off by a qualified practitioner;
 - the holding of appropriate academic / vocational qualifications such as A levels, Access/Foundation courses or a Level 3 Youth Work qualification;



- a requirement for prospective students to undergo a process that demonstrates their ability to cope with the academic content of the programme;
- how the admissions procedure is informed by their APL/APEL processes (Requirement 6).

Evidence

Submissions must contain:

- a comprehensive strategy for recruitment linking projections, target populations, regional and local emphases with the professional focus of the course that is consistent, covering collaborative provision;
- the size and categories (if any) of the group the institution seeks to recruit - indicating maximum and minimum numbers;
- copies of the prospectus (or equivalent publication);
- any restrictions on application with reference to 'professional and personal suitability for Youth Work' in **Section 2**, paragraphs 60-65;
- requirements and criteria for admission, including minimum practical experience and qualifications and the information sought on applicants' criminal records;
- evidence of valid DBS checks on all new students at their time of entry and arrangements for undertaking and responding to the outcomes of such checks;
- details of how the institution assesses the basic skills of students along with the initial and on-going support provided;
- guidance given to, and composition of selection panels;
- the extent to which the Admissions Strategy reflects the institution's commitment to equality and diversity;
- evidence that admissions requirements are made clear in all marketing literature and material.

15. Staffing and Resourcing

Criteria

Institutions making a submission must ensure that there is:

- a well-balanced and experienced core of staff (no fewer than three JNC professionally qualified and recently/currently experienced) dedicated to undergraduate programmes;
- a wider team of staff contributing to the programme as a team, with a range of relevant/appropriate specialist skills and knowledge, and relevant/appropriate/recent field experience;



- a minimum of one core full time JNC professionally qualified and experienced staff member for each level/year group;
- a programme leader and staff member responsible for practice who are JNC professionally qualified and experienced;
- a limit on the employment of external sessional teaching staff which should not normally exceed 30 per cent of the FTE quota for the programme;
- an appropriate student-staff ratio, usually no more than 20:1 for Degree programmes and 16:1 for Postgraduate programmes;
- access to sufficient administrative support for the programme;
- formal verification supplied of staffing levels appropriate to criteria set out in this paragraph for each location/site in use should a programme operate from, or begin to operate from, more than one distinct site/location.

Evidence

Submissions must contain detailed information on:

- core staff: those who dedicate the greater part of their time to the programme. They will normally be employed full-time in the institution. It is expected that every route in a programme should have at least one designated core member of staff responsible for the management and implementation of the programme (programme leader or equivalent role) with access to sufficient administrative support;
- additional delivery/teaching staff who give between 40 and 60% of their work to the programme, making a significant contribution to it;
- occasional staff who normally only contribute to discrete areas of the curriculum on a restricted basis. Staff will be appropriately qualified in the subject area concerned and have some understanding of its link to the context of the occupation;
- contributions by visiting lecturers that are to be incorporated as an integral part of a programme of professional education and training. Such contributions should include input from fieldwork practitioners;
- the staff involved and the range of duties entailed, including research commitments in the area of Youth Work. Information should be included on:
 - modules/units for which responsible (inc. level of commitment)
 - supervisory/tutorial role (institution or field-based)
 - other roles within the programme
 - other responsibilities in other programmes
 - an indication of whether staff are core, main support, occasional or visiting;
- all staff, who will be appropriately qualified in the subject area concerned. Core staff will possess a JNC qualification and be knowledgeable about and familiar with current youth and community work practice, and committed to its promotion and development. Where an institution has a staff team which is not able to reflect the range of skills and perspectives required for an effective programme, it must describe the strategies and timescales it proposes to adopt to secure effectiveness;



- staff/student ratios to ensure that the course can be delivered effectively. The proportion of staff delivering the programme from each of the four categories set out above should be clearly indicated;
- the staffing policy must reflect the institution's commitment to equality and diversity and implementation of its Welsh language policy;
- curricula vitae of all of the core and additional delivery/teaching staff (including field work practice supervisors). A separate table should be included summarising the contributions of hourly paid staff recruited from external agencies and the particular responsibilities carried by them;
- the group size and tutorial provision related to the programme content and mode of delivery. In particular, ETS Wales will require evidence that the deployment of staff allows for work with individuals and small groups of students;
- the current edition of the staff development programme and any continuing professional development framework;
- administrative staff- the staff involved, range of duties and sufficiency of access.

16. Other Resources

Criteria

Institutions must verify that:

- a physical base for the programme is identified;
- accommodation for the programme enables a full range of teaching and learning methods to be employed, including up to date IT facilities;
- resources, including those for electronic or distance learning, are at a level and quality such that the programme can be delivered effectively;
- there is a diversity of resources to meet different learning needs.
- modular material is available in Welsh if required.

Evidence

Submissions must contain:

- details of the accommodation available to the programme and whether it has exclusive or shared use;
- a detailed breakdown of all other learning facilities and resources, including the level of resources for all learning facilities, i.e. written materials, IT, digital resources, access for staff and students to libraries, distance and elearning;
- accommodation and resources for people with a range of different learning needs with a clear indication of those categories of need for which facilities are not appropriate. Strategic planning to develop such facilities should be included in the submission;
- examples of modular material in Welsh where required;



- arrangements for childcare, if any.

17. Student Handbook

Criterion

Institutions must verify that:

- a current and comprehensive handbook for the programme will be made available to all students at the commencement of each year of the programme.

Evidence

Submissions must contain the current edition of the student handbook. It is expected that this would normally contain:

- a curriculum outline;
- information on assessment procedures, methods and deadlines;
- relevant administrative and managerial information;
- information about sources of formal and informal assistance;
- information on access to physical and mental health advice, support and counselling;
- advice and support for people with protected characteristics;
- information on student rights, including the formal academic appeals procedure;
- any supplementary documentation that is provided annually in relation to the academic level.



SECTION 4: THE PROFESSIONAL ENDORSEMENT AND MONITORING PROCESS

66. This section outlines the process of professional endorsement, including those for new and existing programmes and modifications to programmes. It also includes guidance on writing and submitting a proposal for professional endorsement, and an explanation of the principles and process of annual monitoring by ETS Wales of the continuing success of its professionally endorsed programmes.

Role of the ETS Adviser

67. Within the system of endorsement the ETS Adviser plays an important role in relation to both the institution making a submission and the Endorsement Panel. Their four main functions are:
- to advise an institution considering or pursuing activity leading to professional endorsement, about the ETS Wales' requirements and procedures;
 - to advise and guide the ETS Endorsement Panel in the scrutiny of submissions and to service the visit(s) made to the institution;
 - to advise and assist the ETS Endorsement Panel to carry out its endorsement responsibilities;
 - to assist the Chair of the Endorsement Panel in communicating with the institution and ETS Wales concerning decisions taken by the Panel.
68. Institutions making a submission are reminded that the Panel Adviser is accountable to ETS Wales and the requirements that the JNC have established. The role of the Panel Adviser is to promote the development of good practice in education and training in Youth Work. The Panel Adviser will help institutions to understand the requirements and procedures in preparing and proposing their submission for professional endorsement. Once that task is completed it is then the responsibility of the Endorsement Panel advised by the ETS Panel Adviser, to judge whether that content meets the requirements

New Proposals

69. Experience has shown that the development of a new programme, especially in an institution not previously offering Youth Work, is a fairly lengthy process. Institutions making a submission are strongly advised to contact ETS Wales at least 18 months ahead of the proposed starting date and to work within an agreed schedule whereby a formal submission reaches ETS Wales at least six months ahead of the then proposed start date. It is a condition of endorsement that all schemes meet this requirement if they wish to ensure that students recruited into the first cohort will secure JNC recognition. ETS Wales will negotiate a detailed schedule for professional endorsement with institutions to ensure a constructive developmental process in support of the proposal.



The Consideration of new programmes for Professional Endorsement

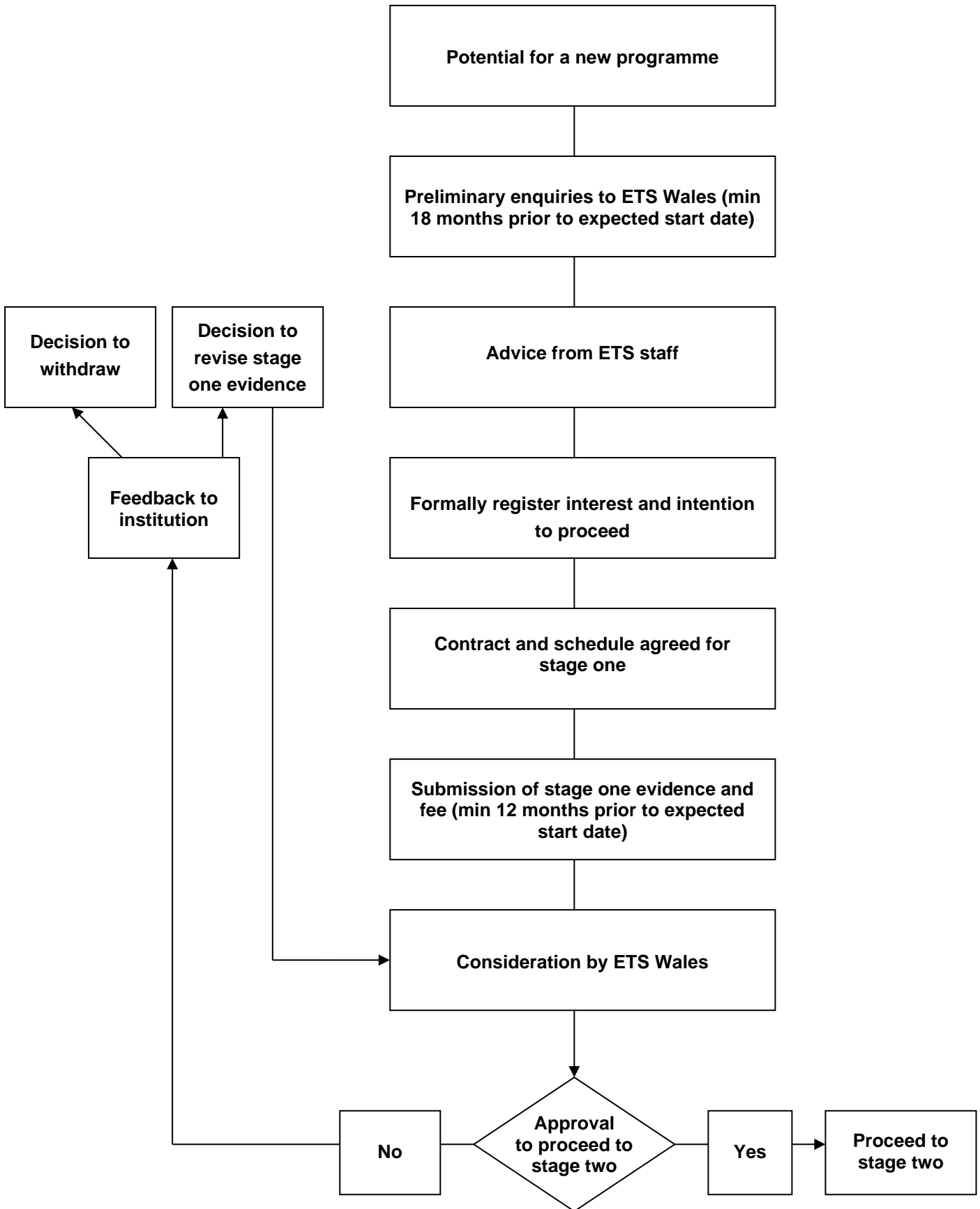
70. New programmes are considered in two stages.

70.1 Stage One

- The institution makes preliminary enquiries to ETS Wales, resulting in initial consultation, a visit and advice from ETS staff.
- The institution provides written formal registration of interest confirming the decision to proceed (or not). This is the point at which a schedule for the work necessary to complete the professional endorsement is negotiated.
- The institution is then required to provide evidence to demonstrate that:
 1. there is a current and potential pool of prospective recruits to sustain the proposal;
 2. key Youth Work employers, other potential employers and other training agencies support the proposal as a means of meeting employment needs (in normal circumstances evidence to be sought from local and regional sources);
 3. the institution is committed to the proposal and will give an assurance of resource allocation pertaining to:
 - staffing;
 - accommodation and teaching resources; and
 - set up costs to establish the programme;
 4. consultation has taken place to assess the nature and availability of suitable fieldwork locations in the locality and region;
 5. collaboration with representatives of the field has been secured and actual working relationships have commenced; and
 6. research clearly demonstrates, where appropriate, the validity of having two or more higher education courses in the same or close geographic location.
- Submission of this evidence must be accompanied by a covering letter from a senior member of staff, for example, Head of School or Dean to demonstrate their commitment and support to the submission documentation and also the first part of the fees for professional endorsement.
- ETS Wales will consider the evidence provided and on the basis of this it will decide whether to allow the institution to proceed to the second stage of the professional endorsement process. If at this time the institution is unsuccessful a full explanation will be offered including feedback or where improvements could have been made.



Stage One Diagram





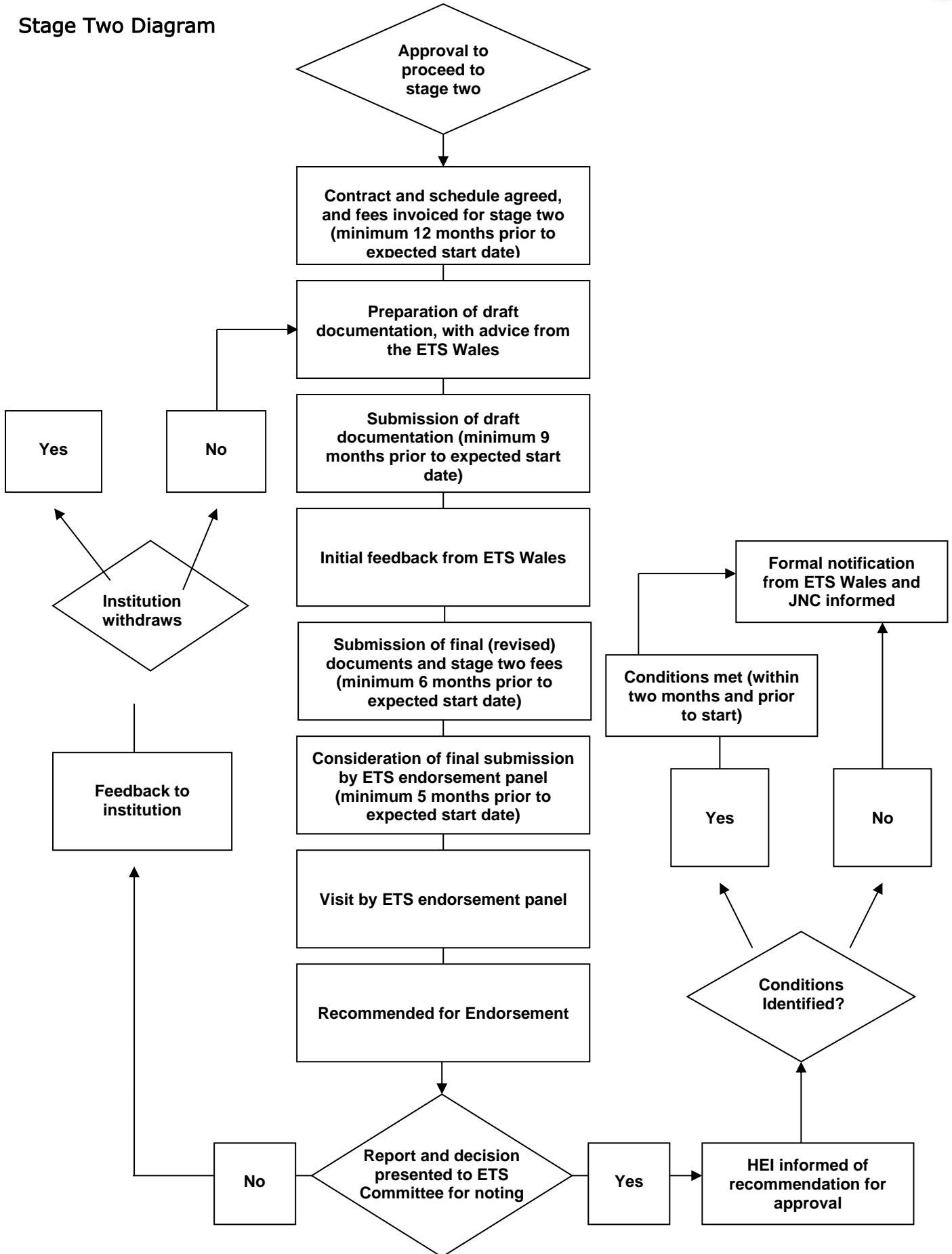
70.2 Stage Two

The institution is responsible for preparation of a submission that fulfils the *Requirements* as set out in Section 3 of this document. Steps in the schedule for this part of the endorsement process are:

- Planning and preparing a draft submission, with entitlement to a total of one day of support and advice from ETS Wales;
- Consideration of a draft submission by ETS and feedback to the institution;
- Revision of the draft submission (if required) by the institution;
- Consideration of the final submission by the endorsement panel of the ETS Wales Committee before and through a visit of the endorsement panel to the host institution. Details on the visit are set out in further detail in paragraphs 87-100;
- The final sum due to ETS Wales in respect of fees for professional endorsement to be paid. Please note: formal approval of professionally endorsed status will not be given until all fees have been paid;
- The decision of the endorsement panel is noted at the next meeting of ETS Wales Committee. Satisfaction of any conditions made will be necessary before formal approval of professionally endorsed status can be granted by ETS Wales;
- Formal notification of professionally endorsed status sent to the institution by ETS Wales;
- Inclusion of the programme within the JNC Agreement.



Stage Two Diagram



71. Institutions must enter into consultation and partnership working with employers and representatives from the local/national field **at a very early date**. Formal structures for input from the field into the management and development of the programme are outlined in Section 3 of this document.
72. Effective collaboration from an early stage will lead to greater success in the professional endorsement process and also continuing critical evaluation and review of the programme appropriate to contemporary needs within the Youth Work field. This collaboration is also likely to lead to a greater number and range of practice placements as well as wider continuing support for the programme by employers in the form of applications for places by employees and recruitment of graduates.
73. It is expected that all submissions will be made in accordance with the agreed schedule. Failure to do so may result in significant delays until such time as the endorsement panel of the ETS committee can re-schedule, which may impact on the organisation's ability to realise their anticipated programme start date. Where difficulties are being experienced it is the organisation's responsibility to raise this for discussion with the ETS Adviser.
74. It is also possible that delays and alterations to schedules may result in additional fees being necessarily negotiated in order to cover additional administrative and officer time. (See page 50 for details on fees.)
75. No marketing documentation for any proposed programme may cite 'JNC recognised' in advance of formal approval being granted.

Existing Programmes

76. Institutions with existing endorsed programmes should contact the ETS Adviser one year ahead of the expiry date (this date is advised in the letter of endorsement) to discuss a schedule for re-submission. ETS Wales has a five-year rolling programme for professional endorsement into which the schedule for re-submission will be fitted. It would be helpful for ETS Wales to be informed of internal or external academic endorsement events/reviews to ensure synchronisation, wherever possible. ETS Wales will advise on the arrangements for re-submission and in particular agree a schedule for re-submission to ensure that the formal proposal is submitted six months ahead of the renewal date.
77. The five yearly review of endorsed programmes will follow broadly the same procedures as those adopted for new programmes in that the documentation will be arranged according to the main headings of ETS Wales' requirements.
78. Institutions will be required to demonstrate that the programme remains well resourced, has the support of local employers and continues to recruit suitably qualified entrants. In that respect the evidence provided will be the same as that required at Stage 1 of a new submission but with an additional emphasis on student outcomes and feedback.



79. The review will enable institutions to make a fuller re-assessment of their programme than is afforded by the annual monitoring process and to make amendments as necessary. The re-submission should be set in the context of the annual reviews that will have enabled ETS Wales to identify any major concerns with the programme.
80. When considering re-endorsement, ETS Wales will consider submissions in conjunction with issues raised by previous endorsement events, the outcomes of annual reviews, the extent to which major changes to the programme are planned, and feedback from local employers.
81. Steps in the re-endorsement process are the same as those for Stage two of New Proposals (see paragraph 70.2 and Stage two diagram)

The Consideration of Modifications and/or Developments to Existing Programmes

82. During the five-year period for which professionally endorsed status is granted, institutions may wish to change aspects of their programme from that which was detailed within the original submission. Any changes to submissions must be notified to ETS Wales in writing. Changes may be deemed 'minor', 'substantial or 'major'. The ETS Adviser will provide guidance on this.
83. 'Minor' changes are those which require scrutiny by Chair and Adviser ETS Wales.
84. 'Substantial' changes are those that require further scrutiny by a member(s) of the original endorsement panel that visited the institution.
85. 'Major' changes are those that require a visit to the institution by one or more representatives of ETS Wales.
86. Fees are charged for modifications to programmes. Fees are charged appropriate to the workload and expenses incurred by ETS Wales as a result of the proposed modification. The charging policy and current fees can be obtained from ETS Wales. ETS Wales reserves the right to judge the nature and extent of the proposed change to the programme and hence the appropriate fee.

The Visit of the ETS Endorsement Panel

87. Submissions for professional endorsement will contain evidence that the proposed programme adheres to the Requirements set out in Section 3 of this document. ETS Wales will use this evidence to inform a process of inquiry into the nature of the programme. This inquiry takes the form of a visit by members who will be drawn from suitably qualified and experienced trainers, practitioners and managers of the youth and community sector in Wales and beyond, and will be chaired by a member of ETS Wales. The endorsement panel will be serviced by the ETS officer who will

have supported the development of the submission to the date of the visit. The visit will involve meetings with the institution and representatives of the groups that provide input into, or will benefit from, the programme.

88. ETS Wales expects the institution to secure the participation of all the individuals requested by the ETS officer. Failure to secure adequate and appropriate representation can adversely affect the endorsement process and may impact on the endorsement panel's ability to reach a conclusion.
89. The institution will notify the ETS officer of the names of individuals who are expected to attend the visit no less than three days before the date of the visit. The individuals expected to attend the visit include:

Senior Management

Normally at least three people comprising someone with responsibility for:

- institutional and faculty/school financial strategy, capable of giving authoritative advice on the financial commitment to, and security of the programme;
- managing quality assurance processes at the relevant level, and knowledgeable about how these apply to the proposed programme under scrutiny; and
- staff development and training in the unit and in the faculty/school.

Programme Team

- head of the unit containing the submission for a proposed programme;
- leader for the proposed programme;
- practice coordinator;
- all academic staff contributing to the programme;
- a selection of part-time/sessional practice tutors to the proposed programme; and
- representatives of all partner organisations/dispersed centres responsible for delivering the proposed programme (where appropriate).

Representatives from the Field

A group of 5 to 6 people representing:

- members of the professional field with formal involvement in the management and development of the programme;
- agencies who have students enrolled on the programme on a full or part time basis; and
- employers in the region.

A group of 6 to 8 people representing:

- placement supervisors; a sample reflecting the range of placement types used, e.g. voluntary, statutory and special-project agencies and small and large organisations.

Students

A group of 8 to 12 students from the existing programme (or similar programmes where the programme is proposed as new provision within the institution) and representing:

- all levels of study
 - full and part time students
 - employer supported and self-financing students
 - male and female students
 - older and younger students
 - ethnic minority students, and
 - recent graduates.
90. The institution will provide the endorsement panel with facilities for the duration of the professional endorsement visit that are suited to the groups attending and to quiet discussion and thought. The meeting room/s should be large enough to accommodate the endorsement panel and representatives of the programme comfortably and arranged in round-table format. Internet access for the endorsement panel should be provided. The meeting room/s should be as undisturbed by noise and institutional staff/students as possible. ETS Wales will inform the institution in advance should any member of the endorsement panel require facilities to assist with mobility or other support.
91. An endorsement panel visit for a new course endorsement will normally last for two days. A straightforward re-endorsement event may be completed within one day. ETS Wales will liaise with the institution in advance regarding the practical requirements of the panel visit, such as directions, overnight accommodation and the provision of refreshments for the duration of the visit. It is usual for all individuals representing the proposed programme at the visit to be invited to attend lunch and arrangements should allow for informal discussion between all involved.
92. The ETS endorsement panel will make decisions about the proposed programme on behalf of ETS Wales on the basis of their visit and scrutiny of the written proposal. Where possible, initial oral feedback may be given to the institution making the submission on the day of the visit indicating the nature of that decision, including detail of any conditions and recommendations, but this will be subject to formal confirmation. Written reports are referred to ETS Wales for information only, copies of which are sent to the institution concerned. The decision that conditions have been met is formally communicated in writing to the institution as soon as possible following the meeting of ETS Wales where the Chair of the endorsement panel formally reports the fact.
93. If unexpected circumstances arise during the course of the visit that give cause for concern (on either side), discussions may be adjourned for a short period until the matter has been resolved satisfactorily. If the matter cannot be readily resolved then the rest of the visit may need to be postponed pending further discussion between the institution and the ETS officer. After consultation with the ETS officer and panel members, the decision of the Panel Chair will be final. Paragraphs 121-125 provide details of the Appeals process.
94. Scrutiny of the submission and visit by the endorsement panel may result in one of three outcomes:

1. to endorse the programme unconditionally, with or without recommendations;
 2. to impose conditions that must be met before the programme is endorsed;
or
 3. not to endorse and to require a re-submission of the programme.
95. Where conditions are stipulated, these should normally be met within two months of the date of the letter stipulating conditions being sent to the institution by ETS Wales, unless the nature of the conditions makes this impracticable. Where this is the case, a specific time frame will be agreed by which time evidence of compliance must be provided.
96. Institutions should note that the endorsement is not secured until ETS Wales has received a response to conditions, the Chair of the endorsement panel has approved this as satisfactory, and payment of any outstanding fees has been made. The Chair's decision will be notified to the ETS Committee. Decisions on professional endorsement are communicated to JNC for inclusion in the JNC Agreement. A list of professionally endorsed courses in Wales, England, Ireland, Northern Ireland and Scotland is available on the web sites of the respective endorsing bodies (see Joint ETS Appendix 4)
97. ETS Wales does not confer retrospective endorsement on programmes. In those instances where responses are late or are unsatisfactory, the starting date for endorsement will be delayed.
98. On discontinuation of a programme, professionally endorsed status is valid for all students who have enrolled and commenced study within the five-year period following the last professionally endorsed event, and provided satisfactory annual monitoring results have been obtained for that period.
99. It is the responsibility of institution to ensure that endorsement is secured to cover all students recruited to the programme.
100. Institutions are encouraged to invite a member of ETS Wales to attend the academic validation/periodic review event/ meeting prior to the endorsement visit.

Writing a submission for Professional Endorsement

101. The *Requirements* (section 3 of this document) set out the criteria for professional endorsement and guide organisations as to the evidence that should be provided in order to demonstrate adherence to them. Because the writing and inspection of a submission is a lengthy process further advice to organisations is given here to ensure that their submission is effective in communicating policy and practice to ETS Wales in as cohesive a fashion as possible.



Structure

102. The submission should be as concise as possible, structured as one main document and supplemented with electronic appendices as necessary. The main document is required to be organised and presented in the following order and with the following headings, as used in section 3 of this document:
- Organisational Arrangements
 - Nature of the Award
 - Market Analysis
 - Confirmation of Professional Recognition
 - Length of Programme
 - Accrediting Prior Learning and Prior Experiential Learning
 - Professional Focus, Coherence and Structure
 - Application of Equal Opportunities Principles
 - Programme Delivery: Teaching and Learning Methods
 - Practice Arrangements
 - Assessment of student achievement within the Programme
 - Leadership, Management and Development of the Programme
 - Quality Assurance Systems
 - Admissions
 - Staffing and Resourcing
 - Other Resources
 - Reference to Placement and Student Handbooks
103. Appendices should be used to contain detailed policy documentation, curriculum content, periodic reviews and staff CVs etc. Also, practice and student handbooks, which will inevitably contain much material found in the main text. These can be supplied electronically.
104. ETS Wales will issue all new and re-submitting institutions with a proforma that must be attached to the front of the submission. The proforma is a form of index that has to be followed, so that the working group will know where in the documentation evidence relevant to the criteria listed in the **Requirements** (section 3) can be found.

Material specific to re-submissions

105. Content must include procedures and conclusions of review processes, including local employer consultation and external assessor recommendations, and a rationale for the re-submission. ETS Wales will require evidence that a substantial five year review has been conducted with evidence to demonstrate that appropriate modifications have been made as a result of the review and used to inform the development of the course. The ETS Adviser will advise on the scope of relevant material and its presentation



Use of documentation prepared for other purposes

106. It can be the case that documentation designed for other purposes may also be appropriate. For instance, some institutions use material prepared for academic validation/periodic review as a major part of the submission for professional endorsement. This is acceptable, providing it also clearly meets ETS Wales' criteria requirements both in content and presentation.

Use of Diagrams and Charts

107. Endorsement panels find summary charts and diagrams helpful in conveying complex structures and systems. For instance, diagrams and charts lend themselves readily to an illustration of programme structure, timeline, assessment schedules, inter-relationships and progression across elements of the curriculum; staffing and organisational structures.

Fit of Curriculum with the Requirements

108. ETS Wales does not prescribe a process of mapping a curriculum against NOS for Youth Work, QAA Subject Benchmarks etc (see section 1 of this document). It is, however, essential that a submission contains evidence, clearly indicated, that these external criteria have been used to develop the curriculum content and structure. Institutions are expected to show this 'fit' within the learning outcomes for each module and each level of the programme. An example of a 'mapping sheet' is included in Appendix 3 which institutions might find helpful.

Submission of Documentation

109. ETS Wales will require up to six hard copies of the main submission document for professional endorsement. However, electronic versions of appendices will be encouraged and this will be negotiated with the institution.
110. The schedule for the professional endorsement process includes a timeline for the submission of documentation. The submission and distribution of documentation is managed by the ETS officer. Timely submission of documentation at each point in the timeline is essential for the smooth and effective operation of the professional endorsement process.
111. The minimum requirement for receipt of final submission is at least four weeks prior to the agreed visit of the ETS endorsement panel. ETS Wales reserves the right to cancel an arranged visit if it does not receive submission material within the agreed timescale and/or considers that there are large gaps in the documentation sent by the institution. Unless requested by an endorsement panel or agreed with the ETS officer, tabled material will not be permitted at an endorsement event. Institutions

are expected to provide all necessary documentation by the agreed submission date.

Quality Assurance Processes

112. The main responsibility for monitoring and quality assurance of the programme rests with the institution. ETS Wales will require evidence on an annual basis that such monitoring and quality assurance has been undertaken and the outcomes addressed appropriately. ETS Wales will use this evidence to assess the continuing quality of the programme within the agreed terms of the endorsement.
113. If an institution fails to deliver to the standard of the agreed endorsement, including timely and complete return of the required annual report, ETS Wales can intervene, investigate and take appropriate action. This may include the immediate revoking of the endorsement.

Annual Monitoring Process⁵

114. All programmes will be monitored annually by ETS Wales. Completion and return of ETS Wales' Annual Monitoring Form to the timescale specified is a requirement for continuing endorsement.
115. ETS Wales monitors programmes in order to:
- ensure that the programme is operating in accordance with the criteria for professional endorsement;
 - be alerted to overall patterns and trends in education and training;
 - enable monitoring of changes to endorsed programmes; and
 - ensure that the programme is subject to a process of continuous improvement.
116. To enable ETS Wales to carry out its monitoring function, institutions are required to submit annually:
- completed Annual Reporting/Monitoring pro-forma;
 - staff development activities delivered;
 - programme quality enhancement processes carried out;
 - external examiners' reports (one academic and one field), including the institution's responses to recommendations from the previous year's report and forward plans made to address points raised in the current reports;
 - any reports of a formal review of courses (e.g. carried out by the institution or external body);
 - any other information relevant to the professional nature of the programme .

⁵ Annual Monitoring Reports available at <https://www.etswales.org.uk/annual-monitoring>



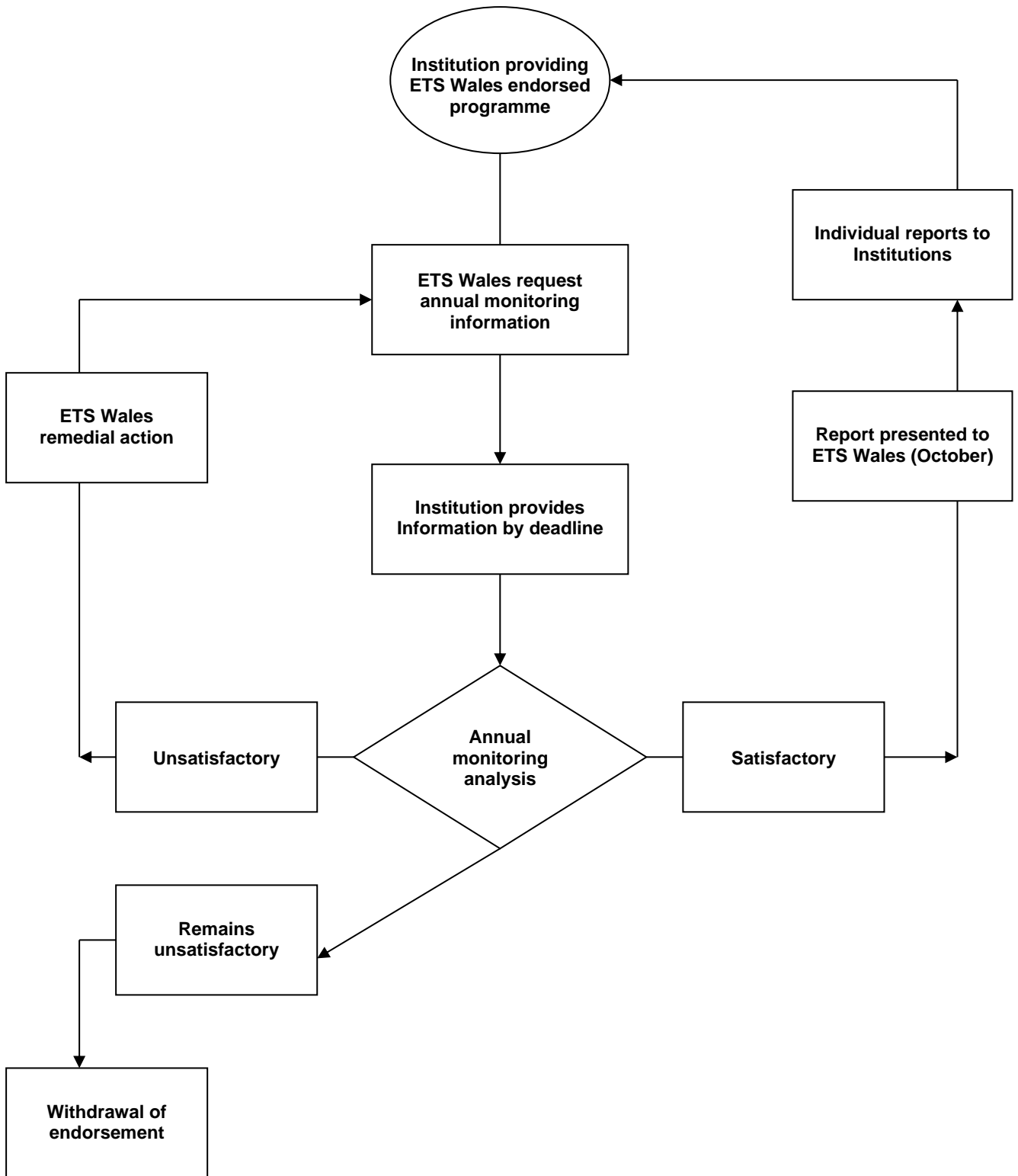
117. Based on information provided, representatives of the ETS committee may visit a sample of institutions annually and meet with senior management to discuss outcomes of the monitoring process.
118. It is not ETS Wales' intention to burden institutions with requirements for additional documentation beyond that which will normally be available for internal purposes. Rigorous reports prepared for internal quality assurance purposes will normally meet ETS Wales' requirements.
119. Reports to individual institutions will be sent, normally, after the February meeting of ETS. The report comprises commentary on the evident quality of the programme, statement of categorisation and recommendations for further development. In cases of unsatisfactory performance institutions will be instructed on action required by the programme team in response, according to paragraph 120 and the position of the ETS Committee regarding the continuing endorsement of the programme.

Withdrawal of Professional Endorsement

120. If, as a consequence of information arising from annual monitoring (including incomplete or late submissions of the required information), ETS Wales identifies concerns about the progress of a programme in respect of the agreed terms of, and criteria for, professional endorsement, it will seek, through its Adviser, to secure a satisfactory outcome with the institution. Additional monitoring visits may be necessary. Should a satisfactory outcome not be secured, ETS Wales will implement a formal investigative procedure that may result in withdrawal of professionally endorsed status or imposition of a further condition that must be satisfied for continuing professionally endorsed status.



Annual Monitoring Diagram





Feedback, Complaints and Appeals

121. In the interests of improving the endorsement service that it offers, ETS Wales welcomes constructive feedback from those with whom it works. Views about the quality and impact of the work are welcomed along with suggestions to help ETS improve the service it provides.
122. From time to time difficulties and misunderstandings can arise. Every effort should be made on both sides to resolve any difficulties that arise in the course of the endorsement process, to seek clarification and to address any misunderstandings at the time. If such matters have not been satisfactorily resolved, or other matters come to light after the visit, institutions may i) complain against the manner in which the professional endorsement process was conducted, or ii) appeal against the outcomes agreed by the ETS endorsement panel. The grounds for appeal must be that an action and/or decision is not in accordance with the criteria and/or procedures laid down in the **Requirements** (section 3 of this document).
123. Any **complaint** against the manner in which the professional endorsement process was carried out must be made within 28 days of the event or visit concerned. The concern may be raised with the Endorsement panel chair informally and it may be resolved through face-to-face discussion, a telephone call or correspondence. If a satisfactory outcome is not reached, then the matter can be raised formally by writing to the ETS Adviser setting out the grounds of the complaint. The ETS Adviser will arrange for the complaint to be investigated.
124. An **appeal** against a decision of the ETS endorsement panel must be lodged within 28 days of its written notification to the institution, outlining the grounds on which it is based. It should be addressed to the Chair of ETS Wales. Should it be agreed that there is a case to answer, the institution will be invited to provide written evidence and given an opportunity to present a case personally. An appeals panel of ETS Wales will be convened, usually comprising two of its members, one of whom will act as chairperson and none of whom will have had any previous detailed involvement with the case under consideration. In addition an external member will be recruited and will act as Secretary to the Appeals Panel. The Chair of the Endorsement Panel supported by the ETS Adviser will be invited to explain its action/decision and respond to the appeal. The Appeals Panel will endeavour to meet as soon as possible and, usually, not later than two months following the formal notification of agreement to hear the appeal. The Appeals Panel will determine its own procedure within these guidelines and has the powers to:
- allow the appeal;
 - allow the appeal subject to specified conditions;
 - dismiss the appeal
125. The Appeals Panel will convey its decision in writing to the institution and to ETS Wales, giving reasons for its decision. The Appeals Panel's decision is final.



Fees for Professional Endorsement

Current policy and fee structure (from 1 January 2020):

- New submissions – £4,750 +VAT payable in two stages:
£500 + VAT payable on submission of stage one documentation
£4,250 + VAT payable on submission of full final documentation
- Re-endorsement: Single programme – £3,750 +VAT payable on submission of draft documentation
- Re-endorsement: multiple programmes (2) – £4,750 +VAT payable on submission of draft documentation
- Re-endorsement: multiple programmes (3) – £5,300 +VAT payable on submission of draft documentation
- Additional work – £400 +VAT per day + expenses, where additional or extensive work is required by the ETS Wales officer or other ETS staff in the preparation and development of submissions for the endorsement process. The total number of additional days required will be agreed with the institution in advance of ETS Wales agreeing to continue with the endorsement process.
- Modifications – a sliding scale of charges has been developed according to the level of work involved for ETS Wales:
 - Minor changes requiring ETS officer time and noting at ETS Committee only £200 +VAT
 - Substantial changes requiring ETS officer time and consultation with ETS Committee member(s) – £400 +VAT
 - Major changes requiring ETS officer time, consultation with ETS Committee members and additional visit to the institution – £800 +VAT

* Fees are reviewed annually

APPENDIX 1 JOINT NEGOTIATING COMMITTEE FOR YOUTH AND COMMUNITY WORKERS (JNC)

The JNC was established in 1961 following recommendations from the Albemarle report on the youth service in England and Wales. The Committee consists of members appointed from the 2 sides:

- Side representing the Employing Authorities and other organisations (employers' side), and
- Side representing Youth and Community Workers (staff side)

The Staff Side is made up of: Unite, University and College Union (UCU), National Education Union (NEU) and UNISON. The Employers' Side of the JNC is made up of: the Local Government Association (LGA), the Welsh Local Government Association, the National Council for Voluntary Youth Services (NCVYS), and the Council for Wales of Voluntary Youth Services.

The JNC Agreement is available from the employers' side secretary (see link in Appendix 4)

Extract from JNC Agreement 2016

Appendix II - JNC GUIDANCE ON LINKING SKILLS, COMPETENCIES AND QUALIFICATIONS WITHIN THE JNC FRAMEWORK IN ENGLAND AND WALES

The following table links the key grading criteria in the JNC framework with the recognised qualifications described above.

JNC FRAMEWORK	MINIMUM QUALIFICATION
<p>Youth and Community Support Worker Range</p> <p>The early part of this range provides the salary grades for youth and community support workers who assist in the delivery of operational youth and community work. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth and</p>	<p>The JNC recommends that employers provide newly appointed workers with induction and introduction training as appropriate.</p> <p>Approved courses in youth support work are endorsed by the ETS committees on the basis that when qualified, workers can demonstrate that</p>

<p>community workers, or where appropriate from those youth and community support workers who carry supervisory responsibility for small projects, such as one night a week clubs (see below).</p> <p>The later part of this range provides the salary grades for youth and community support workers who work on their own initiative or who carry supervisory responsibility for small projects, such as one night a week clubs. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth and community workers.</p> <p>JNC expects that Youth Work staff have access to appropriate professional Youth Work supervision.</p> <p>Whilst JNC have identified the minimum qualification appropriate, employers are strongly encouraged to also offer CPD to employees within this range, specifically utilising the available Level 3 Diploma in Youth Work Practice. CPD applied in this way can support those employees wishing to pursue a career pathway in Youth Work and facilitate transition to professional qualification programmes provided through Higher Education.</p>	<p>they can deliver the skills and competences outlined in the National Occupational Standards for Youth Work¹ at the appropriate level.</p> <p>QCF Level 2 Certificate in Youth Support Work. (minimum 23 credits) Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance</p> <p>QCF Level 3 Certificate in Youth Support Work. (Minimum 24 credits) Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters</p>
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<p>Professionally qualified Youth and Community Worker Range</p> <p>This range provides the salary grades for professionally qualified youth and community workers who carry responsibility for the delivery, design, and development of Youth Work. Professionally qualified youth and community workers can also be expected to carry operational</p>	<p>Recognised courses are validated/endorsed by the ETS committees on the basis that qualified workers can demonstrate that they can deliver the skills and competences outlined in the National Occupational Standards for Youth Work and the Subject Benchmarks for Youth and Community Work.</p>
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management responsibilities.

FHEQ Level 6 Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- a conceptual understanding that enables the student to be able to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline:
- an ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline and appreciation of the uncertainty, ambiguity and limits of knowledge:
- the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

APPENDIX 2

LIST OF PROFESSIONAL AND NATIONAL OCCUPATIONAL STANDARDS FOR YOUTH WORK 2019

FUNCTIONAL MAP

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build professional relationships and engage with young people	YW01	Initiate, build and maintain relationships with young people
		YW02	Assist young people to learn and engage with the Youth Work process
		YW03	Comply with legal, regulatory and ethical requirements when carrying out Youth Work
	A2 Build productive working relationships and multi-agency networks	YW04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for Youth Work

B: Facilitate learning and development of young people through planning and implementing learning activities in Youth Work	B1 Facilitate the personal, social, spiritual and educational development of young people	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	Apply Youth Work values and principles in group work
		YW08	Engage with and empower young people to make use of digital media in their daily lives
	B2 Promote young people's self-awareness, confidence and participation	YW09	Support young people to become responsible citizens through active involvement with Youth Work
		YW10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in Youth Work	YW11	Plan, prepare and facilitate learning activities with young people
		YW12	Manage resources with young people for Youth Work activities
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making

Key Area C Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and Youth Workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and the valuing of diversity	Signpost No. 26	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
		YW19	Develop a culture and ethos that promotes inclusion and values diversity

Key Area D Plan and implement strategy and Youth Work activities for young people	D1 Establish and prioritise requirements for Youth Work through planning and implementing learning activities in Youth Work	YW20	Determine, evaluate and prioritise your organisation's objectives for Youth Work in the community
		YW21	Secure funding and resources for Youth Work
	D2 Influence, plan and implement Youth Work strategy	YW22	Influence and develop Youth Work strategy
		YW23	Engage young people in the strategic development of Youth Work
		Signpost No. 27	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)
	D3 Monitor and evaluate the effectiveness of Youth Work strategy and plans	YW24	Monitor and evaluate the impact of Youth Work strategy and delivery

Key Area E	E1 Manage and develop	YW25	Work as an effective and critically reflective Youth Work practitioner
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Develop, lead and manage self and others	yourself	Signpost No 28	Develop your knowledge, skills and competence (Management and leadership NOS CFAM&LAA2)
	E2 Lead and manage others	Signpost No. 29	Lead your team (Management and leadership NOS CFAM&LBA3)
		Signpost No. 30	Allocate work to team members (Management and leadership NOS CFAM&LDB2)
		Signpost No. 31	Quality assure work in your team (Management and leadership NOS CFAM&LDB3)
		Signpost No. 32	Recruit, select and retain people (Management and leadership NOS CFAM&LDA2)
		E3 Develop colleagues	YW26
	Signpost No. 33		Support individuals' learning and development (Management and leadership NOS CFAM&LDC2)
	E4 Maintain health and safety in the workplace	Signpost No. 34	Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)
		Signpost No. 35	Provide healthy, safe, secure and productive working environments and practices (Management and leadership NOS CFAM&LEB1)

Key Area F Work with Communities	F1 Encourage engagement of young people in their community	Signpost no 36	Work with the tensions inherent in community development practice (JETSCD02)
		Signpost No 37	Support inclusive and collective working (JETSCD06)
		Signpost No 38	Relate to different communities (JETSCD03)
	F2 Engage with communities to promote the voice and needs of young people	Signpost No 39	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)

APPENDIX 3

Example of Mapping NOS against modules

Mapping of modules to 2019 National Occupational Standards

Module Code	Module Title	A1	A2	1.3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	E1	E2	E3	E4	F1	F2	V A L U E S	
					✓			✓	✓			✓			✓	✓	✓	✓	✓	✓		✓
								✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓
					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
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						✓		✓			✓		✓		✓	✓	✓	✓	✓	✓		✓
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											✓	✓			✓	✓	✓	✓	✓	✓		✓

APPENDIX 4 GLOSSARY OF ACRONYMS AND LINKS

GLOSSARY

AP(E)L	Accreditation of Prior (Experiential) Learning
CQFW	Credit and Qualifications Framework Wales
DBS	Disclosure and Barring Service
ETS Wales	Education and Training Standards Committee for Wales
EWC	Education Workforce Council
FHEQ	Framework for Higher Education
HEI	Higher Education Institution
JETS	Joint ETS Forum
JNC	Joint Negotiating Committee for Youth and Community Workers
NOS	National Occupational Standards
NYA	National Youth Agency (England)
QAA	Quality Assurance Agency for Higher Education
UNCRC	United Nations Convention on the Rights of the Child
WG	Welsh Government
WLGA	Welsh Local Government Association

REFERENCES / LINKS

Annual Monitoring of Endorsed Programmes

<https://www.etswales.org.uk/annual-monitoring>

Code of Occupational Ethics Wales

<https://www.etswales.org.uk/code-of-ethics>

Coherent Route of Training Diagram

<https://www.etswales.org.uk/wales-coherent-route>

Credit and Qualifications Framework for Wales

<https://gov.wales/credit-and-qualifications-framework-cqfw>

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Education Training Standards (ETS) Wales

<https://etswales.org.uk>

Education Workforce Council (EWC)

<https://www.ewc.wales>

Estyn

<https://www.estyn.gov.wales>

EWC Code of Conduct

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

JNC Employers' Side

<https://www.local.gov.uk/our-support/workforce-and-hr-support>

JNC Staff Side

<https://www.cywu.org.uk/>

JNC-recognised Professional Youth Worker Programmes in Wales from 1995

<https://www.etswales.org.uk/jnc-professional>

Joint ETS membership:

ETS Wales – <https://etswales.org.uk/jnc-professional>

NYA ETS England – www.nya.org.uk

NSETS Ireland and Northern Ireland –

<https://www.youth.ie/programmes/projects-initiatives/nsets/>

CLD Standards Council Scotland -

<http://cldstandardscouncil.org.uk/approval/approved-training-programmes/>

National Occupations Standards for Youth Work

<http://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/>

QAA Subject Benchmark Statement for Youth & Community Work

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

UNCRC – United Nations Convention on the Rights of the Child

www.unicef.org.uk

Wales and UK Legislation

<http://www.legislation.gov.uk/browse/wales>

Welsh Government

Youth Work Strategy for Wales

Youth Engagement and Progression

Extending Entitlement

<https://gov.wales/youth-work-and-engagement>

Welsh Language Standards

www.comisiynyddygybraeg.cymru

Youth Work in Wales: Principles and Purposes

<http://www.youthworkwales.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>