

Annex 7

Graduate Capabilities: Youth Workers' Association – Australia

Graduate Capabilities

Diploma

Diploma of Youth Work graduates should be able to demonstrate skills in the following areas.

1. **Understanding, developing and managing their professional role:**
 - An understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth work.
 - An informed and critical understanding of their role as facilitators in relation to other professional interventions in the lives of young people and communities.
 - The ability to maintain boundaries in voluntary relationships and in informal contexts.
 - The ability to make informed judgments on complex ethical and professional issues in a disputed field and to act appropriately in line with the Code of Ethical Practice.
 - The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours.
 - Critical reflection upon, and commitment to, their continuing personal and professional development.
2. **Fostering democratic and inclusive practice:**
 - The ability to build trusting relationships as a foundation for learning.
 - The ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them.
 - The ability to create inclusive environments and to identify the power dynamics that are present at both interpersonal and systemic levels.
3. **Maintaining and developing organisations which support practice:**
 - Context-appropriate leadership of individuals and groups.
 - The ability to build trusting relationships as a foundation for learning.

- The ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and role in community governance.
4. **Facilitating personal and collective learning development and capacity building:**
- The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.
 - The ability to support and develop a range of literacies, including emotional literacy.
 - The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques.
 - A commitment to the learning cycle, both as an individual and as part of an organisation
5. **Networking and multi-agency working:**
- Skills in including young people and community members in partnerships.
 - Skills in involving, consulting with, and acknowledging, accountability to stakeholders.
 - Skills in developing inclusive networks which do not intensify marginalisation of small projects or minority groups.
6. **Generic Skills**

Graduates should be able to demonstrate:

- An ability to use information and communication technologies.
- Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines.
- An ability to collect and apply basic program evaluation data, as appropriate.
- An ability to present data in different formats, including graphical and tabular.
- Commitment to the improvement of their own learning and performance.

Bachelor Degree

Where a graduate of a Diploma articulates to a Bachelor of Youth Work they are aiming to build on the skills and knowledge gained in that Diploma. For these graduates and for those that have undertaken a single three-year Bachelor degree they should be able to demonstrate skills and knowledge in the following areas.

1. **Understanding, developing and managing their professional role:**
- An understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth work as identified in the Table of Principles on page 215.

- An informed and critical understanding of their professional role as facilitators in relation to other professional interventions in the lives of young people and communities.
 - Substantial autonomy in using both conventional and innovative, original and creative methods of planning, delivery and evaluation of youth work programs across a range of practice settings.
 - Systematic analysis of relevant concepts, theories and issues of policy, and their use in informing practice.
 - The ability to maintain professional boundaries in voluntary relationships and in informal contexts.
 - The ability to make informed judgments on complex ethical and professional issues in a disputed field and to act appropriately in line with the Code of Ethical Practice.
 - The ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours.
 - Critical reflection upon, and commitment to, their continuing personal and professional development.
2. **Fostering democratic and inclusive practice:**
- An understanding of their own approaches to learning.
 - An ability to work on their own initiative and in co-operation with others.
 - The ability to use their knowledge and understanding critically to locate and influence in contexts and on issues that affect them.
 - The ability to create inclusive environments and to identify the power dynamics that are present at both interpersonal and systemic levels.
 - The capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships.
 - The capacity to promote, publicise and share good practice.
3. **Maintaining and developing organisations which support practice:**
- The ability to support and promote the development of productive and sustainable responses and structures, including the support and management of community-based and young people's organisations.
 - Skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks.
 - The capacity to manage others in the workplace (volunteers, staff, accountability, equality and diversity in the workplace).
 - The capacity to provide support, safety and well-being of staff.

- Context-appropriate leadership of individuals and groups.
 - Project management skills (monitoring, evaluation, financial management, management of resources, policy development, understanding quality framework models).
4. **Facilitating personal and collective learning development and capacity building:**
- The capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development.
 - The ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants.
 - Effective communication using written, visual, electronic and oral means with individuals and groups.
 - Emotional literacy programs, and to devise practice responses with them.
 - The ability to support and develop a range of literacies, including emotional literacy.
 - The ability to design and implement initiatives, projects and programs using appropriate professional frameworks and method.
 - The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques.
 - Skill in evaluation of the impact and effectiveness of their work and the work of community-based projects.
 - A commitment to the learning cycle, both as an individual and as part of an organisation.
5. **Networking and multi-agency working:**
- Skills in building partnerships with other professionals in education and in health and social care.
 - Skills in building partnerships across community groups and young people's projects.
 - Skills in including young people and community members in partnerships.
 - Skills in involving, consulting with, and acknowledging, accountability to stakeholders.
 - Skills in creating effective alliances with both education and health services.
 - Skills in creating networks and alliances among and between community groups and young people's projects.

- Skills in developing inclusive networks which do not intensify marginalization of small projects or minority groups.
- Skills in contributing to wider development of young people's services.

6. Generic Skills

Graduates should be able to demonstrate:

- Understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects.
- An ability to use information and communication technologies.
- Organisation and articulation of opinions and arguments in speech writing, using relevant specialist vocabulary.
- Self-management, including the organisation of an efficient and effective work pattern, and working to deadlines.
- An ability to collect and apply numerical data, as appropriate.
- An ability to collect, analyse and interpret qualitative and quantitative data.
- An ability to present data in different formats, including graphical and tabular.
- Commitment to the improvement of their own learning and performance.
- An understanding of their own approaches to learning.
- An ability to work on their own initiative and in co-operation with others.
- The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.
- Skill in reflection on their own and other's value systems and the ability to explore such values in informal contexts.
- Effective communication using written, visual, electronic and oral means with individuals and groups.
- Emotional literacy.