

Chapter 9

Qualifications Pathways

9.1 Introduction

This chapter provides an overview of youth work practitioner education and training, from some of the most prominent short courses directly linked to developing the skills of youth development workers and youth workers, to accredited qualifications providing professional recognition. This is meant to be an indicative snapshot of the state of the potential for service development, delivery enhancement and quality maintenance, rather than exhaustive catalogue of learning/educational opportunities. Out of the sample, 25 countries (71 per cent) could claim at least a diploma-level qualification for youth work professionals, due in great part to the support provided through the Commonwealth for the establishment of the Commonwealth Diploma in Youth Development work within university structures more than two decades ago.

9.2 A qualifications pathway for youth workers from short courses to PhD

The offer with regard to youth work training and education is in a constant state of transition and flux. Programmes and training courses emerge, evolve, alter and cease to exist, reflecting the wants and needs of communities, nations and job markets. The following should thus be read with that in mind and be seen collectively as an indicator relating to the growth and position of youth work in any given context and across the Commonwealth.

Unlike social work and teaching in many contexts, youth work is undertaken worldwide across a variety of employment (and non-employment) situations (full-time, part-time, temporary, paid and voluntary) by people from a diversity of backgrounds, a variety of experience and qualifications (which can range from none at all to doctorate level).

There is no international consensus about pathways to qualification in youth work. Indeed, it is hard to identify a definite route in any country. However, this chapter is concerned with the state and circumstances of education and training towards professional qualification.

There is some international agreement about what it is to be a qualified doctor, lawyer, social worker, nurse, teacher, accountant and so on, and so in youth work. This allows qualification transfer and practice across national boundaries where this training and qualifications are recognised. Clearly, practice contexts require adaptations (and maybe further qualification) and cross-border protections of professional boundaries which are maintained by governments, unions and professional associations. Yet, practically, a qualified Ugandan nurse is likely to be able to function effectively in

a Canadian hospital, having the foundational knowledge and attitudes requisite to nursing; an Indian lawyer might well be able to operate at least adequately within the English (or Scottish) legal system. Shared professional contexts, while different, are rarely alien to qualified practitioners.

The Commonwealth Diploma in Youth Development Work, which has evidently (and quite powerfully) been deployed Commonwealth-wide for many years, is an example of a global qualification that has been adapted and delivered in varying contexts across Commonwealth member states. The legacy of the shared knowledge and understanding it has provided is evident in most contexts. The emerging Commonwealth-supported Degree in Youth Development Work delivered by the University of the West Indies, and soon to be administered worldwide through educational institutions, is a further indication of ongoing trends in such cross-border initiatives.

Having said that, it has been questioned if there is ever likely to be agreement across national boundaries in relation to qualifying as a professional youth worker. In this context, it becomes critical to ensure that qualifications, and the theories and practice underpinning them, serve context-specific needs.

9.3 What is a professional qualification?

Worldwide, there is no entirely agreed definition of what a professional qualification is. However, taking a broad international/cross-profession perspective, there are parameters for a professional qualification. For instance, it is generally taken to be a high level of vocational training. As such, a purely academic programme would not, for the most part, be appropriate, as there needs to be evidence of competence, which logically can only be attained through practice experience.

Qualification refers to passing examinations and/or assessment. Those qualifications conferring professional status usually also designate the professional with a range of qualities beside their general expertise. So, when an individual becomes professionally qualified, frequently following a course provided by and/or approved by a professional body, they are perceived to demonstrate their knowledge of the relevant subject matter, or 'body of knowledge' relevant to that profession. They are then examined on their ability to use this knowledge in a responsible and (for the client) useful way. As such their values, attitudes and moral fibre; in essence, their competence to practice, are underwritten by the professional qualification.

The profession's qualification marks and assures the acquisition of professional knowledge, conduct, and therefore status. Professional qualification often requires undergraduate-level study and assurance of vocational expertise at a similar level.

As such, professional qualification is a form of regulated education and training, directly geared to the practice of a profession. It comprises a training course or courses complemented by professional practice in an appropriate field and context, which usually includes probationary or professional practice requirements, the structure and level of which are largely determined or sanctioned by professional bodies/associations (Chapter 8) and sometimes employer and university representatives.

Universities, colleges and training providers often deliver courses approved by these bodies and in some cases university departments and staff themselves, maybe accredited/approved by the by the professional associations.

In some areas of work, for example in nursing and teaching, studying approved courses is understood generally to be essential and it is compulsory to register with a specific professional body if a licence to practice is required. With some professions, this licence is a self-regulatory measure of the profession. For others, it is a legislative requirement of government. Therefore, qualifications accredited by a professional body carry a stamp of approval and can have positive benefits for prospective professional employability.

The above notwithstanding, some professional qualifications may be obtained by other routes. For instance, they may be awarded after a number of years of practice, rather than through undertaking formalised training and/or study and passing of examination(s). An example is the Caribbean Competency Standards for Youth Development work, discussed in Box 9.1.

However, all credible and effective professional qualifications focus on developing the skills, intellectual capacity and judgement one needs to be effective in a specific industry, occupation or vocation/calling. Essentially, professional qualifications generally require on-the-job experience, and are, broadly speaking, awards for the achievement of vocational competence of a high level.

Box 9.1 Qualifying Through Practice – The Caribbean Competency Frameworks' Criteria

The Caribbean Competency Standards for Youth Development Work clearly denotes in its assessment criteria that 'the major consideration in any [competency] assessment process must be the attainment of the required standard of performance rather than how the competencies may have been acquired ... Within the Youth Development Work sector there may be a number of learning pathways. These learning pathways encompass the formal training systems as well as knowledge and skills gained solely from workplace experience. The certifying body must be conscious of the multiple ways that persons have gained workplace competence and as a consequence, the assessment process should be non-discriminatory in acknowledging that competence.'¹

The Competency Standards acknowledge the following forms of competency acquisition

- a. Training
- b. Workplace experience
- c. Recognition of Prior Learning (RPL)
- d. Recognition of Current Competency (RCC)
- e. Related learning experiences

Many sectors have some sort of specific professional qualification. Lawyers, doctors and accountants study for professional qualifications. One can also gain professional qualifications in areas such as advertising, marketing, sport and banking. Often, people study while working full-time. As a result, many professional training courses are offered on a part-time basis or through distance learning.

9.4 A professional qualification in youth work

Given the above, what might a viable, robust, reliable and reputable professional qualification in youth work look like? It would differ significantly from academic programmes such as those titled ‘youth studies’ and so on, and would focus more on practice and the impact of practice on young people, similar to the impact of social work or teaching.

If it is taken that a professional youth work qualification might demand degree-level study (and certainly the oldest courses, and the ones with most distinction and reputation, have been embedded in undergraduate programmes for the last couple of decades), then it will need to have a significant field practice element and include those from the field in the design, development and process of the programme. See the example in Box 9.2.

Box 9.2 Youth work education and field engagement

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The ‘field component’ in youth work training provides students with the opportunity to undertake practice and test theory in an appropriate placement; that is, a context that can provide exposure to ‘real life’ youth work, practice support, guidance, management and assessment, from (ideally) a professionally qualified and experienced practitioner.

Such situations offer student practitioners the potential not only to test theory, but to develop their own theory in the light of practice. In this way, theory becomes validated (or otherwise) by practice, while practice can become informed by theory, and give rise to further theory.

However, the crucial aspect of this exposure to fieldwork is the examination of the student’s response; looking at how they exercise and develop their knowledge, skills and attitudes, and how they exercise and hone their professional judgement. A youth worker who is unable to operate without constant instruction, make swift, safe, and so efficient, judgements when managing clients, volunteers and other colleagues, cannot be said to be professional in any meaningful way. Given this, arguably, the only way the student can make the transformation from student practitioner to professional is within the crucible of the field.

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At the YMCA College, such placements are part of ‘continuous assessment’ of the student. The line manager’s report relating to the student’s performance in the field is considered alongside their supervisor’s assessment of learning (relating to their ability to review and examine their practice) and the tutor’s assessment (which is concerned with ‘in-college’ performance and academic and group interaction). Finally, the student’s self-assessment brings all of these elements together, providing a 360-degree view of the student as a developing professional.

Practice placements and ongoing assessment of this type are not unusual in many professional fields. Indeed, it is hard to understand how someone can be regarded as professional without being exposed to the judgement of practice peers (line managers and supervisors); professional qualification being synonymous with being adjudged to be fit to practice by one’s fellow practitioners (not just remote academics). At the same time, someone who is not called on to make professional judgements as part of their training is going to be hard pushed to do it the first day out of school. In short, this person is left vulnerable because they are unprepared and not acclimatised to the trials of the practice situation.

At the YMCA College employers are also involved in examination boards, taking particular interest in the student’s capacity to operate as a professional with young people on a day-to-day basis. One of the most common criticisms of newly qualified youth workers is that they often are unable to adapt to the practice situation (that is, they are qualified, but cannot do the job). Not unusually, this reflects a lack of ongoing assessment in and development via a significant field component. Currently at the YMCA College students are expected to undertake 360 hours of practice in each year of study.

Field practice assessment as described above was a strong component of the Commonwealth Diploma in Youth Development, and its function and processes are laid out in the Diploma’s Tutor Manual.

Such qualifications have both academic and professional requirements; students need to pass assignments and exams as well as fulfil professional criteria premised on competencies broadly agreed on by experienced practitioners, employer representatives, and where possible, professional bodies. Exam boards may also include representatives from the field (employers and experienced professionals). Ideally, those teaching the academic side of things will themselves have a professional background in the field and be subject to ongoing professional development via training, helping to keep their knowledge up to date, and therefore relevant.

9.5 Accredited courses

A range of pre-graduate programmes and other accredited courses were detailed in the regional baseline surveys but these findings were not exhaustive. The survey

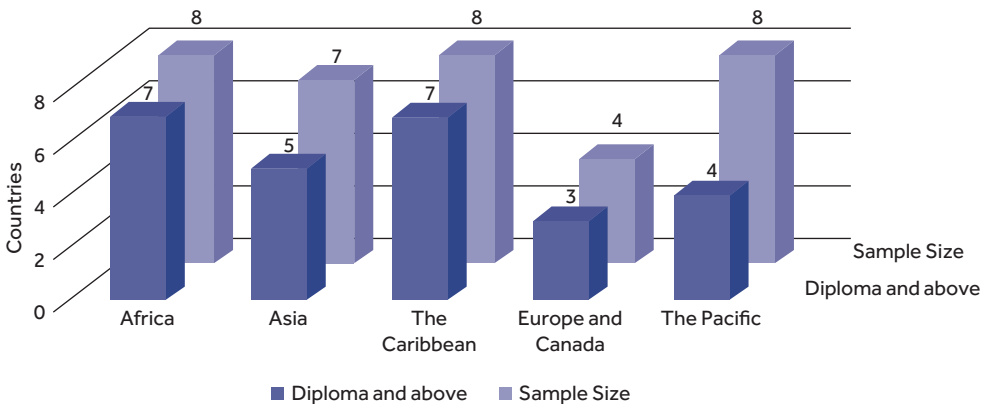
focused specifically on the education and training of youth workers and not on general youth studies programmes. In some regions, the details of many apparently available courses were not accessible. At the same time, the number and range of options and variations, as well as differences of opinion within contexts about whether a particular course constitutes a youth work qualification, make the generation of a potential Commonwealth-wide directory of youth work qualifications an onerous task. Added to this, the recognition, shape and content of pre-graduate programmes internationally is in a constant state of flux. The recent ‘Post-16 Skills Plan’ is just one example from the UK context (Department for Business and Skills/Department for Education, 2016).

However, the regional surveys did identify a representative selection of such programmes and courses. These are included partly to provide a vista on the character and range of training and education available, but also to demonstrate the diverse understanding and opinions of what training and education for professional youth work looks like across the Commonwealth.

The Commonwealth Diploma in Youth Development Work is still independently delivered by some universities. As such, creating a pathway to progress towards a degree through the Commonwealth’s Youth Work Qualifications Consortium was seen as a means of further increasing the quantity of practitioners and enhancing interest and enrolment. In many countries, the diploma has been discontinued or administrators were having difficulty maintaining enrolment and completion rates since the discontinuation of Commonwealth subsidies for delivery and tuition (which resulted in increased fee structures for the course in most universities). However, strategic planning and marketing, and adapting to local contexts, including addressing language needs, has enabled yet other universities to continue the course.

Figure 9.1 illustrates a generally high rate of qualifications from diploma and above in Africa, the Caribbean, Europe and Canada, with greater room for improvement in Asia and the Pacific. The Caribbean specifically benefits greatly from the University of the West Indies, the regional university for the Caribbean, offering both the diploma and degree in youth development work.

Figure 9.1 Regional trends - No. of countries with youth work education and training, Diploma and above



The following assessment attempts to distinguish youth development work/youth work courses from general, more academically oriented Youth Studies courses as far as is possible in a context where numerous courses in human science, youth development and youth work were reported. Other programmes, for example child and youth care (there are around 30 of these in Canada) have been included as they demonstrate education and training around a strength-based approach to engaging with youth, even though the focus is still youth at risk rather than all youth. All courses in this section are reported to carry credits.

Where courses were known not to be exclusively youth work courses, the specific name has been indicated as far as is possible.

9.5.1 Africa

In Africa, Diploma programmes are offered at the University of Ghana, the University of Nairobi, Kenya, Bunda College of Agriculture, Malawi, University of Abuja, Nigeria, The University of South Africa and Makerere University, Uganda. Certificate studies are delivered at the University of Nairobi, Kenya, and a Basic Technician Certificate in Youth Work is offered at Mwalimu Nyerere Memorial Academy, Tanzania. The Certificate and Diploma courses at Nairobi are offered in youth in development work and referred to as Adult Education, Community Development and Youth Work courses.

Most of the certificate and diploma courses in Africa are based on the Commonwealth Diploma in Youth Development Work, and are largely offered as distant learning courses. The curriculum has, in some cases, been revised and adapted to attract more students. The students are mainly individuals who have gained employment in the youth work sector, but without practice skills. Some challenges in maintaining enrolment rates were reported.

In Abuja, Nigeria, the course is the only accredited course with core content credits for youth development work. The course is not widely publicised and enrolment has dropped because it is no longer driven by subsidies from the Commonwealth which allowed for low or no student fees and therefore higher enrolment. Similar experiences have been shared by other countries such as Kenya.

South Africa has the most number of accredited courses in relation to youth development work.

The Basic Technician Certificate in Youth Work offered at the Mwalimu Nyerere Memorial Academy in Tanzania is mainly to equip students with skills in youth leadership, general knowledge of youth work in developing nations, attributes of mobilisation and organisation, and active participation in the political, socio-economic life of their country. The course is also meant to develop their management, communication and psychosocial skills.

In Zambia, the Certificate and Diploma in Youth Work being offered at King George College are not accredited yet. As noted in a recent report commissioned by the Zambia Youth Workers' Association (Zambia Youth Workers' Association, 2016 p. 6):

This means that the country is not yet investing enough in youth work education and training, consequently the youth work has and continues to develop as a

Table 9.1 Accredited courses – Africa

University/Institution	Short	Certificate course	Diploma	BA	MA	PhD	Other
Ghana University of Ghana, Legon			✓				
Kenya University of Nairobi		✓					
Malawi Africa University of Guidance, Counselling & Youth Dev. (AUGCYD) Bunda College of Agriculture Catholic University of Malawi			Youth & Dev Youth Dev	✓	✓		
Nigeria University/Institution University of Abuja	Short	Certificate Course	Diploma	BA	MA	PhD	Other
South Africa University/Institution University of South Africa University of Venda Nelson Mandela Metropolitan University Durban University of Technology University of Stellenbosch	Short	Certificate Course	Diploma	BA	MA	PhD	Other
			✓				
				✓			
				✓			
							Theology specialise in Youth work Youth Dev Course
Monash South Africa							
Tanzania University/Institution Mzumbe University Mwalimu Nyerere Memorial Academy MNMA Open University of Tanzania	Short	Certificate course	Diploma	BA	MA	PhD	Other
				✓			
Uganda Makarere University							
Zambia Makarere University	Short	Certificate course In process*	Diploma In process*	BA	MA	PhD	Other

*In the process of accreditation

voluntary practice rather than a professional field informed by the academic disciplines. This also means that the profession of youth work has no academicians to teach youth work and undertake research. Consequently, youth work tends to be generalised into other traditional disciplines (e.g. sociology, social work and education) rather than as a distinct programme with its own professional criteria.

None of the qualifications above have so far been recognised as a minimum entry to youth work practice, nor have competency frameworks been developed for assessing levels of qualification.²

9.5.2 Asia

The Diploma in Youth Development Work at the Bangladesh Open University (BOU) was initiated in collaboration from Commonwealth Youth Programme

In India, in addition to the above, it is apparent that non-youth work courses also include modules around working with youth such as the Bosco Institute of Social Work's Master of Social Work programme, which includes as reading a paper titled 'Working with Youth' as part of its specialisation.

The RGNIYD offers interdisciplinary doctoral programmes on youth studies which involve elements of youth work/youth engagement. Research has been broadly classified into the following areas: Youth Empowerment, Career Counselling, Gender Studies, Local Governance, Life Skills Education and Development Studies. All the areas suggested for research are interdisciplinary in nature.

In Malaysia, the Masters and PhD in Youth Studies offered in Universiti Putra Malaysia is largely a youth studies programme, but it has some components on youth work, i.e. international youth work, professional youth work, principles and practice of youth work, which are essentially postgraduate studies related to youth work. The Commonwealth Diploma in Youth in Development Work being currently run by Universiti Putra Malaysia (UPM) is the primary basic professional qualification in youth work. Besides Universiti Putra Malaysia, Universiti Malaysia Sabah also established the youth and community psychology academic programme both at Bachelor and Masters levels. This is the academic pathway.

However, another two qualifications pathways, i.e. TVET (technical, vocational education and training) and professional qualifications pathways are being proposed and under consideration. The TVET pathway will be more practice-based, the academic pathway will be more theoretical and concept-based, while the professional pathway will be a combination of both. Nonetheless, these pathways are not finalised yet, and are undergoing more detailed discussions at present.

In Pakistan, the Allama Iqbal Open University (AIU) runs a postgraduate diploma based on the Commonwealth Diploma in Youth Development Work.

In Sri Lanka, the Commonwealth Diploma in Youth Development Work has been offered by the Open University of Sri Lanka (OUSL) since 1998. While it was initially taught only in English, since 2011 it has been offered in the local languages of Sinhala and Tamil. The modules of the diploma have also been translated into the two

Table 9.2 Accredited courses – Asia

University/Institution	Short	Certificate Course	Diploma	BA	MA	PhD	Other
Bangladesh							
Bangladesh Open University	-	-	✓	-	-	-	-
University of Dhaka/Development Studies, Population Science	-	-	-	✓	-	-	-
India							
	Short	Certificate Course	Diploma	BA	MA	PhD	Other
Rajiv Gandhi National Institute of Youth Development,	-	✓	✓	BSc in Youth Work to be launched in 2017–18	MA Social Work (Youth and Community Development)	-	Interdisciplinary doctoral programmes with Youth studies/youth development work
Centre for Youth Development and Activities (CYDA) in collaboration with Tata Institute of Social Sciences (TISS), Mumbai YUVA and Centre for Lifelong Learning, Tata Institute of Social Sciences, Mumbai	-	-	-	Diploma in Youth Development and Social Change-part time course Diploma in Youth Development and Social Change	-	-	-

Samvada&Baduku Community College Regional (kannada)	Youth Work for Inclusive & Sustainable Development Youth and Media	-	-	-
Abhivyakti Media Centre in collaboration with TISS(Nashik)				
Pakistan	Short Course	Certificate Course	Diploma	Other
Bangladesh		✓		
Pakistan	Allama Iqbal Open University (AIOU)		✓ (PGDip)	
Malaysia	Universiti Putra Malaysia Universiti Malaysia Sabah	✓ ✓	✓ ✓	
Maldives	To start a diploma-level youth workers course in 2017.			
Singapore	No accredited courses for youth workers.			
Sri Lanka	Open University of Sri Lanka	✓	Upcoming	

languages. Special attention is provided for the delivery of courses in the Northern and Eastern provinces of Sri Lanka, which were directly affected by the country's recently ended 30-year military conflict.

Since the withdrawal of the Commonwealth subsidies for tuition, the government has succeeded in creating full scholarships for youth workers with the support of UNICEF, and the National Youth Services Council, which enrolls its youth service officers in the programme. Over 70 full scholarships have been awarded to NYSC staff, and youth parliament and youth club leaders (peer youth workers).

9.5.3 The Caribbean

The diploma delivered in the Caribbean is once again the Commonwealth Diploma in Youth Development Work. The BA is the Commonwealth-support Degree in Youth Development Work designed by the University of the West Indies for the Caribbean region.

Table 9.3 Accredited courses – Caribbean

University/ Institution	Short	Certificate Course	Diploma	BA	MA	PhD
Barbados						
UWI, Open Campus			✓	✓		
Belize						
UWI Open Campus			✓	✓		
Dominica						
UWI			✓	✓		
Guyana						
Jamaica						
UWI Open Campus			✓	✓		
St Lucia						
UWI Open Campus			✓	✓		
St Vincent and the Grenadines						
UWI Open Campus			✓	✓		
Trinidad and Tobago						
UWI Open Campus			✓	✓		

9.5.4 Europe and Canada

In Canada, child and youth care studies are provided by a broad range of universities, as illustrated in Table 9.4. Similarly, there is a broad and varied number of under- and postgraduate routes to qualification in the United Kingdom; a plethora (likely many dozens) of pre-graduate pathways (apprenticeships, level 1 to 3 and so on) that provide different levels of accreditation to practice. These include Youth Support Worker courses like the QCF Level 3 Certificate in Youth Work Practice and QCF Level 2 Certificate in Youth Work Practice that are designed for those working in a supporting role to professionally qualified workers (often this is not an individual's

Table 9.4 Accredited courses – Europe and Canada

University/Institution	Short	Certificate Course	Diploma	BA	MA	PhD
Canada						
University of Victoria				✓	✓	✓
Vancouver Island University			✓	✓		
Douglas College			✓	✓		
University of the Fraser Valley				✓		
Selkirk College			✓			
Grant McEwan University				✓		
Lethbridge College			✓			
Mount Royal University				✓		
Red River College			✓			
Ryerson University				✓	✓	
Humber College			✓	✓		
George Brown College			✓			
Algonquin College			✓	✓		
Centennial College			✓			
Cambrian College			✓			
Confederation College			✓			
Durham College			✓			
Fanshawe College			✓			
Georgian College			✓			
Lambton College			✓			
Loyalist College			✓			
Niagara College			✓			
Sault Ste. Marie College			✓			
Seneca College			✓			
Mohawk College			✓			
Sheridan College			✓			
St. Clair College			✓			
St. Lawrence College			✓			
Fleming College			✓			
Brock University Child & Youth Studies with CYCW option				✓	✓	
Trent University Child & Youth Studies				✓		
Nipissing University				✓		
Concordia University					✓	
Oulton College			✓			
Nova Scotia Community College			✓			
Mount Saint Vincent University Child & Youth Studies				✓		

(continued)

Table 9.4 Accredited courses: Europe and Canada (continued)

University/Institution	Short Course	Certificate Course	Diploma	BA	MA	PhD
Keyin College (private institution)			✓			
Holland College (private institution)			✓			
Malta						
University of Malta				✓	✓	
UK						
Anglia Ruskin University				✓	✓PG.Dip	
Bradford College				✓		
Cardiff Metropolitan University,				✓	✓	
Centre for Youth Ministry				✓	✓	
Coventry University				✓		
Cumbria University				✓	✓Grad.Dip	
Durham University					✓	
Edgehill University					✓	
Edinburgh Napier University				✓	✓	
Glyndwr University				✓	✓	
Goldsmiths College, University of London				✓	✓	✓
Greenwich University				✓		
Leeds Beckett University				✓	✓PG.Dip	
Liverpool Hope University					✓	
London Metropolitan University				✓		
Manchester Metropolitan University				✓		
Middlesex University				✓		
Moorlands College				✓	✓PG.Dip	
Nazarene Theological College				✓		
Newman University				✓	✓	
Oasis College of Higher Education				✓	✓Grad.Dip.	
Open University				✓		
Open University Scotland				✓	✓PG Dip	
Ruskin College				✓		
Sheffield Hallam University				✓	✓Grad.Dip.	
St Helens College				✓		

(continued)

Table 9.4 Accredited courses: Europe and Canada (continued)

University/Institution	Short	Certificate Course	Diploma	BA	MA	PhD
Teesside University				✓ (BSc)		
Ulster University				✓ (BSc)		
University College Plymouth St Mark and St John				✓	PG.	
University College Birmingham				✓	✓	
University of Aberdeen				✓	✓PG.Dip	
University of Bedfordshire				✓		
University of Bolton				✓		
University of Brighton				✓		
University of Chester				✓		
University of Derby				✓		
University of Dundee				✓	✓ (MSc)	
University of East London				✓	✓	
University of Edinburgh				✓	✓ (MEd.)	
University of Gloucestershire				✓	✓	
University of Huddersfield				✓	PG.Dip	
University of Hull				✓	Yes	
University of Northampton					Yes	
University of Manchester				✓		
University of South Wales				✓	PG.Dip	
University of Sunderland					✓	
University of West of Scotland				✓	✓ (MSc)	
University of Wales Trinity Saint David				✓	✓	
University of Worcester				✓		
York St John University				✓		
YMCA George Williams College	✓	✓	✓	✓	✓	

main career and they may do this work in the evenings in addition to their main job). In Wales, the Agored Cymru level 2 & 3 qualifications are used by many local authorities. Higher National Certificates (HNC) and Professional Development Awards (PDA) are also available. See also for example the OCN Northern Ireland specifications for various relevant qualifications at Open College Network Northern Ireland (OCN NI), 2015.

The number and range of these certificates and professional development awards are too extensive to list here, but some examples are provided below. Most of these can be found on the National Youth Agency website: <http://www.nya.org.uk/careers-youth-work/getting-qualified/>. To give an example, in the Oasis College Offer a level 2 certificate and level 3 diploma, the Certificate of Credit in 'Youth Work Practice' looks at the principles, purpose and values of youth work, the role of the youth worker, informal learning and the promotion of equality, and also involves modules on reflective practice. The course is taught over three days and requires 40 hours of youth work practice. In another example, Northern Highland College delivers a certificate programme (Youth Work SVQ2). This is a practice-based qualification, and assessment takes place in the workplace using a portfolio. This course is a requirement for employed youth support workers and takes up to one year to complete. The course 'is based on standards developed collaboratively by the Scottish Social Services Council (SSSC), TOPSS (England), Skills for Care, Care Council for Wales, the Northern Ireland Care Council and Skills for Health'.

In the **United Kingdom** and **Malta** an undergraduate degree or postgraduate diploma/degree are usually considered the standard required for professional qualification. There are no professionally qualifying courses available in Cyprus.

The UK list was compiled via the most recent data from the National Youth Agency, the Youth Council for Northern Ireland, Community Learning and Development, Scotland and Education Training Standards, Wales.

It should be noted that in Scotland, what is broadly recognised as youth work in the rest of the UK is referred to as 'community learning and development'.

9.5.5 The Pacific

In the Pacific, the Commonwealth Diploma in Youth Development Work was previously offered across the Pacific and is currently being offered by the Solomon Islands National University, and Divine University in PNG. The National University of Samoa and the University of the South Pacific were reported to be enrolling around 2010. Some Pacific universities also offer modules of the diploma as part of other development courses. The Australian Pacific Technical College, funded by Australian aid, delivers the cert 4 in Youth Work in Fiji, PNG, Samoa, Solomon Islands, Tonga and Vanuatu; this qualification is also a pathway to the Diploma.

The Youth Workers' Association (YWA) Australia has developed a framework to endorse courses for professional validation, which has already been undertaken by the Victoria University youth work degree (Annexures 5–7). With reference to international recognition and validation, the Victoria University course has also been recognised by England's Youth Work Institute.

9.6 Short courses (usually non-accredited)

Non-accredited courses are problematic in terms of tracking and development, basically because they are unaccredited. However, some non-accredited courses

Table 9.5 Accredited courses – the Pacific

University/Institution	Short	Certificate Course	Diploma	BA	MA	PhD
Australia						
Victoria University (Footscray)		Cert IV	✓	✓	✓	✓
Royal Melbourne Institute of Technology (Melbourne)		Cert IV	✓	✓ Bachelor Social Science (YW)	✓	✓
Australian Catholic University (Melbourne)			✓	✓	✓	✓
Edith Cowan University (Perth)			✓	✓	✓	✓
Tabor College (Adelaide)				Bachelor Social Science (YW)		
TAFE colleges nationally		✓	✓	Diploma in Youth Work		
Fiji						
Australian Pacific Technical College		✓				
New Zealand						
Weltec				✓		
Unitec				✓		
Workforce Development		✓				
Praxis		✓				
Careerforce		✓				
Auckland University of Technology					✓	
Papua New Guinea						
Divine University			✓			
Australian Pacific Technical College		✓				
Samoa						
Australian Pacific Technical College		✓				
Solomon Islands						
National University						
Australian Pacific Technical College		✓				
Tonga						
Australian Pacific Technical College		✓				
Vanuatu						
Australian Pacific Technical College		✓				

are tied to competency assessment (for example, the outcomes framework in India associated with the 'Ocean in a Drop training'). For all this, the reports, claims and impressions about the reliability, validity, viability and existence of many non-accredited courses differ. At the same time, the appropriateness, content, quality and scope of such courses vary considerably. However, some of the more distinctive and robust of such programmes were identified by the baseline surveys.

While there are non-accredited courses that are still seen as viable for competency building in the global South, and are indeed doing remarkable work in enhancing the skills of youth workers, in Canada and the UK, for example, courses are not considered viable unless they are accredited. All courses in the latter case have to be aligned to qualifications and credit frameworks – more details of this is provided in the charts themselves.

While these courses are not designed to offer entry into the profession per se, they support the development of a minimum set of competencies for youth workers, such as in India, Sri Lanka and other similar contexts. In Sri Lanka, the short course recently developed by the Professional Youth Workers' Association, for example, is meant to enhance youth engagement skills and is broadly seen as a complement to the Diploma.

In fact, many professional associations have noted that if professionalising initiatives are to make a significant mark on youth work, and by extension on the lives of young people, then they must place a greater focus on 'just-in-time' continual learning and recognise the capacity needs of youth workers, including those in the diverse forms of voluntary youth work.

The following descriptions of short non-accredited courses are meant to be indicative, and are not comprehensive. The focus is on courses that primarily cater for youth workers. While many theme-based courses that cater for youth workers among a multitude of other trainees were highlighted in the surveys, these have not been included here.

9.6.1 Africa

In a Pan-African context, the Centre for Youth Development Services (C4YDS) offers a Professional Certificate in Youth Development Practice (PCYDP) with modules offered in partnership with the University of Minnesota, Extension Centre for Youth Development (USA), the College of Community and Organisation Development (CCOD) in Ghana, and the Youth Interventions Programmes Association (YIPA) in the USA. This is a seven-month online training course offering professional certifications to youth development practitioners (Zambia Youth Workers Association, 2016, p. 6).

In Zambia, the Certificate and Diploma in Youth Work being offered at King George College are accredited yet not. This issue is on the agenda of the Zambia Youth Workers Association (ZYWA).

Table 9.6 Non-accredited courses – Africa

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers, etc.)	Training institute
Pan-African	Professional Certificate in Youth Development Practice (PCYDP)	Centre for Youth Development Services (C4YDS)
Ghana	No information	No information
Kenya	Youth Leadership, Entrepreneurship (tailor-made workshop at request of youth workers)	University of Nairobi
Malawi	Youth Inclusion & Engagement including for youth workers Advocacy, Monitoring & Evaluation including for youth workers Leadership, Resource mobilisation & Project management including for youth workers Youth leadership for youth and youth workers Social entrepreneurship for youth, including for youth workers Guidance & counselling for youth, including for youth workers	National Youth Council Malawi Institute of Management Exploits University Africa University of Guidance, Counselling & Youth Development (AUGCYD)
Nigeria	No information	No information
Tanzania	Empowering Youth Workers on Youth Entrepreneurship Promotion (TOTs). A sustainable management of National Youth Development Loan Fund	Eastern and Southern Africa Management Institute National Micro Finance Bank, NMB
South Africa	Theology and Youth Work course	University of Stellenbosch
Uganda	No information	No information
Zambia	No information Certificate & Diploma in Youth development Work for youth workers	No information King George College

In South Africa, the University of Stellenbosch offers a Theology and Youth work course which is not accredited. Although this is applied in youth work in the faith-based agencies, it can also be applicable in secular agencies. However, the fact that it is offered at an institution of higher learning makes it visible to potential and practising youth workers.

9.6.2 Asia

Table 9.7 Non-accredited courses – Asia

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers etc.)	Training Institute
Bangladesh	Several training courses–Youth workers' training & motivation, youth organisations' development training, etc.	Sheikh Hasina National Youth Centre
	The UN Youth Advisory Panel members are provided several trainings	The Secretariat, UN Theme Group on A&Y
	Training for government youth officers	Central Human Resource Development Centre (CHRDC)
India	1: A one-month comprehensive, responsive and customised capacity-building programme for UNV volunteers, National Service Scheme (NSS) programme officers and NYKS programme officers working with youth clubs, universities and college youth collective structures. This is also being converted into a training manual.	RGNIYD in partnership with VSO/UNDP India
	2: 10-day professional development programme for NYKS officers.	RGNIYD in partnership with VSO/UNDP India
	3: Ocean in a Drop: A learning journey varying from 10 days to six months for youth workers/youth facilitators. The course content includes four themes: systems thinking, deep self-awareness, youth development, instruction design and facilitation skills. Nearly 2,000 youth facilitators have been trained through this programme. Youth development organisations, both national and international and government and private sector organisations have also accessed this training.	Pravah

(continued)

Table 9.7 Non-accredited courses – Asia (continued)

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers etc.)	Training Institute
Malaysia	<p>2. Re-Strategising Teen Clubs under Adolescent Health and Development Project: This is an APV (Adolescent Peer Educator/peer youth worker) programme. Since 2007, UNFPA has been partnering with NYKS to implement a programme with adolescents by creating spaces/processes where they can build their capacities and take leadership and responsibility. As part of the re-strategisation, 1,860 Teen Clubs were supported with peer educator training.</p>	Pravah
	<p>3. SMILE Youth Facilitators training – Student Mobilisation Initiative for Learning Through Exposure. SMILE is a programme that supports youth development. Over 100 young leaders emerge from this journey every year, of which 30-50 are trained to be youth facilitators of the next journey as they graduate.</p>	Pravah
	<p>Change Looms-Learning and Leadership Journey is a leadership support program that encourages, recognises and supports young change leaders who have started social change initiatives with a focus on youth development. The programme offers opportunities for intensive personal and organisational development and has created a large community of youth-led organisation and youth workers in the country.</p>	Pravah
	<p>Youth Leadership Building Course and Youth in Media course. It covers topics similar to the TISS course, but in a more experiential and less academic manner. Conducted in Hindi and Marathi. Can be for youth workers as well.</p>	YUVA (Youth for Voluntary Action) and Anubhav Shiksha Kendra(ASK)
	<p>Short courses for youth workers Preparatory service course for officers of the Ministry of Youth and Sports Malaysia</p>	Vishva Yuva Kendra Malaysian Youth Development Academy

(continued)

Table 9.7 Non-accredited courses – Asia (continued)

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers etc.)	Training Institute
Sri Lanka	Ocean in a Drop (Professional Youth Workers' Association, Sri Lanka, 2016), based on India's 5th Space Training, in collaboration with the Commonwealth, ComMutiny, the Youth Collective, and Pravah to build core youth engagement competencies of field-based youth workers.	Professional Youth Workers' Association (Sri Lanka)
Pakistan	Multiple theme-based courses on peace and tolerance, human rights and youth engagement were identified run by Centre for Human Rights Education, Centre for Civic Education, Community World Services Asia, National Commission on Human Development, Channan Development Trust, Centre for Peace and Development Initiatives, Individual Land Pakistan, School of Leadership Pakistan, Oxfam Novib Pakistan, Youth Parliament of Pakistan and UNFPA. The extent of training in youth work approaches within these courses needs to be further studied.	

9.6.3 The Caribbean

Table 9.8 Non-accredited courses – Caribbean

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers, etc.)	Training institute
Belize	A leadership manual and a manual for enterprise development exists which supports the (non-accredited) training of many, including youth workers.	CUSO International Department of Youth Services (DYS).
Guyana	Youth Participation and Involvement	Department of Culture, Youth and Sport
Dominica	Multi-Disciplinary Leadership Course (six months) targeting youth workers, youth leaders & community leaders. Basic and Advanced Counselling Seminars targeting youth workers, youth leaders and community leaders.	Youth Development Division

(continued)

Table 9.8 Non-accredited courses – Caribbean (continued)

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers, etc.)	Training institute
Jamaica	Youth Focus Facilitation/Basic Youth Development Work	Jamaica Professional Youth Workers Association
St Vincent and the Grenadines	No clear evidence of training for youth workers to enhance youth work skills.	–
Trinidad and Tobago	No clear evidence of training for youth workers on youth work skills. Some preventative work, but clarity of strengthening youth work through these not clear.	– Ministry of Sport and Youth affairs RAPP – PAN American Foundation

9.6.4 Europe

Table 9.9 Non-accredited courses – Europe

Country	Name of course and target trainees	Training institute
Cyprus	Youth Worker Development (youth workers/ youth trainers)	Cyprus Youth Council
	SOHO – European Training Course for EVS Support People International training course (SOHO: Sending Organisation-Hosting Organisation EVS: European Voluntary Service)	National Agency for Erasmus+ Cyprus (Youth Board of Cyprus)
	Empowerment of the Members of the Boards of the Youth Clubs of Cyprus (some youth workers)	Cyprus Youth Clubs Organisation
Canada	Most courses delivered within Canada need accreditation to be viable.	
UK	The reputation of the Qualifications and Credit Framework (QCF) has meant that most courses delivered within the United Kingdom need to be accredited to be viable. The framework provides a standardised alignment of qualifications.	The register is managed by Ofqual (a government organisation) and can be found at http://register.ofqual.gov.uk/ .

9.6.5 The Pacific

Table 9.10 Non-accredited courses – Pacific

Country	Name of course and target trainees (youth workers, youth work managers, policy-makers etc.)	Training Institute with address, email and phone numbers
Australia	There are a large range of various short courses delivered by youth NGOs across Australia.	
Fiji	Such as: Youth Mental Health First Aid	Nation Not for Profit Mental Health First Aid (NFP MHFA)
New Zealand	MentorPlus Mentoring Matters	No information
	Code of Ethics Basic Training	New Zealand Youth Mentoring Network
	Ethical Champions	Ara Taiohi
	Supervision	The Project Team
Papua New Guinea	No information	No information
Samoa	No information	No information
Solomon Islands	No information	No information
Tonga	No information	No information
Vanuatu	No information	No information

9.7 Qualifications and competencies of teachers of youth work

In a number of contexts, youth work programmes are taught as interdisciplinary programmes and faculty often comprises those from other related disciplines such as sociology/psychology, etc., with very few of the teachers themselves having youth work qualifications. This is the reality of an emerging academic discipline in many parts of the Commonwealth that is still making a mark in academia, particularly in the global South. While it is unsure what proportions of academic staff teaching on youth work courses have a background or training in youth work, it seems that the lack of developmental training or specific education in relation to teaching roles is widespread.

Part of the comprehensive support provided to member states during the full implementation of the Commonwealth Diploma in Youth Development Work under the direct aegis of the Commonwealth was the provision of tutor training support and external regional moderation which provided youth work teachers with teaching assessment support and updated resources relating to the teaching of youth work. This process has been abandoned in most cases, barring a few exceptions.

Teacher training for teaching youth work and related to the field was practically absent in the present context except for evidence of induction programmes in developing a theoretical base, skills development and supervision in South Africa, training of supervisors in Singapore, and the continuation of the tutor training model established by the Commonwealth in Sri Lanka.

In Europe and Canada, further education (pre-graduate) courses generally demand that teachers are teacher trained; however, while this is desirable at higher education (under- and postgraduate) level, it is not as a general principle demanded, as experience in the field or related fields is often seen to compensate. There are many hundreds of in-service-training options in Canada and the UK but few specifically for those involved in training professional practitioners.

Australia identified specific training pertaining to Technical and Further Education (Cert IV – Technical and Further Education (TAFE) (Training and Assessing) University Level – Masters or PhD.³ Additionally, the Youth Workers' Association endorsement of training courses requires that they have teaching staff who are qualified in youth work at minimum degree level and are full members of the professional association.

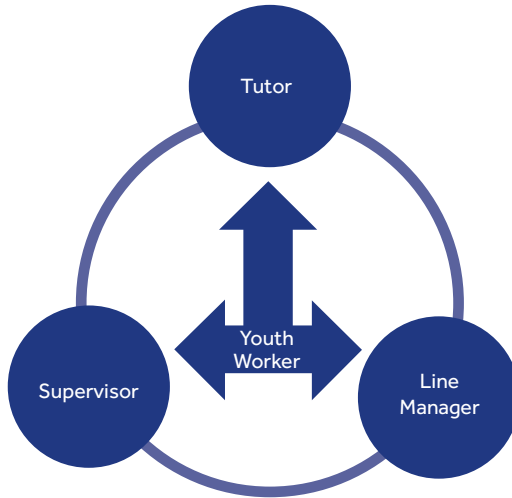
9.8 Practice assessment

As outlined above, a professional qualification has a vocational focus, therefore students are usually required to undergo continuous practice assessment throughout their studies. Part-time students might well be employed in the field as unqualified practitioners and will often use their employment to fulfil practice requirements. Full-time students will more typically use placements in the practice field for the same purpose. These placements will need to be quality assured to make sure they are able to offer a practice environment that can accommodate the professional requirements of any given programme; the practitioner will need to be able to use the placement to demonstrate that they have appropriate professional expertise. Therefore, an under-11s football club or a Sunday School (for example) is unlikely to have this type of scope.

There is a range of ways practice can be assessed but all involve producing **evidence** of practitioner learning from practice:

- students' work can be observed at regular intervals and reports generated
- students can explore and share their practice with study peers and course tutors
- placement- or employment-based line managers might write reports
- supervisors working with students might write assessments of the student's learning in practice
- students can write self-assessments of their learning.

The most respected professional training will include several or all of the above. However, without any continuous assessment of practice, which generally demands evidence of hundreds of hours (not unusually between 200 and 400) of practice over

Figure 9.2 The assessment of professional qualification

an academic year, it is hard to see how any programme can be understood to be a professional qualification.

While there are a number of variations, a number of assessments (independently produced and presented) can provide a 360-degree perspective of evidence of appropriate professional learning and development:

- The tutor assessment, which might be based on seminar/tutorial discussions of practice, including case studies
- The supervisor assessment, which could be made up of evidence, drawn from the practice situation, gleaned from a number of one-hour supervision sessions (usually 8 to 12) over an academic year
- The line manager's assessment, based on evidence from the practitioner's day-to-day practice
- The practitioner's self-assessment, which presents evidence from all aspects of the programme and effectively makes the case for their advancement on the programme or graduation.

Figure 9.1 illustrates the relationship of tutor, line manager and supervisor in enhancing youth work.

The only individual in this framework to see all the evidence is the practitioner (the exam board will of course also be privy to all the assessments).

While practice assessment was not surveyed in the baseline, anecdotal evidence indicates that practice assessment exists, even though its quality across regions and universities may vary.

9.9 Conclusion

Across the Commonwealth, there are a vast number of accredited and unaccredited qualifications directly or indirectly relating to youth work. At the same time,

governmental requirements for recognition as a youth worker range from none at all to undergraduate qualifications.

While there is a broad and diverse number of pre-graduate pathways (from apprenticeships, to undergraduate certificates and diplomas), not all of them provide accreditation to practice.

9.9.1 Undergraduate programmes

The generation of a general perspective on undergraduate programmes presents a challenge and the data above attempted to cover what was evidenced.

Of course, employment opportunities impact on the demand for programmes of study; if there is insufficient demand, colleges and universities may choose to suspend or scrap programmes. Austerity economics in a number of national contexts has seen the demise of many youth work qualifying programmes, while some universities have altered their offer, developing variations such as ‘youth work studies’ and ‘child and youth development’ – sometimes without the continuous assessment of practice that is often a prerequisite for professional qualification.

However, it is unclear how many of the courses included in the figures above might reflect professional standards as outlined above. The regional baseline surveys did not include details of programme requirements, staffing, safeguarding and vetting procedures or details of the presence or otherwise of continuous practice assessment (for instance). Anecdotally, at least some programmes are little more than academic courses, in the main staffed by academics with little or no background in youth work. Professional status is sometimes granted on the basis of little more than a paper exercise, while supervision is largely underutilised and/or not altogether understood.

In the past, the Commonwealth Diploma in Youth Development work had rigorous guidelines relating to practice assessment, which were part of the training of tutors. However, this support is no longer provided, and there is little evidence that all universities maintain the same rigour in terms of practice assessment and so on. It seems that organisational funding constraints and general austerity have meant that a lot of this attention to detail has been lost in the delivery of qualifications.

This said, the cost of running a bespoke professional course is necessarily high (relative to, say, a straightforward academic programme). Supervisor time and training is costly, as is the finding and maintaining of placements. Academic courses need to be augmented with professional input and review, which has administrative and other on-costs.

Given that youth work is largely unrecognised in more than a few national contexts, certainly with regard to professional status, occupational rewards might not be comparable to other recognised professional occupations, both in terms of salaries and secure employment. Even in contexts where youth work is well established, employment in the field is hard to find. By and large youth work is seen as a ‘non-essential’ service and as such is among the first sectors to be dispensed with in times of austerity.

9.9.2 Postgraduate studies

The regional baseline surveys revealed two coursework Masters programmes outside of the European region. In the European region there are 33 qualifying postgraduate routes available, 32 in the UK, one at the University of Malta and one at Concordia, Canada.

Doctrinal studies are available in the UK; for example Goldsmiths University offers an MPhil that can lead to a PhD in Community & Youth Work. This course is based on a research project. Candidates are assessed on a thesis and viva voce (oral assessment). Cardiff Metropolitan University offer a postgraduate diploma in Youth and Community Work. This is designed for people working in youth work, who wish to gain a professional qualification. Two separate placements are required. The core modules are the Principles and Practice of Youth and Community Work, Management in the Youth and Community Sector, The Community Context of Practice, The Social Context of Practice. Informal lectures and small-group discussions are the main method of teaching, as well as self-study. This is a two-year part-time programme.

The Africa University of Guidance, Counselling & Youth Development (AUGCYD) Malawi has recently applied to the Commission for Universities in Malawi to have its doctoral degree on Youth Development Work accredited, upon which they will start offering the course.

Higher degrees might provide opportunities to develop advanced critical thinking and engagement and research/advocacy skills. They can also be helpful to those who have not gained professional recognition at undergraduate level and may improve prospects and mobility in terms of promotion and the job market.

Relatively few universities will offer doctoral studies in youth work, although it could be a subject area within a humanities or education department if an appropriate supervisor could be identified.

However, for those with non-qualifying degrees, coming from purely academic undergraduate backgrounds, postgraduate study can be a relatively swift and cost-effective route to professional qualification.

Notes

- 1 Commonwealth Youth Programme Caribbean Centre, 20...
- 2 In all cases, where the title of the degree indicates an interdisciplinary or combined course, the full names are stated.
- 3 Minimum qualification that must co-exist with youth work experience and training to teach into the Certificate and Diploma Youth Work Course.